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**Cooperative Learning Strategies in Enhancing
Students' Writing Proficiency**

The Case of Second Year LMD Students at Mohamed Khider University

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English*

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Dedication

To the most precious people to my heart; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope those who encourage me:

To my dear mother and beloved father I dedicate this work.

To my sisters: Nassira, Meriem, Fatima, Charifa, Dhawia.

To my brothers: Omer, Sliman, Dahman, Hamza, Manad, and Faress

To my Nieces and Nephews: Habiba, Ilham, Dhawia, Romissa , NIHAD, ALI, AND DIDINE.

To my grandfather, to memory of my grandmother, and all my aunts and uncles

To my best friends who have always been a source of motivation: Zineb, Samah, Raouia, Najeh, Siham, Keira, Hafsa, Salima, Nawal. Chocolate, Thank for representing friendship perfectly...

To all my relatives and all those who made this research possible

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Abstract

This research work investigates the effect of using cooperative learning as a strategy in enhancing students' level of English language writing, it aims to determine whether the students writing ability would be improved by using this strategy. To give consistency to the study, two questionnaires plus a test have been submitted to a sample composed of a group of second year LMD students of English, and a group of teachers from the teachers of the department. The aim of the questionnaires is to get information about the role and the importance given to cooperative learning by both the students and teachers in developing writing skill and their attitude toward using cooperative learning as strategy to enhance writing skill in classroom. The results have shown that cooperative learning is the appropriate strategies that increase students writing proficiency. Moreover, the result of the questionnaires and the test confirmed the hypothesis that the students have a positive attitude toward using CL as a strategy to develop their writing ,and that the CL is the right technique that develop students writing skill and create a good climate in classroom where students can participate without fear of making mistake.

LIST OF ABBREVIATIONS

1. **CL** : Collaborative Learning
2. **CLL** : Cooperative Language Learning
3. **CW** : Collaborative Writing
4. **EFL** : English as a Foreign language
5. **Q** : Question
6. **%** : Percentage
7. **N** : Number of Students.

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General Introduction

Writing is one of the four language skills that are given emphasis in second language learning. It is the most important and most difficult one compared with other language skills. For that, it requires considerable effort and practice on learners' part to reach an acceptable level of writing, and in part of teacher, it requires employing a variety of strategies to facilitate it and make it easy to learn. In order to that, teachers of written expression try to use various methods, one of them is teaching writing in cooperation because they think that, if students work in small groups together in classroom can enhance students' writing skill and motivate them to interact with each other. In this study, we are going to investigate how cooperative learning enhances students' writing skill in classroom.

1.1 Statement of the problem

Because writing skill is considered as the most complex processes, we observed that EFL learners have difficulties in their writing. This is related to how to produce a meaningful piece of writing because of the lack of good knowledge of English vocabulary, grammar, spelling punctuation or because the students are not motivated due to the teaching method used by teacher. In order to that, some students think that working together and using cooperative learning method is an effective way to enhance their writing. In other hand, some teachers find difficulties to use cooperative learning in their classes, and that because class size, time or they are not sure of the effectiveness of cooperative learning as a way to develop student writing.

1.2 Research question

In this research, we are going to investigate how cooperative learning provides knowledge that is responsible for developing writing skill. The following research questions would be addressed:

- 1- Can cooperative learning develop writing skill in classroom?
- 2- In what way does cooperative learning enhance students' writing?
- 3- Do teachers of written expression use cooperative learning method in their classes? And what is their attitude toward this strategy?
- 4- What attitude and opinions do second year LMD students have about group work as a way to learn writing?

1.3 Hypothesizes

Based on what has been stated before we hypothesize that:

- If learners interact with each other in classroom, they will be able to enhance their writing skill more than working individually.
- If teachers use cooperative learning and design appropriate classroom technique, learners will be able to write proficiently.
- The students of second year may have a positive attitude toward using group work in writing in EFL classes.

1.4 Aims of the study

The main objective of this study is to investigate the role of cooperative learning in enhancing students' writing skill and helping teacher to encourage group

work in classroom, also aims to use pair and small groups to maximize learner's written production. Through this study, students will be able to interact with each other and build a good atmosphere where they will not feel shy or fear from participation in classroom.

1.5 Organization of the Research

This dissertation is divided into two main sections, a theoretical part that is concerned with literature review and a practical part that concerns with the investigation and the analysis of the questionnaires and the tests and their interpretation and discussion. That after, representation of the introduction which contains the reasons behind choosing this study, the hypotheses and research questions, the statement of the problem.

In the first part, we start by a chapter about the literature review composed of two parts. In the first part, we dealt with cooperative learning in general as technique that can be used in order to teach any subject. The second part, we dealt with cooperative writing as a strategy used to enhance writing skill. The third part, we have the practical parts of the present study; it consists of questionnaires submitted to both teachers and students in the Department of English plus a test. This chapter based on the analysis of the data.

Part One: Cooperative Learning

Introduction

Giving the opportunity to the students to learn by interacting with each other, rather than learning from teacher is an important topic that should take it in consideration. Many researchers find that learning to be successful regardless of the method or technique of teaching (Brown 132). For that, teaching through cooperative learning method would be interesting and effective for both teacher and learner because this strategy allows students to participate and help each other's in classroom unlike in traditional method in which the teacher plays a major role in class.

In this chapter, we are going to describe cooperative learning as method can be used by both students and teachers in classroom as a way to facilitate learning and that by presenting its definitions, giving its theoretical foundations, followed by different CL elements to provide better understanding of this strategy, can use a method. After that, we will state the different types of CL and some traditional cooperative learning activities and their application in classroom

2.1 Definition of Cooperative Learning

The concept of cooperative learning refers to instructional methods and techniques in which students work, help each other in small groups, and are rewarded in some way for performance as a group (Mandal 96). Many researchers have defined cooperative learning in different ways:

According to Olsen and Kagan cooperative learning has been defined as follow: Cooperative learning is group-learning activity. It is organized in a way that learning is based on the socially structured exchange of information between members of groups,

in which each member of group is held accountable for his or her own learning, and is motivated to increase the learning of others (qtd. in Richards and Rodgers 192). This definition implies that in CLL learners learn from each other and it emphasizes learner responsibility in which each member of the group is responsible for his own contribution to activity.

Johnson and Johnson state that “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning” (786). They mean that all students are responsible for the success and the failure of the group, so everyone has a role to play in the group in order to achieve a common goal of whole group and the individuals will not reach their learning goal until all member of the group reach their goals.

Meyers describe Cooperative Learning as “A methods of structuring lessons to ensure that students learn collaboratively, within a support system made up of other students” (72). (ibid) He also states that students in cooperative learning system benefit from the support and encouragement of other members of their work group because Cooperative Learning improves student attitudes and behaviors towards diversity, boosts self-esteem and improves race-relations among students. He means that the members of the group motivate the students when they work together and that may increase self-confident, keep the interaction between them and avoid racism.

For Salvin Cooperative learning refers to instructional methods which involves small heterogeneous groups working together to achieve a common goal .He point out that learners benefit more from sharing each other’s thoughts rather than working alone. CL is important for creating effective classroom environments that meet the needs of all

students and encourage student to participate and interact with each other at different levels with different goals (qtd. in Kesks77).

According Norland and Pruett-Said cooperative learning is

An interactive approach refers to language learning that is authentic and genuine and takes place between two or more people...Cooperative learning consists of groups of students working together in a cooperative, as opposed to competitive, manner to complete a task, an activity, or a project (21).

He means that the students when working together have a meaningful interaction with each other in target language and they help each other toward a specific goal.

2.1 Theoretical background of CL

There are three general theoretical perspectives that have guided research on CL. Each one of these theories gives evidence for supporting the uses of cooperative learning in classroom which are stated as follow: Behavioral learning theory, cognitive theory, Social interdependence theory:

2.1.1 Behavioral learning theory

Morgan states that students in classroom will commit to participate in group if only they are rewarded for participation. Therefore, the reward should be evident in cooperative learning environment for both individual and group (qtd. in Attle and baker 78). He means that rewarding is important in cooperative learning activity to encourage students to participate in group.

According to Slavin, Motivational perspectives on cooperative learning focus on the reward or goal structures under which students operate. Cooperative incentive structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore, to meet their personal goals, group members help their groupmates and encourage them to do maximum effort. In other words, rewarding groups based on group performance creates an interpersonal reward structure in which group members will give or withhold social reinforcers (praise, encouragement) in response to groupmates task related efforts. He claims that group rewards enhances the achievement outcomes of cooperative learning when the group rewards or group goals are based on the individual learning of all group members (44-45). It means that behavioral learning focus on the impact of group reinforces and rewards on learning, it suggests that students are working hard when they rewarded by others.

2.1.2 Social Interdependence theory

According to Johnson & Johnson Social Interdependence, exist when the accomplishment of each individual's goals is affected by the actions of others. In other words, Social Interdependence theory believes that cooperation is a result of positive interdependence among individual's goals. It determines the way for persons to interact with each other. There are two types of social interdependence, positive (cooperation) and negative (competition):

Positive interdependence: exist when individuals can reach their goal are cooperate also reach their goals.

Negative interdependence: exists when individual can obtain their goals if other individual whom they are compete fail to obtain their goals (qtd.in Gillies, Ashman and Terwel 12-11).

2.1.3 Cognitive theory

Cognitive perspectives see that interaction among students will in themselves increase students' achievement for reasons which have to do with mental processing of information rather than with motivation (Tukust 163), That is to say, that interaction lead to better learning and better achievement. The cognitive theory is based on the theories of Piaget and Vigosky.

2.1.3.1 Piaget views

The work of Piaget focus on the role of the learning in social interaction, his theory claims that interaction and asking for meaning increase students comprehension and has a positive impact on language learning. For that, cooperative learning offers an effective learning environment that promotes students communication and negotiation for meaning, because students work in group did not fear from teachers' feedback (Mccafferty, Jacobs, Dasilva 20). That is mean that students when they work in group they will learn from each other and they will improve their achievement.

2.1.3.2 Vigotsky view

Vigotsky Works concentrate on the benefits of collaborative learning and interaction with other during learning process, he states that observing others and practicing with peer support and dialogue help learners internalize the cognitive functions they are attempting to master (Ellsworth, Hedley, Baratta 134). He also

stressed on the importance of cooperation with more competent peers because what a student carries out jointly with another could be incorporated into his or her individual repertoire (Evelyn 14). He means that during learning in cooperative group, student can develop his way of thinking and promote his understanding by interacting with others. That is mean all levels benefits from group.

2.2 Elements of cooperative learning

D.W Johnson and R. Johnson outline five elements of cooperative learning described as follow:

2.2.3 Positive interdependence

Positive interdependence means that the group produces or completes together something such as a report, poster, or lesson. The entire group share common goal, each member of group has an important role to play. The success or the failure of a cooperative group is related on the efforts of all of its individual members (Arnold 227). He means that positive interdependence makes students feel that what helps one member of the group helps the other members and what hurts one member of the group hurts the whole group.

2.2.4 Face-to face group interaction

Another feature of cooperative learning is emphasis on small group interaction. Teacher form the groups in order to maximize the contribution of each students and provide each students with opportunities to learn from others in the group (Arnold 228). According to Slavin in this activity students promote each other success and that through explaining how to solve problems, teaching one's knowledge to others, checking understanding, discussing concepts being learned, connecting present with

past learning (qtd. in Keskes78). That is to say that students need to work together to achieve group goal, to complete work, promote each other success, and to engage students to learn from the whole group.

2.2.5 Group processing

According to Robyn and Gillies, group processing defined as Reflecting on a group session to describe what member actions were helpful and unhelpful and make decisions about what actions to continue or change. Its purpose is to clarify and improve the effectiveness of the members in contributing to the joint efforts to achieve the group's goals and create positive relationship among group members and between participants and the teacher, it also promotes self-esteem and positive attitudes toward the subject area (25). That is mean that teacher should involve students in group work, to enable them to make a good relation between member of group and facilitate learning for the success of the group.

2.2.6 Individual and Group Accountability

In cooperative learning, each group member is held accountable for success of the cooperative group, each one in the group must learn and share in the group work, and it ensures that all members of the group are involved in learning process and no one is neglected. Parveen states that:

Individual accountability exists when the performance of each individual member is assessed, the results are given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group –

mates for contributing his or her fair share to the group's success (951).

It means that individual accountability take into consideration both individual and group performance in group, in other word each one in group is responsible for the whole group success.

2.2.7 Development of small group social skills

Johnson argues that students need to learn interpersonal skill such as active learning, staying on task, asking questions, encouraging, helping in order to facilitate teamwork, create trust and enhance communication. They need to learn how to work together as team and how to help each other, assuming responsibility for their own and each other's' learning (qtd. in Keskes79). It means that social skills are important, and it should be taught because it determines how students interact and work in group, also it create a positive attitude between members of the group.

2.3 Types of Cooperative Learning

According to Johnson and Johnson there are three types of cooperative learning that used in classroom: Formal C L, Informal C L, cooperative base group.

2.3.3 Formal Cooperative Learning

Formal cooperative learning lasts from several minutes to several class sessions. Students work together in order to achieve shared learning goals and complete a specific tasks or assignment; for example, completing a unit of work, writing a report, conducting an experiment (qtd.in Richard and Radgers196).

2.3.4 Informal Cooperative Learning

Informal Cooperative Learning consists of having students work together to achieve a joint learning goal in temporary. They may be used at any time, but they are especially useful during direct teaching (lecture). Informal cooperative learning groups are used to produce a conducive environment and to facilitate learning during direct teaching (qtd. in Richard and Radgers 196).

2.3.5 Base or Home Groups

Base groups are long term cooperative learning groups with stable membership. Learners are chosen for base groups in a manner that will guarantee good levels in the group, so responsibilities are to help students provide each other with support, encouragement and assistance (Macpherson 10). Gillies, Ashman and Terwel state that a cooperative base group is heterogeneous in membership, meets regularly, and lasts for the duration of the class (a semester or year) and sometimes for several years (31).

2.4 Integrated Use of Three Types of Cooperative Learning

According to Johnson & Johnson, the three types of cooperative learning (formal, informal and base group) may be used together. The class session begins with a base group meeting, and then followed by a short lecture in which informal cooperative learning is used. After that, the lecture is followed by a formal cooperative learning lesson. Before the end of the class session, another short lecture may be delivered with the use of informal cooperative learning. Finally, the class ends with a base group meeting (Gillies, Ashman and Terwel 32).

2.5 Cooperative Learning activities

There are many cooperative activities that are either designed for the language classroom or easily adapted for language learning. The following are some cooperative activities that have been used most effectively in language classrooms:

2.5.3 Think/Pair/share

Think/Pair/share are considered as the most basic cooperative learning activities. In this activity the teacher asks a question of the whole group, learners are given sometime to reflect Students then share and discuss their answers and thoughts in pairs. After signal for silence, the members of the pair have a chance to share their ideas with whole group (Meyers 77, Arnold 229). According to Mccafferty, Jacobs, Dasilva Think, pair, share is a wonderful way to get students involved, and participate with confidence, also this activity allows students to think for a time to formulate a response, listing to their partners' response and use that response as a model for their own response and one-on-one sharing session with a partner (99).

2.5.4 Jigsaw

Jigsaw is perhaps the most widely known cooperative learning activity used to encourage communication in classroom. In this activity, each student becomes an expert on the assigned topic. The representative of the students working on the same topic and discusses the important concepts. Then, as a group expert, they present their point to their whole class. After the practice, students return to their original group to share and teach other (Syafin406).

The Jigsaw technique helps all of the students to study and learn all of the material used in this activity. They become “experts” as they teach each other parts of the material. Each student in the group has an active role in teaching and learning, experiences deep understanding and higher order thinking (Crawford 56).

2.5.5 Roundtable and Roundrobin

Roundtable and Roundrobin are two activities from the Structural Approach of Kagan In which students taking turns giving answers, providing information or sharing ideas. In a Roundtable, students make a contribution, sharing one piece of paper and pencil and passing them so that each student makes contribution in turn. Therefore, in Roundrobin the contributions are spoken. These activities are good to capture ideas in brainstorming, to develop common background information and to identifying possible directions for future activities (Richard & Rodger 198, Arnold 233).

2.5.6 Numbered heads together

According to Kagan in this activity, the members of group count off. Then the teacher asks a question for the entire group to discuss. When the students develop the group answer and make sure that everyone knows and can explain the answer, a number is called and students with that number are expected to answer the question. The members of the group are expected to help each other to understand and be able to answer appropriately (qtd in. Arnold 231).

2.5.7 Group investigation

This activity developed by Sharan and Sharan in this method, students form their own two to six member groups. These groups are responsible for doing their own plan, carry out the study and develop their report then present their report to the class. The groups choose topics from a unit being studied by the entire class. These topics are broken into individual tasks and each group then presents its findings to the entire class (Arnold 231).

Conclusion

Throughout this chapter we have focused on the cooperative learning as a strategy which gain broad acceptance by many researchers because its benefits to improving students responsibility, creating a more positive affective climate in classroom, and enhancing students' language learning through giving students opportunities to use language by interacting with each other. The next chapter will devote to cooperative writing. We will talk about the benefits of using cooperative learning as strategy to develop students writing during writing process in classroom.

Part Two: Cooperative Writing

Introduction

Writing skill is considered as the most important and the most difficult skill compared with other skills. It is a complex skill that requires considerable effort and practice from learners to reach an acceptable level of writing. In order to ensure that the student excel in writing, teachers adepts various methods and techniques in the writing classroom. One of the methods recommended in teaching writing skill in classroom is cooperative writing which is explained in this chapter.

This chapter began with description of writing skill and what is collaborative writing, next we will deal with cooperative writing model that enables teachers to teach writing skill in more recent ways, and give students the opportunity to prepare themselves when they are writing. After that, we present the different roles of the teacher and learners in cooperative writing process and then we will state the different strategies that implement collaborative writing in classroom.

3.1 Definitions of key concepts

3.1.1 Definition of Writing Skill

Writing is a central element in the language teaching setting, as students need to write down notes and to take written exams. Yet, over the years, it has seemed that writing has been seen as only a support system for learning grammar and vocabulary rather than a skill in its own right. However, trainers and methodologists have looked again at writing in the foreign language classroom and acknowledged the importance of writing as a vital skill for speakers of a foreign language as much as for everyone using their first language (Harmer, 31).

Rice and Huguley define writing as any activity that leads to a completed document, including brainstorming or idea generating, gathering research, planning and organizing, drafting, revision, and editing.(qtd. in Lowry et al 71) They explain the writing activity in terms of written products which require conscious mental efforts in order to complete written document.

White and Arndt see that:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.(3)

It means that writing is the activity of being able to communicate with language through a graphic representation of ideas. It is also refers to the activity through which such a piece of written language is produced. However, it is far from being a matter of transcribing language into symbols. Therefore, writing is not as simple as it seems it is a difficult, a sophisticated, and an important skill for language learners as well as native speakers.

3.1.2 Definition of Collaborative writing

Collaborative writing differs from writing in a group because in collaborative writing model the writers collaborate to produce one text. However; in writing group each student is working on his or her own piece of writing and the group responds to it (Moss, Highberg and Nicolass, 31). He means that the students in cooperative writing work together to produce just one piece of writing, while in writing group the members of the group discuss and share their ideas but each one work in his own document.

According to De Silva “Collaborative writing (CW) is the process in which multiple authors work together to produce one document. It is not just the soliciting of ideas about the document but, the actual contribution of the various sections which are then collected together to form the final document.”(9). He means that the students work together in order to produce one piece of writing by helping each other and gathering ideas to make one document at the end of the process.

Salmani et al claim that in cooperative writing the members of the group work together in order to achieve a shared goal. They help and work together during writing process; they also monitor and evaluate their writing to gain appreciation for their group. (97) They mean that the writing in group help students to interact, monitor and evaluate each other in order to accomplish their goal.

Harmer states that cooperative writing works well with process and genre-based approaches, reviewing and evaluation are enhanced by having more than one person working on it. In genre-based writing, two heads analyze genre – specific texts as well as, if no better than one head would do, and often create genre – specific texts more successfully as a result. For him writing in groups can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment. He believed that the use of cooperative writing would make students learn more effectively and would enhance their writing (260). Harmer here states the different benefits of cooperative writing and he believed that the cooperative writing promote students learning and enhance their writing in classroom.

3.2 Models of collaborative writing

There are many models that are used to teach writing skill cooperatively in the classroom. Here are the models that give more details concerning cooperative writing:

3.2.1 Writing Workshops

Williams defines workshops as classes in which students “share their work with one another and teachers intervene regularly as students develop compositions through several drafts”. He states that workshop writing group includes from three to five students, they help each other to achieve a given writing task and to success. Workshops approach give students the opportunity to be active in learning, they are always busy talking, writing, thinking, researching unlike the traditional classroom. This approach according to Williams is referred to as students centered instruction (103). Williams states also the benefits of workshop, he said the cooperation lead students to work harder and to discover more than they do when they perform on an individual, improve motivation, create effective environment for interaction among students (140).

3.2.2 Writing conferences

Writing conferences is another model of cooperative writing. The teachers talk with their students about their writings and they talk with one or more students having the same problems. In conferences, students in order to understand what they are doing they should have enough time to talk. Williams states that effective writing teachers should not draw students’ attention to all their errors, even though the paper has numerous problems (qtd.in Zourez 68).

3.2.3 Sequential Writing Model

In this model of collaborative writing, the group members do their work one after the other. That is to mean, every single student in each group does his/her task at a given time and when he finishes his task, he passes the document along next in the chain. This model is very helpful because it organizes and improves coordination between the students. Each student in this model can read the previous students' work before making his contribution, and that can help improve coherence. However, there are some disadvantages of this model that are discussed by Lowryal. They state that students may not come to a consensus on every single point, and that they can change other students' ideas and structures of the document (De Silva 10). We can say that by this model students can improve their thoughts by reading others production, discover their mistakes and correct them and promote the interaction between group members.

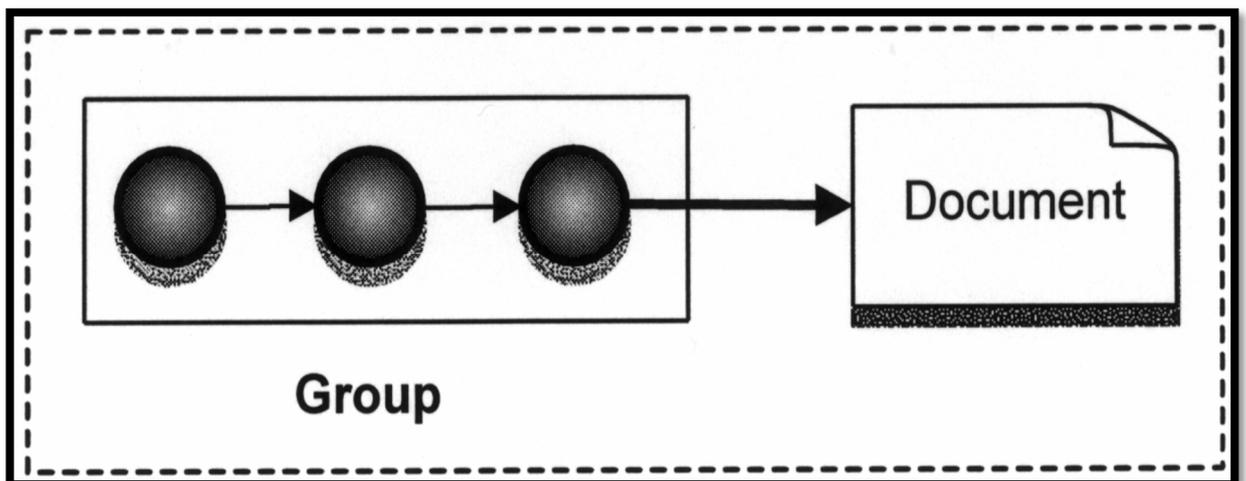


Figure1. Sequential Writing (lawry et al 76)

3.2.4 Parallel Writing Model

In this model, the group divides the writing task into separated units, it means that every student in a group has his or her role and they work in parallel. There are several variants of this process. In one variation, group members assign roles depending

on their expertise and after that, members work on the task according to their roles. In another variation, the task is divided into parts and each student works on his part. Then, when they finish their parts they submit it to the team leader who collect them together to form the final document.

Alred et al listed the sequence of steps in parallel writing model as follow:

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

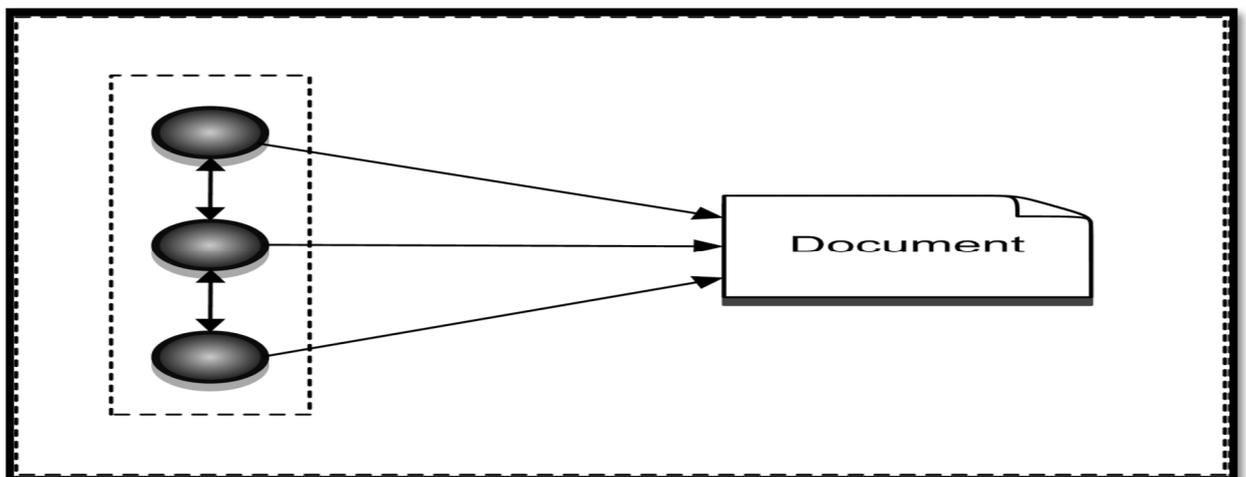


Figure 2. Parallel Writing (Lawry et al 76)

3.3 Role of the learner

Each student in cooperative classes would take the role that goes with his/ her personality. According to Rogers and Richard the primary role of the student is as a member of group who must work collaboratively with other members of group, he has to learn team work skills. The student is also director of his own learning, he taught to plan, monitor and evaluate his own learning (199). This means that the students has various roles in group, he chare and discuss with others to promote his learning , also by working in the group students evaluate and monitor their learning .

In order to promote cooperation between students, the student should have a role assigned by the teacher. The following table demonstrates some roles that student can perform in the classroom.

Writer	A person who is responsible for writing a portion of the content in a collaborative writing document (Posner &Baecker, 1992).
Consultant	A person who is normally external to a project team who provides content- and process-related feedback but has no ownership or responsibility for content production (Posner &Baecker, 1992).
Editor	A person who has responsibility and ownership for the overall content

	<p>production of the writers, who can make both content and style changes to a shared document</p> <p>(Posner & Baecker, 1992).</p>
Reviewer	<p>A person who is internal or external to a collaborative writing team who provides specific content feedback but does not have responsibility to invoke the content changes (Posner & Baecker, 1992).</p>
Team leader	<p>A person who is part of a collaborative writing team, who may fully participate in authorship and reviewing activities, but also leads the team through appropriate processes, planning, rewarding, and motivating.</p>
Facilitator	<p>A person who is part of a collaborative writing team, who may fully participate in authorship and reviewing activities, but also leads the team through appropriate processes, planning, rewarding, and motivating.</p>

Table1. Roles of the students in Collaborative writing (qtd in. P. B .Lowry, Curtis and M. R. Lowry)

3.4 The role of the teacher

The role of the teacher in cooperative language learning differs considerably from the role of the teacher in traditional teacher-fronted lesson. The teacher's role changes from a source of information to a facilitator of learning. Johnson et al state that in cooperative learning activities the teacher has to create structured and well-organized environments in classroom, set goals, plan, structure to tasks, give to the students their roles and select material and time.

Harel states that the teacher's role is to:

- Ask many questions in order to create challenging thinking
- He prepare the students to be familiar with the tasks which they carry out
- Assist students with the learning tasks
- Give commands an instructions
- Imposing less disciplinary. (qtd. in Richard and Rodgers).

In addition to this roles Dennis, Carlson, and Hamm claims that in cooperative classes the teacher specifies the instructional objectives, prepares the appropriate materials, and organizes the group in order to maximize interaction. In addition to that, the teacher helps students to solve problems, observes the students interaction and explains the cooperative goal structure. By using cooperative learning strategies in classroom, the teacher provides opportunities' for the students to be responsible to their learning as an active learners, and have confidence in their own ability and the whole group ability to work through problems and rely less on the teacher as a

source of knowledge(22,23). According to what stated we believe that the teachers has an important roles in cooperative learning classes, his role is differ according to the students needs(facilitator , monitor, organizer).

3.5 Strategies for facilitating CL in classroom for language learning

Crandall proposes some strategies that are employed in order to facilitate cooperative language learning .he claims that if cooperative learning is to be successful, the teachers and learners have to prepare themselves and the materials that will be used in addition to numbers strategies.

3.5.1 Preparing learners for cooperative tasks

Teacher here should prepare students for the new approach of cooperative learning. He should provide opportunities for students for their learning as active learners and establish a class environment that enables students to learn actively, practice higher order thinking skill, receive feedback, function with other members of the groups.

3.5.2 Assigning learners to specific and meaningful tasks

The quality of the task is very important for the success of cooperative learning activities. The teacher has to choose interesting and relevant tasks that motivate students urge students for further research and discussion. Cooperative activities need to allow learners to use more of Gardner's "multiple intelligences"-spatial, musical, kinesthetic, interpersonal and intrapersonal, as well as the more common linguistic and

logical mathematical in their learning ,if they are to appeal to, support and provide opportunities to learn different learning styles and strategies.

3.5.3 Debriefing learners on their experiences with cooperative learning

It is another activity that implements CL in classroom in classroom. It contributes in helping students to understand the social, cognitive, and linguistic skill that are important in cooperative learning. Students should be given sufficient time for reflection and debriefing, not only what was learned about language or context, but also on what was learned about social interaction and how it was learned, problems that arose and way that either the problem were addressed or could be addressed in future to understand this new approach because they were accustomed to work in an individual and competitive way.

3.5.4 Involving learners in evaluating individual and group contributions

In this strategy, the task of the teacher is to involve students in evaluating individual and group contributions because involving student in assessment and evaluation consolidate the sense of shared responsibility for the learning in the classroom. and helps them see the value of what they are doing (242-244).

That is to means, cooperative learning is more than just putting students in groups and asking them to complete a task to gather. For that, they should pay attention for this technique in order to attain good results.

Conclusion

Cooperative writing offers many positive, affective features that encourage language learning, helping students to learn, students' responsibility for their learning, and enabling students to develop and promoting writing skill. In this chapter, we have presented a small number of ideas on the use of cooperative learning to enhance writing skill. We explain the way of cooperative writing works and that by representing different models and strategies to enhance student's written production, and the different roles that teacher and students play in collaborative project.

Introduction

In the first and second chapters, we have presented a literature review about the role of cooperative learning as a strategy in enhancing writing skill. In these chapters, we represent different views by different researchers from various books. This chapter deals with the practical study of the research. The first part explains the Research design, participants, instruments and procedures. The second part deals with the main study that consists of the analyses of both students' questionnaire and teachers' questionnaire and a test

3.1 Research Design

This study used an experimental and descriptive design. The design of this study was a test and two questionnaires. It was conducted in a second semester; the test was given to second year student in one session of written expression. The Questionnaires was handed out randomly in one week to teachers and students of second year in department of English

3.2 Participants

In order to test our hypothesis which investigates the use of cooperative learning as a strategy to enhance writing skill in classroom and to fit the objective of our study, we worked on a representative sample randomly selected from a population. Our sample contains 60-second year students from the Department of English at Mohamed Khider University of Biskra. The students answered the questionnaire in the classrooms.

We have also 8 teachers teaching written expression in the same department. We would have involved more teachers, students, and more questions but by fear of not assigning our work in time, the number was restricted.

3.3 Research instruments

We have three kinds of instruments were used in this study to answer our question concerning the use of CL in writing process. They were, a test given to students in one session of written expression, plus two questionnaires one for students and the other one for written expression's teachers to obtain information on students' and teachers' opinions about the effectiveness of cooperative learning and their attitudes towards using this strategy to enhance their writing in classroom .

3.4 Data analyses

The data was analyzed by using statistics, we have two variables student writing proficiency as independent variable, whereas the cooperative learning is dependent variable. Concerning the use of the questionnaire as a technique of research, it is our belief and that of many researchers that it is an appropriate means of collecting data. We analyze them in order to know students' and teachers' attitude toward using CL in classroom and we analyze the test to realize the differences between students writing individually and group work writing.

3.3 Procedures

This research was conducted on the cooperative learning group using a descriptive experimental design. By the questionnaires, we gave students and teachers questions in order to know their attitudes concerning using this strategy in classroom to promote writing skill, plus a test to the students to get data on students writing skill. The data of their performance was collected and analyzed in next chapter.

3.5 Administration of students' questionnaire

The questionnaires were given to 60-second year students from the Department of English at Mohamed Khider University – Biskra, we choose them randomly. The students answered the questionnaire in the classrooms. To obtain correct answers, we read the questions to the students before they answer the questionnaire and we explained to them when they had difficulties in understanding questions, they take just 10 minutes to answer.

3.6 Administration of teachers' questionnaire

Our questionnaire consists of all teachers of written expression in the department of English at the University of Biskra. The questionnaire was handed out to (11) teachers however, only (8) teachers have handed back their questionnaire. Thus, our sample contains total of (8) teachers. In the light of these circumstances, only 8 teachers have co-operated with our work and we feel very grateful to their comprehension.

3.7 Description of the Test

The test submitted to evaluate second year students writing. Our test consists of taking students paragraphs. We have taken the paragraph that written by individuals and groups to compare between group work and individual work. We asked students to constrain a groups each group contain four or five students, and we asked them to work cooperatively and write paragraph together. Concerning individual paragraphs, we did not interfere to students directly to write individually. We have requested from teacher of Written Expression to give us their paragraphs that they wrote it a week before and that because of time constraints.

3.8 Description of teachers' Questionnaire

The teachers' questionnaire consists of fourteen (14) open-ended and multiple-choice questions divided into two sections as follows:

Section 1: In this section, we ask teachers some questions in order to seek general information about the teachers' graduation, teaching experience.

Section 2: this section seeks information about some aspects of the writing skill like the different difficulties that face them in teaching writing skill. In addition to that, teachers are required to state their views about their students' level in writing. In addition to that, we ask them if their students find difficulties when they work in group, how they solve these problems. At the end teachers are required to say whether they think that cooperative learning enhances students' writing skills or not and what is his role in these activities.

3.9 Description of students Questionnaire

The students' questionnaire consists of 15 questions that are divided into two sections. In the first section we have 3 questions, asked to students in order to indicate their gender, their age and why they choose English. In the second section, we have 12Q. At the beginning, we ask them about writing skill, if they like it, their perception of the importance of writing. After that, students are asked if they like working in group, in pair or individually. In the next question we asked them about the difficulties that they face them when they work with others, if they benefit from the group and whether the group work motivate them or not. Finally, we asked them about their attitude about cooperative learning as a way to enhance their writing and whether this strategy has disadvantages.

In the previous chapter, we represent research methodology of our research. The present chapter is devoted to the analyses of students and teachers questionnaire plus the analyses of test.

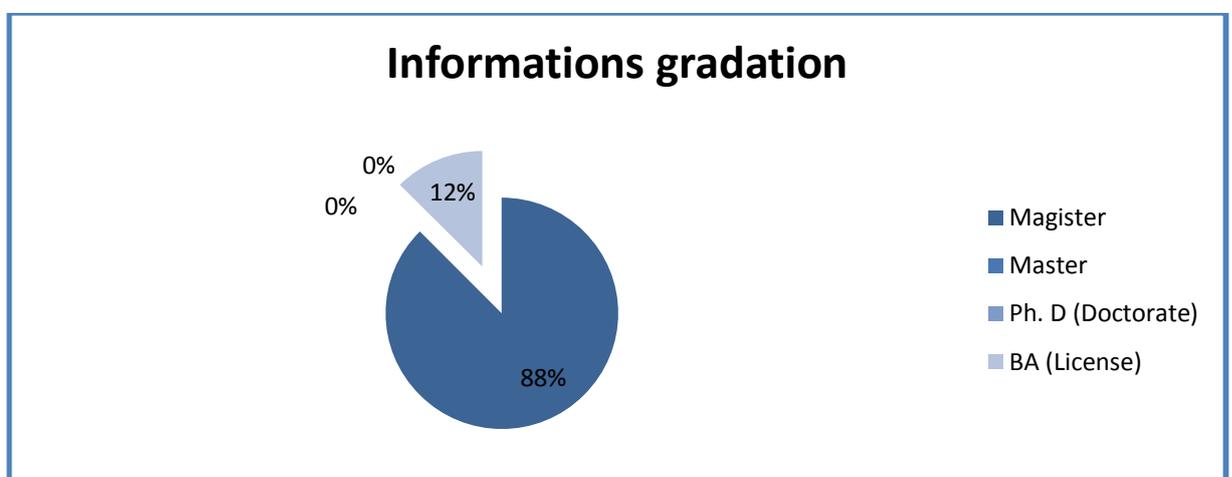
4.1 Analysis of the Teachers' Questionnaire

Section One: Personnel information:

Q1. Degree(s) held:

Degree		N	Percentage (%)
MA	Magister	7	87,5%
	Master	0	0%
Ph. D (Doctorate)		0	0%
BA (License)		1	12,5%
Total		8	100%

Table 02: Informants' Graduation



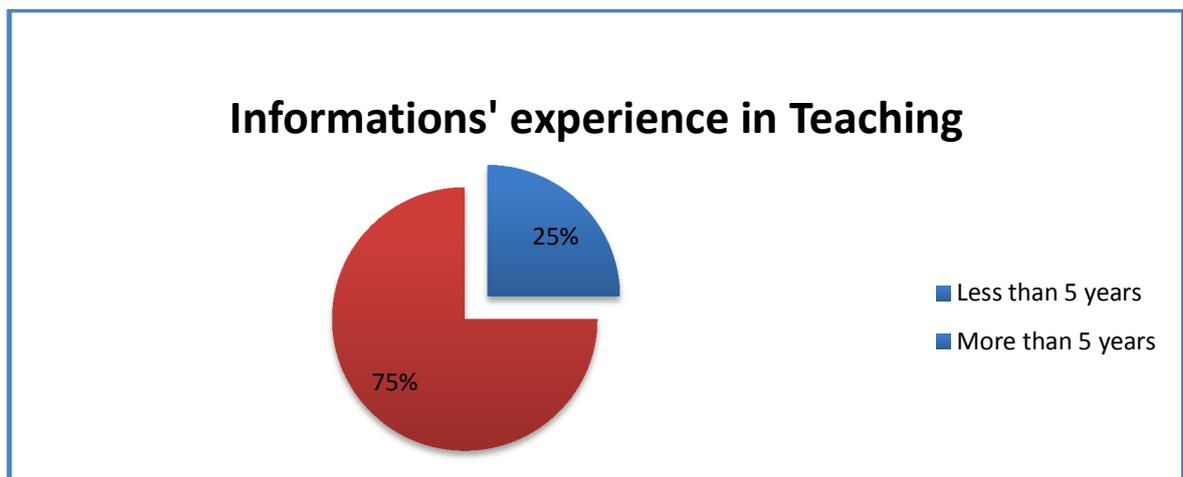
Graph 1: Informants' Graduation

Among the teachers who accept to fill in our questionnaire, (7) of them hold a Magister degree, where the most are preparing for doctoral research. (1) Of the teachers hold License degree. While none of them held Master or Doctorate, it means that our samples of teachers are mixture between experienced teachers and novice ones.

Q2. How many years have you been teaching English at the university?

Number of years	N	%
Less than 5 years	2	25%
More than 5 years	6	75%
Total	8	100%

Table 03: Informants' Experience in Teaching



Graph 2: Informants' Experience in Teaching

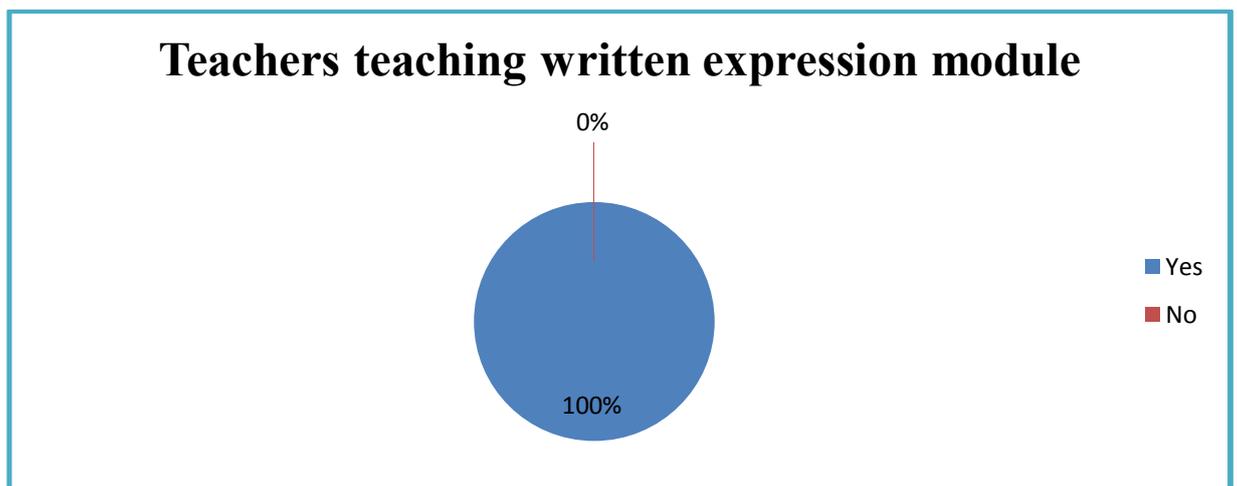
Among the (8) teachers questioned, some (6 teachers) have been exerting teaching for more than 5 years while (2) teachers have been teaching less than 5 years. The

information indicates that the majority of teachers (75%) have spent 5 to 10 years teaching, and (25%) teachers teach from 1 to 5 years. It means that our English Department involves a considerable number of experienced teachers; this will positively contribute to reaching the aim behind our research.

Q3. Did you teach Written Expression module

Options	N	%
Yes	8	100%
No	0	0%
Total	8	100%

Table 4: Teachers teaching written expression module



Graph 3: Teachers teaching written expression module

As shown in this table, all teachers (100%) who answered positively the question, this indicates that the written expression module is their major teaching concern. This implies that teachers are aware in enhancing students writing proficiency.

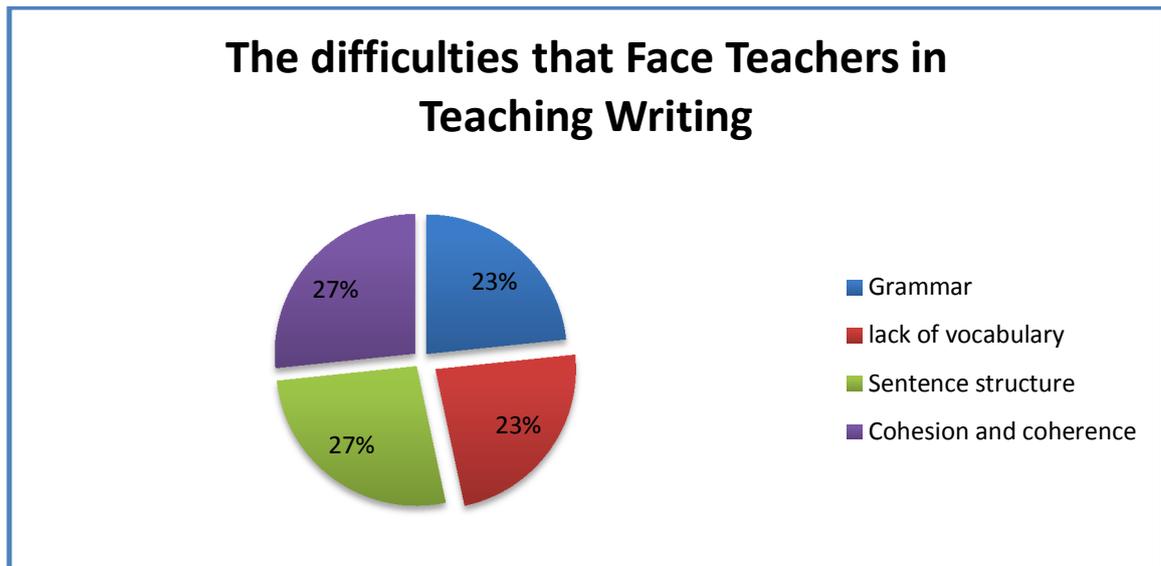
Q.4. How many years have you been teaching written expression module:

Teachers are required by this question to give as in numbers how many years they have been teaching written expression module i.e. their teaching experience in teaching written expression. We have (2) teacher who teach written expression for 5 years, (3) who teach it for 6 and (1) teacher for 1 year,(1) for 2 years while just(1) teacher who teach it for 3 year. By this result we understand that teachers are experienced in teaching writing skill and that they are aware to develop students writing.

Q5. What are the major difficulties you face in teaching writing?

Options	N	%
Grammar	7	23,33
lack of vocabulary	7	23,33
Sentence structure	8	26,66
Cohesion and coherence	8	26,66
Total	30	100%

Table 5: the difficulties that face teachers in teaching writing



Graph 4: the difficulties that face teachers in teaching writing

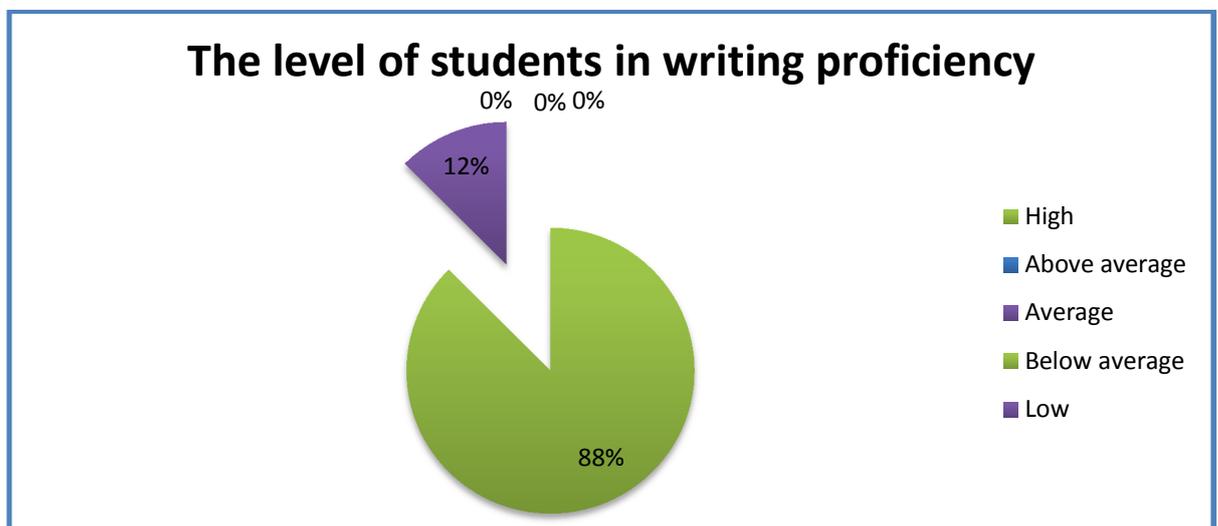
By this question, we give to the teacher a multiple choice question concerning the difficulties that face them when teaching writing. The majority of them (7) choose all of them (Grammar, lack of vocabulary, sentence structure, cohesion and coherence), Just one teacher who choose sentence structure, cohesion and coherence.

Q6. Other difficulties:

We ask teachers if there are other difficulties which we are not stated .Some teachers state that their students face problem like lack of organization, lack of ideas about a given subject, punctuation, and content. One of the teachers states that the students have no style in writing.

Q7. level of your students in writing proficiency:

Options	N	%
High	0	0%
Above average	0	0%
Average	7	87,5%
Below average	1	12,5%
Low	0	0%
Total	8	100%

Table 6: the level of the students in writing proficiency:**Graph 5:** the level of the students in writing proficiency

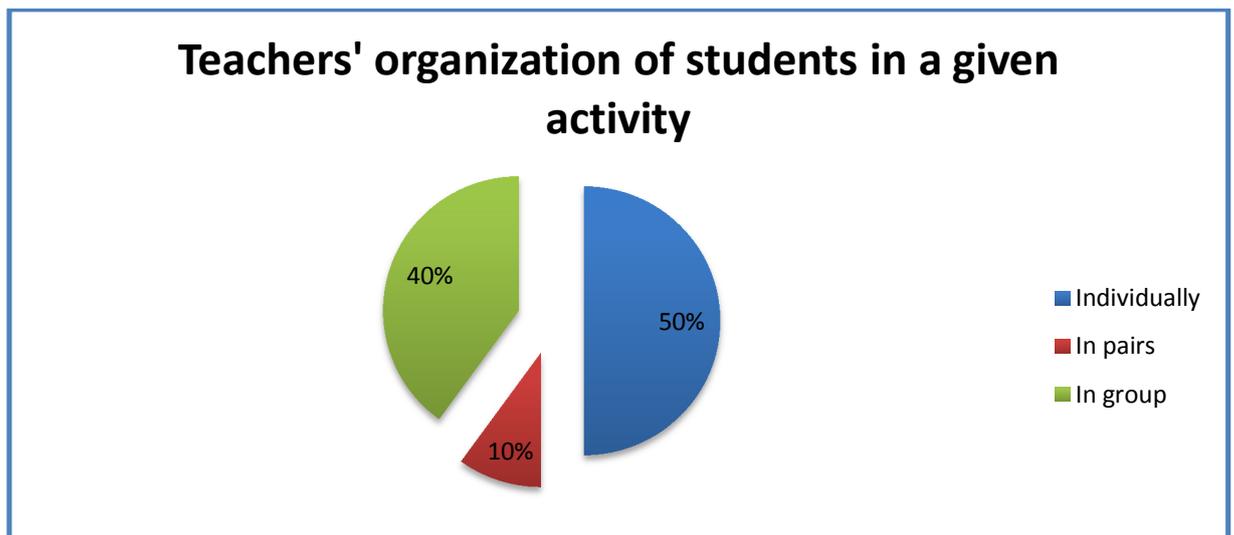
The question is required to describe teachers' opinion about their students' level of writing proficiency. It seems to us that a majority of (6) teachers, it means 60%; agree that their students have average in writing proficiency. However, (4) teachers out of 10 believe that their students' level in oral proficiency is average. No one teacher has opted for the 'high', 'above average' or 'low' options. It seems to us that the majorities of

students do not have a good level in writing in English, probably, because they have difficulties in writing, they are not interested in writing in English, or they are not motivated to write.

Q8. When you give an activity to your students, do you ask them to work

Options	N	%
Individually	5	50%
In pairs	1	10%
In group	4	40%
Total	10	100%

Table 7: Teachers' organization of students in a given activity



Graph 6: Teachers' organization of students in a given activity

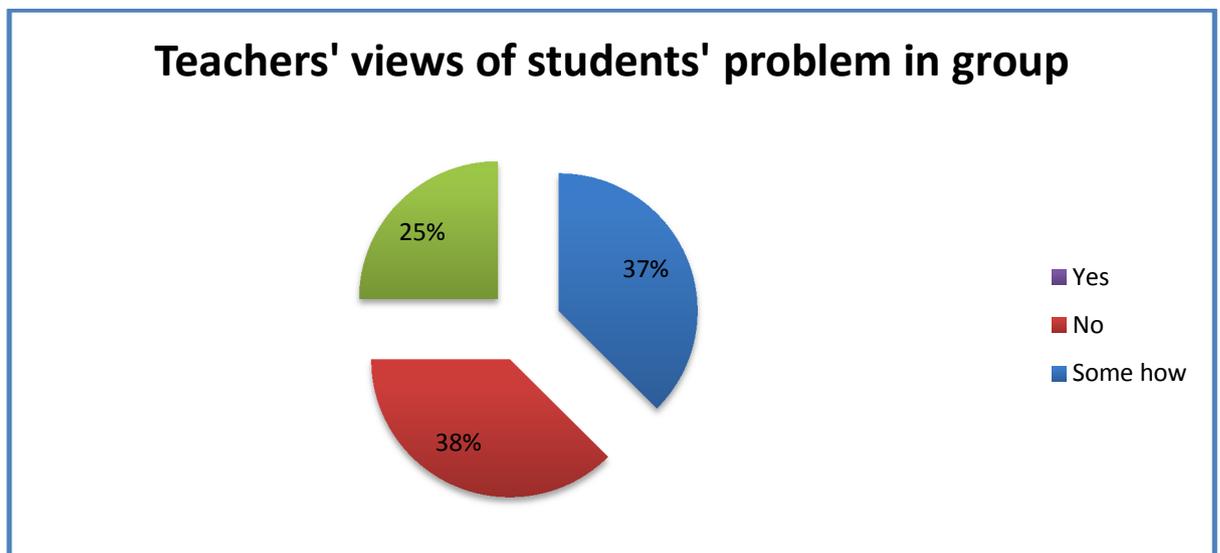
Among the teachers who accept to fill this questionnaire, (50%) states that when they give an activity to the students they ask them to work individually, while (40%)

they asks their students to work in groups, and just (10%) who ask them to work in pair. However, they claim that according to the type of the activity they organize them.

Q9. Do you think that your students face problems when they work in group?

Options	N	%
Yes	3	37,5%
No	3	37,5%
Some how	2	25%
Total	8	100%

Table 8: Teachers' view of students' problem in group



Graph 7: Teachers' view of students' problem in group

As shown in this table, 37, 5 % of the teachers say that their students do not have any problems working together. 37, 5 % teachers who answered yes; they indicate that their students face some problems when their students work together with others. While

2 teachers (25%) who said somehow that is mean that the teacher should interact more with their students to discover their problems and try to solve them.

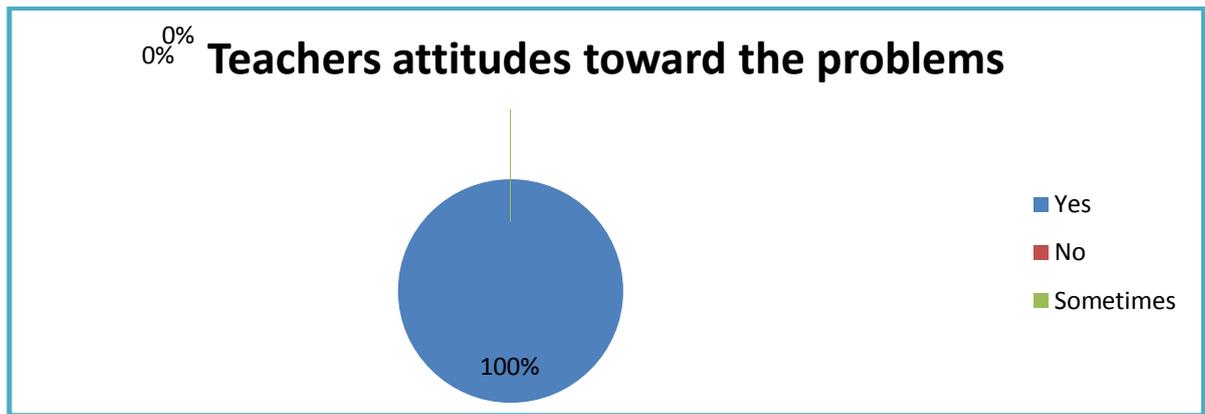
Q10. If yes, what are these problems?

Teachers may face many problems in cooperative learning classes and that maybe because; some students prefer to work alone, laziness for some learners. Another reason is that some students are not involved because there is always a leader who imposes his opinions; also as one teacher indicate that there are clashes between the group members because they are different personalities and different learning style. To sum up, the teacher should work hard in order to avoid problems that arise in cooperative learning classes

Q11. Do you try to solve these problems?

Options	N	%
Yes	8	100%
No	0	0%
Sometimes	0	0%
Total	8	100%

Table 9: Teachers attitudes towards the problems



Graph 8: Teachers attitudes towards the problem

The aim of this question is to see whether teachers help their students to solve the problems encountered while working with their peers or not. The majority of the teachers (100%) indicate that they solve the problem raised when the students work in group. That is meant that the teacher has an important role in cooperative learning activities as a problem solver also this indicate that all teacher are responsible in their classes.

Q12. If yes how do you solve them:

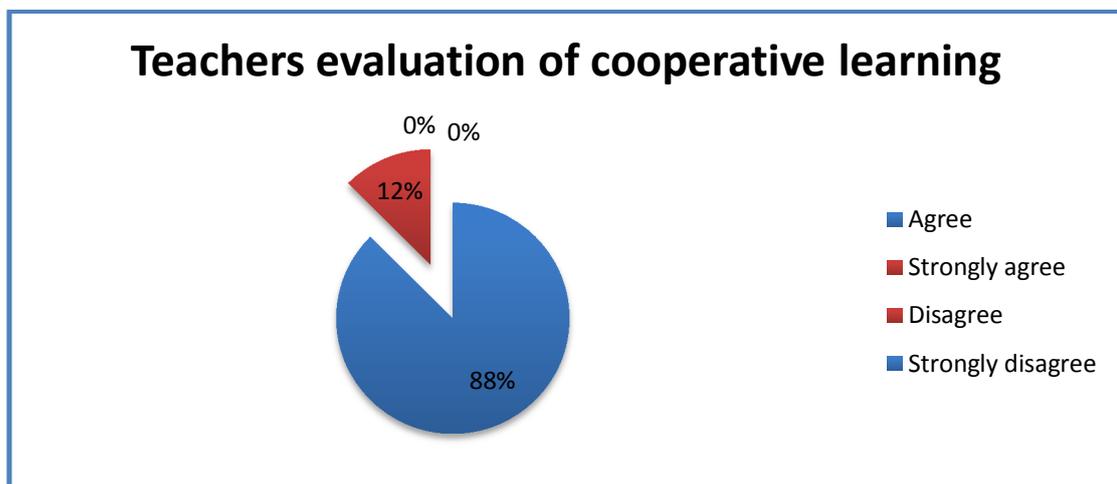
The aim of this question is to know the ways that the teachers follow in order to solve the raised problems. The teachers mentioned that they try other methods or vary them, practice, ask the students to keep silent and guide them, introduce positive challenging to increase competition and encourage them by explaining the positive effects of working in-group.

Q13. Does cooperative learning enhance your student writing?

Options	N	%
Agree	7	87,5%
Strongly agree	1	12,5%

Disagree	0	0%
Strongly disagree	0	0%
Total	8	100%

Table 10: Teacher evaluation of cooperative learning



Graph 8: Teacher evaluation of cooperative learning

By this question we ask the teachers to express their agreement or disagreement about using cooperative learning as strategy that enhance their students writing proficiency in class .As it is expected, all teachers gave a positive answer to this question.(7) teacher (87,5%) said that they are agree while (1) of them (12,5) said he is strongly agree. The results show that the teachers like this strategy and find it very important to promote students interaction and enhance their writing.

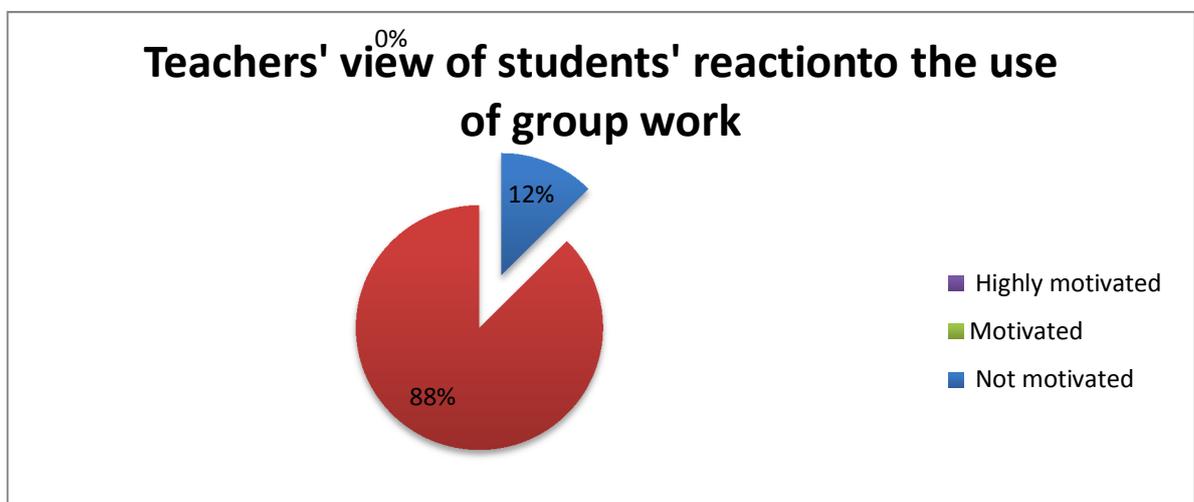
Q14. When the students work in group, do they appear:

Options	N	%
Highly motivated	1	12,5%
Motivated	7	87,5%

Not motivated	0	0%
Total	8	100%

Table11: Teachers view of Students' Reaction to the Use of Group Work

By this question we ask the teachers if their students are motivated or not when they work in group by giving them multiple choices. Most of them (87, 5%) indicate that their students are motivated, and 1 teacher (12, 5%) said that they are highly motivated. From the table we noticed that most of teachers have a positive attitude toward cooperative learning as a good strategy that motivates students.



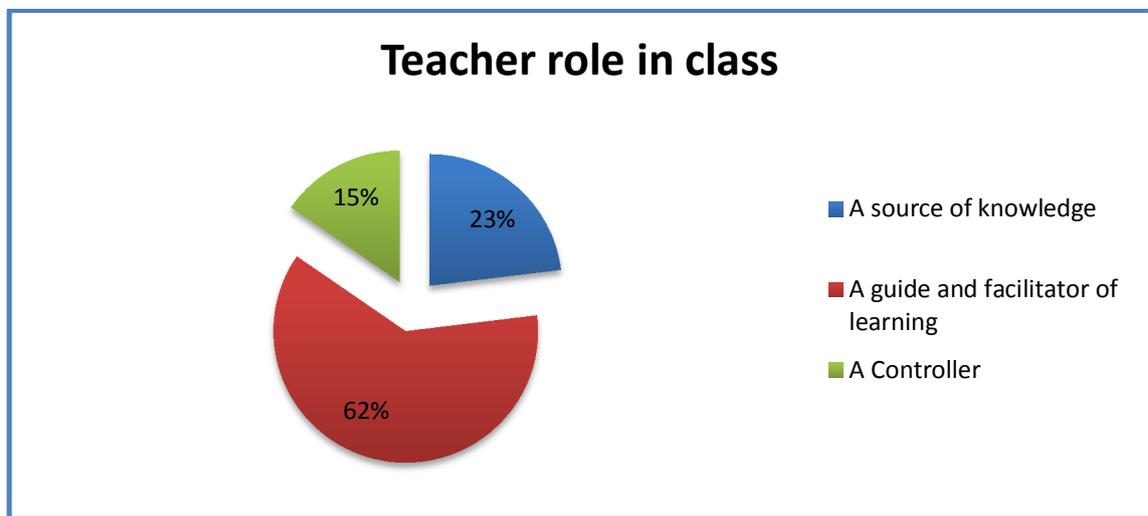
Graph 10: Teachers view of Students' Reaction to the Use of Group Work

Q15. Do you consider your role in class as:

Options	N	%
A source of knowledge	3	23,07%
A guide and facilitator of learning	8	61,53%

A Controller	2	15,38%
Total	13	100%

Table 12: the role of the teacher in class:



Graph11: the role of the teacher in class

61, 53% of our informants say that the teachers consider his role in the classroom as a guide and facilitator of learning, 23, 07% they claim that in classroom they work as a source of knowledge, while 15, 38% consider themselves as a controller. That's indicates that the teachers have an important role in classroom, and their role defer according to the given task and the needs of students.

Q16. Further suggestions concerning using cooperative learning in classroom?

At the end of the given questionnaire, we asked the teachers if they have further suggestions concerning the topic. Those who answered this question state that:

- As a teacher should raise a sense of challenging and positive competition.
- Varying with level of difficulty of tasks and the activities and encourage the students to write and learn more

- Some of them support using CL to teach writing they indicate that it is effective which prove to have positive result in motivating learners to work in a well polished language and produce good piece of writing.

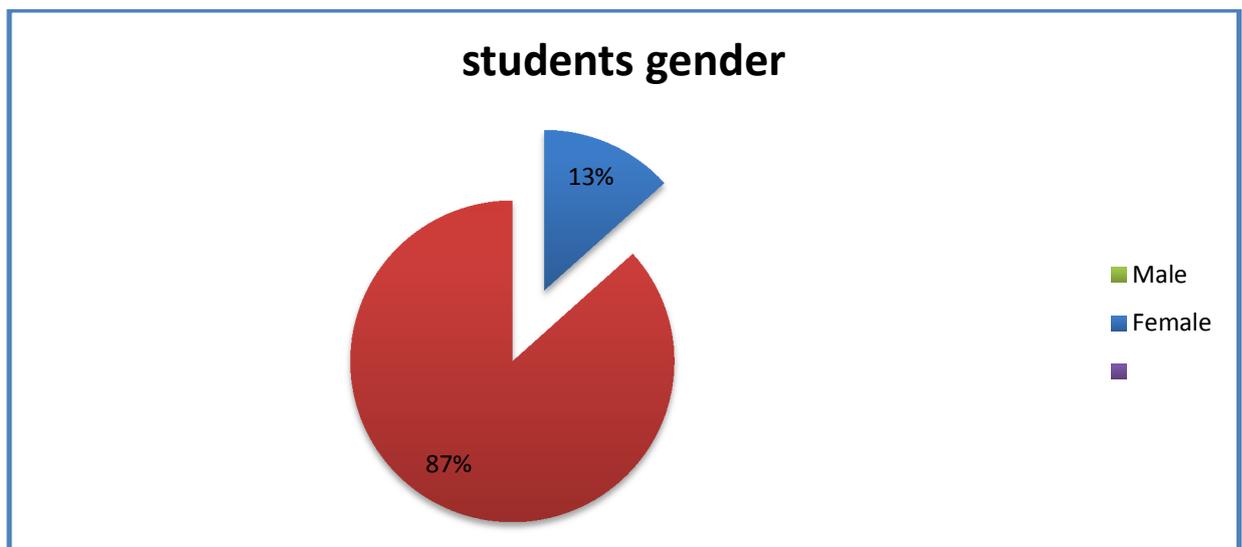
4.2 Analysis of Students' Questionnaire

Section one: personal information:

Q1. Gender:

Options	N	%
Male	8	13,33%
Female	52	86,66%
Total	60	100%%

Table 13: The students' gender



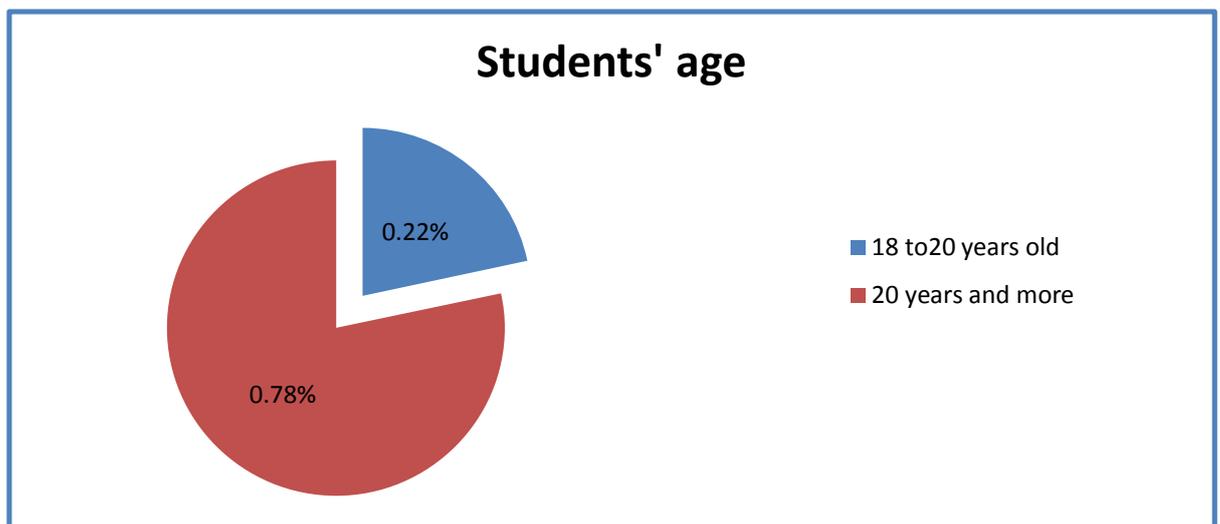
Graph12: The students' gender

From the table, we noticed that the female number (86, 66%) is more than male number (13, 33%). This adds nothing to work subject expect that girls are more interested to learn foreign languages and collaboration.

Q2. Age:

Options	N	%
18 to20 years old	13	21,66%
20 years and more	47	78,33%
Total	60	100%

Table 14: Students' age

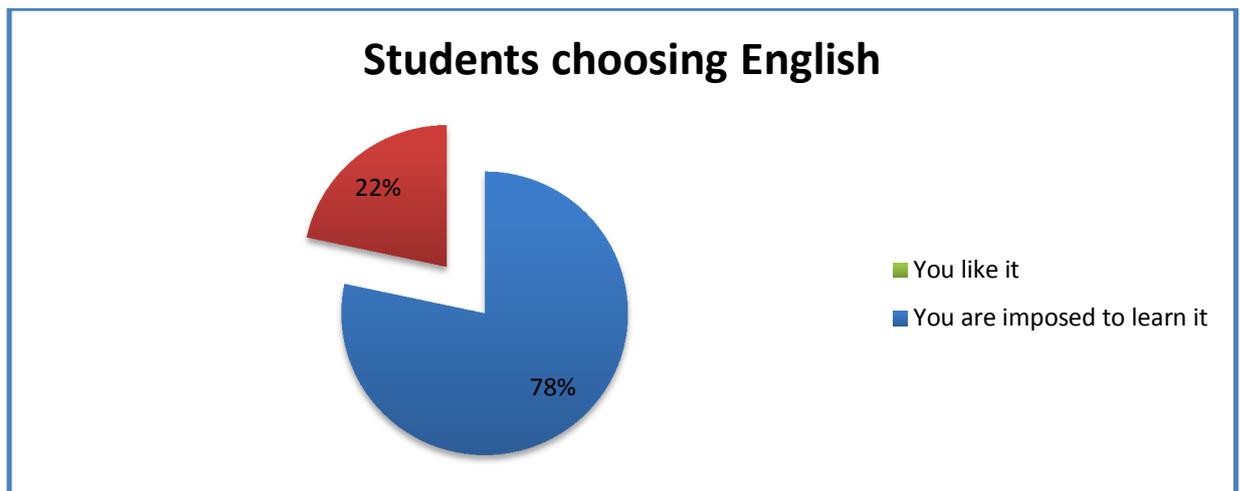


Graph13: students' age

From the table, we noticed that the majority of students' age (78,33%) is 20 years and more, and the students aged from 18 to 20 years are(21,66%).

Q3. You choose English because:

Options	N	%
You like it	47	78,33%
You are imposed to learn it	13	21,66%
Total	60	100%

Table15 : students choosing English**Graph14:** students choosing English

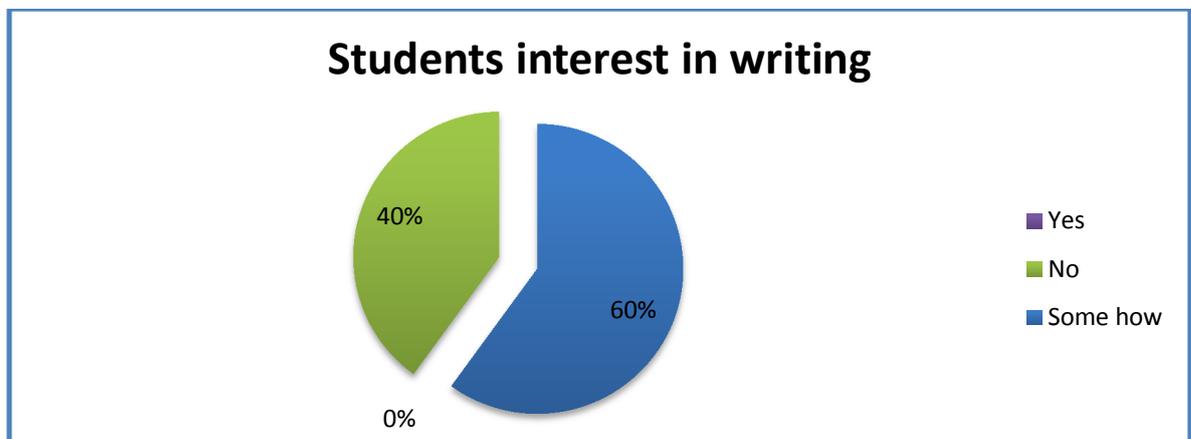
There are different opinions for the reason behind why the students choose studying English. We noticed that most of students (78, 33%) choose English because they like it and they want to learn it more; however, (21, 66%) are obliged to learn it for many reasons, like they want to study another branch or they are imposed by their parents.

Section two: Cooperative learning in enhancing writing skill

Q3. Do you like writing in English?

Options	N	%
Yes	36	60%
No	0	0%
Some how	24	40%
Total		100%

Table16: Students interest in writing

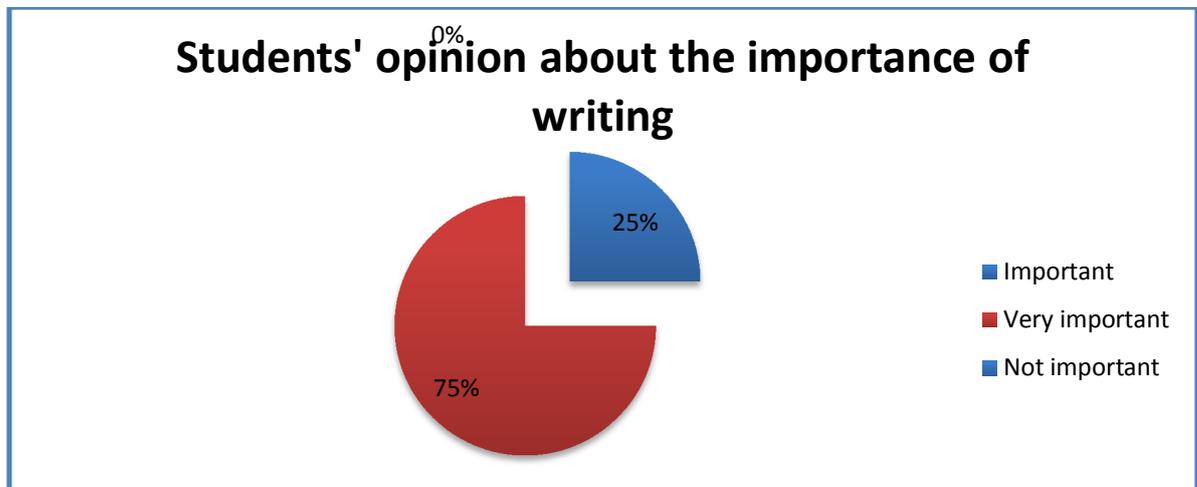


Graph15: Student interest in writing

We asked the students if they like writing. The results shows that (60%) of students like to write in English. (40%) from them they said somehow, this means that they like to write but not so much. While no one states that they do not like it, it means that all students have a desire to write.

Q4. Do you think that learning to write is :

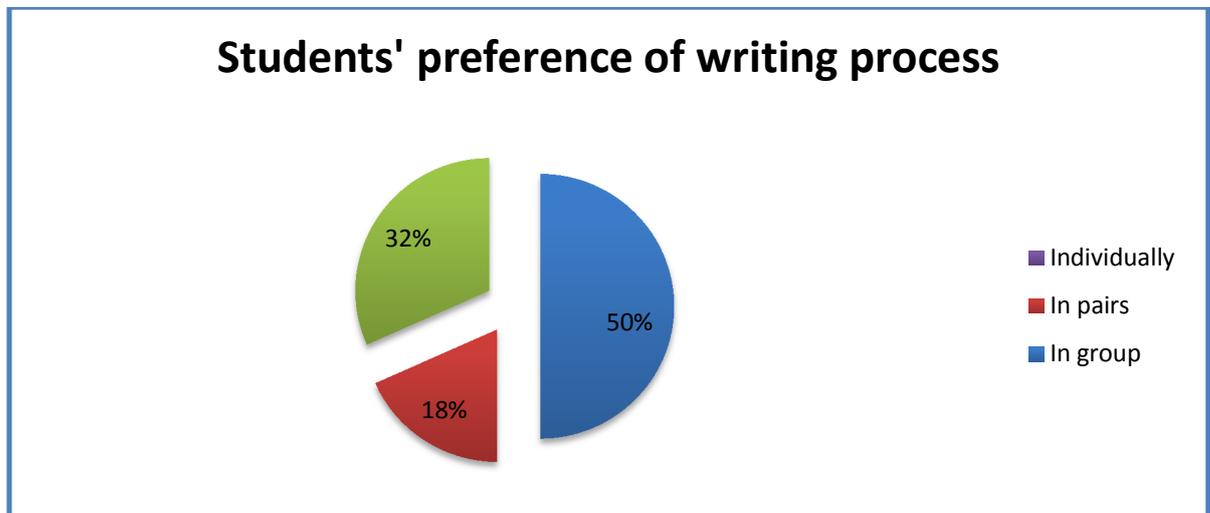
Options	N	%
Important	15	25%
Very important	45	75%
Not important	0	0%
Total	60	100%

Table17: Students' opinion about the important of writing**Graph16:** Students' opinion about the important of writing

The result shows that all the students answer positively the question. We have (75%) of students find that writing skill is very important skill, and (25%) find it important, while no one states that writing is not important. This result demonstrates that the students are aware of the importance of writing skill.

Q5. Did you like to write:

Options	N	%
Individually	30	50%
In pairs	11	18,33%
In group	19	31,66%
Total	60	100%

Table18: Students' preference of writing process**Graph17:** Students' preference of writing process

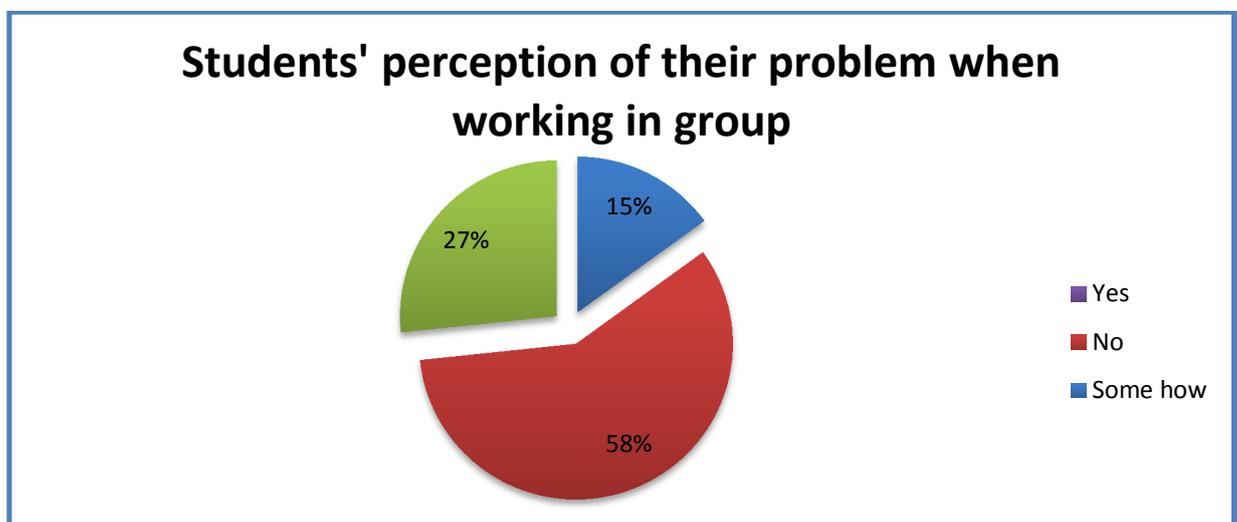
By this question we invited students to say whether they prefer individual work, pair work, or group work. Our aim is to know the type of instruction students' prefer. 19 students indicated that they prefer having group work instead of other types of tasks. These are translating into (31, 66%). 11 students, however, are like working in pairs (i.e. 18, 33%), and 30 (or 50%) prefer to work individually.

Q6. Why?

We ask this question in order to know the reason why students prefer to work in group, in pairs or individually. The ones who prefer to work in group and pairs, they said that in group they can learn more from others by exchanging ideas, sharing thoughts and correct the mistakes; however, the others who like work individually indicate that by working alone they can develop their writing because in group they cannot know their capacities and the noise disturbed them.

Q7. Do you face difficulties when working in pair or in group?

Options	N	%
Yes	9	15%
No	35	58,33%
Some how	16	26,66%
Total	60	100%

Table19: Students' perception of their problem when working in group**Graph18:** Students' perception of their problem when working in group

By this question we ask students if they find difficulties when they work in group. We have 30 students, these translating into (58, 33%) who has indicated that they do not have difficulties when they work in group and that may be because they like collaborating and share their thoughts with others. 16 students translated to (26, 66%) who said somehow, while 9 students (15%) have some problems in working with others.

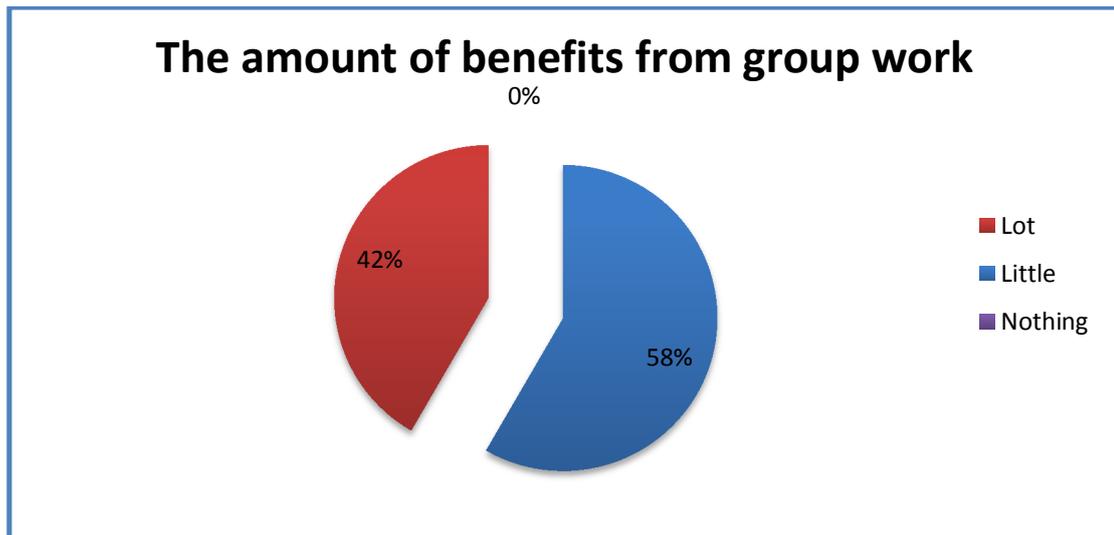
Q8. What are these difficulties?

For the students who said yes, we ask them to explain their problems that they face when they work in group. They said that the can not concentrate, they can not work seriously because students in group talk at the same time and talk about other topics rather than the given subject and also the noise problem.

Q9. Do you benefit from other when you work in group?

Options	N	%
Lot	35	58,33%
Little	25	41,66%
Nothing	0	0%
Total	60	100%

Table20: the amount of benefits from group work



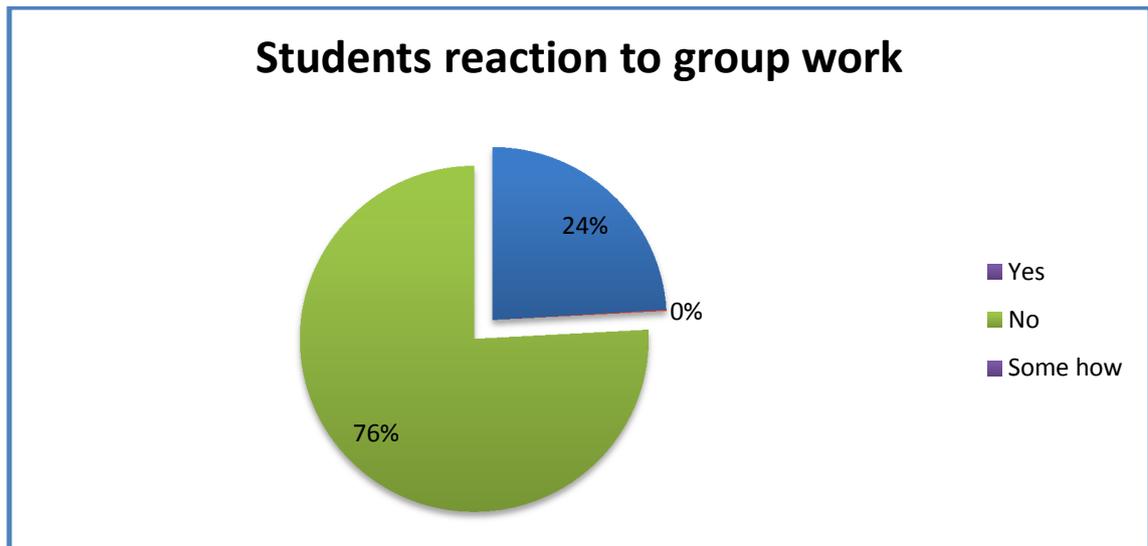
Graph19: The amount of benefits from group work

The result point it out that (58, 33) of students learnt lot from the group i.e. that the group has a positive effects, in the other hand we find that some students (25%) who stated that they benefit from group work , but not so much (somehow); however, no one (0%) indicate that they did not benefit from others.

Q10. Do you think that working with other students motivates you?

Options	N	%
Yes	39	65%
No	2	3,33%
Some how	19	31,66
Total	60	100%

Table21: Students reactions to group work

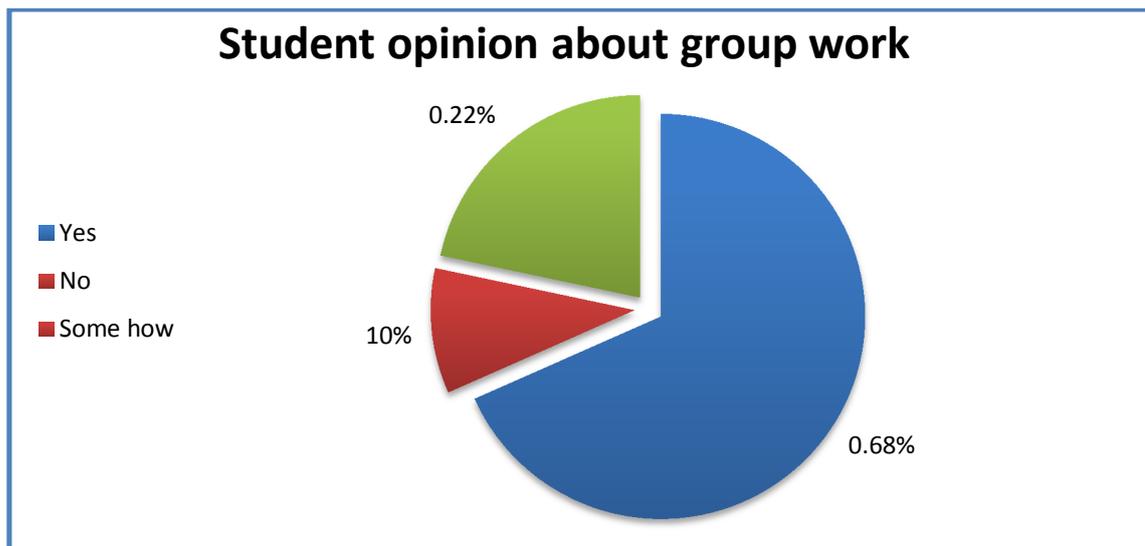


Graph20: Students reactions to group work

Q11. Do you think that writing in group work is a good strategy to enhance your writing in classroom?

Options	N	%
Yes	41	68,33%
No	6	10%
Some how	13	21,66%
Total	60	100%

Table22: Students opinion about group work



Graph 21: Students opinion about group work

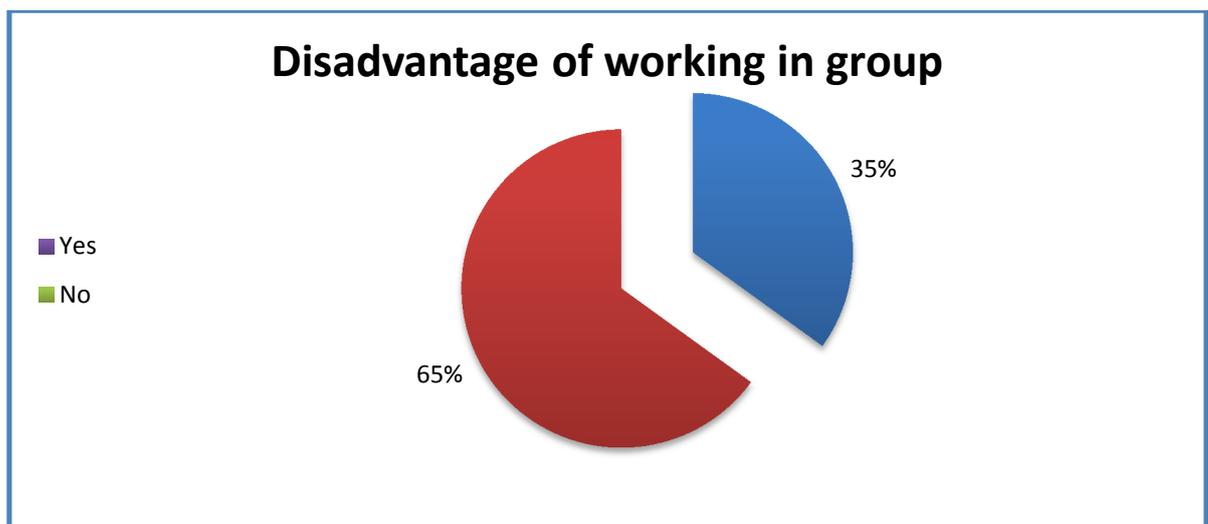
From the given answers, 6 respondents (10%) have indicated that cooperative work does not help them to improve their writing skill. In comparison, 41 subjects have chosen the opposite situation. This translates into (68, 33%), while 13 students (21, 66%) answer somehow .That is means that the teachers should raise students' awareness of the benefits of CL as a strategy that develop their writing and promote interaction in classroom.

Q12. In your opinion, what are the benefits of working in group?

The aim of this question is to know the benefits of group work from students' angel. The students state that when they work in group they will have chance to exchange each other ideas, correct their ideas, expand your vocabulary, promote interaction, they can learn from each others. In addition to this benefits, they added that working in group improve their language by discussion, encourage them to write and understand more.

Q13. Do you think that there are disadvantages of working in group?

Options	N	%
Yes	21	35%
No	39	65%
Total	60	100%

Table23: disadvantage of working in group**Graph 22:** Disadvantage of working in group

Some students (35%) claim that cooperative learning has disadvantages, while (65%) state that cooperative learning it does not have any disadvantages.

Q. If yes explain?

Students think that cooperative learning has disadvantages because:

They did not feel at ease when work with group, members of group has different ideas and each one think that his own is the best. They claim that there are some students do not care

and make noise that disturb others, also they think that they waste time in discussing other topics rather than the main one.

4.3 Analyses of the test:

We made a test with group of second year that contain 36 students divided into 9 groups, there are four students in one group. Because we do not have a time to analyze all groups' paragraphs, we analyzed just four groups it means (16) paragraph students write it individually

In the following, we are going to analyze students' paragraph in term of some criteria:

1. In term Grammar: verb tense, the use of articles, plural, adjectives and verb formation, sentence structure.
2. In term vocabulary: missing word, spelling mistakes, word choice
3. Mechanism: punctuation and capitalization

Grammar:

Groups	Individual	Group work
Group 1	<p>Student1</p> <p>.She will refused :she will refuse</p> <p>.the third thing which important is we was together:</p> <p>The third thing which is important is we were together</p> <p>.The morning we wake up early: At the morning we wake up early</p>	

		. every had been a certain things that had done it: everyone did a certain thing that should be done	They did not make mistakes; Just mistake like: Plate soft: soft paste
	Student2	.I get succeed in my exams: I succeed .We had pass all days together: We spent all days together	
	Student3	.He fell with comfortable: he fell comfortable .After them: after that	
	Student4	.No grammatical mistakes	
Group 2	Student5	.When I was studied: When I was studying. .For understand: For understanding	
	Student6	.I return back: I returned back .I don't find her: I did not find her .second day: in the second day .we listen here new death: We	There is no grammatical mistakes

		heard about her death. She said to me to I don't stay a long time: she said that she will not stay for long time	
	Student7	.I start: I started	
	Student8	.get marriage: get married .doesn't: did not	
Group 3	Student9	.It so easy: it is so easy They are :they were	They made less grammatical mistakes but they have the same mistake of the students (11and 12), it mean that group work did not correct their mistake.
	Student10	New started: New start	
	Student11	.The happy: happiest .Congratulate :congratulated	
	Student12	.the most happy: the happiest Bacaloria announced: bacaloriate result are announced	
Group 4	Student13	This students did not make grammatical mistakes	They did not make grammatical mistakes just: To took: to take
	Student14	They led him: it leads him	
	Student15	The happy: the happiest It was on 2010:it was in 2010	
	Student16	My and my brother: I and my brothers And me was singing: and I was singing	

Table 24: individual and group work mistakes in grammar:

From the table, we noticed that students made many mistakes when they work individually in grammar. The majority of students they have a problem in tense, for example,

In some paragraphs, we find students talk about a past event and they use present:

I start: I started, does not: did not.

Mistake like: She will refused: she will refuse

However, when they write in group, they made less mistakes, because they discuss and correct each other mistakes. For that, teacher should make students aware of using group learning in order to minimize grammatical mistakes in their writing.

Vocabulary:

Groups	Individual	Group work
Group 1	Student1 Earlyly: early Evry :every <u>Translation:</u> After midday: afternoon <u>Fragment:</u> my brother brought gaz water drink,when we took the dinner I prepared the tea and all the table we set together on it	Less vocabulary mistakes: Patte soft: soft paste

	Student2	<p>.Juin: June</p> <p>.Scholl: school</p> <p>.Fortunately: unfortunately</p> <p>.We consoled each other and lift our spirit to get our BAC(unclear)</p>	
	Student3	<p>He fell with comfortable: he fell comfortable</p> <p>Graduated me: congratulate me</p> <p>Heat: hit</p>	
	Student4	<p>When I put my foot: when I came home</p> <p>Apples phone: calls</p> <p><u>Missing word</u>: On the morning decide to go: on the morning I decide to go</p>	
Group 2	Student5	<p><u>This methods</u>, <u>it</u> makes... feel relax and rest, indeed you get happiness (unclear).</p> <p><u>Fragment</u>: I was doing all the advices of my teacher because they supervisor for students</p>	<p>Less vocabulary mistakes (packing: baking)</p>

	Student6	.Our selves: ourselves .And here we are friends after 10 years: we become friends after 10 year She miss to me: She missed me Desteny: destiny	
	Student7	Beleive: believe I asked her about a girl lived in my town: I asked her about a girl lived in her town She came and saw each other: She came and we saw each other	
	Student8	Meriage: marriage	
Group 3	Student9	Ready: already/ Wich: Which/ Quik: quick	Pouder: powder spon: spoons Pâte: paste In this group there is some
	Student10	Together: together Reasenebly: reasonably Expecte: accept Realise: realize	vocabulary mistakes it means that group work did not help those students in correcting spelling mistake

		New started :new start	
	Student11	I felt great happiness: I was extremely happy Wordiness: I said to my father to g to the internet and saw :I ask my father to go to the internet and to see	
	Student12	Inforgeteble :unforgettable Very: very	
Group 4	Student13	Filed: failed Aboute: about Fer: fear Arabic thinking	
	Student14	We gether to gether: we met to gather	
	Student15	Mis fortune :Unfortunately Mad: made Influence of Arabic thinking	
	Student16	Was very joyfull: was very happy (made me fly from happiness without wings): arabic thinking	

Table 25: individuals and groups' vocabulary mistakes

From the correction of students' paragraph, we noticed that students have a problem in vocabulary when they write individually. They made many spelling mistakes, they lack vocabulary, and they did not choose the correct words.

1. Spelling mistakes like: Desteny: destiny/ Wich: Which/ Quik: quick
1. Incorrect choose of words: I felt great happiness: I was extremely happy

However, in group work they made mistakes but less than individual work because students when they work together, they help each other to find the appropriate vocabulary, they correct each other mistakes and discuss each other ideas.

Mechanism:

Groups	Individual		Group work
Group 1	Student1	.first, Because it is the last day: First, because it was the last day , second we enjoyed so much We Sang...:Second, we enjoyed so much, we sang....	The students in this group they have the same problem in capitalization and punctuation, although they work together.
	Student2	two years ago: Two years ago after that we waited for	

		results: After that, we waited for results	
	Student3	then when I go home :Then, when I go home.	
	Student4	the doctor heated me: The doctor hit me	
Group 2	Student5	In the last week: In the last week after that I asked her about a girl: After that, I asked her about a girl	
	Student6	after the results I went to annaba :After the result, I went to Annaba	
	Student7	He did not make mistake	
	Student8	reading books is very important: Reading books is very important during the week end I read a story: During the week end, I read a story	
Group 3	Student9	finally I understand that success is great: Finally, I understand that success	

		is great	No mistakes
	Student10	finally we have to :Finally, we have to	
	Student11	There is capitalization and punctuation	
	Student12	There is capitalization and punctuation	
Group 4	Student13	it was summer: It was summer. my family was very happy: My family was very happy	They did not mistakes in capitalization and punctuation
	Student14	in first time we did not talk with new students but now we have many friends : In first time, we did not talk with new students, but now we have many friends.	
	Student15	It was in summer of Two years ago: Two years ago, in summer. it was amazing day: It was amazing day	
	Student16	There is capitalization	

		and punctuation	
--	--	-----------------	--

Table 26: students punctuation and capitalization mistakes

From the table, we noticed that many students have a problem, spatially in punctuation and capitalization. In individual work, we noticed that that the majority of students have this problem. Group work minimizes these mistakes, but did not solve them.

From the analyses of the questionnaires and the test, we are going to discuss the findings, make the conclusion of this research and recommendations, in addition to the limitation of the present study

5.1 Discussion of teachers' questionnaire:

On the basic of the analysis of teacher's questionnaire:

- The findings show that the majority of teachers teach written expression module. This implies that the teachers are aware in developing students writing proficiency.
- Teachers think that their students face many difficulties when they write , they think that all of them have problems in grammar, lack of vocabulary, sentence structure, cohesion and coherence; in addition to, content, organization, and punctuation. For that teachers should take in consideration this difficulties and work hard in order to solve them, and help students to develop their writing in classroom.
- The finding shows that the majority of teachers believe that cooperative learning is an effective strategy that enhances students writing proficiency in English and promoting interaction between students.
- The teacher has an important role in developing students' writing skill in classroom. His role differs according to the activity.

5.2 Discussion of students' questionnaire:

The analysis of the students' questionnaire reveals these notes:

- We see that the majority of students like to write in English, this means that students find writing interesting. Such a finding is very encouraging, and the teacher has to get students more motivated and interested to write.
- From the analyses of students' questionnaire, the students showed different views about the way they prefer of classroom arrangement. For that, the teacher should choose the appropriate arrangement in order to provide learner with a Variety of opportunities to interact with each other in classroom.
- Concerning the values of CL and its motivational factor, it seems that most students see the effectiveness of this technique and they said that it is the best technique to enhance writing skill in classroom.
- Many students confirm that group work (CW) has an important role in motivating and enhance students writing in classroom. They state that through group work, they will have the opportunity to exchange ideas, promote interaction and they improve their language.
- From the analyses of the questionnaire, we find that some students state some disadvantage of working in group like: they have different ways of thinking, noise, students did not care...

5.3 Discussion of the Test:

From the comparison between individual work and group work, we demonstrate the positive effects of cooperative learning strategy in writing. Because by working in group students improve the accuracy of their writing.

Students when they write individually they made many grammatical mistakes (verb tense, they confused in using of articles, and sentence structure), but using group work would be helpful for them to minimize grammatical mistake in their writing.

The findings show that the majority of students make a lot of spelling mistakes; they also have a problem in choosing words because of the lack of vocabulary, while in group work they minimize this problem because they discuss and share ideas with each other.

The majority of students face many difficulties in the mechanism of writing, especially punctuation and capitalization. From the comparison, we noticed that students in group work face the same problems, for that teachers of written expression with teacher of grammar should teach their students punctuations, since later is very important in their writing and using CL may raise students' awareness and make cautions of its importance.

We hope that our research has helped highlight some benefits of using cooperative learning in EFL classes, especially our second year students; we also hope that we have participated in illustrating the importance of this strategy in enhancing students writing and promote interaction between the students in classroom.

5.4 Limitation of study:

The present study will be carried out in University of Mohamed Khider second year student in Department of English where written expression is taught. Our study has some limitations are

First limitation is the time because we do not have enough time to deal with larger sample of students and teachers and to use the appropriate tools. Also to analyze all the paragraphs of students

Another limitation consists in the number of participants of the study. The results obtained cannot be generalized to all learners. It would be better if the setting included a larger number of students from different levels, not only second year ones.

5.5 Recommendations:

The present research attempted to provide a deeper understanding of the effects of using cooperative learning strategy to enhance second-year EFL students' writing proficiency. According to what we have seen, the following recommendations are made for further research:

- Teachers should inform students about the crucial role of writing skill, and they should encourage them to write more. Also they should find more effective ways of teaching to develop writing in classroom.
- Teachers should make students aware of the values of cooperative learning and that by stating the benefits and the effectiveness of this strategy to promote learning and enhance students writing.

- The teachers should emphasize the right decision of conducting CL in classroom ; otherwise, the benefits of cooperative learning would not obtained
- In this study we test students by asking them to work in groups and each group write a paragraph and that in just one session of written expression because time constrains. For that we recommend that future experimental studies in this domain must have a long time (at least for a few weeks)
- We have carry out this study in larger samples to be more representative to get more reliable and consistent results.

CONCLUSION

Writing is a complex and difficult skill; it is one of the four skills that are given emphasis in second language learning. Many students find it difficult to master and that mainly due to the fact that our teachers lack of using the necessary strategies that enable students to write without difficulties and create the good atmosphere for them to communicate and interact with each other in an effective way. For that it seems that CL is the effective strategy that enhances and motivates students to write.

Through this work, we attempt to investigate the effectiveness of the strategy of CL as away to help students to enhance their writing in English language. We have three chapters, two chapters are theoretical part concerning literature review and second part it is practical part and we have two tools used: Questionnaires aimed at collecting data about students and teachers' attitude and opinion toward using CL in classroom as a way to enhance writing. The test includes the students' paragraphs written in-group and separately, where we compare the differences between writing in-group and individually.

The findings gathered in this study confirm that writing is an important skill that students should acquire. They have also shown that CL strategy is effective which can promote students interaction and enhance their writing. Moreover, the results of the questionnaires and the test confirm our hypotheses that if students interact with each other in classroom, they will be able to enhance their writing skill, also it prove that students and teachers have a positive attitude toward using group work in writing.

This study attempts to provide students with effective instructional technique to improve their writing proficiency and provide teacher with a good strategy to create a good atmosphere for students to learn and interact with each other without hesitation.

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Questionnaire for teachers

Dear Teachers

This questionnaire is a part of a research work. It aims at examining the use of cooperative learning strategies as a way to enhance students writing proficiency. You are kindly requested to answer the following questionnaire. Please tick the appropriate box or writer full statements if necessary

Thank you very much in advance

Section one: personal information:

1. Degree (s) held:

a. BA (License)

b. MA (Magister/Master)

c. PHD (Doctorate)

2. How many years have you been teaching English at the university?

Less than 5years More than 5years

Section two: Cooperative Writing:

3. Do you teach Written Expression module?

Yes

No

4. How many years?

5. What are the major difficulties you face in teaching writing?

Grammar lack vocabulary

Sentence structure Cohesion and coherence

6. The level of your students is:

a. High

b. Above average

c. Average

d. Below average

e. Low

7. When you give an activity to your students do you ask them to work

Individually

In pairs

In group

8. Do you think that your students face problems when they work in group?

Yes

No

Some how

9. If yes, what are these problems?

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

10. Do you try to solve these problems?

Yes

No

11. If yes how you solve them?

.....
.....

12. Does cooperative learning enhance your student writing?

Yes

No

Some how

13. When the students work in group do they appear :

Highly motivated

Motivated

Not motivated

14. Do you consider your role in class is:

A source of knowledge

A guide and facilitator of learning

Controller

15. Further suggestions concerning using cooperative learning in classroom:

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

Student's Questionnaire

Dear students

This questionnaire is a tool which helps us to collect data about our research. I would be so thankful if you answer the questions in order to give your opinions and attitudes about using cooperative learning as a strategy in teaching writing skill. Your cooperation is very important and very helpful in our investigation, so please put (×) in the box which expresses your answer

Section one: personal information:

1. Gender:

Female Male

2. Age

3. You choose English because:

a. You like it

b. You are imposed to learn it

Section two:

4. Did you like writing in English

Yes

No

Some how

5. Do you think that learning to write :

Important

Very important

Not important

6. Did you like to write

Individually

In pair

In group

Why?

.....

.....

7. Do you face difficulties when working in pair or in group?

Yes

No

Some how

8. What are these difficulties

.....

.....

.....

9. Did you benefit from other when you work in group ?

Lot

Little

Nothing

Do you think that working with other motivating you?

Yes

No

Some how

10. Do you think that writing in group work is a good strategy to enhance your writing in classroom?

Yes

No

Some how

11. In your opinion, what are the benefits of working in group?

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

12. Do you think that there are disadvantages of working in group?

Yes

No

13. If yes explain?

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

ملخص

يهدف هذا البحث إلى دراسة اثر تطبيق تقنية العمل الجماعي التعاوني في مجال التعبير الكتابي لتحفيز الطلبة على الكتابة. و لإعطاء مصداقية لهذه الدراسة، قمنا بإعطاء استبيانين إلى جانب اختبار إلى مجموعة من طلبة السنوات الثانية من نظام أل- أم- دي اختصاص لغة انجليزية، و مجموعة من أساتذة التعبير الكتابي لقسم اللغة الانجليزية في جامعة محمد خيضر- بسكرة-. الهدف من هذين الاستبيانين هو جمع معلومات حول دور و أهمية هذه التقنية في تطوير الكتابة في أقسام اللغة الانجليزية.النتائج المتحصل عليها وضحت لنا أن العمل الجماعي التعاوني هو التقنية المناسبة لتطوير مهارات الطالب الكتابية ، إلى جانب ذلك أثبتت النتائج المتحصل عليها صحة الفرضية الأساسية ، و هذا يعني أن الطلبة لهم موقف ايجابي حول استعمال هذه التقنية و أن العمل الجماعي هو أحسن تقنية تسعى إلى تطوير الكتابة عند الطلبة و خلق جو في القسم أين الطالب يستطيع المشاركة من غير الخوف من الوقوع في أخطاء.