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Title

The Impact of Using the Jigsaw II Cooperative Learning Method to Enhance Pupils 'Composition Writing in English as a Foreign Language

The Case Study of Third Year Pupils at Mohamed Khierddine Secondary School in Biskra, Algeria

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Amani Berbache**, do hereby declare that this work presented is my original work and my own efforts to obtain a Master's degree. It has not been submitted for any academic institution or University for any degree before.

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Dedication

To my mother, who provided me with the physical and emotional support that

made this work a reality

To my father, who provided me with everything I need

To my siblings Akila, Akram, Hacen, Zahra, Mohamed, who provided me

with unconditional love

To my precious nephew, Nouh, the sunshine of my soul and the son I never

gave birth to

To my best friend and confidant, Ilef, who never fails to answer my questions

To my best friends, Asma, Khaoula, Lilia, and Abdou, who made this journey

unforgettable

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I would like to thank the pupils and teachers of secondary school who participated in this research work.

Abstract

Teaching writing is a challenging process in the field of language education, particularly at the secondary school level. Its complexity necessitates the exploration of innovative teaching methods that can enhance students' writing abilities. Thus, the aim of the present study was to investigate the effectiveness of using the Jigsaw II, the cooperative learning method, in enhancing third year pupils' composition writing in terms of organization and cohesion at Mohamed Khir Eddine secondary school, Biskra. For this purpose, a mixed-methods research approach was selected based on the nature of the research. Additionally, a quasi-experiment of the one-group pre-post-test design was conducted to answer the research questions and to test the hypothesis that entailed the effectiveness of the Jigsaw II method in enhancing third year secondary school pupils' composition writing. Moreover, a semi-structured questionnaire for EFL secondary school teachers was used to explore their perceptions and attitudes toward the use of the Jigsaw II method in writing classes. The aim of this tool was to test the hypothesis that EFL teachers in secondary schools had positive attitudes toward the implementation of the method. Furthermore, a sample of 22 pupils (n=22) was selected upon probability cluster sampling from Mohamed Khir Eddine secondary school, precisely from third year groups, to participate in this study. The research was carried out by the comparison of the pre and post-tests means using descriptive statistics. Then, a dependent t-test was run through the SPSS for hypothesis testing. The results revealed that the p - value (.001) was less than the significance level (0.05); thus, the null hypothesis was rejected in favour of the alternative hypothesis. This confirmed the significant effect of the Jigsaw II method on pupils' composition writing. Therefore, teachers were encouraged to integrate this method in their lesson plan to teach composition writing.

Keywords: writing skill, composition writing, cooperative learning, Jigsaw II method.

List of Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

CL: Cooperative Learning

CLL: Cooperative Language Learning

STAD: Student Team Achievement Division

TAI: Team Accelerated Instruction

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General Introduction

1. Statement of the problem

In the field of foreign language teaching (FLT), English as a foreign language (EFL) learners recognize the four language skills as integral to achieving language proficiency. Accordingly, writing is one of the two productive skills that is deemed an essential component for EFL learners to master.

In the Algerian EFL contexts, particularly in secondary school level in Biskra, students tend to encounter several challenges regarding composition writing. They struggle to produce well organised and cohesive pieces of writing. This may be the result of focusing on product-oriented writing, instead of the writing process in itself. In addition to the lack of varied writing strategies that fail to encourage cooperative learning among students. If the observed challenges faced by high school students of Biskra are not handled with pedagogical remedial, students' academic performance, especially in writing, will probably be hindered. Therefore, this research proposes the implementation of the cooperative learning method "Jigsaw II" as an alternative technique to enhance secondary school pupils' composition writing.

2. Research Questions

This research aims at answering the following questions:

RQ1: What is the effect of the Jigsaw II method on third-year secondary school pupils' composition writing?

RQ2: What are the teachers' perceptions and attitudes toward the application of the Jigsaw II method in writing classes?

3. Research Hypotheses

Based on the aforementioned research questions, this study is designed to test the following hypotheses:

RH1: Third-year secondary school pupils' composition writing would increase if a well-structured Jigsaw II method is implemented.

RH0: The Jigsaw II method is not effective in enhancing third-year secondary school pupils' composition writing.

RH2: Teachers have positive attitudes and perceptions about the application of the Jigsaw II method in writing classes.

4. Aims of the study

The present study aims to:

1. Investigate the effectiveness of the Jigsaw II method in enhancing third-year secondary school pupils' composition writing.
2. Raise teachers' awareness on the role of Cooperative Language Learning in enhancing pupils' academic performance.
3. Help teachers incorporate the Jigsaw II method in the process of teaching composition writing to enhance pupils' writing performance.

4. Research Methodology

The choice of the method

The present study investigates the effect of using the Jigsaw II method in enhancing third-year secondary school pupils' composition writing. To do so, the researcher opted for a mixed-method approach due to the nature of the study, research questions, and hypothesis.

Therefore, the quasi-experiment of the one group pre-test-post-test design was conducted to obtain numerical data. Additionally, the data obtained from the teachers' questionnaire serve as qualitative data to help further explore the subject under investigation.

The population and sample

The sample of the study are third year pupils at "Mohamed Khir Eddine" secondary school in Biskra. One group from the third year population was selected based on the probability cluster sampling technique. Thus, the sample consisted of 22 (n=22) pupils in the third year level enrolled in the scientific stream. Besides, six EFL teachers from different secondary schools in Biskra participated to answer the semi-structured questionnaire for this study.

6. Data gathering tools

The nature of the study imposes the necessity of conducting the quasi-experimental design of the one-group pre-test and post-test. A pre-test was administered to the group to determine the pupils' writing level before the treatment, then a post-test to determine the effectiveness of the Jigsaw II method on pupils' composition writing.

Additionally, the semi-structured questionnaire targeted EFL secondary school teachers to explore their perceptions and attitudes toward the use of the Jigsaw II method in writing classes.

7. Significance of the Study

Despite being taught English since their first year of middle school, pupils continue to face difficulties in composition writing through secondary school. This may be due to a lack of attempt to implement different approaches to teaching writing. Thus, the aim of the present study lies in the investigation of the effectiveness of using the Jigsaw II method to improve secondary school pupils' composition written. This study aids secondary school teachers by

offering alternative approaches, particularly the Cooperative Language Learning approach, to teach writing. Besides, once the outcomes of the study prove the feasibility of the Jigsaw II technique in enhancing pupils' composition writing, it will induce the teachers in adopting the method as part of their writing classes.

8. Limitations of the study

This study may face some limitations along the course of research, and they are as follows:

- Availability of participants.
- Time constraints.
- Generalization of results.

9. Structure of the dissertation

This research is divided into three main chapters; the first two chapters are theoretical; they overview the literature related to the two variables. Whereas the third chapter is practical which is concerned in analysing and interpreting data.

First, chapter one is devoted to the composition writing , it delves into the nuanced definitions of writing, different components of writing, types of writing, the writing process, composition writing and its characteristics, writing under the collaborative learning, and the different approaches used in teaching writing. Moreover, it focuses on and the role of the teacher in the writing process, while also exploring the cognitive mechanisms involved in writing.

Second, chapter two addresses the Jigsaw II Cooperative Learning method. It discusses CLL, its various definitions, theories, the different models and its characteristics. Lastly, it presents an account for the CLL methods used to teach writing. Furthermore, the chapter sheds

the light on the Jigsaw technique providing a thorough understanding about its definition, its variants that were developed through the years, and its importance.

Last, the third chapter is divided into two parts. The first part deals with the research methodology, it provides a detailed description of the methodological procedures underpin the current study; including the research design, the population and sample, the research instruments and a detailed description of the experiment conducted; the pre-test, the post-test and the treatment. The second part is concerned with the presentation, description and categorization of the obtained data. Simultaneously, it attempts to display an analysis and interpretations of the findings which leads to draw meaningful conclusion

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Introduction

Writing is a fundamental skill in English as a Foreign Language (EFL) learning. While speaking, listening, or reading are cognitive processes, writing requires combining cognitive abilities with linguistic knowledge. It needs clear articulation of thought, well-structured idea organization, and conformity between lexico-grammar relations in a non-native language. Therefore, mastery of writing in EFL is crucial for EFL learners not only for academic success but also for effective communication in various real-world scenarios. However, teaching writing in an EFL classroom poses distinct challenges: the complexity of the grammar of the English language, the subtleties of vocabulary usage, and the requirements of various genres are difficult for learners to grasp. Instructors need to employ strategies that will help surmount these challenges such as integrating process writing approaches, providing constructive feedback, and using technology to enhance engagement.

1.1 Definition of writing

Writing was differently defined by many scholars through the years. The Cambridge Dictionary (2024) defines writing as “the skill or activity of producing words on a surface”. Writing in its simplest form is a collection of graphic symbols which reproduce spoken words in a written form (Pincas, 1992, p.25, as cited in Boudina, 2020). Similarly, (Byrne, 1992) states that we use graphic symbols when we write; that is, we combine letters to form words and sentences. On the other hand, he acknowledges that writing is not only a matter of letter combination.

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentence. (Byrne, 1992, p.1)

He adds that “writing involves the encoding of a message of some kind: that is we translate our thoughts into language” (Byrne, 1992, p.1).

In other words, writing goes beyond the transcription of language using written symbols, but it is a way of communicating ideas through the combination of the graphic symbols of that language to form words, and arranging those words into sentences according to specific conventions and rules.

According to Nunan (2003, p.88) writing is the mental process of generating ideas, finding the most suitable way to express them in a clear manner, and organizing them into logical and coherent paragraphs that will be clear to a reader.

Additionally, White and Arndt (1991) argue that “Writing is a thinking process in its own right. It demands conscious and intellectual effort which usually has to be sustained over a considerable period of time” (p. 3). This implies that writing is a complex skill that requires continuous practice over a long period of time to reach proficiency. It is not an easy skill to learn and involves a lot of thinking.

Furthermore, Bell and Burnaby explain that;

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation at the sentences level. And beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (Bell and Burnaby, 1984, cited in Nunan, 1989, p 36)

According to Nunan (1989, p.35), learning to write expressively and fluently is a difficult task for all language users regardless whether the language in question is their first, second or foreign language. That is to say, writing effectively is difficult to a certain extent because it involves mastering multiple linguistic elements, including vocabulary, grammar,

syntax, and style. And these challenges apply whether someone is writing in their first, second or foreign language. White (1981, as cited in Nunan, 1989, p.36) states that writing is not a natural ability; people can learn to speak a language. Yet they have to be taught how to write. To put differently, while speaking relies on basic communication instincts, writing involves more complex cognitive processes, such as organizing thoughts, manipulating language conventions, and adhering to grammatical rules. Therefore, individuals need to be taught writing techniques and strategies to effectively convey their ideas on paper.

On the whole, it can be deduced that writing is both a physical and a cognitive process that involves mental activities such as generating ideas, organizing thoughts, structuring sentences, and selecting appropriate words and phrases to translate ideas and thoughts into written form. It is a difficult and sophisticated activity that requires much practice and an important skill for language learners, as well as native speakers, to master.

1.2. Components of Writing

Writing can be a challenging and demanding task for EFL learners, they need to follow a certain criteria in order to communicate their ideas in a clear, fluent, and effective manner. Starkey (2004) identifies four components for learners to write effectively which are organization, clarity, word choice, and mechanics.

1.2.1. Organization

Organization is the progression, relatedness, and completeness of ideas (Cali and Bowen, 2003). Starkey (2004, p.2) believes that organization in writing provides guidance and direction through the writing process, especially in timed situation. It helps to observe how ideas are linked together, how they support the thesis, and how they fit into an overall framework of the written production. Starkey (2004, p.2) adds that “The direction and purpose

you get from organization helps your reader to believe what you are saying, and to willingly follow your lead.”

According to Starkey (2004) organization is determined by pre-writing techniques that are helpful in the writing process. They include free-writing, brainstorming, mapping, asking questions, and reading good writing. First, free-writing, also called “flow writing”, involves writing continuously for a set period of time, focusing on a specific topic without stopping to edit or correct errors. The main goal is to maintain a flow or momentum in your writing, allowing ideas to emerge naturally without self-censorship. The key is to keep writing without worrying about grammar, spelling, or the quality of the ideas. Second, brainstorming exercise meant to elicit many individual thoughts and ideas that make sense in a particular order on a given topic. Third, mapping or webbing help to graphically organize information and explore the relationships between diverse ideas, making it easier to understand complex topics and prioritize and organize the ideas. Next, asking “who, what, where, when, and why” will help in focusing the topic; the more focused the answers are, the more information is there to use in the topic. The last technique is to read good writing because what ones read can influence what they write. (Starkey, 2004)

1.2.2. Clarity

Clarity is an essential part in writing. According to Starkey (2004) the goal of writing is to convey information. That goal would not be achieved if the reader does not understand the first few sentences or paragraphs, or fail to grasp the message after they finish reading. Thus, Starkey (2004) mentions five guidelines that would make writing clear and accurate:

1. Eliminate ambiguity: writers had better avoid using words or phrases that have more than one interpretation.

2. Use modifiers: modifiers, such as adjectives and adverbs, add precision to writing. Also, it makes the point clear and add meaning and originality to the piece of writing.
3. Be concise: by eliminating unnecessary words and phrases, and using the active voice whenever possible.
4. Avoid unnecessary repetition: repetition wastes valuable time and space and is a sign of unsystematic writing. (Starkey, 2004)

1.2.3. Word choice

Word choice is the act of selecting lexical items in order to convey a message. According to Starkey (2004) there are two aspects to consider while choosing the words: denotation and connotation. Denotation is the literal meaning of the word. Writers need to ensure correctness of words

The confusion may stem from words that sound or look similar (but have very different meanings), words and usages that sound correct (but in fact are not considered Standard English), or words that are misused so often that their wrong usage is thought to be correct. (Starkey, 2004, p.22)

Connotation involves emotions, cultural assumptions, and suggestions. Connotative, or implied, meanings can be positive, negative, or neutral (Starkey, 2004). Using words without the awareness of its implied meaning can annoy the reader or make the message unclear.

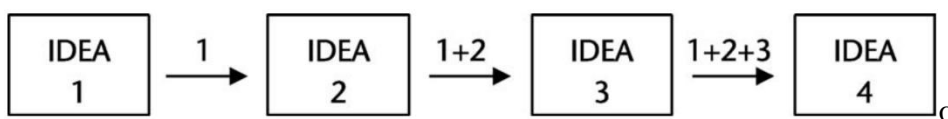
1.2.4. Coherence

Another important component in writing is coherence. Murray and Hughes (2008, p.45) consider “Coherence is perhaps the single most important element in any kind of writing and particularly crucial in academic writing”. According to them, coherence has to do with arranging and linking one’s ideas in a way that makes them most easily understood by the learner.

Murray and Hughes (2008, p.45) notice that a good writer is the one who “sticks their ideas together so that they act as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.”

Figure 1

Sequence of Ideas by N. Murray and G. Hughes, 2008, p. 46.



1.2.5. *Mechanics*

In writing, mechanics refer to the appearance of words, how they are spelled and arranged on paper (Kane, 2000, p.15). There are some areas in writing that needs to be mastered for effective which are mechanics of writing. They refer to grammar, spelling, punctuation, and capitalization. Brooks and Gundy (1970: 20) states that “For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, and the rules of grammar and punctuation’.

1.2.5.1. *Grammar*

Grammar refers to the rules of language and how sentences are structured (Galko, 2001). It is quite important to be familiar with these rules in order to write effectively. Galko (2001) identifies two common grammatical problems in writing. Sentence fragments and run-on sentences. The former refers to incomplete sentences that lack either a subject or a verb or both; the latter refers to two or more sentences that are written as one sentence.

1.2.5.2. Spelling

Oxford Learner's Dictionary (2005, p.415) describes spelling as "the act of forming words correctly from individual letters". Galko (2001) assumes that writers who consistently misspell words does not appear very careful and readers will start to doubt their ability in writing. Thus, he suggested two tools that would help writers check their spelling: a computer spell checker and a dictionary.

1.2.5.3. Punctuation

Punctuation helps the reader understand what the writer wants to say. Kane (2000, p.375) states that most punctuation marks do this by signalling the grammatical or logical structure of a sentence. Proper punctuation makes writing more polished and technically correct, and will convey the voice more directly (Starkey, 2000, p.48). They indicate pauses and sentence boundaries and also help to eliminate ambiguity (Murray and Hughes 2008, p.185).

1.2.5.4. Capitalization

Starkey (2000, p.52) confirmed that capitalization is necessary both for specific words and to start sentences and quotes. However, its overuse makes writing appear overly casual. He asserts that there are just six occasions that require capitalization:

1. The first word of a sentence.
2. Proper nouns (names of people, places, and things).
3. The first word of a complete quotation, but not a partial quotation.
4. The first, last, and any other important words of a title.
5. Languages.
6. The pronoun I, and any contractions made with it.

(Starkey, 2000, p.52).

1.3. The Writing Process

The writing process is a methodical approach to creating clear, coherent, and well-structured written work. It involves several stages, each vital for turning initial ideas into polished, final drafts. Understanding and following this process can significantly improve the quality of writing for academic, professional, or personal purposes. The following are the five stages of the writing process:

1.3.1. Pre-writing (Planning)

Pre-writing is quite a crucial step in the writing process. It is the initial step that involves generating and organizing ideas, as well as making a mental outline for those ideas (Hedge, 1988). There are some procedures that writers need to follow that assist in generating ideas including brainstorming, making notes, mapping, asking questions, and free-writing.

1.3.2. Drafting

“Drafting means writing a rough, or scratch, form of your paper” (Galko, 2001, p.49). Hedge (1988: 89) defines drafting as the stage where the writer “Puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure.” A draft is not the perfect and final version of the writing. However, it is a start and it will form the foundation of the final version. (Galko, 2001). That is, when drafting, less attention is paid to grammar, spelling, and punctuation, rather the main purpose is to focus on the content not the form.

1.3.3. Revising

Once the drafting part is done, there comes the revision stage. Revising is to assess what has already been written. As Tompkins (2000) claims “revision is not just polishing writing; it is meeting of the needs of readers through adding, substituting, deleting, and rearranging

materials". It is a general examination of the writing, checking if the goal is achieved, and any section needs to be improved (Starkey, 2000, p.56).

1.3.4. Editing and Proofreading

Editing is the final step in the process of completing the final draft. According to Starkey (2000) when editing, one reads through each paragraph of the essay a number of times, paying careful attention to the sentences and the words that comprise them. While proofreading is to check for any mechanics mistakes, such as grammar, spelling, and punctuation.

1.3.5. Publishing

It is the last stage of the writing process in which the student presents his/ her work in its final form to be read. Harmer (2004) describes publication as the final version in how students produce their final writing. Publishing can take many forms; it may be oral by reading aloud what they write, or written by letters, report or visual by sharing data show. It is worth mentioning that the writing process is not linear, that is a series of steps that have to be followed chronologically. Rather it is recursive in the sense that the writer can move backward and forward along the stages (Harmer, 2004).

1.4. Composition Writing

In the literary sense, a composition (from the Latin "to put together") is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student (Nordquist, 2023). Compositions serve as a practical tool for assessing learners' language proficiency. By analysing their written work, teachers can evaluate vocabulary usage, grammar accuracy, and overall language competence. Nordquist (2023) highlights that compositions provide a snapshot of learners' language abilities, allowing educators to identify areas for improvement.

The four classical types of composition (description, narration, exposition, and argumentation) are not distinct categories. They are best thought of as modes of writing that can be combined and used together to create a complete piece. They inform a piece of writing and serve as good starting points for understanding how to compose a piece of writing (Nordquist, 2023). Nordquist, (2023) gave account to the four types of composition, namely,

1.4.1. Description

According to Nordquist, (2023), a description is a statement that portrays something or someone by listing their characteristic features and important details. It aims to provide the reader with a vivid depiction using words, depicting the object, person, place, or thing in a tangible and concrete manner. Descriptions capture the essence and appearance of objects, offering as much detail as desired. For instance, when describing a rose, one might mention the hue of the petals, the fragrance of its perfume, its location in the garden, and whether it is placed in a simple terracotta pot or in a city hothouse (Nordquist, 2023).

1.4.2. Narration

A narration, or narrative writing, is a personal account or story told by the writer. It can be a series of facts or events presented in order, with connections between the steps. It can also be dramatic, with scenes, actions, and dialogue. The events can be in strict order or include flashbacks. For example, a narration about a rose could describe how you first encountered it, how it ended up in your garden, or why you went to the greenhouse that day (Nordquist, 2023).

1.4.3. Exposition

Exposition, or expository writing, means explaining or describing a person, place, thing, or event in detail. It's not just about giving a basic description; it's about adding your own ideas and interpretations to make it more meaningful. For example, an exposition about a rose might

include its scientific and common names, who developed it, and its impact when it was introduced to the public (Nordquist, 2023).

1.4.4. Argumentation

Argumentation, also known as argumentative writing, involves comparing and contrasting different viewpoints. It's a structured way of presenting both sides of an argument using logical or formal reasoning. The goal is to persuade others why one thing is better than another. The definition of "better" forms the basis of your arguments. For example, argumentation applied to a rose might involve explaining why one particular rose is superior to another, why you prefer roses over daisies, or vice versa. (Nordquist, 2023)

1.5. Approaches to Teaching Writing

Writing is considered an essential element in the education field and language learning; thus, a number of approaches have emerged to enhance the teaching of writing. Each of these approaches viewed the writing skill from different perspectives, and each has its unique underlying principles. Therefore, educationists claimed that selecting which approach to implement depends on what learners need to learn, and what teachers' philosophy of effective writing instruction is (Hyland, 2003).

1.5.1. The Product Approach

As the name suggests, the product approach focuses mainly on the final written products. As Selvaraj and Aziz (2019) define it "Product based approach denotes a writing process which aims to see the end product". Another definition given by Badger and White (2000) is that the traditional, or product approach, focuses on the final writing product which views the teaching of writing as a process of assigning and evaluating writing pieces. In this approach, "students are encouraged to mimic a model text, usually is presented and analysed at an early stage" (Gabrielatos, 2002, p.5). In other words, students are supplied with a standard

sample of text and they are expected to follow the standard to construct a new piece of writing. Escholz (1980) found that the product approach follows a traditional way of teaching writing as it demands that learners focus on the model, the form and the duplication of the teacher's text as much as possible. Ngubane, Ntombela, and Govender (2020) believed that teachers using the product approach put more focus on the grammatical features and the organisation of the text. Therefore, accuracy in writing is the main focus in the product approach instruction. Teachers assess learners' writing based on how accurate they are in grammar, spelling and punctuation.

Steel (2004, as cited in Selvaraj, & Aziz, 2019) reported a number of steps to apply this approach in the English as a second language (ESL) writing classroom, which are

1. Students read the model composition and take note on the distinctive features of a composition including organization of ideas, the use of language and mechanics of writing.
2. Students perform controlled practices to exercise the elements outlined in the model text.
3. Students attempt to mimic the model essay by organizing a collection of pre-set thoughts to suit the model.
4. Students perform the task by using their skills, sentence structures and various level of vocabulary in order to compose the anticipated composition.

The Product Approach to writing emphasizes producing well-crafted final pieces by imitating model texts and following established conventions. This method benefits EFL learners by providing clear guidelines and examples, helping them understand writing structure, style, and language use. However, this approach neglects the creative aspects and critical thinking of students.

1.5.2. The Genre Approach

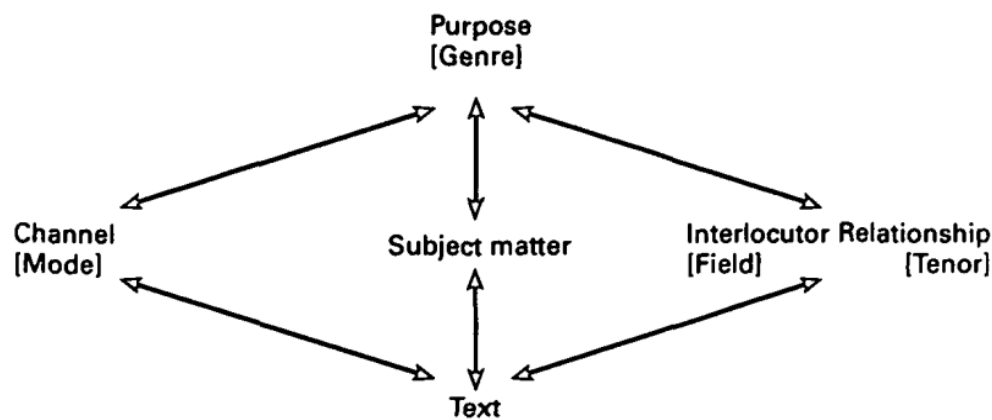
The genre approach is similar to product approach and, in some ways, it can be regarded as an extension of product approach. For they both focus on the linguistic aspects in writing. But, unlike the product approach, the genre approach emphasizes the different social contexts in which language is produced (Badger and White, 2000). In other words, the genre approach recognises the different types of writing that carry out different purposes, such as letters, reports, and articles. Harmer (2001, p. 258) explains that “In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing”. That is, learners are given models of the type of writing they are going to engage in to analyse the construction and specific language use common in that genre to help them produce their own writing.

In this case, writing is regarded as a form of reproduction rather than a creative act. In early stages, students imitate other genres not to enforce strict genre rules but to inform, as learners are exposed to various writing genres. In the end, it is up to them to decide what to do with the data they collected (Harmer, 2001).

Genres are influenced by various factors such as subject matter, the writer-audience relationship, and the pattern of organization. Martin (1993) provides a graphic explanation of genre.

Figure 2

A wheel model of genre literacy by J. R. Martin, 1993, p.120.



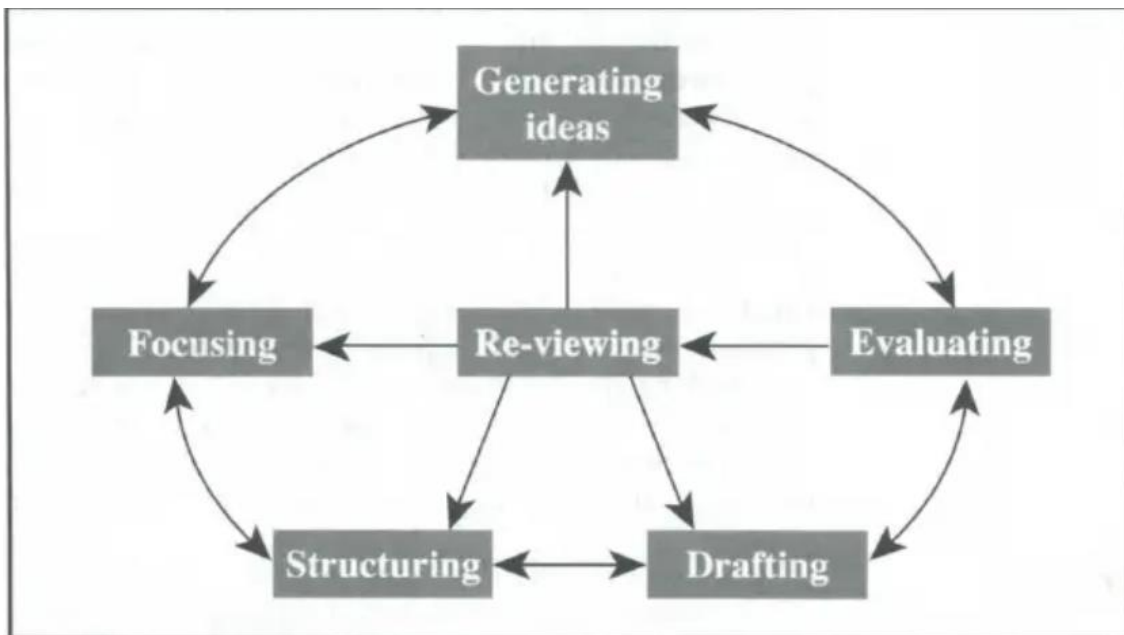
1.5.3. The Process Approach

This approach came as a reaction for the traditional product-oriented approach. In the process writing approach the focus is on the development of writing in the writer's mind before he produces the final product (Alshammari, 2016). Harmer (2004, p.4) defines the writing process as "the stages a writer goes through in order to produce something in its final written form". There are several stages during which writing is gradually developed. A typical model identifies four stages: prewriting, composing/drafting, revising, and editing (Tribble 1996, p. 39, as cited in). In the pre-writing activity learners go through different steps to generate ideas, such as, brainstorming and mapping. In drafting, students typically do it in pairs or groups. They write the ideas they brainstormed in the pre-writing stage without paying attention to grammatical mistakes. Then they revise what have been written and check for any inconsistencies in the text. After that comes the editing stage where they pay attention to details like grammar, punctuation and spelling.

Adopting this approach enable writers to move back and forth to improve their writing. It also promotes creativity when the writers create their own composition. Thus, it is seen as a dynamic approach as recursive process takes place (Selvaraj, & Aziz, 2019).

Figure 3

The Writing Process by White and Arndt, 1991, p.11.



1.5.4. The Process-Genre Approach

The combination of the 'process approach' and the 'genre approach,' known as the 'process-genre approach,' has emerged as a response to the limitations of each approach in enhancing learners' writing abilities (Babalola, 2012). This approach integrates elements from both approaches, resulting in a more comprehensive utilization of texts while considering other aspects (Nordin, 2017). In the 'process-genre approach,' writing is perceived as requiring language awareness, contextual knowledge, purpose, and language skills (Badger & White, 2000). It emphasizes extending learners' potential and providing input for their writing development (Gao, 2007; Ghufon, 2016; Guo, 2005). The 'process-genre approach' combines the recursive writing process of the process approach, which includes planning, composing, editing, and revising, with the genre-based approach that emphasizes understanding the context and purpose of writing (Hyland, 2003; Yan, 2005). This integration aims to improve learners' writing abilities by incorporating essential elements from both techniques (Babalola, 2012;

Gao, 2007). It promotes learners' creativity and a balanced focus on language comprehension, text structure, social context, and writing processes (Babalola, 2012; Gao, 2007).

1.5.5. The Collaborative Writing Approach

“Collaborative writing is an activity that can be simply defined as the involvement of two or more writers in the production of a single text” (Storch, 2019). According to Harmer (2001),

Collaborative writing works well with process and genre approaches. In the first case, reviewing and evaluating are greatly enhanced by having more than one person working on it. And the generation of ideas is more lively when two or more people are involved than it is when writers work on their own. (Harmer, 2001, p.260)

Storch (2019) believes that there is a difference between collaborative writing and cooperative writing. She distinguishes collaborative writing by being an activity that requires the co-authors to be involved in all stages of the writing process, sharing the responsibility for and the ownership of the entire text produced. While in a cooperative or team writing task, there can be a division of work, with each team member completing one discrete section of the text or having the responsibility for completing one sub-task. (Storch, 2019)

1.6. Writing under the Cooperative Learning Method

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

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

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

Harmer (2001) accepts that cooperative writing is an effective method in both the process and the genre-based approach, it can be a motivational factor for students in reformulating ideas, negotiating meaning, exchanging their drafts of papers and receiving feedback from their peers. For him, writing abilities are greatly enhanced by having more than one person working on a particular piece of writing. Additionally, Ur (1991, p. 232) argues that group work promotes learners' responsibility and interdependence by allowing students to make their decision in the group without being told to do by the teacher.

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

Method

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

1. Circulating among the groups and revising students' drafts.
2. Intervention from the teacher whenever he/ she sees that a group needs help.
3. Teachers may add their own suggestions about the work.

4. The teacher has to give students the right to call them for advice.

For him teacher's role is to evaluate the group works when they are writing and make improvement on the student's piece of writing.

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

Method

Learners are assumed to have many roles in cooperative writing. So, every member in the group has to contribute in the production of the final written product. As Harmer (2004, p.77) states that “the main objective of writing activities done in groups or pairs is to involve everyone in the creation of written text, whoever does the actual writing”.

Furthermore, students support and work with each other during the process of writing; they discuss, share and exchange ideas for the purpose of a better understanding of the topic. That is to say, they put all their minds together to produce a good piece of writing. For Gustavsson and Hedlund (2011, p. 9), the group's work during the writing process should comprise the following:

1. Determine the task and define the subject.
2. Discuss what data needs to be collected and distribute the collected tasks amongst the group members.
3. Examine the collected data.
4. Discuss how the planned text should be organized and distribute the task of formulating proposals for different sections of the text to different group members.
5. Rework, i.e. discuss the proposed texts written by the group members and decide how the final text should look.
6. Polish, i.e. make sure that the completed text has a pleasing appearance.

Conclusion

In conclusion, writing and learning to write in a foreign language or a second language is more challenging than writing in one's native language. Therefore, teachers have the responsibility of creating a motivating atmosphere for learning and providing activities that enhance students' writing abilities. This chapter has discussed the definitions, components of writing skills, as well as its differences from other language skills. It has also covered the main approaches to teaching writing, particularly under the CL method, with specific reference to the roles of the teacher and the student. Additionally, it has presented writing activities that can be provided to students and has discussed the emotional factors that may hinder learners from becoming proficient writer

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Introduction

The way students interact with each other is often overlooked in educational instruction. A significant amount of training time is dedicated to help teachers arrange appropriate interactions between students and study materials, also, on teachers' interaction with students. Unfortunately, the importance of students' interaction with one another is often disregarded. Nevertheless, it is crucial to consider this aspect, because how teachers structure student to student interaction patterns greatly impacts students' learning (Johnson & Johnson, n.d.). In the past, cooperative learning was largely ignored in education in favour of competitive and individualistic learning. However, cooperative learning is now widely accepted among educators as it offers a plethora of methods and techniques that serves solely to enhance the learning process (Johnson & Johnson, n.d.). The Jigsaw II cooperative learning method by Slavin (1980) serves just the same purpose. It is a social constructivist method of organizing classroom activity that makes students dependent on each other to succeed. This method has been widely used by educators as it was sought to be an effective learning method of cooperation (Khan & Koshi, 2022).

2.1 Definition of Cooperative Learning

The word “cooperation” means working together to achieve shared goals (Johnson and Johnson, 2019). Hence, when working together, individuals strive to achieve outcomes that benefit themselves and all other members of the group. Cooperative learning occurs when small groups of students work to improve their own learning and the learning of their group members (Johnson and Johnson, 2019). According to Mandal (2009), cooperative learning involves instructional techniques where students work in small groups and receive recognition or rewards based on their collective performance. Fathman and Kessler (1992) stated that cooperative learning is structured to actively involve learners in the learning process. By encouraging inquiry and interaction among peers within small groups, learners work together

towards a common goal. Brown (2001) proposed that cooperative learning serves as a pedagogical approach offering two major characteristics. First, it emphasizes interaction, where students exchange diverse ideas and provide mutual support. Second, it highlights responsibility, meaning that all students engaged in cooperative work share equal accountability for achieving their set objectives.

Cooperative learning differs from competitive learning, where students compete against each other for individual achievements. Similarly, it differs from individualistic learning, where students work independently to meet their own learning objectives without considering others' goals (Johnson and Johnson, 2015).

Furthermore, the distinction between cooperative and collaborative learning has been a topic of debate among researchers. Both approaches involve group work, emphasizing active student engagement within small groups and the completion of specific tasks. Collaborative learning, as viewed through the lens of theorists like Bruffee (1995) and Panitz (1999), is characterized by a philosophical orientation, emphasizing the construction of knowledge through interaction and conversation among peers. It challenges traditional notions of power and authority, viewing knowledge as socially constructed among community members; rather than transmitted from teacher to student. Roschelle & Teasley (1995, p. 70) defined collaboration as “the mutual engagement of participants in a coordinated effort to solve the problem together”. Collaborative learning tends not to impose too much structure on learning activities, and the students work together in small groups that are typically self-selected, self-managed, and loosely structured (Bruffee, 1999).

On the other hand, Johnson & Johnson (1999, p. 5), defined cooperative learning as “the instructional use of small groups so that students work together to maximize their own and each other’s learning”. They emphasized interdependence in group work; students “can reach

their learning goals if and only if the other students in the learning group also reach their goals” (ibid.). Cooperative learning is defined as “a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups” (Panitz, 1999, p. 3). Cooperation implies “the division of labour among participants, as an activity where each person is responsible for a portion of the problem solving” (Roschelle & Teasley, 1995, p. 70).

Finally, with these differences in mind, it is important to note that collaborative and cooperative learning have some shared theoretical assumptions, such as learning is an active, constructive process; learning depends on rich contexts; learners are diverse; learning is inherently social; learning has affective and subjective dimensions (Smith & MacGregor, 1992).

2.2. Second Language Learning Theories and Cooperative Learning

A commonly held belief in the field of second language education is that cooperative learning maximizes second language acquisition by providing opportunities for both language input and output (Fathman & Kessler, 1993; Holt, Chips, & Wallace, 1992; Long & Porter, 1985; McGroarty, 1993, as cited in Liang et al., 1998). Consequently, there are a number of theories of Second Language Acquisition that advocate the use of CL in L2 instruction.

2.2.1. Social Interdependence Theory

Theory views cooperation as resulting from positive interdependence among individuals' goals. Kurt Koffka (as cited in Johnson et al., 1998) proposed in the early 1900s that groups were dynamic wholes in which the interdependence among members could vary. Lewin (as cited in Johnson et al., 1998) added that the essence of a group lies in the interdependence of its members created by common goals; groups are "dynamic wholes" in

which a change in the state of any member or subgroup changes the state of the other members or subgroups. The core idea of social interdependence theory according to Johnson et al., (1998) is that the way social interdependence is structured determines how individuals interact, which in turn determines outcomes. They stated that positive interdependence (cooperation) results in promoted interaction as individuals encourage and facilitate each other's efforts to learn. Conversely, negative interdependence (competition) results in oppositional interaction. In competitive situations, individuals may discourage and obstruct each other's efforts to achieve their goals. Finally, in the absence of functional interdependence (that is, individualism), there is no interaction as individuals work independently without interchange with each other.

2.2.2. Cognitive Developmental Theory

The theory views cooperation as an essential prerequisite for cognitive growth. Jean Piaget (as cited in Johnson et al., 1998) taught that when individuals cooperate on the environment, healthy socio-cognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development. (Johnson et al., 1998, p.29) explained that;

When students are confronted with opposing points of view, uncertainty or conceptual conflict results, which creates a reconceptualization and an information search, which in turn results in a more refined and thoughtful conclusion

In other words, when learners work together and try to understand materials, they often have different ideas and perspectives. This can create a bit of confusion or disagreement, which is called "socio-cognitive conflict". This confusion actually helps learners' brains grow because it pushes them to think about things from different views. This process helps learners better understand other people and the world around them.

2.2.3. The Socio-cultural Theory

The concept of CL is largely rooted in Vygotsky's sociocultural theory which views learning as inherently a social process activated through the Zone of Proximal Development (Dillenbourg 1999). Vygotsky's sociocultural views highlight how learning is mediated in accordance with the context and experience with peers. This view illuminates the causal relationship between social interaction and an individual's cognitive development (Lin, 2015). From the sociocultural perspective, learning is essentially a social term rather than individual in nature, where interaction constitutes the learning process (Lantolf and Pavlenko 1995; Lantolf and Thorne 2006). Adding that mental functions are "intertwined with socio-culturally determined factors" (Lantolf and Appel 1994, p. 5).

Vygotsky (1978) built upon this framework, asserting that learning occurs first through social interaction and is then internalized by the individual. He emphasized the importance of working with more capable individuals, whether adults or peers, in guiding and collaborating with less experienced learners. Vygotsky (1978) argued that language serves as a psychological tool for regulating cognitive functions and organizing mental activity.

Cooperative learning in the Vygotskian tradition aims at social interaction among students or between students and a teacher to advance through the Zone of Proximal Development (Lin, 2015). He defined it as the gap between what an individual can do independently and what they can achieve with guidance from a teacher or collaboration with more capable peers. He further adds that working with others, especially those who are more proficient, helps individuals reach their potential level of development by expanding their conceptual abilities. Cooperative learning fosters this process by providing opportunities for students to actively communicate and learn from each other, thereby enhancing cognitive development through peer scaffolding and mutual learning experiences (ibid.).

2.3. Principles of Cooperative Learning

Johnson and Johnson (2019) state that in order to make a collaborative lesson, five basic elements are essential and should be included which are positive interdependence, individual accountability, promoted interaction, social skills, and group processing.

2.3.1. Positive Interdependence

Johnson and Johnson (2019) stated that positive interdependence is central to cooperative learning, requiring students to recognize that their success is tied to the success of their groupmates, and vice versa. To them, this mutual reliance and benefit must be built into the lesson for it to be truly cooperative. Positive interdependence can be established through various means such as shared goals, mutual rewards, equitable distribution of resources, complementary roles within the group, fostering a shared identity, and other strategies that encourage collaboration and mutual support among students.

2.3.2. Individual Accountability

Individual accountability is a fundamental aspect of cooperative learning, ensuring that each group member contributes equitably to the group's tasks. It involves assessing the performance of each student individually and providing feedback to both the group and the individual. This accountability extends to completing one's assigned responsibilities and supporting the efforts of other group members. The aim of cooperative learning is to enhance the capabilities of each individual within the group, with significant transfer of skills from group collaboration to individual performance. Structuring individual accountability may involve methods such as monitoring and documenting individual contributions during group work, requiring students to explain their learning to peers, or administering individual assessments (Johnson and Johnson, 2019).

2.3.3. Promotive Interaction

Students in cooperative learning settings facilitate each other's success through various supportive actions such as helping, assisting, praising, encouraging, and supporting each other's learning endeavours. These interactions stimulate cognitive processes such as discussing concepts, explaining problem-solving methods, teaching knowledge to peers, challenging reasoning, and relating current learning to previous knowledge. Additionally, promotive interaction involves interpersonal dynamics such as supporting and encouraging learning efforts, celebrating group achievements together, and demonstrating proper social skills for others to emulate. (Johnson and Johnson, 2019).

2.3.4. Interpersonal and Small Group Skills

In the context of cooperative learning, students need more than just academic knowledge; they also need to develop interpersonal and small group skills. These skills include leadership, trust-building, effective communication, decision-making, and conflict management. Just as teachers intentionally teach academic content, they ought to focus on nurturing these social competencies. By doing so, students learn how to collaborate effectively, resolve conflicts, work together toward shared goals, and contribute positively to cooperative efforts (Johnson and Johnson, 2019).

2.3.5. Group Processing

Group processing involves evaluating the effectiveness of the processes used by group members to enhance their own and each other's learning. It aims to identify ways to improve these processes. During group processing, members need to discuss actions that are beneficial or detrimental to maintaining effective working relationships among all group members. Decide together which behaviours should be continued or modified to enhance group effectiveness. And acknowledge and celebrate the hard work and successes of individual group

members, fostering a positive and supportive learning environment (Johnson and Johnson, 2019).

Johnson and Johnson (2019) assert that these five fundamental elements serve as valuable tools for teachers. They enable them to:

1. Implement cooperative learning in any lesson across various subjects and with different curriculum materials.
2. Customize and adjust cooperative learning strategies to meet the specific needs and circumstances of their students.
3. Intervene effectively in groups experiencing difficulties to enhance their performance.

These elements enable instructors to structure lessons that promote student participation and engagement. When these elements are thoughtfully integrated into a lesson, it becomes truly cooperative, fostering active involvement and engagement among students (ibid.).

Figure 4

Outcomes of Cooperation by Johnson & Johnson, 2009, p. 8



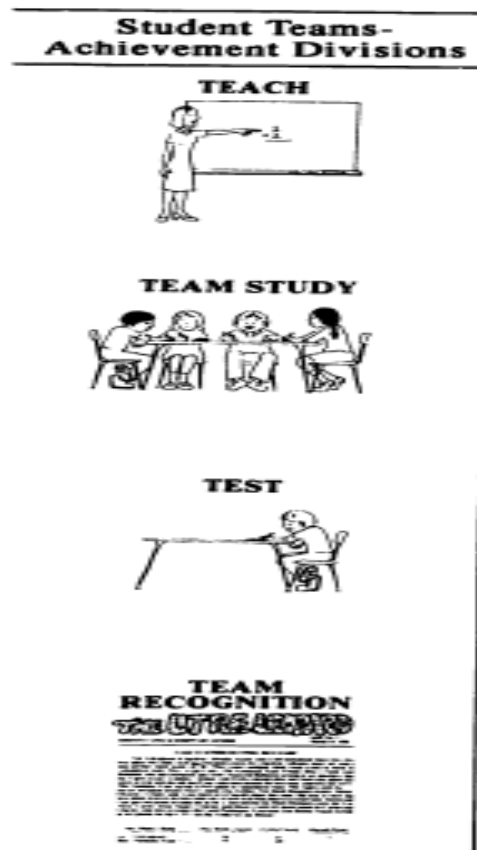
2.4. Cooperative Learning Models

2.4.1. Student Teams-Achievement Divisions

Student Teams-Achievement Divisions (STAD) introduced by Slavin in 1983. Slavin (1991) explained that in STAD, students participate in cooperative learning activities within diverse groups, followed by individual quizzes to assess their understanding. Quiz scores are then translated into team competition points, reflecting improvements in students' performance compared to their past averages. STAD effectively motivates students to excel on individual quizzes by incorporating cooperative learning and competitive elements, encouraging active participation and continuous improvement.

Figure 5

Basic Schedule of Activities for STAD by Slavin, 1991, p.14



2.4.2. Jigsaw I

Jigsaw I was developed by Aaronson and colleagues (1978), is a widely used method in which students are organized into five or six-member teams, and academic material is divided into sections. Each student within the team is assigned one section of the material to study. Next, students from different teams who have studied the same sections come together in "expert groups" to discuss their assigned topics. Afterward, students return to their original teams and take turns teaching their teammates about their sections. Since each student is responsible for teaching their section to the rest of the team, there is a mutual dependency on each other's understanding, encouraging cooperation and engagement among team members (Slavin 1991). Some modifications were brought into the technique in the practice process as a result of various studies conducted on the Jigsaw technique and new types of the techniques emerged. Basically, the assembling technique remains consistent across various forms of the Jigsaw method. However, modifications in the implementation process have led to the creation

of new names for these techniques. While the fundamental structure remains similar, variations in the practice approach exist among different types of Jigsaw methods. The Jigsaw technique has spawned numerous sub-techniques within the educational sphere through diverse adaptations and modifications in practice (Maden, 2001).

2.4.3. Jigsaw II

Jigsaw II, developed by Slavin in 1983, is a modification of the original Jigsaw method. According to Slavin (1991) in Jigsaw II, students are grouped into four- to five-member teams, similar to other cooperative learning approaches like Teams-Games-Tournament and Student Teams-Achievement Divisions. Instead of each student receiving a unique section of material, all students read a common narrative such as a book chapter, short story, or biography. However, each student is assigned a specific topic within the narrative to become an expert on.

Students with the same topics then meet in expert groups to discuss and deepen their understanding. They later return to their teams to teach their teammates what they have learned. Following this, students take individual quizzes, and their scores are aggregated into team scores using the improvement score system of STAD. A class newsletter recognizes the highest-scoring teams and individuals. Jigsaw II streamlines the process compared to the original Jigsaw method, as the teacher does not need to create separate readings for each topic. Slavin (1991) explains concisely the Jigsaw II process in the following excerpt

In Jigsaw II, the initial information input is from textual materials instead of (or in addition to) teacher instruction. Each team member receives an expert topic. After reading, students discuss their topics in expert groups composed of all other students in the class who have the same topic. After the discussion, students report to their teams. Then everyone is quizzed, and improvement points and team scores are computed as in STAD. (Slavin, 1991, p.12)

Figure 6

Basic Schedule of Activities for Jigsaw II by Slavin, 1991, p.14



A research made by Mattingly and VanSickle (1991) on Slavin's Jigsaw II method found that unlike Aronson, Slavin has emphasized that cooperative learning techniques need to meet certain conditions to be consistently effective academically: (a) a group goal that can be achieved only through cooperation, and (b) individual accountability for students' contributions to the achievement of the group goal. Slavin's variation of Jigsaw meets the group reward and individual accountability criteria. Thus, they tested the hypothesis that Jigsaw II, which is modified with the criteria Slavin recommended, would produce superior academic

results when compared to Aronson's Jigsaw. Therefore, an experimental group (n=22) and a control group (n=23) were assigned for the experiment. They were a ninth grade World Regions geography classes at a United States Department of Defence Dependents High School in Germany. The experimental group was exposed to Jigsaw II instructions by Slavin (1986) and the control group received instructions in a more traditional format. The post-test scores were analysed with a t-test for independent means. The achievement of the experimental class was higher than the control class at a statistically significant level ($t = 2.77$, $df = 43$, $p < .01$). According to this study and its consistency with the larger cooperative learning research base, it was concluded that the Jigsaw II tends to produce higher levels of academic achievement than more conventional whole class, non-cooperative instructional procedures in secondary social studies classes (Mattingly & VanSickle, 1991). This experiment supports Slavin's claims about the instructional conditions which need to be met for cooperative learning to be consistently effective. First, students in a learning group are required to work toward a group goal and reward which can one achieved only if they work together cooperatively. Second, students ought to be publicly accountable to their peers for their individual contributions to the achievement of the group's goal (Mattingly & VanSickle, 1991).

2.4.4. Jigsaw III

Jigsaw III, designed by Stahl (1994), is similar to Jigsaw II by Slavin, 1983 in the process. However, it only differs from Jigsaw II by addressing the group review prior to the exam (Holliday, 2000)

2.4.5. Jigsaw IV

It was designed by Holliday (2000) it holds the same principles as Jigsaw II and III in terms of competition and group review. It only differs from them in terms of continuous quizzes during the process to assess which areas of the curriculum have been well-understood by students and which require additional teaching by the instructor (Hedeem, 2003).

2.4.6. Reverse Jigsaw

While the traditional Jigsaw method focuses on enhancing student comprehension of the instructor's material, the Reverse Jigsaw method is designed to foster understanding of the diverse range of interpretations, perceptions, and judgments among participants on various topics (Hedeem, 2003). In other words, in the Reverse Jigsaw, instead of students being presented with instructor-provided material to understand and convey to their peers, they are encouraged to explore and share their own interpretations and perspectives on given topics. This process is highly participatory, involving active engagement and collaborative discussion among participants. This method promotes critical thinking, empathy, and appreciation for differing viewpoints, enriching the learning experience beyond the scope of traditional instruction.

The Reverse Jigsaw process can be outlined in three steps:

1. Students gather in mixed groups of four (or three or five)', where each student is provided a unique module consisting of a case study with questions, a complex question, or some other prompt. Each student facilitates group discussion of her or his topic or question, capturing the main points and any outcomes/decisions in writing. A fixed amount of time is allotted to each topic, perhaps 5-15 minutes, depending on the depth or complexity of the topics.
2. Students gather in topic groups, so that all students who facilitated and recorded on the same topic are together. In this group, students share the highlights of their mixed group discussions and develop a report identifying the common and divergent themes in the room/class. It is useful to have each topic group prepare a visual record and short oral presentation of these themes. The last task for each group is to select a reporter.

Again, depending on the complexity of the topics under discussion, this step may take 10-25 minutes.

3. The entire class reconvenes as a large group and each reporter (recall that there will be one reporter from each topic group) delivers her or his topic group's report. Following the reports, the instructor may wish to debrief the exercise with the class to review/highlight dynamics of group interaction or to conduct an evaluation of the process.

(Hedeen, 2003, pp. 327-328)

2.4.7. Team Accelerated Instruction

In Slavin (1991), he mentioned that the Team Accelerated Instruction (TAI) combines individualized instruction with team learning, primarily for elementary and middle school mathematics classes. Students are organized into heterogeneous teams, similar to other cooperative learning methods like Student Team Learning (STAD), Teams-Games-Tournament (TGT), and Jigsaw II. However, unlike traditional cooperative learning approaches where all students study the same material at the same pace, TAI employs individualized mathematics materials tailored to each student's proficiency level, ranging from basic addition to algebra.

Within TAI, students' progress through the materials at their own pace, working independently on their assigned levels. Teammates collaborate by checking each other's work against answer sheets, with final tests being scored by student monitors who rotate daily. Team scores are determined by the average number of units completed per week by team members and the accuracy of their work. Teams meeting specific criteria receive recognition in the form of certificates or other rewards. Overall, TAI allows students to progress at their own levels while fostering collaboration and accountability within the team setting. (Slavin, 1991)

Slavin 1991 provided a user' guide to the student team learning methods where he pinpointed the appropriate situations for these methods and the advantages of implementing them in classrooms

Figure 7

User's Guide to Student Team Learning Methods by Slavin, 1991, p.22.

STAD

Use in grades 2–12 in

- Mathematics
- Language arts
- Science
- Social studies skills, such as geography, graph reading
- Foreign language
- Any material with single right answers.

Advantages:

- Frequent quizzes give feedback to students and teacher.
- Relatively quiet, businesslike form of Student Team Learning.
- Improvement scores challenge students.
- Takes less instructional time than TGT.
- Curriculum materials available in most subjects.

Jigsaw II

Use in grades 3–12 in

- Social studies, when students are learning from books or other readings
- Literature
- Science
- Any material when information comes from books or other readings.

Advantages:

- Can be used for more open-ended objectives.
- Students take real responsibility for teaching teammates.
- Students exercise reading, teaching, discussing, and listening skills.
- Frequent quizzes give feedback to students and teacher.
- Improvement scores challenge students.
- Easily adapted to library research projects.

TAI

Use in grades 2–8 in

- Mathematics

Advantages:

- Individualization provides for needs of all students, gives students success at their own level.
- Students do almost all scoring and manage materials.
- Materials are completely prepared; very little out-of-class time needed.
- Materials cover skills from addition to algebra.
- Students usually learn math skills rapidly.

2.5. Cooperative Learning Activities to Enhance Writing

“In cooperative learning, when the teacher gives writing task, the members of the group work together towards a common goal. They help each other in the process of drafting. They plan, translate and review the work together” (Mandal, 2009, p.97). Cooperative learning strategies could be used during the process of writing so that students make good final products, some of them are:

2.5.1. Buzz Groups

According to Mandal (2009) Buzz groups are teams of four to six students that are formed quickly. They discuss on a particular topic or different topics allotted to them. The discussion is informal and they exchange the ideas. Buzz Groups serve as a warmup to whole-class discussion. They are effective for generating information ideas in a short period of time. This technique could be used to write essays.

2.5.2. Write Around

For enhancing student’s creative writing or summarizing, teachers can give a sentence starter (for e.g. If there were no plants on the earth.... / A man met an alien on the sea shore....) then all students in each team have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add a sentence to that one. After a few rounds, four great summaries or stories emerge. Students should be given time to add a conclusion and edit their favourite one to share with the class (Mandal, 2009).

2.5.3. Think-Pair-Share

Mandal (2009) states that this is a simple and quick technique where the teacher develops and poses some questions, gives students a few minutes to think about a response, and then asks the students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts.

2.5.4. Round Table/ Round Robin

It is primarily used to brainstorm ideas without elaborating them. Group members take turns responding to a question with words, phrases, or short answer. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating many ideas and could be used to develop a piece of writing (Mandal, 2009).

2.6. Teachers' and Learners' Roles in Cooperative Learning Contexts

2.6.1. Teacher's Role

In traditional classrooms, teachers typically act as knowledge transmitters, directing the class from the front and offering assistance as needed (Harmer, 2001, p. 56). However, in cooperative learning (CL), the teacher's role shifts significantly. Rather than being the central figure, teachers become facilitators or "guides on the side" who support and guide students in their learning journey (Jolliffe, 2007, p. 47). Instead of solely providing instructions, teachers focus on creating an organized learning environment by setting goals, structuring tasks, assigning group roles, and selecting appropriate materials and resources. Johnson and Johnson (2002) emphasize that teachers play a crucial role in establishing a conducive learning atmosphere conducive to collaborative learning, ultimately leading to improved learning outcomes.

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

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviours are utilized. Facilitators are giving feedback redirecting the group with questions, encouraging the group to solve its own problems,

extending activity, encouraging thinking, managing conflict, observing students, and supplying resources. (as cited in Richards & Rodgers, 2001, p. 199)

Furthermore, role of the teacher in cooperative learning activities is outlined by Johnson et al. (1998):

1. Establishing objectives: Setting academic and social-skills objectives, determining group size, assigning students to groups, defining roles, preparing materials, and arranging the classroom layout.
2. Instruction: Explaining tasks, fostering positive interdependence among students, clarifying assignments, and teaching necessary concepts and strategies.
3. Monitoring: Observing student learning progress, intervening to assist with tasks or interpersonal/group skills, and systematically collecting data on group dynamics.
4. Assessment: Evaluating student learning outcomes, ensuring careful assessment of individual progress, and providing feedback on performance.

2.6.2. Learner's Role

The implementation of cooperative learning (CL) brings about a significant transformation in classroom dynamics, shifting the authority from the traditional teacher-centred approach to a more learner-centred environment where the learners' needs and experiences play a central role in the educational process (Harmer, 2001, p. 56). The learner, thus, becomes a central and an active member in the learning process; they negotiate, interact, and cooperate with other participants. Richards and Rodgers (2001) point out that they are also directors of their own learning and they are taught how to plan, monitor, and evaluate their own

learning. Inside the group, each student has a specific role to play such as noise monitor, turn-taker, monitor recorder or summarizer.

2.7. Benefits of Cooperative Learning

Richards & Rodgers (2001) listed numerous advantages of cooperative learning in the context of the foreign language classroom:

1. To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.
2. Cooperative learning develops higher level thinking skills, Skill building and practice learning activities in and out the classroom (Rani Mandal, 2009, p.98).
3. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
4. CL creates an environment for active, involved and exploratory learning and provides teachers with appropriate methodology that enables them to achieve collaborative learning, and can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming) (Richard & Rogers, 2001, p.195).
5. It improves the performance of the weaker students when grouped with skilled students (Rani Mandal, 2009, p.89).
6. It addresses learning style differences among students (ibid, 2009, p.89).

2.8. Weaknesses of Cooperative Learning

Cooperative learning strategies have some weaknesses observed by a number of scholars:

1. During the group activity, the teacher cannot control the language used by the students because they prefer to use their L1 instead of English language while working in a group (Chamisah, 2013, p.143).

2. Though the class size is formed for resolving the subject matter, students' participation depends on the weak or shy students who may prefer to sit silent or rely on other members.
3. It is difficult to manage classes and maintain the students' discipline while engaging in any interesting activity because of different dynamics (Cloud, 2014, p.8).
4. It is time consuming to organize a group work and not all students enjoy CL since they rather prefer to focus on teachers' attention rather than working in their group (ibid, 2014, p.143).
5. Age is also a factor, as group work is difficult in case of young students and mature students who have not the same thoughts and perceptions.

Conclusion

As opposed to traditional methods and approaches of teaching a second or foreign language, CLL has attracted attention of educators from the past few decades because of its active role to enhance academic achievements and provide more opportunities for interaction among students. In cooperative activities, both the teacher and learners have diverse roles that facilitate their and each other's learning process. Additionally, some CL methods such as the Jigsaw II was proved to have beneficial results on the learners' outcomes in the context of language learning.

Chapter Three: Data Analysis and Results Interpretation

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Introduction

In the previous chapters, an account of literature to the writing skill particularly composition writing and cooperative learning and the Jigsaw II method was presented as the theoretical part of the research. Whereas, this chapter is dedicated for the field work of the research. It tackles the research approach, the research design and methodology, as well as the sampling techniques for this study. In the same line, the procedures for the data collection tools and data analysis are presented in details. Finally, the findings of the study are analysed, interpreted, and synthesized to answer the research questions and test the hypotheses.

3.1. Research Approach and Design

The main aim of this study is to investigate the use of the Jigsaw II as the cooperative learning method to enhance secondary school pupils' composition writing. Therefore, a mixed-method research approach was used to conduct this study as it aligns with the inherent characteristics of the research. A mixed-methods approach has been chosen because the researcher is utilizing both qualitative and quantitative research data to achieve the aims and address the questions of the current study.

Due to the nature of this research study, a mixed-method research design was implemented. This design involves the convergence of quantitative and qualitative data to provide a comprehensive analysis of the findings (Creswell, 2017). Therefore, the quasi-experimental design of the one group pre-test-post-test design was conducted to obtain quantitative data. Additionally, the data obtained from the teachers' semi-structured questionnaire serves as qualitative data collection method to help further explain the subject under investigation.

3.2. Sampling Techniques

The sample of this study was third year secondary school pupils at Mohamed Khir Eddine, Biskra. Based on the probability cluster sampling technique and since the groups naturally pre-exist, one group of 22 pupils (n=22) registered in the scientific stream was selected among five groups of third year secondary school. And to ensure the representativeness of the sample, the cluster was chosen to reflect the diversity of the population in terms of age, gender, and education level. In addition, six EFL teachers from different secondary schools were randomly given a semi-structured questionnaire in pursuit of exploring their perceptions and attitudes toward the implementation of Jigsaw II method in writing classes.

3.3. Data Collection Tools

The present study utilized two data collection tools namely: pre- post-tests for students, and a semi-structured questionnaire for teachers. Both quantitative and qualitative data were gathered to answer the research questions and to test the hypotheses in order to determine the effectiveness of using the Jigsaw II method in enhancing pupils' composition writing.

3.3.1. The Quasi-Experiment

3.3.1.1. Aim and Structure.

The pre-post-tests were conducted to measure the improvement occurring at the pupils' composition writing level and their ability to create organized and cohesive writing pieces in written production tasks.

The pre-test was divided into two main parts. The first part was a 15-minute allotted time for discussion and brainstorming ideas between the teacher and pupils about the topic. After that, 45 minutes were allotted for the pre-test, during which the pupils wrote a composition using the ideas generated during the brainstorming phase. The purpose of the pre-

test was to assess the pupils' ability to write an organized and cohesive composition and to determine their proficiency level in writing.

Stepwise, the post-test was designed almost the same way as the pre-test. However, the ideas were not discussed with the teacher. The aim here was still to assess pupils' composition writing in terms of organization and cohesion after the treatment had taken place.

3.3.1.2. Validation and Piloting.

The tests were initially piloted and validated by the Supervisor. Since the nature of the pre-post-test was only a written production whereby the participants were required to solely write, the structure of the tests did not necessitate the piloting and validation by multiple experts in the field. Therefore, the only expert who piloted and validated this research instrument was the supervisor.

3.3.2. *The Teachers' Questionnaire*

3.3.2.1. Aim and Structure.

The teachers' questionnaire sought to investigate EFL secondary school teachers' perceptions and attitudes towards the use of different cooperative learning methods in writing classes, especially the Jigsaw II method. As well as, to explore their opinion about potentially adopting the Jigsaw II method in their writing classes and the benefits it could bring to the pupils' composition writing. Consequently, a semi-structured questionnaire was selected and developed into five separate sections that include a range of closed and open-ended questions to gather the necessary data. The following table explains in details the sections, items, content, and objectives behind them:

Table 1.*The Description of Teachers' Questionnaire*

Sections	Items	Content	Objectives
Section One	1-3	Background Information	To identify the profile of the participants. Mainly, their gender, education field, and years of experience.
Section Two	1-4	Teachers' Incorporation of Cooperative Learning Methods	To determine the frequency, preferences, and experiences regarding the use of cooperative learning methods.
Section Three	1-2	Knowledge and Understanding of the Jigsaw II Method	To assess the teachers familiarity with Jigsaw II the cooperative learning method.
Section Four	1-2	Perceptions of Jigsaw II in Writing Classes	To explore teachers' views on the potential benefits and challenges of using the Jigsaw II method in writing classes.
Section Five	1-3	Attitudes Towards the Implementation of Jigsaw II Method in Writing Classes	To gauge the teachers' willingness to integrate the Jigsaw II technique into their writing classes and identify factors that influence their decision.

3.3.2.2. Validation and Piloting.

To ensure the feasibility and validity of the semi-structured questionnaire, it was necessary to go through the validation and piloting stages. Initially, the researcher developed the questionnaire questions, which were then evaluated by the supervisor in terms of form, content, and relevance to the aim of the study. After the instrument was approved by the supervisor, it went through the piloting stage, where one of the teachers was given the questionnaire to provide suggestions and opinions regarding the form and content to avoid misunderstandings or ambiguity. One comment was received that suggested adding a brief definition of CL as well as the Jigsaw II method to ensure their proper understanding. Accordingly, a brief definition of both items was added to the sections that discussed the CL methods and Jigsaw II method, respectively.

3.4. Data Collection Procedures

3.4.1. Data Collection Procedures for Tests.

The quasi-experiment of the one group pre-test and post-test design was carried out to measure third year secondary school pupils' composition writing before and after the treatment took place. This design was organized into three stages which are the pre-test, the treatment, and the post-test.

3.4.1.1. The Pre-Test

The pre-test session was first held on Monday, February 26th, 2024, in Mohamed Khir Eddine secondary school. Before sitting for the pre-test, the teacher of the group carried out a lesson of Think-Pair-Share that comes at the end of the third educational unit entitled "Safety First" for production activity. First, the teacher discussed and brainstormed ideas with the pupils about the topic "Food Safety", then asked them to organize those ideas in a comprehensive expository composition of four paragraphs which was considered to be the pre-test. After that, the pupils sat for 45 minutes to take the pre-test individually. The purpose of

the pre-test was to assess pupils' knowledge about writing an organized and cohesive composition as well as determining their proficiency level.

3.4.1.2. The Treatment Implementation

The treatment involved using the Jigsaw II method (Slavin, 1980) in writing an expository composition about the topic "Junk Food and its Dangerous Consequences on Children's Health" the topic was taken from the third educational unit "Safety First" and under the category of "Food Safety". A series of six teaching sessions were organized over two weeks starting from April 14th to April 25th, with three sessions per week, while the seventh session was dedicated for the post-test. In the first two sessions, the pupils were taught about the writing process, composition format, and linking words using the required materials (Appendix) for the purpose of drawing their attention to the form and organization of a composition. The two sessions allotted for this were sufficient as they had already studied these topics throughout the academic year. Following that, in the third session, the researcher commenced conducting the steps of the Jigsaw II method. These steps were spread over four sessions and were as follows:

1. **Class Division into heterogeneous groups:** The pupils were divided into groups of four members called the "Original Groups", ensuring a mix of abilities and genders.
2. **Assignment of parts:** All the groups were given pieces of paper written on them the parts of the composition namely, the introduction, paragraph one, paragraph two, and conclusion (Appendix). Each member is specialized in one part.
3. **Expert Groups:** Pupils with the same part from different groups met in "Expert Groups" where they discussed, brainstormed ideas, and shared strategies for effectively writing their parts.
4. **Teaching in Original Groups:** After they finished, they returned to their "Original Groups" and took turns teaching their parts to the other members of the group.

5. **Group Discussion and Synthesis:** After all the parts were presented, the group discussed how to integrate all the parts into a cohesive composition. They cooperated in making a group composition.
6. **Assessment and Evaluation:** In the last session, pupils took an individual quiz where they were asked to write the composition individually applying what they learned in group discussion, and it was considered as the post-test.
7. **Recognition and Reward:** Pupils were rewarded with a gift for their cooperative performance for motivation.

3.4.1.3. The Post-Test

The post-test session took place on Thursday, April 25th, 2024. There was a significant period of time between the pre-test and the post-test to prevent any influence of the first test. During the session, the pupils were asked to write an expository composition about “Junk Food and its Dangerous Consequences on Children’s Health” and they were given a full hour to complete the task. It was an individual test because the aim was to investigate the research hypothesis of whether pupils’ composition writing is enhanced through the use of the Jigsaw II method and to assess the extent to which it positively influenced their individual outcomes.

3.4.2. Data Collection Procedures for Teachers’ Questionnaire

The teachers’ questionnaire was printed and submitted to six EFL teachers from different secondary schools. It took about 10 days to collect all the responses. Then the data was analysed using the suitable data analysis tools.

3.5. Data Analysis Procedures

3.5.1. Data Analysis Procedures for the Tests

In the attempt to analyse the data, the scores from the pre-test and the post-test were gathered and entered into the Statistical Package for Social Science 27 (SPSS 27) software. The researcher then analysed and compared the means of the pre-test and the post-test using descriptive statistics. Additionally, the normal distribution of the results was tested using the Shapiro-Wilk test of normality to ensure the data are relatively centred around the mean. Moreover, the results were tested using the one sample paired t-test to confirm that any improvement, as indicated by the mean difference, is a result of the treatment implementation.

3.5.2. Data Analysis Procedures for Teachers' Questionnaire

The data collected from the teachers' questionnaire was analysed through SPSS, to calculate the frequencies and percentages of some questions, and through thematic analysis technique for the open-ended questions

3.6. Analysis of the Results

3.6.1. Data Analysis of the Tests

Table 2.

The pupils' Pre and Post Test Results

Students number	Pre-test	Post-test
01	3	5
02	6	8
03	8	8,50
04	2	5
05	7	9,50

06	5	6,50
07	6	8
08	6	7,50
09	4	8
10	4	7
11	5	7
12	2	5
13	1	3
14	1	4
15	2	3
16	6	8
17	5	7,50
18	3	5
19	4	6
20	3,50	4,50
21	4	5
22	7	8,50

Table 2 reveals the pre-post test scores before and after the implementation of the treatment. There is a noticeable improvement in the results through the use of the Jigsaw II method in composition writing. This significance can be numerically presented by calculating the means of the pre and post-test and the difference between them. Table presents the following:

Table 3

The Difference between the Pre and Post Test Results

	N	Mean	Difference
Pre-test	22	4,2955	2.0455
Post-test	22	6,3409	

Table 3 demonstrates an existing improvement through the comparison of the pre and post-test means. To better illustrate the scores of the pre-test, post-test and the difference between them, the following histograms transforms those scores into visual representations

Figure 8

The Pre-test Scores

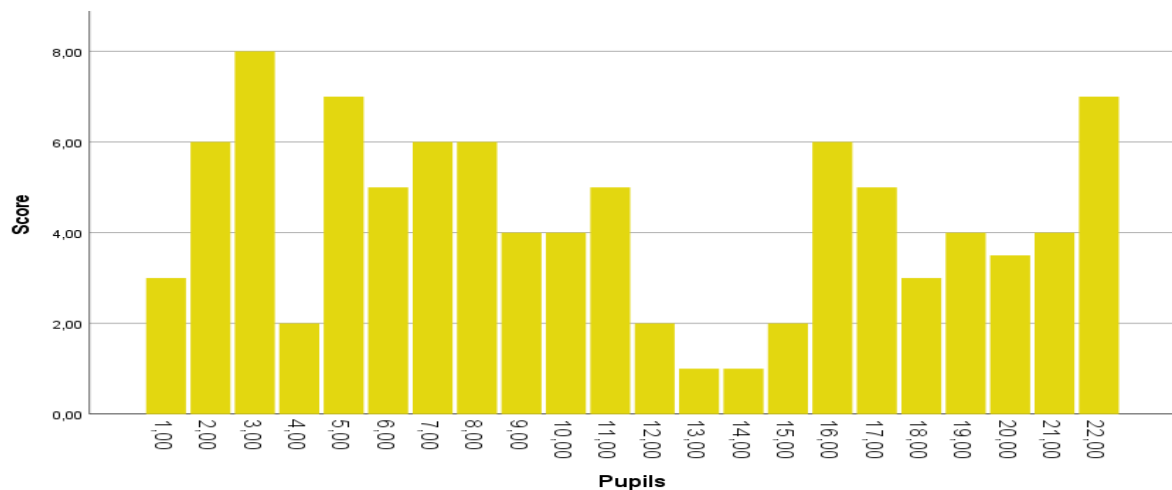
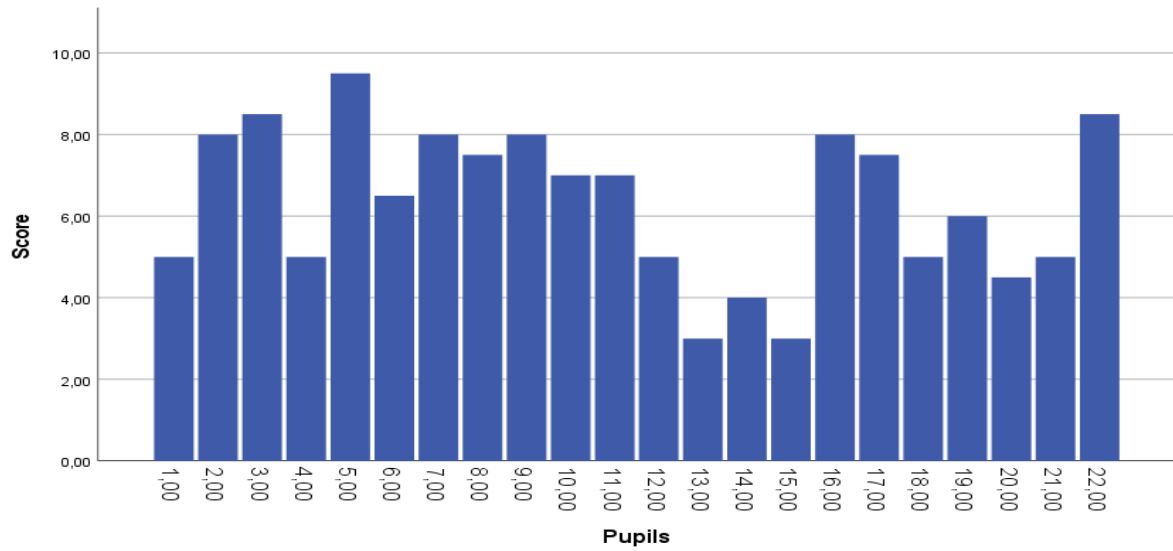
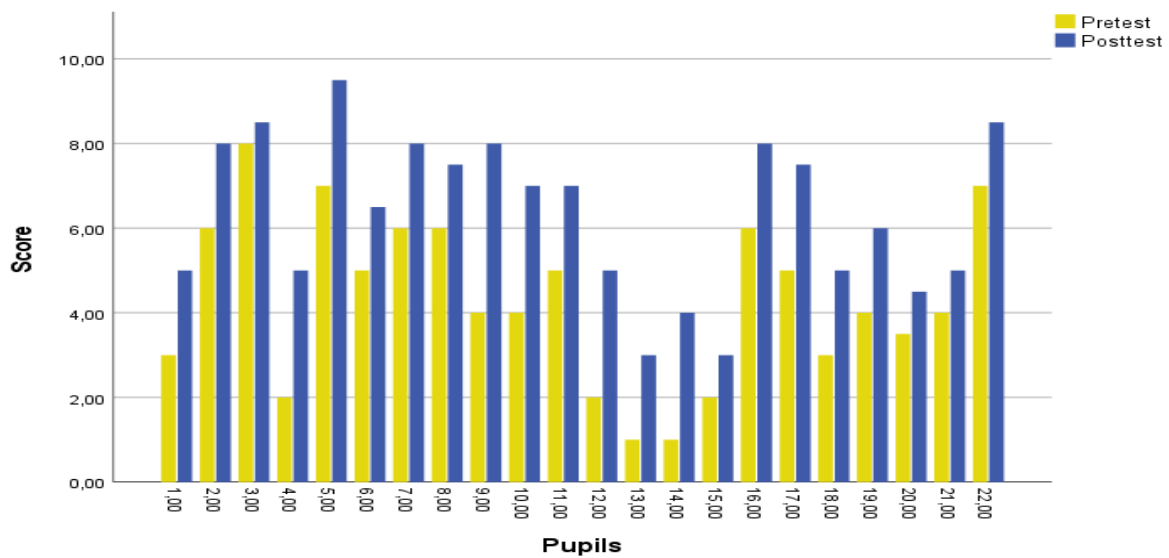


Figure 9*The Post-test Scores***Figure 10**

The Difference between the Pre and Post-test Scores



3.6.1.1. The Test of Normality

Due to the small sample size, a test of normality was required to determine the normal distribution of results around the mean. Therefore, the Shapiro-Wilk normality test was conducted to provide statistical evidence for the significance of the data. In this test if the significance level (Sig.) was less than 0.05, it indicates that the data are not normally distributed.

Table 4

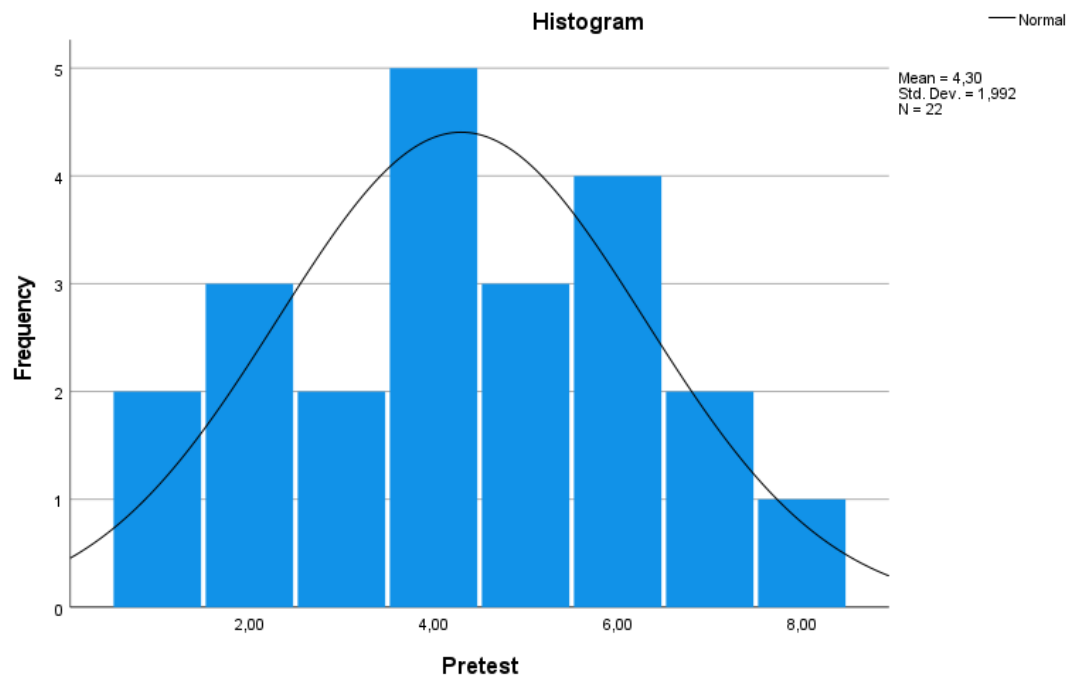
The Test of Normality

Shapiro-Wilk Normality Test			
	Statistic	df	Sig.
Pre-test	,963	22	,542

As table 4 displays, the significance level in the Shapiro-Wilk test is higher than 0.05 which indicates the normal distribution of data. Figure better illustrate the findings through a histogram that shows the normal distribution of results relatively centring around the mean

Figure 11

The Test of Normality



3.6.1.2. The Paired Samples T-test

The paired samples t-test, also known as the dependent t-test, is a statistical test used to compare two sets of data within a single group. If the significance value (Sig.) of this test is less than 0.05, the null hypothesis that assumes there is no significance in the results will be rejected. While the alternative hypothesis will be automatically accepted.

When the alternative hypothesis is accepted, it indicates that the significant improvement of the post-test results are due to the implementation of the treatment and not due to chance. Thus, the paired samples t-test was conducted using the SPSS and the results are as follows:

Table 5

Paired-Samples T-test

	Mean	P-value	T-test	Degree	of	Sig.
	difference			Freedom		(2-tailed)
Pre-test - Post-test	2,0455	0,05	11,564	21		,001

As shown in table 5, the significance value (Sig.) is less than 0.05; therefore, the null hypothesis is rejected. This means that the difference between the two means of the scores is statistically significant. While the alternative hypothesis entailing that there is a significance of results is automatically accepted.

3.6.2. Data Analysis of the Teachers' Questionnaire

The semi-structured teachers' questionnaire investigated the teachers' perceptions and attitude towards the use of cooperative learning methods, especially the Jigsaw II method, in enhancing pupils' composition writing. The questionnaire is of an exploratory nature and is considered a secondary tool to support the primary quantitative study which is the treatment.

Section One: Background Information**Q1: Gender****Table 6***Teachers' Gender Distribution*

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1	16,7	16,7	16,7
	Female	5	83,3	83,3	100,0
	Total	6	100,0	100,0	

The table 6 shows that the majority of respondents are females. The overall numbers of respondents comprised five female teachers (83.3%) and one male teacher (16.7%).

Q2: How many years of experience do you have in teaching English?

Table 7

Teachers' Years of Experience

	Years	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5,00	1	16,7	16,7	16,7
	10,00	1	16,7	16,7	33,3
	11,00	1	16,7	16,7	50,0
	16,00	2	33,3	33,3	83,3
	27,00	1	16,7	16,7	100,0
	Total	6	100,0	100,0	

Table 7 presents the teachers length of experience, it ranges from the least one with five years of experience to the highest one with 27 years. By asking this question we aim at finding

a relationship between the length of experience and the teacher's implementation of the cooperative learning methods as well as the knowledge about the Jigsaw II method.

Section Two: Teachers' Incorporation of Cooperative Learning Methods

Q1: Do you prefer your pupils to work:

Table 8

Teachers' Preference of Classroom Work

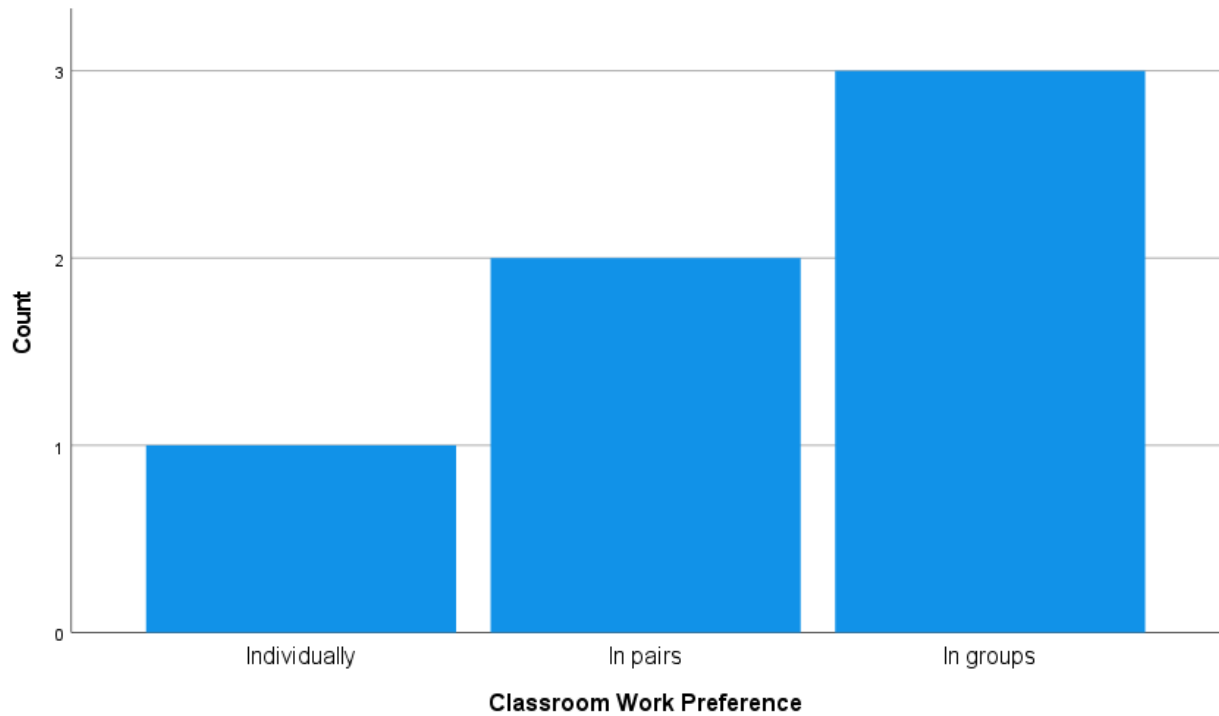
	Responses		Percent of Cases
	N	Percent	
Classroom work preference ^a	Individually	1	16,7%
	In pairs	2	33,3%
	In groups	3	50,0%
Total	6	100,0%	100,0%

a. Dichotomy group tabulated at value 1.

Table 8 depicts the teachers' preference to how the pupils work during tasks. It is seen that half the teachers prefer the pupils to work in groups (50%) while two prefers pair group (33.3%) and only one teacher prefers individual work (16.7%). The aim of this question is to understand the teaching philosophy regarding student collaboration. The following histogram better visualize the results

Figure 12

Teachers' Preference of Classroom Work

**Table 9***Justifications of Question 1 Section Two*

Classroom Work Preference	Justifications (Quotes)
Individually	-To show their real competencies.
In pairs	-To gain time. -To be more in control of the classroom.
In groups	-To Exchange Ideas And Share Them With Each Other. -To make students more engaged and committed.

	-It allows for the utilization of different skills, knowledge and experiences of a variety of students.
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Q2: How often do you ask your pupils to work in pairs or in groups?

Table 10

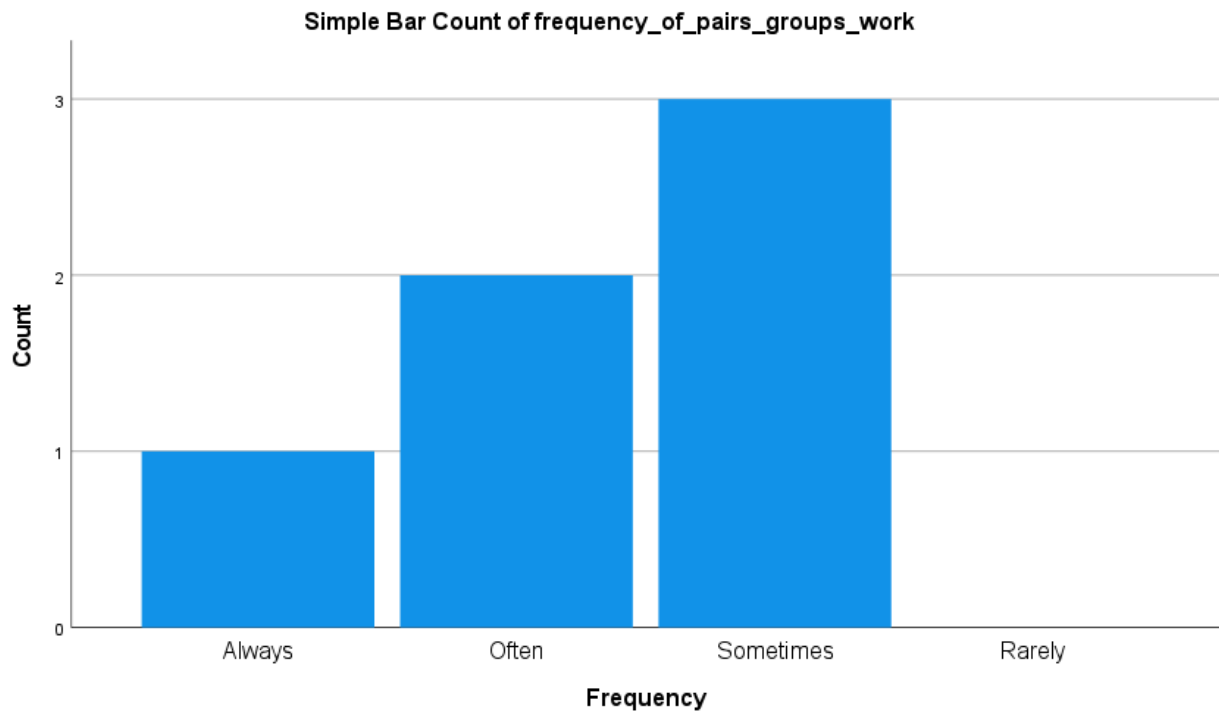
Frequency of Pair and Group Work in Classroom Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	16,7	16,7	16,7
	Often	2	33,3	33,3	50,0
	Sometimes	3	50,0	50,0	100,0
	Rarely	0	0	0	
	Total	6	100,0	100,0	

As displayed in table 10, half of the respondents sometimes ask their pupils to work in pairs or groups (50%). While two of them often do (33.3%). Whereas only one that always asks their pupils to work in groups or pairs (16.7%). the aim is to investigate the teachers' incorporation of cooperative learning activities into their lesson plan.

Figure 13

Frequency of Pair and Group Work in Classroom Activities

**Table 11**

Justifications of Question 2 Section Two

Frequency	Justifications (Quotes)
Always	-It helps them divide the work and increase productivity
Often	-Working in pairs is beneficial because it gives learners more speaking time and share their ideas it also enables students to learn from each other -To make students like the activities and motivated to work together
sometimes	-We have tasks where students should work in pairs and groups

	-To prevent students noise
--	----------------------------

The provided justifications for pair and group work reveals the teachers' awareness of the practical benefit of cooperation in managing and completing tasks effectively.

Q3: Have you previously used any cooperative learning methods?

Table 12

Teachers' Use of Cooperative Learning Methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	100,0	100,0	100,0
	No	0	0	0	

Q3: If yes, specify which methods.

Some specified methods:

- Think-Pair-Share
- Group work
- Jigsaw method
- Team games

The aim of this question is to investigate the teachers' knowledge about the various CL methods. According to the responses, the frequent used method is Think-Pair-Share as it is included in their curriculum.

Q4: Briefly describe your experience of using cooperative learning methods in your classes.

This was an open-ended question where the teachers described their personal experiences of using the CL methods they mentioned. According to them, the CL methods are effective in making pupils committed and engaged in the group work. They also noticed that a group of mixed abilities results in better learning outcomes as the work is distributed according to the students' strength ensuring a balanced workload.

Section Three: Knowledge and Understanding of the Jigsaw II Method

Q1: How familiar are you with the Jigsaw II method?

Table 13

Familiarity Frequency of Jigsaw II Method

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all familiar	3	50,0	50,0	50,0
Somewhat familiar	0	0	0	0
Moderately familiar	0	0	0	0
Very familiar	3	50,0	50,0	100,0
Total	6	100,0	100,0	

This table displays the frequency of how familiar the teachers' are with the Jigsaw II method. As it is displayed, half the respondents are not familiar at all with the method while the other half is very familiar.

Q2: What is your understanding of the key principles of the Jigsaw II method?

Since half of the respondents were unfamiliar with the method, not all the participants answered this question. Whereas the ones who are familiar with the method provided relative answers indicating that the method is about group work. We can understand through this that the Jigsaw II method is quite known among teachers.

Section Four: Perceptions of Jigsaw II Method in Writing Classes

Q1: In your opinion, what are the potential benefits of using the Jigsaw II method in writing classes?

- **Improved collaboration among pupils**

- **Enhanced comprehension for writing tasks**
- **Increased students' engagement**
- **Other**

Table 14*Potential Benefits of Using the Jigsaw II Method*

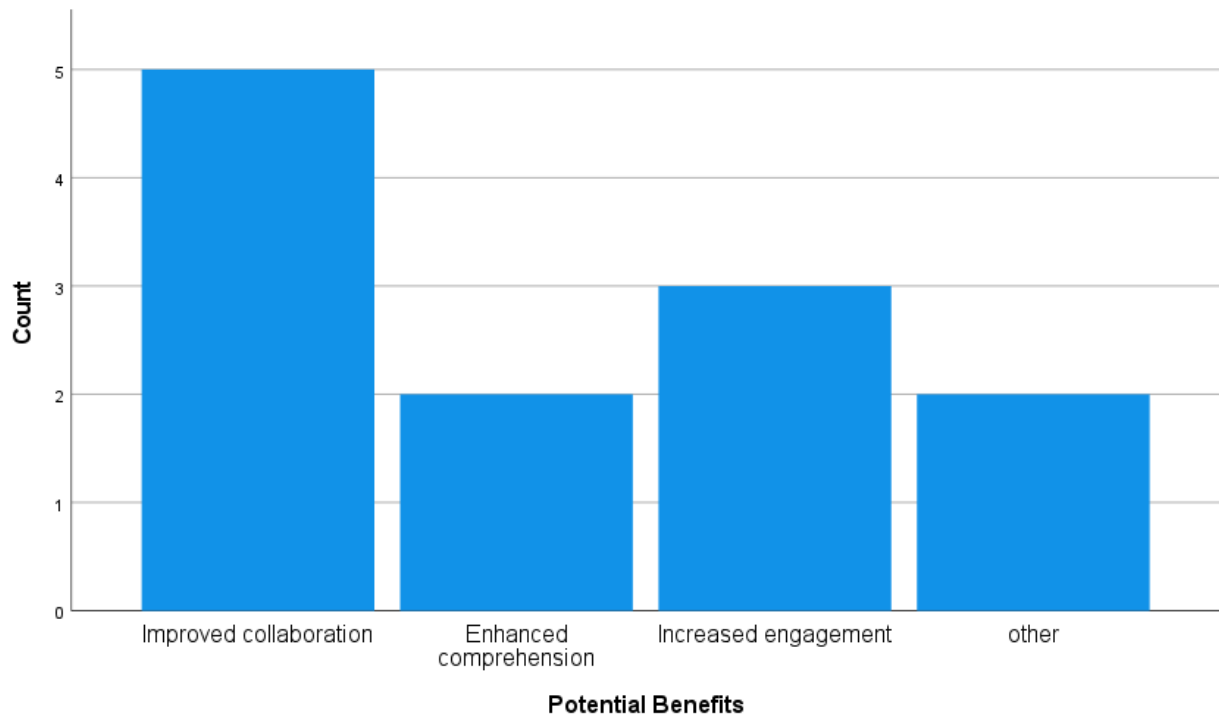
		Responses		Percent of Cases
		N	Percent	
Potential	Improved collaboration	5	41,7%	83,3%
Benefits ^a	Enhanced comprehension	2	16,7%	33,3%
	Increased engagement	3	25,0%	50,0%
	other	2	16,7%	33,3%
Total		12	100,0%	200,0%

a. Dichotomy group tabulated at value 1.

Table 14 provides some potential benefits to the use of the Jigsaw II method. It was a checkbox question where the participants were able to choose more than one answer. The frequency of how many times an option was selected by the respondents was calculated since some participants chose more than one option. Some participants provided other benefits, such as it motivates the pupils to write and it teaches them commitment to others. The following histogram provides visualization of the results:

Figure 14

Potential Benefits of Using the Jigsaw II Method



Q2: What challenges do you anticipate when implementing the Jigsaw II method?

Most teachers said that the challenge lies in the large number of classes where it would be somewhat challenging to fully control the class. In addition, it can be time consuming where teachers are committed to finish the curriculum.

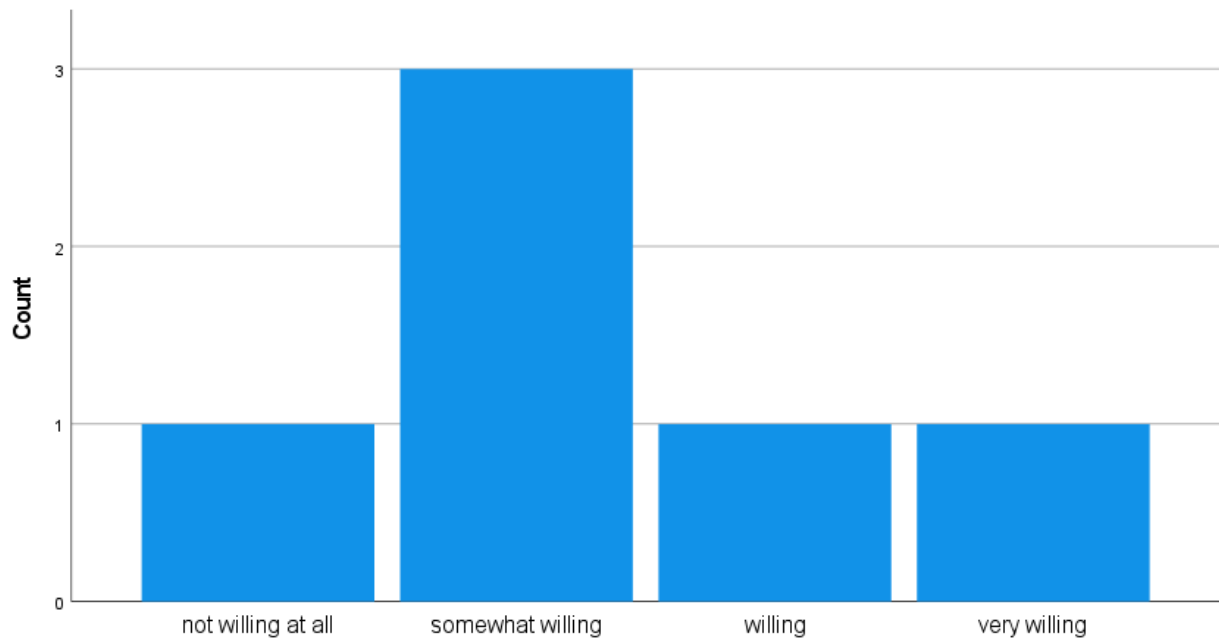
Section Five: Attitudes towards the Implementation of Jigsaw II Method

Q1: on a scale of 1 to 4, how willing are you to integrate the Jigsaw II method in your writing classes?

This question aims to measure the teachers' openness and readiness to integrate the Jigsaw II method in their writing classes and how interested are they in using this method. The following histogram better illustrates the results:

Figure 15

Teachers' Willingness to Integrate the Jigsaw II Method



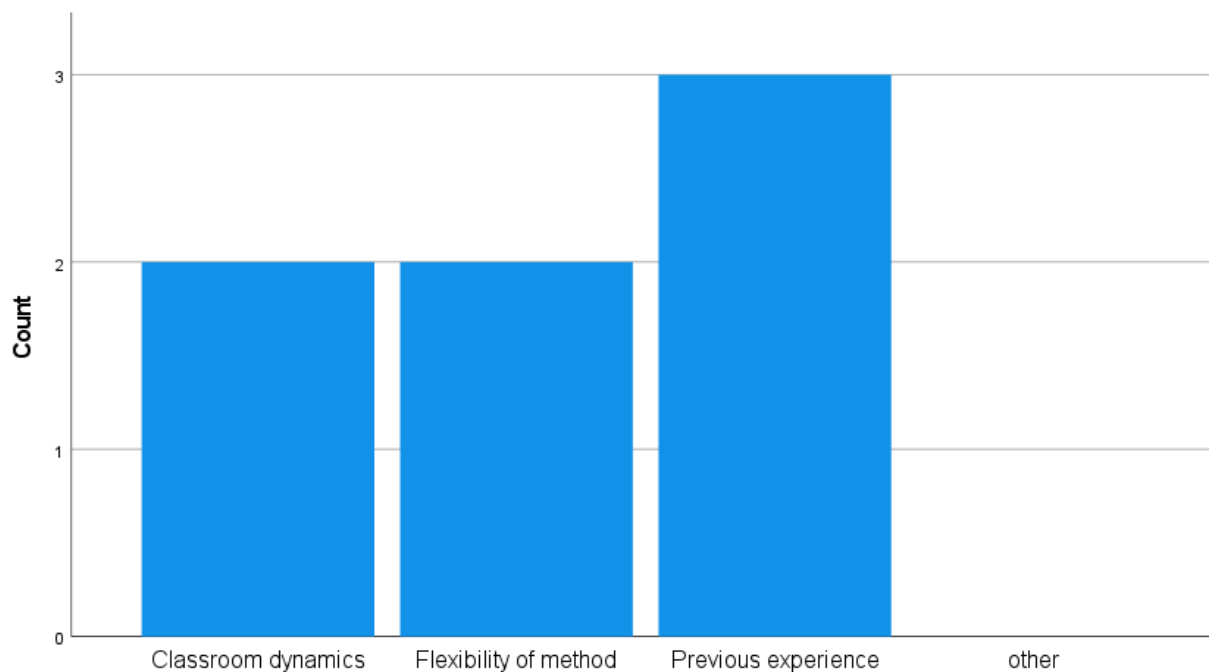
Q2: What factors would influence your decision to adopt or reject the Jigsaw II method in your writing classes?

- **Classroom dynamics and pupils' readiness for cooperative learning**
- **Flexibility of the method to accommodate different pupils' needs**
- **Previous experience with similar cooperative learning methods**
- **Other**

It is aimed to understand the criteria that would influence the teachers' decision of implementing the Jigsaw II method or not in their writing classes.

Figure 16

Criteria for Implementing the Jigsaw II Method in Writing Classes



Q3: is there anything you would like to share about your perceptions and attitudes towards the use of the Jigsaw II method in writing classes?

The last question was an open question so that the participants can be free to add any perceptions and attitudes towards the use of the Jigsaw II method in writing classes. Some of the participants have answered the question stating that this method helps students to improve both writing and speaking skills as they are both included in the process. Also, they stated that the students should write individually to ensure they benefited from the group work.

3.7. Interpretation of Results

The present section is dedicated to the discussion and interpretation of data gathered from the pre and post-test of pupils, as well as the semi-structured questionnaire of teachers.

To do so, we need to trace back to the research questions of this research to which the data collection methods were chosen to find answers. The first question is:

Research Question One: To what extent is the Jigsaw II method effective in enhancing third year secondary school pupils' composition writing?

The quasi experiment of the one-group pre-test post-test design was carried out to answer this question. Regarding the results of the pre-post-tests, there was an increase in the scores and a significant improvement in the pupils' composition writing. On the one hand, it was observed in the pre-test that most compositions lacked organization in terms of form. Most compositions appeared as a single, uninterrupted block of text, lacking separate paragraphs indicating the clear sections of a composition, namely the introduction, the body paragraphs, and the conclusion. Moreover, their compositions were lacking some of the writing mechanisms, specifically the use of sequencers and linking words; thus, the writing appeared to be incoherent.

On the other hand, the group' scores changed positively after the treatment period. The group was subjected to the cooperative learning method known as the Jigsaw II method for instructing composition writing for third-year secondary school pupils. The displayed results of the study proved the effectiveness of the integrated method due to the significant changes in the post-test scores as seen in table. Precisely, the pupils' ability to write a composition was expanded to the awareness and application of the appropriate composition structure for the sake of organization, as it was noticed in their post-test results. Additionally, there was also an increase in using more linking words in their final written products as opposed to the pre-test due to the instructions provided in the treatment. The effectiveness of such significance was tested through the paired samples t-test with (.001) value as shown in table. As a result, the

alternative hypothesis entailing that the improvement occurred in the mean of the post-test due to the Jigsaw II method was sustained and the null hypothesis was subsequently rejected.

At this point, we are able to answer the research question relying on the significant results provided by this study. Consequently, the current study proved the effectiveness of using the Jigsaw II method in enhancing third-year secondary school pupils' composition writing.

Research Question Two: What are the teachers' perceptions and attitudes toward the implementation of the Jigsaw II method in writing classes?

To answer this question, a semi-structured questionnaire was administered to the participants to explore the teachers' perceptions and attitudes regarding the use of the Jigsaw II method in writing classes.

The first section was dedicated to the background information of the participants, precisely the gender and years of experience. It was noticed from the answers that female participants with long years of experience were very familiar with the Jigsaw II. We may conclude that there is a relationship between familiarity with the Jigsaw II method and the long years of experience of teachers.

The second section of the questionnaire aimed to gain insights on the teachers' knowledge and incorporation of the different cooperative learning methods in their lesson plan. We concluded that the majority of the respondents integrated different CL methods, such as Think-Pair-Share, group work, team games and two respondents used the Jigsaw method in their classes. The findings of this section indicated that the teachers are relatively aware of the existence of different cooperative learning methods in teaching as they incorporated some of them in their classrooms.

The remaining sections, namely three, four, and five were devoted to the knowledge and understanding of the Jigsaw II method, in addition to their perceptions and attitudes regarding its implementation in writing classes. The findings of these sections showed that some participants were not very familiar with the Jigsaw II method and have little understanding of its key principles. However, many participants were willing to try this method in their writing classes with a particular criteria, like previous experience with CL methods, the flexibility of the method to accommodate different pupils' needs, and pupils' readiness for cooperative learning. Many participants believed that the method could bring beneficial results in writing classes. According to them it may improve collaboration among students, enhance their comprehension of writings tasks and increase students' engagement. In addition, it can teach commitment to the group. Finally, the only challenge that some respondents agreed on is the large number of class where it would be challenging to have full control over the class. In the end, it was concluded that the teachers had positive attitudes and perceptions about the application of the Jigsaw II method in writing classes. This confirms the proposed hypothesis and reinforces the fact that the Jigsaw II method is desirable to incorporate in EFL classrooms especially in writing classes.

Conclusion

This chapter was devoted to the field work of the present study. Firstly, it highlighted the approach upon which this study is built, the research design and methodology that fit the current study, and the appropriate sampling techniques. Moreover, it discussed in details the data collection methods that were selected for conducting the work. It also outlined the procedures that were undertaken by the researcher for the collection of the data. Furthermore, this chapter was concerned in displaying, analysing and summarizing the obtained data from the data collection tools under the mixed-methods research design. Additionally, it presented

the synthesis and discussion of the results in the aim of finding relevant and convincing answers to the posed research question; thus, confirming the research hypotheses.

General Conclusion

Improving the writing skills of foreign and second language learners is a challenging task that requires considerable effort and practice from the learner's part to reach an acceptable level in writing. It also requires employing a variety of strategies and methods by teachers to facilitate instruction. With the emergence of cooperative learning methods in education in general and EFL classrooms in particular, many researchers in the field of language learning and teaching were interested in exploring and testing the different CL methods for the aim of ameliorating the learning process. Hence, the present research work aimed at investigating the use of the cooperative learning method Jigsaw II in enhancing secondary school pupils' composition writing under the column of enhancing the writing skill.

As far as this study is concerned, the Jigsaw II method, which was done through a one-group pre and post-test treatment, it was conducted to test the hypotheses emerged from the literature. Precisely, this study sought to test the efficiency of the Jigsaw II method when it is implemented in writing classes. The investigation stretched out from the researcher interest of the writing skill and her own observation of the secondary school pupils' poor writing in terms of organization and cohesion. After reviewing the literature, it was learned that the Jigsaw II method of Slavin (1980) was a modified version of the original Jigsaw by Aronson (1971). However, the Jigsaw II method was believed to be the suitable method to implement in writing classes as it included an individual assessment as a final step. It intertwined with the researcher's initial aim, which was developing the pupils' individual composition writing.

In the pursuit of answering the research questions posed from extensive readings and synthesis of the literature, a number of procedures were undertaken in this study. A mixed-methods approach and design was supported to properly present and interpret the data from both qualitative and quantitative natures. Practically, a total of two data collection methods were employed to gather the necessary data for this work. Namely, the pre and post-tests and

the semi-structured questionnaire. During the analysis of the data collected through the aforementioned tools, descriptive statistics and inferential statistics were conducted on SPSS software, while the qualitative data from the questionnaire was analysed using the thematic analysis technique. The findings showed the significant difference in the mean of the pre and post-test. Furthermore, the data gathered through the aforementioned method was analysed, interpreted, and discussed. The statistical tests and findings revealed a significant improvement in EFL pupils' composition writing as a result of their exposure to the Jigsaw II method in the treatment period. Based on the t-test, the p value (.001) was less than (0.05) meaning that the null hypothesis was rejected and the alternative hypothesis, that entails teaching composition writing could be enhanced by using the Jigsaw II method, was certified.

Based on the previous findings, it was possible to highlight that the previous studies have focused on the effectiveness of the Jigsaw II method on learners in general. The current study follows the footsteps of previous research, but it differs in that it asserted that the Jigsaw II method could improve Algerian secondary school pupils' composition writing. Furthermore, the Jigsaw II method was conducted mainly on primary or middle school pupils and none of them investigated its effectiveness in improving the pupils' composition writing in terms of organization and cohesion. This is the positive contribution that the researcher hoped to make to assist secondary school teachers to use the Jigsaw II method in achieving better results in composition writing. Thus, teachers are recommended to use it as a helpful method of instruction.

Based on the summary of the findings, the current investigation serves as initiative to the area of cooperative language learning as a means of developing the learner' writing skills. It does not, however, entail that the use of the Jigsaw II method is the only way to develop composition writing. Yet, it is seen as one of the appropriate and effective methods that can be used in EFL writing classes. In this sense, this research work can serve as a foundation for

future research, aiding to provide a solid basis for the conduction of more systematic and successful research work.

Limitations of the study

In the process of conducting any research work, it is inevitable to encounter obstacles and limitations that hinder the research work. As for the present work, it encountered certain challenges and limitations that would be listed below:

- The implementation of the Jigsaw II method only lasted for two weeks, which is considered a short time. Learners need to be exposed to the method for a longer period to achieve significant results.
- The inability to conduct a post-experiment questionnaire for pupils to learn their perceptions and attitudes toward the treatment, which was the implementation of the Jigsaw II method, to rectify any problems.
- The availability of participants was another limitation. The participants were third year secondary school pupils, and the treatment took place at the end of the educational year. It was hard to have the full class present, thus, the sample was a small-scale one (n=22) and no generalization can be made on the findings.
- This study focused on one variation of the Jigsaw method which is the Jigsaw II because it suits our aims and conditions. Thus, future research can explore and test the effectiveness of the other variations of the Jigsaw method.

Pedagogical Implications of the study

There are a number of pedagogical implications that can be listed for the current study, to name a few:

Implications for students

- The study reinforces theories that advocate cooperative learning methods as effective tools for enhancing student engagement and academic achievement.
- Cooperative learning methods, such as Jigsaw II, not only enhance academic skills like composition writing but also foster students' cognitive and social development by promoting teamwork and communication skills.
- The Jigsaw II method promotes active participation among students, as each member is responsible for a specific part of the task.
- The success of the group depends on the contributions of each member, fostering a sense of interdependence and teamwork. This can build a supportive classroom community.
- Students can learn from each other, benefiting from the strengths and perspectives of their peers. This peer-assisted learning can be particularly beneficial for students who may struggle with traditional instructional methods.

Implications for teachers

- Teachers shift from being the primary source of knowledge, like in traditional teaching, to facilitators of learning, guiding students as they work collaboratively.
- Teachers can incorporate the Jigsaw II method along with other teaching strategies and methods to promote pupils' learning outcomes, especially in writing skills.
- The Jigsaw II method provides opportunities for ongoing formative assessment. Teachers can observe group interactions, assess student contributions, and provide timely feedback to support student learning.
- The cooperative nature of the Jigsaw II method can help teachers build stronger relationships with their students. By working closely with groups and understanding individual needs, teachers can create a more supportive and personalized learning environment.

Pedagogical Recommendations

After the presentation of the findings and their analysis and synthesis, the following recommendations are suggested:

- Students need to be encouraged to actively participate in cooperative learning activities and understand the value of working collaboratively with peers.
- Teachers are recommended to use CL methods like Jigsaw II to shift from the teacher-centred to the learner-centred classroom where learners' autonomy is supported.
- Teachers are encouraged to integrate the Jigsaw II method into their regular lesson plans to teach composition writing in particular and the language skills in general.
- Teachers using the Jigsaw II method for the first time should follow Slavin (1980) steps to successful Jigsaw II method to ensure the easy flow of the experience.
- Teachers ought to set clear expectations for group work and providing guidance on effective teamwork to foster cooperation among students.
- Policymakers should consider incorporating cooperative learning methods like Jigsaw II into curriculum standards.
- Future research could investigate different variations of the Jigsaw II method to determine which adaptations are most effective for various student populations and subjects.

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Appendices

Appendix A: Participant Informed Consent

Dear Participant,

I am currently conducting a study on integrating the Jigsaw II method for the sake of improving pupils' composition writing. At this phase of research, I will be carrying out a treatment to investigate the utility of the Jigsaw II method implementation in pupils' writing classes.

Hence, you are kindly invited to take part in this research work. Within the span of two weeks, three sessions per week will be organized. A pre-test, treatment, and a post-test will be held to gauge the effectiveness of using the cooperative learning method known as the Jigsaw II method aiming to improve students' composition writing.

Confidentiality, anonymity, and privacy of students' personal information and data gathered throughout the process of conducting this research work will be guaranteed.

If you consent to participate in this study, please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further information, you are welcome to contact the researcher.

Regards,

Researcher Contact Details:

Amani Berbache

Email: berbacheamani4@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to participate in the research project being undertaken by Amani Berbache.

Name:

E-mail:

University:

Faculty:

Department:

Date:

Signature:

Appendix B: Teachers' Questionnaire Consent Letter

Informed Consent

Dear Teacher,

As a part of the completion of this research work, you are kindly invited to take part in this investigation. The present letter aims at detailing the study's main idea, aim and process. Besides, it also serves to guarantee the safety of your personal information and the answers you provide.

The present study's purpose falls on investigating the impact of integrating the Jigsaw II method for the sake of improving pupils' composition writing. Your perceptions and attitudes toward the implementation of this method in third year secondary school pupils writing classes would be of valuable insights.

In this regard, you are kindly invited to take part in this research. In case of agreement, you will be invited to answer this questionnaire.

Please be assured that your anonymity and privacy will be completely protected, and the data you provide will serve solely the present research.

If you agree on participating in this study, please sign the attached consent form. Your cooperation will be greatly appreciated.

For any further inquiries regarding this research project, you are welcome to contact the researcher.

Yours sincerely,

Researcher Contact Details:

Amani Berbache

Email: berbacheamani4@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to answering the questionnaire designed for the research project being undertaken by Amani Berbache.

Name:

E-mail:

University:

Faculty:

Department:

Date:

Signature:

Appendix C: Field Work Plan

Stage One: The Pre-Test

Number of sessions	Date	Time
One session of pre-test	Monday, February 26 th , 2024	9:00 A.M.

Stage Two: The Treatment

Number of sessions	Date	Time
Three sessions per week (one hour per session)	Sundays, Mondays, Thursdays	3:00 P.M., 9:00 A.M., 11:00 A.M.

Stage Three: The Post-Test

Number of sessions	Date	Time
One session of post-test	Thursday, April 25 th , 2024	11:00 A.M.

Stage Five: Teachers' Questionnaire

Number of Teachers	Distribution Date
6	From Monday, Apr 29 th To Thursday, May 9 th

Appendix D: Treatment Program

Name: Ms. Amani Berbache **Date:** **Level:** third year secondary school

Aims

By the end of the treatment sessions, pupils will be able to write well organized and cohesive compositions.

Background

Class Profile

22 students in total

Timetable Fit

Three sessions per week- One hour per session- Six sessions in total

Materials Used

Personalized materials, printed lessons, white board,

Date	Session	Description
Sunday, Apr 14th	One	Pupils are introduced to the writing process where they learn the different stages of writing starting with brainstorming, then drafting, revising, and editing.
Monday, Apr 15th	Two	Pupils are introduced to the composition format and linking words where they are exposed to different linking words and their function.

<p>Thursday, Apr 18th</p>	<p>Three</p>	<p>The beginning of the Jigsaw II implementation. Pupils are divided into groups of four members and are given sections of composition, namely Introduction, Paragraph 1, Paragraph 2, and Conclusion. Then each member with the same section meet in expert groups to discuss their parts.</p>
<p>Sunday, Apr 21st</p>	<p>Four</p>	<p>After the discussion in expert groups, pupils return to their original groups and take turns to teach the other members their parts.</p>
<p>Monday, Apr 22nd</p>	<p>Five</p>	<p>Groups start drafting the compositions synthesizing the information they learned from each other.</p>
<p>Thursday, Apr 25th</p>	<p>Six</p>	<p>Pupils sit for a quiz where they write the composition individually, and it is considered as the post test.</p>

Appendix E: Scoring Rubric

Criteria		Points \ 10
Coherence	Correct use of a variety of cohesive devices	3 pts
Form	Respect composition and paragraph form by using indentation and separate paragraphs	3pts
Less spelling mistakes	Not committing mistakes or they are kept to minimum	2pts
Relevance	Relevance of the ideas to the topic	2 pts

Appendix F: Lesson One

The Writing Process

The Writing Process

FREEBIE



©Christina Winter

THE WRITING PROCESS

PREWRITE

Brainstorm and organize your ideas.



DRAFT

Use your ideas to write a rough draft.



REVISE

Make changes to improve your writing.



EDIT

Proofread and correct mistakes.

Good Writers...
 ✓ use capital letters
 ✓ use punctuation marks (, ?)
 ✓ use spacing and spelling?
 ✓ reread their story 'out'



PUBLISH

Write and share your final copy.



Appendix G: Lesson Two

Composition Format

INTRODUCTION

(indentation) Definition of the topic.....

Thesis (what is asked from you to write).....

BODY

Paragraph 1: (indentation)Topic Sentence(note 1).....

.....Supporting Sentences.....

Paragraph 2: (indentation)Topic Sentence(note 2).....

.....Supporting Sentences.....

CONCLUSION

(indentation) Restatement of the thesis (write the thesis in different words).....

Give opinion or advice.....


Appendix H: Lesson Three: Cohesive Devices

What Are Cohesive Devices?

- Cohesive devices, sometimes called linking words, linkers, connectors, discourse markers or transitional words.
- Cohesive devices are words or phrases used in writing to connect ideas and sentences in different parts of a text.

Example of cohesive devices:


<p>ADDING</p> <p>and as well as moreover furthermore in addition too on top of that another point is</p>	<p>SEQUENCING</p> <p>first, firstly, first of all second, secondly.. third next meanwhile now subsequently</p>	<p>ILLUSTRATING</p> <p>for example such as for instance in the case of as shown by illustrated by take... one example is..</p>
<p>COMPARING</p> <p>similarly likewise as with like equally in the same way</p>	<p>QUALIFYING</p> <p>but however although unless except apart from as long as if</p>	<p>CONTRASTING</p> <p>whereas alternatively unlike on the other hand conversely having said that nevertheless however</p>
<p>CAUSE AND EFFECT</p> <p>because because of as a result of consequently therefore thus owing to due to</p>	<p>SUMMARY</p> <p>in short on the whole in other words on the whole overall generally in general in brief</p>	<p>EMPHASIZING</p> <p>above all in particular especially significantly indeed notably</p>



Connectives

Here are some one-word **connectives**.

and	but	when	because
so	for	as	though



Choose a different one of these **connectives** to link each of the paired sentences below.
Remember: Connectives are words or phrases that link together different parts of a text.
Connectives that link sentences, clauses, or parts of phrases are called **conjunctions**.

I fell over. I hurt my knee.

.....

The game ended. The referee blew his whistle.

.....

She couldn't ride her bike. It had a puncture.

.....

I couldn't spell that word. I fetched the dictionary.

.....

We arrived on time. The train was delayed.

.....

Here are some **words** and **phrases** that can also be used as **connectives**.

also however this means for example as this

Fit the **connectives** above into the spaces in these three paragraphs.

Many kinds of words can be used to connect ideas in a piece of writing. F_ r_ e_ _____, pronouns, adverbs, and conjunctions are all useful.

T_ _____ s that we can make our writing more varied and more interesting to read. A_ _ _ o, the words we choose can help us to make our meaning clearer to our readers.

H_ _____ r, we should try not to use too many of these connectives in a short piece, _ s _ _ _ _ s can make our sentences long and confusing.

Kessal Aspinall
3 ASL

Monday, February 5th 2024

Body

$\frac{2}{15}$
10

Food safety has become one of major worries for mankind, this worry has three major sources: chemicals pollution in agriculture, using too many additives in food products, and consumption of fast food.

Firstly, Because industries polluting the soil etc with chemicals \rightarrow poisoning of water sources, impact the soil.

Secondly, adding too many additives (flavourings... preservatives, colourings) causing too much salt as a result children becoming hyperactive, and loss of energy balance and cause a lot of diseases illness children, and unsafe healthy living.

Finally, for too few people preparing their own meals, as putting on weight and overweight.

conclusion, like better Refrains from Harmful effects and Because

Ben Hwa summary. 3 ES 1 -

□ Food safety has become one of the major worries for mankind. This worry has three major sources = chemical pollution in agriculture, using too many additives in food products, and consumption of fast food.

firstly, chemical pollution =

industries polluting the soil with chemicals as a result =

- poisoning of water sources = too much toxic waste thrown into rivers and too many oil spills, so = too little water to drink and fruits, farmers using too many insecticide sprays.

$$\frac{1}{10}$$

Rahal Khawol 3ES $\frac{3}{10}$

Food safety has a big deal in our life's journey

Sources:

Firstly, chemical pollution its on healthy add to the food the toxic waste thrown into rivers also because of the industries that pollute the soil with chemicals. These causes have effects like the poisoning of water sources also how little water get good

Secondly, because of using too many additives like flavourings colorings of oil because of using too much salt or sugar

to sweeten the food. As a result we got a lot of allergies caused by people, suffering from food poisoning

Thirdly, because people depend on stores and restaurants for their food instead making it by themselves

headend
nine
AS₁

8
10

□ - Food Safety has become one of the major worries of mankind. Children consume a lot of junk food without being aware of the dangerous effects they have on their health. I would provide children with instructions ~~and recommendations~~ and recommendations about healthy eating habits.

□ - Firstly, junk food have many dangerous it causes diseases. As a result we should avoid fast food and restaurants. We had better decrease consuming energy drinks instead fruit juice. In additions, we ought to eat when hungry not all the time. Moreover, we should eat slowly without haste. We had better eat fresh food, fruits and vegetables like - tomatoes, banana and lemon. We ought to drink milk and lot of water to stay fresh and hydrated, eat milk's derivatives.

□ Secondly, children like to buy sweets and chips. they consume a lot of fatty food. therefore, the parents should not buy too much sweets for their children. Another point is children had better not drink much sodas.

□ Finally, we have to protect our health because it has the most important for do any things we want.

8
10

erached
Amund.
Part two: Topic One:

1.5.1 As a child, you have to eat just healthy food so, you can have a body can handle what you'll have in the future. Without being sick or something else, you're asking how I can have (have) this healthy body.

firstly, you should eat only when you are hungry not in anytime you want. Then, when you're eating you must eat, slowly so your body can control the food which's coming in, and don't eat a lot, just a small amount of food.

Secondly, we should eat fresh food with more fruits and vegetables so we have more energy to finish our day, and don't forget to drink a lot and a lot of water.

Finally, we should go far away from sugary and fatty food, and sodas too, it just make us have more and more fat bodies.

In conclusion, children, you have to take care of your healthy, so you can live a better life.

7
—
10

ROVINA
Selsabil

□. Recently we see children's consumption of junk food, and that's very dangerous for their health, so we had to awareness about the effect of junk food, what are the most important instructions and recommendations for following healthy and sound eating habits?

8
10

□. First; children's they must eating fresh food such as fruits and vegetables and eat just when they hungry not all the time. with don't eat quickly; and don't forget to drink a lot of water

□. Second; junk food contain a high amount of sugar and fat, which may ~~many~~ cause many diseases, so they ought to reducing consumption them, and also avoid drinking soda • with instead fruit juice

• In conclusion children's they had

APPENDIX K: The Teachers' Questionnaire

Dear Teachers,

You are kindly asked to fill in this questionnaire. This questionnaire is an attempt to gather data for the accomplishment of a master's dissertation. It seeks to investigate your perceptions and attitudes towards the use of the Jigsaw II as a cooperative learning technique to enhance pupils' writing skill. The questionnaire is anonymous and the information provided will be treated confidentially. Thank you for your time and effort.

The researcher,

Section One: Background Information**Q1: Gender**

Male

Female

Q2: How many years of experience do you have in teaching English?

.....

Section Two: Teachers' Incorporation of Cooperative Learning Methods

Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher.

Q1: Do you prefer your pupils to work:

Individually

In pairs

In groups

Justify your answer briefly

.....

Q2: How often do you ask your pupils to work in pairs or in groups?

Always

Sometimes

Often

Rarely

Justify your answer briefly

.....

Q3: Have you previously used any cooperative learning methods in your classes?

Yes

No

If yes, specify which methods

.....

Q4: Briefly describe your experience of using cooperative learning methods, such as pair work or group work, in your classes.

.....

.....

.....

Section Three: Knowledge and Understanding of the Jigsaw II Technique

Definition: Jigsaw II technique is a cooperative learning technique in which learners are assigned to small groups which called "original groups" to work on academic materials. The material is divided into parts and each learner in a group is assigned one part. The members who have the same parts in all the groups meet in "expert groups" to discuss their parts. Then, learners return to their "original groups" and teach their group members about their parts.

After that, learners take tests individually on the learned material

Q1: How familiar are you with the Jigsaw II technique?

Not at all familiar

Somewhat familiar

Moderately familiar

Very familiar

Q2: What is your understanding of the principles of the Jigsaw II technique?

.....

Section Four: Perceptions of Using the Jigsaw II Technique in Writing Classes

Q1: In your opinion, what are the potential benefits of using the Jigsaw II technique in writing classes? (You may choose more than one answer)

Improved collaboration among students

Enhanced comprehension of writing tasks

Increased students' engagement

Other:

.....

Q2: What challenges do you anticipate when implementing the Jigsaw II technique in writing classes?

.....
.....

Section Five: Attitudes towards the Implementation of the Jigsaw II Technique in Writing Classes

Q1: On a scale of 1 to 4, how willing are you to integrate the Jigsaw II technique into your writing classes?

1 not willing at all

2 somewhat willing

3 willing

4 very willing

Q2: What factors would influence your decision to adapt or reject the Jigsaw II technique in your writing classes? (You may choose more than one answer)

Classroom dynamics and pupils' readiness for cooperative learning

Flexibility of the technique to accommodate different pupils' learning needs

Previous experience with similar cooperative learning methods

Other:

Q3: Is there anything you would like to share about your perceptions and attitudes towards the use of the Jigsaw II technique in writing classes?

.....

.....

المخلص

تدريس الكتابة هو عملية تحدي في مجال تعليم اللغة، خاصة في المرحلة الثانوية. يتطلب تعقيدها استكشاف أساليب تدريس مبتكرة يمكن أن تعزز قدرات الطلاب في الكتابة. وبالتالي، كان هدف الدراسة الحالية هو التحقيق في فعالية استخدام طريقة التعلم التعاوني، جيسو II، في تعزيز كتابة التلاميذ للسنة الثالثة من حيث التنظيم والتماسك في مدرسة محمد خير الدين الثانوية بسكرة. لهذا الغرض، تم اختيار منهجية بحث مختلطة بناءً على طبيعة البحث. بالإضافة إلى ذلك، تم إجراء تجربة شبه تجريبية بتصميم اختبار قبلي وبعدي لمجموعة واحدة للإجابة على أسئلة البحث واختبار الفرضية التي تضمنت فعالية طريقة جيسو II في تعزيز كتابة التلاميذ للسنة الثالثة في المدرسة الثانوية. علاوة على ذلك، تم استخدام استبيان شبه منظم لمعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية لاستكشاف تصوراتهم ومواقفهم تجاه استخدام طريقة جيسو II في دروس الكتابة. كان هدف هذه الأداة هو اختبار الفرضية التي تفيد بأن معلمي اللغة الإنجليزية في المدارس الثانوية لديهم مواقف إيجابية تجاه تطبيق الطريقة. علاوة على ذلك، تم اختيار عينة من 22 تلميذاً (n=22) بناءً على العينة العنقودية الاحتمالية من مدرسة محمد خير الدين الثانوية، تحديداً من مجموعات السنة الثالثة، للمشاركة في هذه الدراسة. تم إجراء البحث عن طريق مقارنة متوسطات الاختبارات القبلي والبعدي باستخدام الإحصاءات الوصفية. ثم تم تشغيل اختبار t المعتمد من خلال SPSS لاختبار الفرضية. كشفت النتائج أن قيمة p (001.) كانت أقل من مستوى الدلالة (0.05)؛ وبالتالي، تم رفض الفرضية الصفرية لصالح الفرضية البديلة. وهذا أكد التأثير الكبير لطريقة جيسو II على كتابة التلاميذ للتركيب. لذلك، شجع المعلمون على دمج هذه الطريقة في خطط دروسهم لتدريس كتابة التركيب.

الكلمات المفتاحية: مهارة الكتابة، كتابة التركيب، التعلم التعاوني، طريقة جيسو II