

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



**Investigating the Enhancement of Students' Writing Proficiency
through Cooperative Learning**
**A Case study of Third Year LMD Students of the English
Branch at Mohamed Kheider University of Biskra**

A Dissertation Submitted to the Department of Foreign Languages in Partial
Requirements for the Fulfillment of Masters' Degree in Sciences of Language

Presented by: Karima Khelif

Supervised by: Dr. Salima Rabehi

Board of Examiners

Chairman: Mrs. Nachoua Hassina

University of Biskra

Supervisor: Dr. Salima Rabehi

University of Biskra

Examiner: Dr. Ahmed Bashar

University of Biskra

May 2017

Dedication

*To the most precious people to my heart: to the ones who gave birth
and meaning to my life.*

I dedicate this work:

To my mother Bouguettaya Yamina and beloved father Khelif

Mohamed

To my sisters, Sabrina, Sara, Safia, Shahira

To my brothers: Farid, Salim.

To my Husband Malki Amor

To all my, best friends and those who shared me my educational life.

To all my extended family.

Acknowledgement

In the name of ALLAH, most Gracious, Most Merciful, all the praise is due to ALLAH alone.

I owe special thanks to my supervisor **Dr Rabehi Salima** for her help, guidance, trust, suggestions and valuable pieces of advice.

I am extremely thankful to the members of the jury: **Dr Bashar Ahmed** and **Mrs Hassina Nachoua** for evaluating my dissertation.

I would like to thank **Mrs Benidir Samira** who gave me the opportunity to conduct classroom observation during her sessions.

I am also grateful to third year LMD students who gave valuable answers for the given questionnaire.

Abstract

The present study aims to investigate the impact of cooperative learning on enhancing students' writing proficiency. It also aims to investigate the students' ability is developed through using this CL. The present work is conducted with third year LMD of the English Branch Mohamed Kheider University of Biskra. For collecting appropriate data, the method of this research is qualitative (descriptive method). In addition, it is hypothesized that if learners work cooperatively, they will increase their writing proficiency, students should aware about the importance of the cooperative learning, in order to achieve the goals of this research, we have used two data collection tools .The first tool is a questionnaire administered for five (5) teachers of Written Expression Module and (50) students of third year classes .The second tool is classroom observation to collect valuable data which were carried over five sessions with one group of third year LMD students. The results have revealed that when teachers implement cooperative language learning, the students are motivated and involved in the learning process. Besides, Cooperative language learning increases students' self-confidence, and raises their achievements in the learning process.

List of Abbreviations

LMD: License, Master, Doctorate

CLL: Cooperative Language Learning

EFL: English as Foreign Language

3rd: Third Year License

Q: Question

STAD: Students Team Achievement Division

List of Tables

Table01: The comparison between old and new paradigms.....	31
Table02: Traditional classroom and cooperative classroom.....	33
Table03: Students' choices of learning English.....	44
Table04: Students' attitudes towards writing skill.....	45
Table05: Students' attitudes towards written expression courses.....	46
Table06: Students 'writing difficulties.....	47
Table07: Students' preference when writing.....	49
Table08: The students' frequency of working in groups.....	50
Table09:Group work. Difficulties.....	51
Table10: Students' attitudes towards problems group work.....	53
Table 11: Students' evaluation of cooperative learning.....	54
Table 12: Teachers' academic degree.....	59
Table 13: The difficulties in teaching writing.....	60
Table 14: Student writing' proficiency level.....	61
Table 15: Teachers' use of cooperative language learning.....	62
Table 16: Teachers' organization of students.....	63

Table 17: Teachers' evaluation problems in groups.....	64
Table 18: Teachers' evaluation of cooperative learning.....	66
Table 19: Monitoring the groups.....	67
Table 20: Group size.....	69
Table 21: The physical setting of the classroom.....	74
Table 22: Discipline problems.....	75
Table 23: Using technological tools.....	76
Table 24: Teachers' planning of lectures.....	76
Table 25: Supplying the cooperative learning strategy.....	77
Table 26:Random grouping of the student.....	78
Table 27: Teachers' attitudes towards reviewing previous day's course content.....	79
Table 28: Students' participation.....	79
Table 29: The way that the teacher presents the lectures.....	80
Table 30: Moving around groups.....	81
Table 31: Teachers' action for the next lesson.....	82

List of graphs

Graph 01: Students' choice of learning English.....	44
Graph02: Students' attitudes towards writing.....	45
Graph 03: Students' attitudes towards written expression courses.....	47
Graph 04: Students writing'. difficulties	48
Graph 05: Students' preference when writing.....	49
Graph 06: Students' frequency of working cooperatively.....	51
Graph 07:Group work difficulties.....	52
Graph 08: Students' attitude towards t problem group work.....	53
Graph 09: Students' evaluation of cooperative learning.....	54
Graph 10: Teachers' academic degree.....	59
Graph 11: The difficulties in teaching writing.....	61
Graph 12: Students writing proficiency level.....	62
Graph 13: Teachers' use of cooperative learning.....	63
Graph 14: Teachers' organization of students.....	64
Graph 15: Teachers' evaluation problems in group.....	65
Graph 16: Teachers' evaluation of cooperative learning.....	66
Graph 17: Monitoring the groups.....	68
Graph 18: Group size.....	69

Table of Contents

Dedication	II
Acknowledgements	III
Abstract	IV
List of Abbreviations	V
List of Tables	VI
List of graphs	VIII
Tables of Contents	IX
General Introduction	1
1. Statement of the Problem.....	1
2. Research Questions	1
4. Aim of the Study.....	2
5. Significance of the Study	2
6.1 Method.....	2
6.2 Participants	3
7. Research Structure	3

PART ONE:LITERATURE REVIEW

Chapter one:General Description of the Writing Skill

Introduction.....	6
1. Some Definitions of Writing	6
2. Approaches to Teach Writing	7
3. Kinds of Knowledge	8
4. Characteristics of the Writers	9
5. The Role of Teacher	10
5.1 Controller.....	10
5.2 Organizer	10
5.3 Assessor.....	11
5.4 Prompter	11
5.5 Observer	12
5.6 Participant.....	12
6. Four Reasons for Writing	12
6.1 Writing helps you to remember	12

6.2	Writing helps you to observe.....	12
6.3	Writing helps you to think	13
7.	Sub-skills of Writing.....	13
8.	The Writing Process	14
8.1	Preparing to Write	15
8.2	Drafting.....	15
8.4	Publishing	16
9.	Planning of Essay	16
10.	Tips to improve English writing skill	17
11.	The five features of effective writing.....	18
11.1	Focus.....	19
11.2	Organization	19
11.3	Support and elaboration.....	19
11.4	Style	20
11.5	Conventions	20
12.	How do the features help students?.....	20
	Conclusion	21

**Chapter Two:
Cooperative Learning**

	Introduction.....	23
1.	Some Definitions of Cooperative Learning	23
3.	Cooperative Learning Methods	27
3.1	Jigsaw	27
3.2	Student-Team Learning	27
3.3	Group Investigation	27
3.4	Learning Together	28
4.	Basic Elements of Cooperative Learning	28
4.2	Promotive (Face-to-Face) Interaction.....	29
4.3	Individual Accountability/ Personal Responsibility	29
4.4	Social Skill.....	30
4.5	Group Processing.....	30
5.	Comparison between Old and New Paradigms of Teaching	30
6.	Kagans' Seven Keys for Success of Cooperative Learning	34
6.1	Structures	34
6.2	Teams	34

6.3	Management	35
6.4	Class Building	35
6.5	Team Building	36
6.6	Social Skill.....	36
6.7	Basic Principle	36
7	Cooperative Learning Strategies.....	37
7.1	Think- pair- share	37
7.2	Three-step interview	37
7.3	Round Robin.....	37
7.4	Three-Minute Review.....	38
7.5	Buzz Groups	38
7.6	Numbered Heads	38
7.7	Write Around	38
7.8	Talking Chips	38
8.	The benefits of Cooperative Learning	38
8.1	Creating Effective Climate	39
8.2	Increasing a Verity of Language Functions.....	39
8.3	Fostering learner Responsibility and Independence	40
	Conclusion	41

PART TWO:

FIELD WORK OF THE STUDY

Introduction.....	43
1. Questionnaires' Aim.....	43
1.1 Students' Questionnaire.....	43
Discussion of the Results	71
Conclusion	72
Discussion of the results	82
Conclusion	83
Recommendations and Suggestions	85
General Conclusion	87
References.....	90
Appendices	90

General Introduction

Teaching a foreign language is an interactive process that involves supportive interaction of both teachers and learners. Students need to master the four skills, among these skills writing which is considered as the most important and useful skill in language learning. It requires considerable efforts and practices from the learners. Learning to write is usually one of the most difficult tasks in a foreign language compared with other language skills. Many researchers have called into question the importance of investigating the impact of cooperative language learning on learners' writing proficiency. Teachers of written expression use different strategies, the best one is cooperative learning because they think if their students work together in classroom, their writing would be improved. Teachers motivate students to interact with each other, and they create an active learning environment.

1. Statement of the Problem

The writing skill is the most complex process because it is based on how to produce a meaningful piece of writing. The lack of vocabulary, grammar, spelling, and punctuation, and psychological problems such as fear, poor self-esteem and anxiety are caused by the absence of working cooperatively, or because of some teachers who use of the technique such as the teacher-centered classes rather than learner-centered classes in which students work together. So, using cooperative learning strategy increases self-confidence, self-esteem and motivation.

2. Research Questions

This research investigates how cooperative language learning works effectiveness that is responsible for increasing writing skill. The following research questions would be addressed:

1. What is cooperative learning?
2. How can cooperative learning develop writing skill in classroom?
3. Does CLL create an active learning environment?

4. In what way does cooperative learning enhance students' writing?
5. What attitudes do third year students have towards cooperative learning as a strategy to teach writing?
6. Do teachers of written expression use CLL strategy in the classroom?

3. Research Hypothesis

1. If learners work cooperatively, they will be able to enhance their writing skill.
2. If teachers use cooperative learning strategy, learners will be able to write essays effectively.

4. Aim of the Study

The aim of this study is to investigate the role of cooperative learning, and students' attitudes towards group work. Generally, it aims at helping teachers to use cooperative learning as effectively as possible, in order to create a good learning atmosphere and achieve shared goals. Students will not feel afraid and shy from their participation in the classroom.

5. Significance of the Study

This study attempts to shed more light on cooperative learning that contributes in increasing EFL students' writing skill at Mohamed Kheider University of Biskra, and the benefits of cooperative learning in improving students' writing skill.

6. Methodology

6.1 Method

For the validity of this research, we chose to work with the qualitative research (descriptive method) which is more useful and appropriate for this research. It is mainly concerned with "Investigating the enhancement of students' writing proficiency through cooperative learning"; in addition, we used two data collection tools: questionnaires

administered for both teachers of written expression and third year LMD students of the English Branch at Mohamed Kheider University of Biskra and classroom observation.

6.2 Participants

This study took place at the English Branch of Mohamed Kheider University of Biskra. We select randomly 'ten students' (100) of students from each group to avoid any kind of subjectivity. The reason behind choosing third year English students is that they have the experience about writing as a module, and they learned it the last two years. This has provided them more knowledge about the writing skill.

7. Research Structure

This dissertation is divided into two main parts: a theoretical part and a practical part. The first part includes two chapters. The first chapter deals with writing skill. The second chapter deals with cooperative learning as a strategy that enhances students' writing proficiency. The second part is the practical part. It consisted of questionnaires and classroom observation. Besides, the work includes some recommendations, a general conclusion, and references list.

PART ONE:

LITERATURE REVIEW

Chapter one:

General Description

of the Writing Skill

Introduction

Writing skill is considered as the most important and most difficult skill to understand compared with other skills. It has a major role in education. For to be effective writers, they need time, concentration and intelligence. “Writing comes more easily if you have something to say “Asch (cited in Orr 2008:18).This means that writing is creative process.

The present chapter attempts to provide the different definitions of writing, kinds of knowledge to make effective text. also, this chapter deals with the role of teacher in the classroom who gives the learners the opportunity to prepare themselves when they write, it also gives an overview on various approach in teaching writing, the current chapter attempts to shed light on the writing process, sub-skill of the writing skill and plan an essay and features of effective writing.

1. Some Definitions of Writing

There are different scholars define writing differently.

Clews (2005) considers writing as a means of communication between the writer and the reader, which means that when you write a passage, a letter, you are communicating with the reader.

According to Carroll (1990) the writing skill the most important invention in human history, that provides permanent record of opinions, beliefs , feelings, in addition, it helps us to share our communication not only with human present life but also with future generation.

Liela (2005) defines writing as “a process for formulating and organizing ideas which allow the students to express their thoughts and beliefs, it has its own audience, its own content and its purpose”.

Hyland (2003: 3) considers writing as “a mark on a page or a screen, which has coherence of words, clauses and sentences”.

Robert (2005) defines writing as it is just expressing thoughts and feelings, giving points of view and opinions such as writing a letter to your friend, writing an article, a passage in newspaper and journal in your own way.

Crème and Lea (2008: 5) define writing as “it consists of words and these words make sentences .Sentences are put together to formulate a paragraph”

So, writing is a combination of words and from words we can formulate sentences and from sentences we can formulate paragraphs and so on.

2. Approaches to Teach Writing

There are a number of different approaches to the practice of writing skills both inside and outside classroom; Harmer (2007) proposes the following approaches.

- **The Product Approach:** It is interested in the aim of the task, and it is mainly focused on the final product of writing.
- **The Process Approach:** It places more emphasis on the stages of writing than the final product; it concentrates on writing as recursive process in which the writers have the opportunity to plan, to write, to revise and to edit their work.

Hyland (2003 cited in Fadi 2010: 7) indicates that” process theory focuses on how a text is written instead of the final outcome, he adds that the process theory has a major influence on understanding the nature of writing and the way writing is taught therefore it emphasizes on the importance of certain procedures such as pre-writing, drafting, evaluating and revising”.

- **The Genre Approach:** When teachers concentrate on genre, students study text in the genre in which they are going to write, if teachers want them to write anything, they should let them look at models of such things before starting compose their own.

Genre approach is mainly concentrated on the different kinds of writing. It is useful for general English students and appropriate for them for specific purposes.

• **Creative Writing:** The term creative writing suggests imaginative tasks such as poetry, stories, plays and novels, according to Ur (1996:169 cited in Harmer 2007: 328) “most people feel pride in their work and want it to be read” this is significantly more marked for creative writing. The main principle of this approach is to show the creativity, for example while students are writing a simple poem about someone, they care about, or while they are trying to construct or tell narrative stories of their childhood, they represent their own views and experiences.

• **Writing as a Cooperative Activity:** Individuals found themselves write things, they might not come up with on their own, and writing in groups are broader than writing individually. Writing cooperatively can be greatly motivating for students; in addition, cooperative writing works well with both process and genre based approaches.

3. Kinds of Knowledge

Hyland (2003: 27) identifies five kinds of knowledge to create effective text and these should be acknowledged in teaching.

3.1 Content knowledge: of the ideas and concepts in the topic area, the text will address.

3.2 System knowledge: of the syntax, lexis and appropriate formal convention needed.

3.3 Process knowledge: of how to prepare and carry out a writing task.

3.4 Genre knowledge: of communicative purposes of the genre and its value in particular context.

3.5 Context knowledge: of readers’ expectations, cultural preferences and related texts.

To create an effective writing text, Hyland provides five kinds of knowledge for helping students to create a useful work, content knowledge is about ideas and concepts that should be put them in the text, the system knowledge deals with the structure of the sentences such as syntax and lexis, in addition, the process knowledge is about how to follow certain steps for writing, the genre one is concerned with communicative purpose in particular context. Finally, the context knowledge is about the readers' expectations and cultural performances.

4. Characteristics of the Writers

Dean (2004: 108) puts some characteristics and qualities of the writer that improve and facilitate the process of writing skill

4.1 A Writer needs to have a real sense of intent when undertaking any writing exercise.

4.2 A writer knows that all writing should be designed to meet the needs of real or imagined audience.

4.3 A writer knows that more precise and effective writing can be achieved through informed grammatical and linguistic choices. This means that good writing should be designed with careful selection of words and in an appropriate order.

4.4 A writer knows that writing should be framed within recognizable text types or A genres, the writer should be aware of what she/ he writes.

4.5 A writer needs to know which textual models already exist; he/she needs to understand how texts affected readers.

4.6 A writer knows that writing is a process that should be achieved and developed.

4.7 A writer knows that writing can be used to create, explore and establish ideas, concepts and knowledge; writers need to show how writing can be the means by which meaning can be enhanced and consolidated.

4.8 A writer knows that writing can be successfully prepared and practised.

4.9 A writer knows that writing skill can be improved through reflection and self-evaluation of progress. Writers should be capable of identifying areas of necessary development.

5. The Role of Teacher

Within the classroom, the role of teacher may change from one activity to another or from one stage of an activity to another; there are some roles of teacher identifies by Harmer (2001)

5.1 Controller

When teachers act as controllers, they are in charge of the class, they tell students things, organise drills, and read aloud. Teachers who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers, students remember from past who have a gift for just a kind of instruction and inspired them through their knowledge and their charisma.

5.2 Organizer

It is the most important role that teachers organize student to do various activities. The benefit of this role is giving the students information; tell them how they are going to do the activity, and they putting them in pairs or groups. The teachers organize things to get students involved and engaged. In addition, Sarosdy *et al.*

(2006) regard that this role of teacher involves that giving the students information, defining the work forms in the classroom also, it involves an organizing the environment which means decorating the walls of the classroom with maps, and flags, organizing the children that organize them according to their language performances and language abilities. Organize activities that the teacher should be after giving the activity, she/he must plan it. Organize time that teacher should organize time in the first five minutes she/he must devoted to a warm up activity, and the last period of lesson she/he provides feedback to the students or revision, and other organization.

5.3 Assessor

Harmer (2001) regards that when teachers act as assessors, they offer feedback and correction; In addition, they say whether students can pass to the next level.

Students should know how and in what way they are being assessed and what success looks like.

Sarsody *et al.* (2006) claim that the teachers' role is to see how well they perform; she/he must correct each students' errors or mistakes, the teachers must decide when feedback is appropriate and when it is not. In addition, the teacher should be sensitive to his/ her student in his/her role, as assessor, and she/he should start his / her assessment.

5.4 Prompter

Harmer (*ibid*), The teachers need to encourage all the students to involve in the all activities that they are doing in the classroom.Sarsody *et al.* (*ibid*) claim that in this role, teachers help the students to participate in a role play activity or make

suggestions, because if the teachers are too aggressive, they will make the students lazy and passive.

5.5 Observer

Harmer (*ibid*) ,The teachers observe what students do and they give them useful group and individual feedback, when observing, teachers should be careful, and they do not only observe students in order to give feedback, they also make success of different materials and activities.

The role of teachers are designed to help students learn, it aims to facilitate the students' progress in some way or other, and the teachers are the main source at making this success

5.6 Participant

Sarosdy *et al.* (2006) claim that the teachers should participate in certain activities as a partner, but if they should not get involved in pair work or group work because it will prevent them as monitor the students, or the important role.

6. Four Reasons for Writing

6.1 Writing helps you to remember

Writing makes learners remember their early years at school when creating complete sentence either from book or from a teacher. Learners should understand what is included in each part for the course; they should note the main points, key words and phrases, use abbreviations, record numbers, names, dates and titles.

6.2 Writing helps you to observe

Preparing an accurate description of things observed using the five senses which help learners to concentrate their attention on object or event.

6.3 Writing helps you to think

The learners may think in words or pictures in their imagination and use words to capture thoughts and feelings; it helps them to arrange thoughts in any subject and to play their work. This leads the students to deeper understanding of their work

According to Harmer (2007: 112) claims that “writing gives students more thinking time; this allows them more opportunity for language processing that is thinking about the language”.

6.4 writing helps you to communicate

Before the invention the telephone in 1875 and radio in 1901, verbal communication with any one was possible only by writing. Now, although we can meet with people anywhere in the world, and see one another on screen as we speak, writing remains the important means of communication .The development of writing was the important innovation either by using pen and paper or by electronic media such as computer key board.

Robert (2005) suggested four reasons for writing that writing is a creative process, which helps the learners to remember on the basic things in order to create complete sentences and note the main points. Its helps the learners to observe, it helps to describe things and to concentrate the attention on object or event, in addition, writing makes the learners think in words or pictures. Finally, writing helps learners to communicate with people anywhere in the world.

7. Sub-skills of Writing

Sarosdy *et al.* (2006) identifies sub-skills of writing which play a major role for a successful piece of writing

- **Spelling:** is the most difficult sub-skills for learners, as punctuation does not coincide which various ways of spelling.
- **Punctuation:** in English is completely different, it is has special function and rules that govern it.
- **Orthography:** orthographical rules are very important in writing, because the need to teach a new language structure should respect necessary orthographical rules.
- **Linguistic competence:** this refers to speaker's lexical, morphological, orthographical, syntactical and phonological knowledge of language. In other words, how to build morphemes into words and words into clauses, and sentences and how to spell them in the written form.(Segueni 2017)
- **How to make a text cohesive:** to achieve this aim, we need discourse competence .It refers to speaker ability to produce unified cohesive and coherent spoken written discourse of different genre.
- **How to focus on the relevant message:** the writer should be able to choose the most important part of information.
- **How to write in the expected style and register:**” for making an appropriate piece of writing; the author has to be aware of the features of various styles and registers” (savignon 1983:40-41 cited in Sarosdy *et al.* 2006). Effective writing is improved when the writer is expected to be aware of different styles and registers in order to make appropriate piece of writing.

8. The Writing Process

The writing process passes through different steps that the students should follow it in order to produce an acceptable piece of writing. There are some steps state by Kristine and Susan (1989) which are:

8.1 Preparing to Write: writing requires some preparations; it depends on the reader, the purpose, the content, and the writing situation.

- **Brainstorming:** this means “storm or search” a brain for ideas, so write ideas down very quickly and do not worry about how useful they will be.
- **Speed Writing:** a warm up activity to write freely. The writer writes as much as possible on a topic; he/she writes whatever comes into his/her mind
- **Asking Self “Questions”:** this idea is useful for longer pieces of writing. The writer writes down some questions about the topic. Who...? What...? , Where...? When...? and how...?
- **Getting Ideas into Order:** this comes after brainstorming, speed writing or asking questions. The writer organizes ideas through order

8.2 Drafting: the drafting stage is where you really begin to write and put words into paper.

- **Using the Writing Space:** at this stage, the writer able to see what she/he writes and what she/he changes.
- **Keep Going:** it is a good for the writer to push himself to the end of first draft. The important thing at this stage is to get ideas on paper.

8.3 Revising

At this stage, the writer checks what he says and what he wants to say, the writer revises content, purpose, spelling; punctuation and grammar, also, involves changing, adding and leaving out words. In addition, according to Sundem (2006) claims that while revising, students learn techniques to make their writing better, teacher asks students to revise their work and asks them to help each other in revising their work.

8.4 Publishing

Sundem (2006) regards that publishing as presentation of piece of writing that helps students to use writing in their own needs and purposes in their life, and they will need to learn how to present their work appropriately. The teacher states ideas for publishing, students' work with purpose that the work should be eye catching title and publishing schools, create a class magazine, write letters, create a writing share with another school, and helpful for the students' development.

9. Planning of Essay

Writing an effective essay plays a major role in guiding students for successful piece of writing. Elizabeth (2006) planned strategies and steps for planning an effective essay, there are some of them, which are:

- **Thinking about Audience and Purpose:** this is the first step for planning an effective essay which is to know why and for whom writes an essay, and the writer should understand the audience before writing any type of essay, the writer knows his/her purpose of essay effectively, the writer is more likely to achieve his/her goal of a high grader or score.
- **Understanding the Assigned Topic:** assigned the topic gives the writer a framework within which a work and fulfilling the assignment send a positive message to the reader, it tells them that the writer handles the subject matter and he can organize thoughts about a specific topic.
- **Brainstorming Techniques''Free writing and Listing'':** Elizabeth (2006) states that the writers think about how to generate ideas. "Brainstorming is where students gain information by discussing in groups, every student starts writing by gathering many ideas about certain topics, he/she joins his/her partner and they discuss their ideas" (White and

Arndt cited in Fredrik 2007:9), it is also can be used effectively when the writer faced a number of essays, which determine the best vehicle to express thoughts and experiences.

These techniques can be:

1. **Free Writing:** functions as a development tool and nurturing ideas into an essay.
2. **Listing:** is similar to free writing and it is a great brainstorming strategy for writing subject which works best when they begin with entire group collecting ideas.

- **Brainstorming Techniques:”Asking Questions and Mapping”**

1. **Asking Questions**

Elizabeth (2006) states that asking who, what, when and why is a formula that a researcher and journalist use to get a complete story, this technique is particularly useful when choosing an essay topic, these questions will help the writers quickly develop a great deal of information about the subject.

2. **Mapping** is a graphic organizer that allows the writer to investigate relationship between ideas. It is a simple process to explore simple topics.

10. **Tips to improve English writing skill**

According to the author of (8Tips to improve writing skill) who states that strong writing skill in English comes from practice, no one is born an excellent writer. Learning to be an excellent writer in English takes a lot time and practice, anyone can be a good writers if they are determined enough; below there are tips to develop writing skill

- **Keep all of writing in one place:** buy a notebook or journal by keeping writing in the same place, and keep it organized.
- **Practice writing in English daily:** daily writing is important, and the writer starts to create a new habit. In addition, the writer will not become a good writer and she/he will not

see a significant improvement if she/he never tries, they should also read all the time because; more reading is the more of becoming good writers.

- **Pick a topic and write:** the writer can choose the topic that she/he can write about it, for example things she/he hears or sees news or make up story. The writer should gather the ideas and information that is related to the topic
- **Write more than one draft:** draft means a preliminary version of piece of writing, when the writer revises or rewrites his/her work, she/he is often able to get his/her message clearly.
- **Use online resources to correct grammar:** the writer should be use resources to help the writer to answer a grammar question when it comes up, also the grammar spelling.
- **Thinks outside the box (or lines):** the writer should not write about the same things every day, she/he tries to write the same story but in different perspectives, the writer should be creative.
- **Have a friend edit your writing:** have a friend means a person who reads the work to generate more ideas to better writing. And she/he corrects your mistakes, then, she/he helps you when facing difficulties.

Find the best place to write: the writer should try to write in different places and different times of the day, she/he should choose the quit and comfortable place, and this may help them to write effectively without any difficulties.

11. The five features of effective writing

Kathleen *et al.* (2007: 1) state that the five features of effective writing, focus, organization, support and elaboration, style and conventions are valuable tool for understanding good writing and organizing your writing instruction. By teaching these features ,you can help your students become more effective writers any genre, at any level, and make your writing instruction easier to manage at the same time .They state a five

features of effective writing which are focus ,organization ,support ,and elaboration ,style and conventions .

11.1Focus

It is the topic or the subject made by the writer to given a writing task, he/ she must clearly establish a focus. In addition, he/she should organize a plan effectively. The writer should choose good method in order to determine a focus in which will be developed, and if the writer is confused about the subject matter, the writer has not developed a focus. If the reader is engaged and involved, he/she has established the effective focus. According to Galko (2001: 79) states that” good paragraph should have a topic sentence which tells the reader the main ideas of the paragraph.”

11.2Organization

It is the development, the progress and completeness of ideas. The writer establishes an organized planning of ideas and development elements forming effective beginning, middle and end that allow the reader engaged and not confused when reading a composition.

11.3Support and elaboration

Support and elaboration are the progress and development of the topic or the subject, the writer provides valuable elaboration to give the idea clearly. There are two important concepts in determining the details are supportive, relatedness and sufficiency. First to support the subject matter i.e. there is a relationship between the details and the focus. Second is relatedness in which the writer makes a relationship between information and subject matter.

Supporting details should be organized and clear; the writers establish their information and ideas with clarity in organized way to cause the support to be sufficient.

11.4 Style

It is the way that writing is appropriate to the purpose, audience and context of writing tasks, the writers' style in writing in which develop the effectiveness of compositions that the writers use the appropriate words, sentences and description that makes the reader engaged and involved, sentence fluency involves using a variety of sentence style to create effective relatedness between and among ideas and information that are appropriate to the writing task.

11.5 Conventions

Conventions are the errors' correction in sentence formation, usage and mechanics that allows the writers to correct and control grammatical conventions in which make the writers establish their work in organized way without any problems, and making easier to reader. In addition, the reader will not confuse and misunderstanding the task, and he/she is engaged and comfortable with.

12. How do the features help students?

Kathleen *et al.* (2007) state that the features of effective writing can help students to become good writers.

- Allowing students to focus their attention on just one feature at a time: that the writers follow in important steps of writing process.
- Providing students with more opportunities to success by focusing on areas of strength as well as weakness. These five effective writing helps students to see themselves as writers with their weaknesses and strengths. Students who are poor

in writing, they see their weaknesses and try to work in order to improve their areas of weaknesses.

- Teaching students to become critical readers when students see their difficulties in writing and try to correct their own writing, these make the students become self-regulated independent writers.
- Teaching students to become critical readers of the writing of others: students correct their peers' mistakes, and provide feedback. In addition, they can use the effective features to evaluate peers' writing and read critically.

Conclusion

Writing is the basic skill that foreign language learners should master together with the other skills. Nicholas claims that writing helps the learners to learn, to achieve their learning process and to realize progress (cited in Adrian 2011), it is very substantial productive process in which the learners evaluate their proficiency in the target language, and the development of writing requires the student to make active use of the language.

Ultimately, this current chapter attempted to shed light on the writing skill, definitions of writing skill, and kinds of knowledge, different approaches to teach writing and other elements of this chapter, the next chapter will shed light on the cooperative learning and its benefits in enhancing student's writing skill.

Chapter Two:

Cooperative

Learning

Introduction

In foreign language learning, cooperative language learning provides students with the opportunity to use the language in useful situations, and that can be applied successfully in the teaching learning process. Kagan (2009:3) claims that “cooperative learning is the most extensively researched educational innovation of all time, and the results are clear”.

Teaching and learning through cooperative language learning are effective for both teachers and learners, when a teacher gives a writing task, the learners come together to achieve shared goals and they participate and help one another in the classroom.

The current chapter presents the cooperative learning as an important strategy that can be applied in many academic subjects through presenting its different definitions. Also, the main types of CL, its methods, and basic elements, in addition, Kagan's seven keys that lead to success of cooperative learning and which has an effective impact on the language classroom. Also, strategies and benefits of cooperative learning.

1. Some Definitions of Cooperative Learning

There are many scholars who defined cooperative language learning in different ways, some of them:

Kagan (2009:3, 5) points out that “without cooperation learning we have desegregation-students and self-segregate. With cooperative learning we achieve true integration”, in other words, when learners work together, they share everything without differences between them.

Pederson and Digby (1995:4) regard that “cooperation is a generic human endeavor that affects many different instructional outcomes simultaneously”. Ultimately, cooperative learning is considered as a good strategy to enhance the students' learning progress.

Alice (2007: 1) says that “cooperative learning is a part of a group of teaching and learning techniques where students interact with each other to acquire and practice the

elements of a subject matter and to meet common learning goals. It is very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participant”.

Li and Lamb (2015) claim that a CL is a small group of students who are responsible for its own learning in which the students interact with each other in the same group to acquire, practice, solve problems and reach their goals.

Wendy (2007:3) states that “cooperative learning requires pupils to work together in small group to support each other to improve their own learning and that of others”.

Xiaodong (2012) claims that cooperative learning is an organization classroom structure; it is a group of instructional method in which a small group of students work together and help each other to accomplish shared goals.

Mandal (2009:96-97) points out that “cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group, the idea behind cooperative learning method is that when group rather than individuals are rewarded, students will be motivated to help one another to master academic materials, cooperative learning is a successful teaching strategy in which students of different levels of ability, use a variety of learning activities to improve their understand of a subject”. Ultimately, behind the cooperative learning strategy, students will be motivated to help one another to develop the learning process. So cooperative learning is successful teaching strategy.

Johnson and Johnson (1991:5) define “CL is instructional use of small groups so that students work together to maximize their own and each others’ learning”.

“Cooperative learning requires small work groups on mutual positive interdependence, individual accountability, the formation of organized team and social skill could help students reach shared goals and achieve good results” (Cottel and Millis 1992: 95 cited in Nazzel 2014).

All in all, cooperative language learning is considered as motivational strategy in enhancing students' writing proficiency.

2. Types of Cooperative Learning

There are different types of cooperative learning, which are identified by Gillis *et al.* (2008).

- **Formal Cooperative Learning:** Gillis *et al.* (2008) point out that formal cooperative learning consists of students work together for a long period of time to achieve shared goals, and complete specific tasks and assignments. In formal cooperative learning, teachers have a role, the first role; they formulate both academic and social skills objectives, manage the room, group size, and arrange the materials that needed to complete the task. The second role, the teacher explains the instructional task; therefore, they may teach the concepts and strategies to complete assignment. The third role is monitoring the students' learning to provide assistance, while teachers conduct a lesson, teachers keep looking at each group and intervene if they need help and face difficulties because when a teacher do this role, students feel accountable to be active member in the group. Finally, the fourth one is assessing students' learning and helping students' process how well their groups functioned. The teachers assess and evaluate the students' achievements to know well each students' performances; they focus on the development of interaction to increase students' learning achievements.

- **Informal Cooperative Learning:** according to Gillis *et al.* (*ibid*) this type differs from formal one, it consists of group members work together in order to reach their goals but from a short period of time. Informal cooperative learning can be used to focus student attention on the material to be learned. The teacher' role is to keep students more actively engaged.

Cooperative learning aims at making the instructions more explicit and precise and it requires the groups to produce a specific product, the teachers ask the student to work cooperatively. Intermittent focused discussion, which is the second role of teacher, in which the teachers divide the time in order to motivate the students to concentrate in information being presented. In addition, the students are asked to turn to the person next to them and work cooperatively to answer a question; the teacher should ensure that students reach on the answers of the questions. Closure focused discussion the teachers ask the students to summarize what they have learned from the lecture, also ask them what homework will cover or what will be presented in the next class session. Informal CL ensures to make students more actively involved understanding what being presented; it also allows the teachers to move around the class and listening to the students' saying and discussion. Informal cooperative learning groups are used to produce conducive environment and to facilitate learning during direct teaching (Richard and Rodger 196 cited in Abd el karim 2012)

- **Cooperative Base Group:** Gillis *et al.* (2008) claim that cooperative base groups are heterogeneous with membership. Members responsibilities are to ensure all members are making a good academic improvement. In addition, they support each other and provide encouragement and assistance in completing assignments in order to make base groups function effectively. The teacher' role in using cooperative base groups are from heterogeneous group of four or three to provide an effective process for the students of their base groups. Heterogeneous in membership refers to different abilities, age, gender; it should be well organized in order to make students' achievement more effectively.

- **Integrated use of all three types of cooperative learning:** Gillis *et al.* (2008:32) point out that these three types of cooperative learning maybe used together (Johnson and Johnson 1999 cited in Gillis *et al.*2008). A topical class session maybe gin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used, the lecture is

followed by a formal learning lesson. Near the end of the class session, another short lecture maybe delivered with the use of informal cooperation learning.

3. Cooperative Learning Methods

3.1 Jigsaw (Aronson 1978 cited in Slavin 1980) points out that in jigsaw, each student in a five to six member in groups, teacher gives information about the topic that whole group is studying, and after the students have read their sections, they meet the expert groups to discuss the information, next, the student teach their group what they have learned, according to Slavin (1980) in jigsaw, students are organized into four to five member teams, they read short stories, biographies, and each group member is given a special topic on which to become expert, they discuss their topic in expert groups, then, they return to teach their teammates what they have learned.

3.2 Student-Team Learning, Slavin (1980) claims that such method consists of student work together, it is also considers as student team achievement divisions (STAD) in which a teacher encourages them to work cooperatively in order to reach certain goals and master a learning process. Each team have a four or five member of students then each student takes a quiz and the scores of each student are based on the degree to which the student have improved and have worked harder than on their past average. So working in teams is considers as a good way for enhancing individuals' performance to accomplish shared goals in which they help and motivate themselves to master their learning process.

3.3 Group Investigation (Sharan and Sharan 1976 cited in Slavin 1980) state that this group investigation is the most complex of all the CL method. It consists of students work in small group and they decide what they will learn, how they will organize themselves to learn it and how they will communicate, what they have learned to their classmates, and each group takes on a different tasks, they use various resources for looking for information. Group investigation is useful method for the students for enhancing their cooperation learning

process. When learners work in teams this enable them to listen to each others' discussions, clarifications.

3.4 Learning Together (Johnsom and Johnson 1975 cited in Slavin 1980) regard that such method consists of small group of students working together to complete a task. This method emphasizes in two main important ways. The first, which the teacher organizes them to work cooperatively and trains them to be an effective group member teams. The second, which he/she continuous the evaluation of group functioning by the group member.

4. Basic Elements of Cooperative Learning

To create an effectiveness and successful of cooperative learning, the teachers has to structure positive interdependence, individual accountability, promotive interaction and social skill.

4.1 Positive Interdependence: Pederson and Digby (1995) claim that positive interdependence occurs when each team members perceive that they cannot realize success without other members' success, and shared goals cannot be achieved and the task cannot be completed without help of group members. Johnson and Johnson(1987) believe that "positive interdependence is when students believe they can reach their goals only other students in their cooperative groups also reach their goals"(cited in Susan 2007:7), it is the most important factor in structuring learning situation cooperatively, they describe positive interdependence as " we skin or swim together"(Johnson and Johnson 1980 cited in Digby1995). There are two major categories of interdependence. The first is "outcomes interdependence", the second which is "means interdependence" (Deutsh 1949, Tohomas, 1997 cited in Digby 1995). The first principle when students work cooperatively, there is an outcome goal and if there is no outcome interdependence (goal, reward) there is no cooperation. The second principle is "means" in which goals and rewards are to be achieved; it includes resource, role and task interdependence. Generally, in positive interdependence the

students help each other to reach shared goals and their failure is the failure of whole group. Therefore, there are some impacts of positive interdependence, which has founded by researchers. Which are cited in (Gillis *et al.* 2008:21).

- 1) Positive goal interdependence promotes higher achievements and greater productivity (Johnson *et al.* 1991).
- 2) Positive interdependence facilitates the development of new insights and discoveries through promotive interaction (Gabber *et al.* 1986).
- 3) Positive goal and reward interdependence tend to be additive, while positive goal interdependence is sufficient to produce higher achievements and productivity than individualistic effort (Johnson *et al.* 1990).

Generally, positive interdependence facilitates the development and success between students.

4.2 Promotive (Face-to-Face) Interaction.

Pederson and Digby (1995) state that promotive interaction exists when students encourage and facilitate help with each other to accomplish shared goals.

Moreover, Johnson and Johnson (1994) claim that promotive interaction means that individuals encourage and facilitate each others' efforts to complete tasks. In addition, promotive interaction has different characteristics in which characterized by students.

- Encourage the help between them.
- Exchanging the information and materials, it is considered as the most effective resources.
- Providing the feedback between each other to develop their learning tasks' performance.
- Motivating and influencing each others' efforts to each mutual goal.

4.3 Individual Accountability/ Personal Responsibility

Pederson and Digby (*ibid*) regard that a key variable mediating the effectiveness of cooperation is a sense of personal responsibility to other team members for contributing one's efforts to accomplish the groups' goals. In addition, for achieving the groups' goal, there are

different ways in which this personal responsibility maybe inculcated. The first is through structuring positive interdependence, so the team members will feel responsible to help each other for doing the task. The second is through monitoring each individual's abilities and achievements.

Ultimately, individual accountability involves each group member has a responsibility toward a success of team member groups. The level of each individuals' achievements are necessary for group members to provide help and support to each other.

4.4 Social Skill

Digby and Pederson (*ibid*) state that without placing social skill, students in cooperative learning here there is no success, the students should be taught interpersonal and small group skills and be motivated to use them for the effectiveness of cooperation group, because students' skills will be increased and will be engaged. Also, in order to make students to know how to communicate in a good way between each other. Student need to improve and use interpersonal and small group skills to capitalize on the opportunities presented by cooperative situation.

4.5 Group Processing

Effective group work occurs when how students work in groups and how they achieve and complete the learning tasks. Group processing plays a major role in existing cooperative situation. It describes what member actions were helpful and unhelpful and whether the actions will continue or change, the main aim of group processing is to improve the students' achievements. So the teacher should involve students in group work to enable them to encourage each other for facilitating the learning process and the success of the group.

5. Comparison between Old and New Paradigms of Teaching

Pederson and Digby (1995:07) state the main differences between traditional language teaching and cooperative language learning, they regard that old paradigms are differing from

new paradigms in different ways which are knowledge, students, faculty, purpose, context, relationship and assumption. The table below presents the most important differences between the new paradigms and the old one.

	Old paradigm	New paradigm
Knowledge	Transferred from faculty to students.	Jointly constructed by students and faculty.
Students	Passive vessel to be filled faculty's knowledge.	Active construction, discoverer, transformer of knowledge.
Faculty Purpose	Classify and sort student.	Develop students' competencies and talent.
Relationship	Impersonal relationship among students and between faculty and students.	Personal transaction among students and between faculty and students.
Context	Competitive/ individualistic.	Cooperative learning in classroom and cooperative teams among faculty.
Assumption	Any expert can teach.	Teaching is complex and requires considerable training

Table01: Ccomparison between Old and New Paradigms of Teaching (Pederson and Digby 1995:07)

Pederson and Digby (1995) point out that cooperative learning is a new strategy of teaching unlike the old one which is based on john locks' assumptions that students' mind are

like a blank sheet, in which the teacher can write on it. There are principle activities that the teacher uses it.

Transferring knowledge from teacher to students, the teacher transmits knowledge in which the student gets it. Filing passive empty vessels with knowledge, students are passive just keep salient whereas the teacher is active one who provides information. So the students memorize and recall. Classifying students and organizing them into categories to know who does or does not graduate and get a job. In addition, impersonal relationships among students and between teachers and students, there is interaction between teacher and student in knowledge.

Competitive organizational structure in which the students work effectively and they achieve their goals. Finally, assumption, anyone who expertise in their field can teach with training to do so example if the teacher have PhD in the field can teach.

Otherwise, there are different principles in cooperative learning and individual achievements. First, knowledge is constructed and discovered; teachers create conditions within which the students can construct meaning.

Second, student are active recipients to construct their knowledge, they accept knowledge from the teacher. Third, develop students' competencies and talents. Fourth, education is personal transaction among students and between the teacher and students as they work together. Fifth, cooperative context, the teacher and students should work cooperatively, competitive and individualistic learning does not consists as a good strategy to achieve a learning process. Sixth, the assumption is that teaching requires training, skills and procedures.

Through the table, in the old paradigms, the teacher is the main role in giving knowledge which constricted and carried out only by the teacher, and the students are passive recipient. In addition, there is impersonal relationship between teachers and students, also there competition between students rather than cooperative learning classroom.

New paradigms is “learners- centred” rather than teachers-centred in which knowledge constructed by both students and teachers. As a result of the personal interaction between them, the students are active in classroom, also, there is a cooperation teams instead competition or individualistic with different learning styles and different abilities to reach shared goals.

Silver clarified also the distinction between traditional way of teaching in the classroom and cooperative classroom as new method of learning process.

Traditional classroom	Cooperative classroom
Teams are passive	Learners are active
Teachers direct work	Students direct work
Students work alone	Students work with their partners
Silence is values	Learning noise is appropriate
Teachers initiate discussion.	Students initiate discussion
Some students do not participate.	All students participate
Individual accountability	Individual and group accountability.
Independent learners	Interdependent learners.
Affirmations come from teacher	Affirmations come from peers.
Individual materials needed.	Shared materials.

Table 02: Traditional Classroom and Cooperative Classroom

Here, the table above shows that in traditional classroom that everything is doing only by the teacher for example he/she directs the lessons, and initiates discussion.

In contrast, in cooperative classroom, the learners mean everything at classroom i.e. they are active, direct work, and they share materials, here the learning noise means the interaction between learners in which they involved to exchange thoughts and ideas. So the learners involved in classroom to participate and learn more in motivated way.

6. Kagans' Seven Keys for Success of Cooperative Learning

Kagan (2009: 5) states that “there are seven keys to success, when teacher neglects one of these keys elements, success are not assured, when all are in place, cooperative learning is successful”. So, all keys should be applied in the classroom for successful of cooperative learning techniques.

6.1 Structures: are the ways that the teacher organizes the interaction in the classroom.

Therefore, it describes the relationship between the teacher, student and content; also, it describes what the teacher does at the class, which is “present the lesson.”

Orally, it describes what the students do when they listen to their teacher while he/she explains the lesson, and structure describes the content in which the teacher transmits knowledge to students.

Structures have three main elements, which are: teacher, student, content, and each structure presents at least one function, cooperative learning structures are very useful and successful at cooperative learning.

6.2 Teams: (Kagan 2009: 7, 1) claims that “working cooperatively in teams is a wonderful experience for students and provides opportunities for students to develop social and life skills that will serve them well throughout life”.

Teams are the one of the seven keys for successful of the cooperative learning which consists of interaction between student to improve and facilitate their learning process.

There are different types of teams.

6.2.1 Heterogeneous Teams: which are mixed abilities, mixed sexes and mixed genders; it aims to increase opportunities for peer tutoring, heterogeneous teams are considered as the mirror of the classroom. (Kagan, 1995)

6.2.2 Random Teams: Kagan (*ibid*) claims that random teams are teams formed by the lack of the draw, the students stand up and mix in the classroom; it is governed by chance and randomly. Random teams can be used promote class building.

6.2.3 Students-Selected Team: Students select their own teams, because sometimes they want to choose their team to work with their friends. Student share familiarity and trust between each other. So, such closeness relationship can create a positive learning environment and productive working.

6.3 Management: Kagan (2009: 8, 1) points out that “in cooperative classroom, student are seated in teams and interaction is encouraged. So, management involves very different skills”. Cooperative learning encourages student to student interaction, this is can make noise, and the teacher should manage such problem well and tries to avoid it. In addition, the teacher should maintain a specific procedures for monitoring noise, room arrangement and seating in which the room and seating are arranged, student are close enough to discuss topics and tasks, cooperative learning can be used successfully if a the classroom managed well. Therefore, teachers should avoid discipline problems that happen in the class. The seats and rooms should be organized that the teacher can do their work easily which is “the learning process”.

6.4 Class Building:Kagan (2009:9, 1) regards that “cooperative learning works best in a caring classroom community; we create this caring and cooperative context through class building”.Class building is a process of individuals with different background. This process make the students feel enjoy through learning and it makes a lively and safe environment in which the student trust classmates.

6.5 Team Building: for creating heterogeneous cooperative teams, the students set in one table with different gender, level and ability, through such process the student will know each other and they respect their teammates, which lead to success all members of team. Kagan (*ibid*).

6.6 Social Skill: Kagan (*ibid*) there are many skills which are considered as the most important for success of cooperative learning. These skills will improve students' achievements and abilities to work together, the learner should know how to motivate their teammates. In addition, he/she listens to them to understand their perspectives, the learners should know how to accept when ideas are rejected, not closed, and politely disagree. Cooperative learning develops the learners' social skills at the classroom.

6.7 Basic Principle: Kagan (2009) states that there are four basic principles of cooperative learning: positive interdependence, individual accountability, equal participation and simultaneous interaction. When these four basic principles are in place, the learners become actively engaged in the learning process, positive interdependence refers to the positive correlation, and the success of one student that means that his/her success is related to the success of another, because they help each other to realize success. The second Principle is individual accountability, which do not make each teammate accountable for his/her contribution and learning. The third principle is equal participation, which means that when learners are actively engaged, they are processing the content. In addition, if there is no participation, there is no development. The fourth principle is simultaneous interaction, when students participate equally, they will participate frequently. These Principles have major advantages for cooperative learning in increasing the development in learning.

The success of cooperative learning is occurred when those seven keys are in place which is the "classroom", the teacher tries to help students actively engaged in the

learning to improve students' achievement, and master skills, also, overcome the discipline problems that happen in the classroom.

7 Cooperative Learning Strategies

Mandal (2009:98) claims that «cooperative learning strategies could be used during the process of writing that is planning, translating and reviewing, so that the product produced by the group is good. During the process of drafting a composition lot of discussion takes place, it encourages the students to think in the language, but the teacher should motivate the students participate in good discussion ».

There are strategies of cooperative learning to discuss.

7.1 Think- pair- share: this is simple and quick technique that allows the students to engage at classroom and gives the students a few minutes to think before they are asked to answer, then students share their ideas and thoughts. This task gives them a chance to organize their thoughts. Pair and share components encourage learners to compare and contrast their understanding. This method can be very useful and work well in the classroom.

7.2 Three-step interview: each member of team chooses another member to be a partner. In step one, individuals interview their partner by asking and clarifying questions, during the second step, partners reverse roles, they become interviewer and interviewee, for the final step, the learners share their partner response with the team.

7.3 Round Robin: It is brainstorming strategy in which the students generate ideas, explain, evaluate, or question the ideas. A question posed by a teacher, students are given time to think about answers. This technique is very helpful in generating ideas, because all of students participate, here there are no comments that interrupt or inhibit the learning process. The ideas could be used to develop a piece of good paragraph on a given topic. This strategy is very similar to round table; the main difference is that in round robin one student acts as a recorder.

7.4 Three-Minute Review: is used when the teacher stop any time during a lecture or discussion, and he/she allows teams three minutes to review what has been said, ask question, or answer question with their group.

7.5 Buzz Groups: are teams of four to six students, they discuss the different topics. The discussion is informal and through such discussion, students exchange ideas and thoughts. Buzz groups serve as a warm up to whole class discussion. This strategy is effective for generating information and exchanging ideas and thoughts in a short period of time.

7.6 Numbered Heads: the teacher asks the students to make a group of four students, and each member of the group is given a member 1, 2, 3 and four, questions are asked of the group. The student in the groups work together to answer the questions, teacher calls out a number, for example (three), and the number (three) in each group is asked to give the answer. This strategy can be used for comprehension exercises.

7.7 Write Around: all students in each team have to finish the sentence that the teacher gives them. Then, they pass the paper to the right, they receive and add sentence. After a few round, four great summaries or stories emerge, students should be given time to add conclusions and /or edit their favourite one to share with the class.

7.8 Talking Chips: Mandal (2009:100), in talking chips, students participate in a group discussion surrendering a token each time they speak. This technique ensures equitable participation by regulation how after each group member is allowed to participate. It encourages students to participate.

8. The benefits of Cooperative Learning

Yan (2010: 82) claims that “cooperative language is gaining broad acceptances in language learning classrooms, principally because of its contributions to improving productivity and achievement, and providing more opportunities for communication”.He identifies some benefits of cooperative learning.

8.1 Creating Effective Climate: (Stern, 1992 cited in Yan, 2010) claims that if language class meant to be a place where individuals can practice in communication in the foreign language, it is vital to establish a social and effective climate in which students are not restricted, aggressive or feared

Cooperative learning like other groups provides to students a relaxed atmosphere in the classroom. Also, increase students' motivation (Brown 1994, Crandall, 1999 cited in Yan 2010). Students have a chance to rehearse their answers before being asked to offer them in front of the whole class. So students can avoid their anxiety and fear of failure, and the greater success reduces anxiety and fear, and can result in encouraged motivation and participation in classroom (Crandall, 1999 cited in Yan 2010). Furthermore, more participation and motivation between learners will increase their self-esteem and self-confidence. In addition, there are another benefits of cooperative learning in increasing students' motivation, (Clark 1989, cited in Yan 2010) suggested that when students work cooperatively in classroom this way help students to involve in reading activities, motivation lead to more extensive use of language, improvement of language proficiency and academic achievement.

8.2 Increasing a Verity of Language Functions: with cooperative language learning, the learners have more opportunities to produce a language in functional manner. In traditional classroom, the knowledge constricted only by teacher. Whereas cooperative learning classroom can be caused to create a mimic real life social setting in which the language is normally produced. Learners work cooperatively to accomplish shared goals, and it can be helpful to students in developing social abilities and achievements. In addition, when they work in groups, they find themselves making discussion, clarifying, suggestion, encouraging, disagreeing, and exchanging ideas and information. Working cooperatively helps the learners with more chances to achieve a learning process.

8.5 Fostering learner Responsibility and Independence: cooperative learning strategy can make learners stronger individuals when they work cooperatively. In addition, cooperative language learning emphasizes individual accountability, it places responsibility for action and development on each member of the team somewhat equally, and positive role and goal interdependence will increase students' autonomous and self-controlled (Johnson & Johnson, 1991 cited in Yan, 2010).

Therefore, there are other important advantages of it. CL activities around curricular content can give more chances for providing a new teams and this may lead the progress for both social language and academic language. Furthermore, studies show that there are important beneficial effects of cooperative learning in more frequent generation of new ideas and solutions with higher levels and abilities and greater transfer of what learned within one situation to another rather than working individually or competitive learning (Johnson and Johnson 2000 cited in Yan 2010).

In addition, Mandal (2009: 98) states some advantages of CL which are.

1. CL develops high level of thinking.
2. Skills building and practice can be enhanced.
3. It creates an active learning environment.
4. It develops the performances of the weaker students.
5. It addresses learning style differences among students.

As a conclusion, cooperative learning has various advantages and benefits in which the learners work cooperatively in small groups, those inclusive academic and social benefits. Academic benefits which the learners can achieve their learning goals, and realize success of academic achievements. The social benefits in which learners' social skill are increased and developed. Through cooperative learning, the learners' anxiety and feel failure may reduce. Self-esteem and self-confidence will be increased.

Conclusion

Cooperative language learning tends to promote productivity and achievement, and more opportunities for language classroom, unlike the traditional language teaching method. According to, Elizabeth *et al.* (2004: 79) state that “the teacher should identify appropriate evaluation and assessments that will identify strengths and weaknesses of their use of cooperative learning”. So, the teacher should give the students the opportunity to share ideas with different abilities. teachers need to provide a conducive environment and appropriate task for equal opportunities such as giving students learning assignments which are on par with their current level or giving marks for the improvement of scores compared to the perfidious test scores (Beihler& Snowman 1997 cited in Syfina: 403).CLL is positive effective climate in the classroom. Cooperative language learning plays a major role in how learners interact with each other, Alan *et al.* (2005: 48) claim that “student in cooperative learning groups are made to work with ideas and concepts; they are challenged to offer their own interpretation of topics and to solve problems”. In other words, CLL can increase students’ self-esteem, their self-confidence, their motivation and lower their anxiety. All these advantages can encourage the students to learn and increase their academic achievements and improve their learning process in which the teachers use a wide variety of cooperative learning strategies to achieve different purposes.

PART TWO: FIELD WORK

OF THE STUDY

Introduction

The present chapter is mainly concerned with exploring whether EFL learners in English Branch at Mohamed Kheider University of Biskra use cooperative learning as effective strategy to enhance learners' writing proficiency. This chapter provides analysis of data collected through three tools: students' questionnaire, teachers' questionnaire, and classroom observation. The two questionnaires addressed for both students of third year and teachers of written expression module, and classroom observation is mainly designed to investigate how students depart inside the classroom in order to gather valid data and confirm the hypothesis that the students can benefit from implementing cooperative learning as a motivational strategy to help them to develop their writing skill.

1. Questionnaires' Aim

For conducting a research entitled "investigating the enhancement of students' writing proficiency through cooperative learning, we relied on a questionnaire administered for both students and teachers of third year LMD at Mohamed Keider University of Biskra. The questionnaire aims to investigate teachers' and students' perceptions and viewpoints about the strategy of cooperative learning, and whether it contributes in enhancing the writing skill.

1.1 Students' Questionnaire

1.1.1 Description of the Students' Questionnaire

The students' questionnaire administered to 50 third year (3rd) LMD students of the English Branch at Mohamed kheider University of Biskra in which the students provide different attitudes, and points of view about the writing skill and cooperative language learning.

Students are involved to answer questions by "yes" or "No" with brief justifications whenever necessary. Also, they pick up the appropriate answer, and they state their reasons and explain their choices.

The questionnaire is divided into three sections. The first section is about personal information about the participants, and the second section deals with the writing skill in order to create an opportunity for students to give their attitudes towards writing.

The third section is about cooperative language learning as a motivational strategy to help and encourage students to be involved in the task and participate or share ideas together.

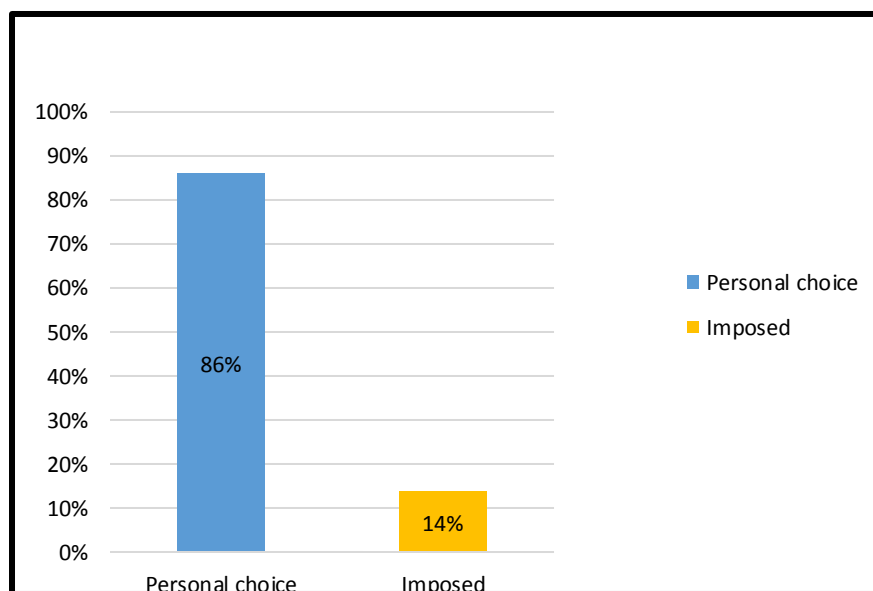
1.1.2 Analysis of the Students' Questionnaire

Section One: Personal Information.

Q1: Your choice of English was

Options	Participants	Percentage
Personal choice	43	86%
Imposed	7	14%
Total	50	100%

Table03: Students' Choice of Learning English.



Graph 01: Students' Choice of Learning English.

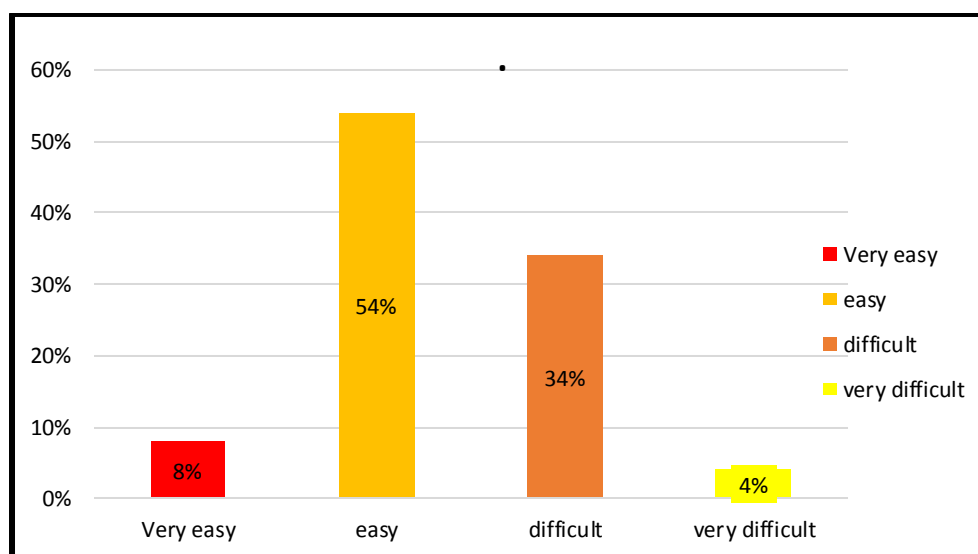
The statistics in graph (1) show that (86%) of the respondents have chosen the first option which is the students' choice in learning English. In contrast, the minority of students (14%) that they are not free in their choice of the Branch, and those students who are forced to learn English. The reasons behind this may refer to the authority of parents.

Section Two: The Writing Skill.

Q2: Do you find writing in English

Options	Participants	Percentage
Very easy	4	8%
Easy	27	54%
Difficult	17	34%
Very difficult	2	4%
Total	50	100%

Table04: Students' Attitude Towards Writing.



Graph02: Students' Attitude Towards Writing.

Students are asked to state whether they find writing easy, very easy, difficult or very difficult, (54%) of the respondents said that writing in English is easy. In contrast, (34%) of the respondents believed that writing in English is difficult, and just (8%) who found it very easy. Only (4%) of students believed that writing in English is very difficult.

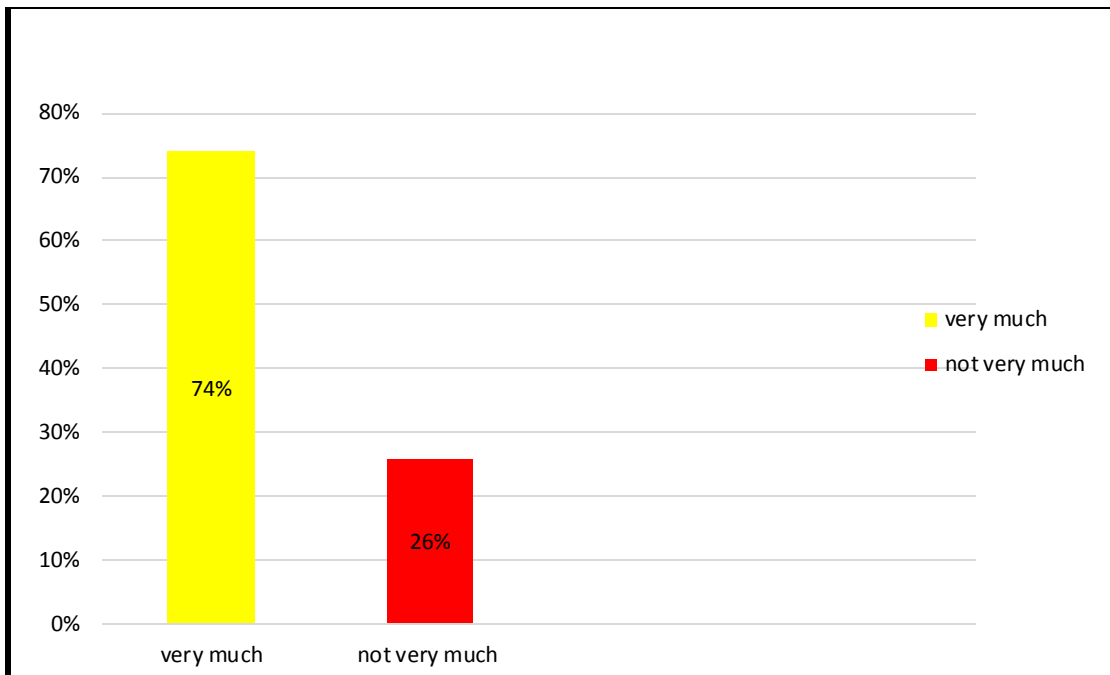
Q2: Please, explain.

For the students' explanation, most of the students (54%) found writing "easy", students explain that when they follow certain steps in writing this would help them to write effectively. In addition, that writing depends on reading that means the more they read, the more of their writing improves. In addition, some students report that the more of vocabulary and words help them to write better. For those who said that is difficult, the main reasons behind it: lack of vocabulary, they do not read a lot, and they do not follow steps of writing.

Q3: Does written expression course help you to improve your writing proficiency?

Options	Participants	Percentage
Very Much	37	74%
Not very much	13	26%
Total	50	100%

Table05: Students' Attitudes Towards Written Expression Courses.



Graph03: Students' Attitudes Towards Written Expression Courses.

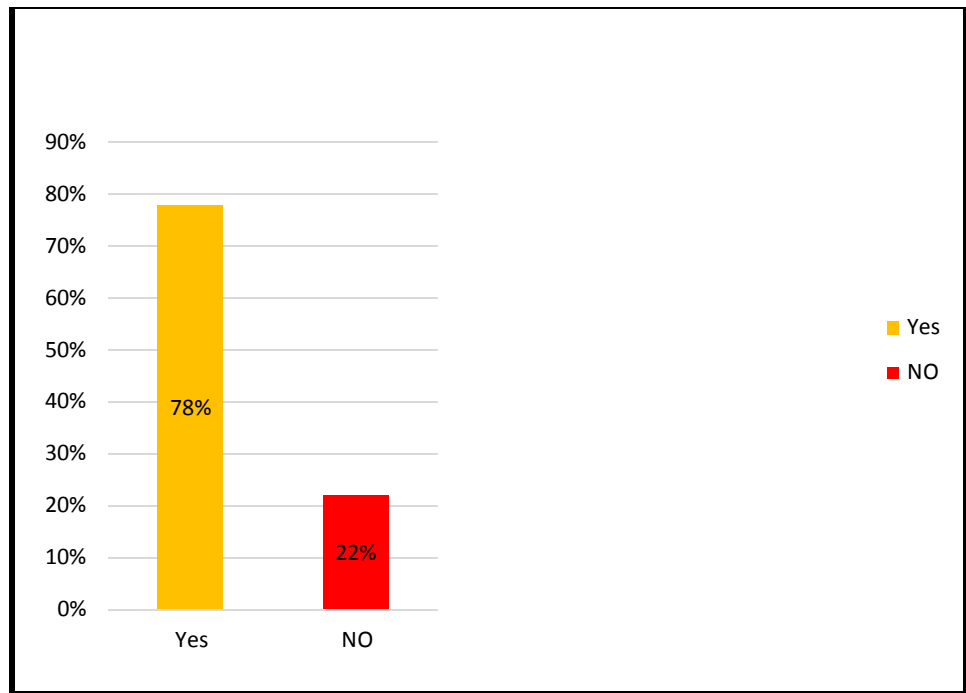
The results of graph (3) indicate that the majority of the students (74%) considered the written expression course very helpful to improve their writing proficiency. Whereas the minority of students (26%) found that written expression course is not helpful for them to improve their writing skill.

Most of the students are motivated to undertake written expression courses which help them to improve their writing proficiency; they express themselves and using the language to express their ideas.

Q4: Do you face difficulties when you write?

Options	Participants	Percentage
Yes	33	78%
No	11	22%
Total	50	100%

Table06: Students 'Writing Difficulties



Graph04: Students' Writing Difficulties.

Table (4) shows that most of the students (78%) who report that they encounter some difficulties that hinder their capacity to write well. Only (22%) of the respondents believed that when writing they did not face any difficulties.

Q4: If yes, what are these difficulties?

Most of students have difficulties in generating ideas and misusing of linking words. Others face difficulties in understanding the topic, coherence of ideas, spelling, lack of vocabulary, and interference of the mother tongue.

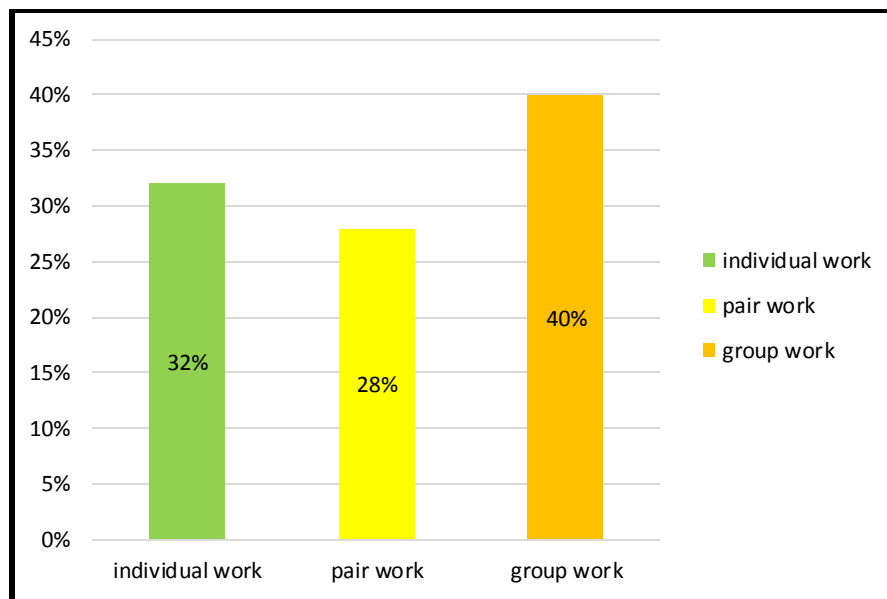
The majority of students (78%) face many challenges concerning their written expression, which can be a result of the lack of background knowledge. These difficulties will hinder the students' progress in writing, if they do not follow certain steps in writing such as (drafting, revising).

Section Three: Cooperative Learning.

Q5: In written expression, do you prefer

Options	Participants	Percentage
Individual work	16	32%
Pair work	14	28%
Group work	20	40%
Total	50	100%

Table07: Students' Preferences When Writing.



Graph05: Students' Preferences When Writing.

Table (7) summarises the most frequent strategies that teachers can use in writing activities, (32%) of the students have chosen individual work as the best strategy, this means that they are motivated when they work individually. Also, (40%) of the respondents prefer to

work cooperatively with their partners, whereas (28%) of the participants wanted to work in pairs.

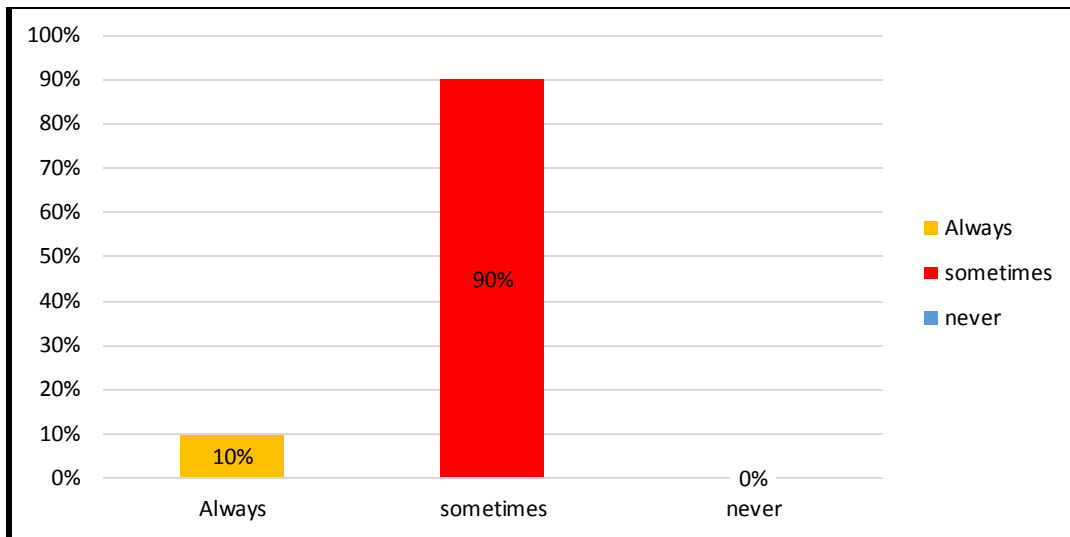
Q5: Please, justify.

Those who preferred working in groups stated that they enjoyed sharing ideas and be with others, encourage each other and making discussion. Others who liked to work in pairs, they claimed that through such strategy, they shared ideas and exchange information but with two partners unlike large groups of students. There are some students who wanted to work individually, because they feel more secure to work alone instead of the company of others.

Q6: How often do you work in group?

Options	Participants	Percentage
Always	5	10%
Sometimes	45	90%
Never	0	00%
Total	50	100%

Table08: Students' Frequency of Working in Groups.



Graph 06: Students' Frequency of Working in Groups.

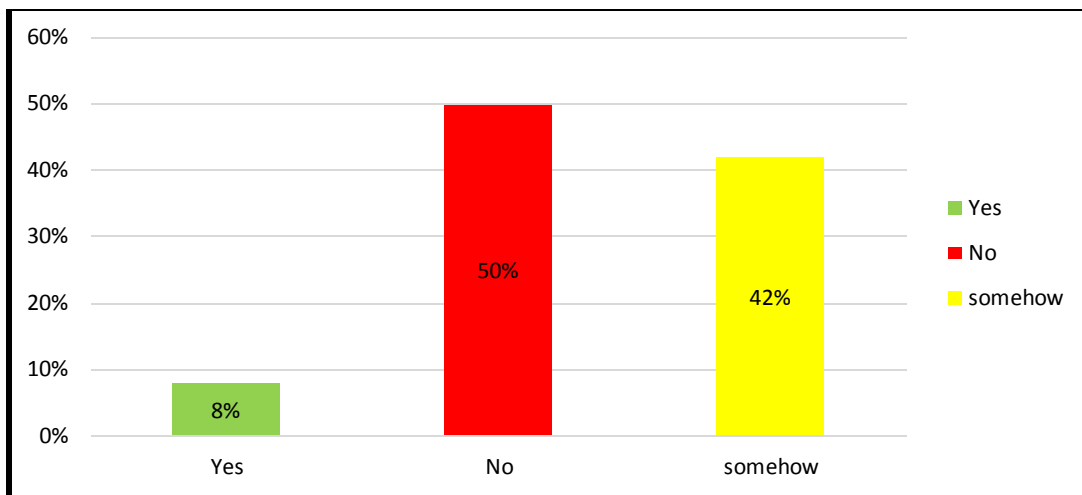
The statistics reveal that (90%) of the respondents report that they were sometimes working cooperatively in groups. In contrast, about (10%) of the participants who have said that they always work in groups, there is no one of the participants said that they did not work together.

This means that all teachers do not use just one strategy, but use a variety of cooperative learning techniques for cooperating tasks.

Q7: Do you find problems when you work with your classmates in groups?

Options	Participants	Percentage
Yes	4	8%
No	25	50%
Somehow	21	42%
Total	50	100%

Table09:Group Work Difficulties.



Graph 07: Group Work Difficulties.

A majority of 25 (50%) of the respondents stated that they did not have difficulties when they worked cooperatively with their classmates, about (42%) of the participants report that they sometimes faced problems when working with their classmates. Only four students (8%) believed that they had difficulties when they worked in groups with their classmates.

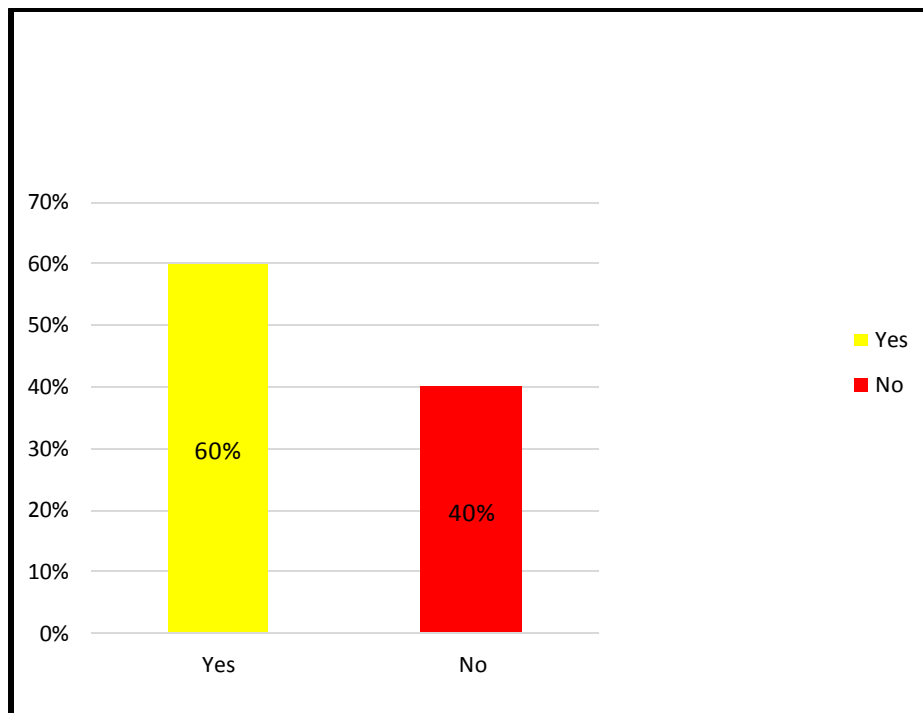
Q7: Please, explain

These results reveal that the students who do not have any problem when working cooperatively, they are motivated to exchange their thoughts and beliefs. Furthermore, for those who report that they faced difficulties when working together, this means that students preferred to work individually, they claimed that the reasons behind this: that there are different levels, abilities, thinking and learning styles when they work cooperatively.

Q8: Does the teachers solve the problems when you work with your classmates?

Options	Participants	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

Table10: Students' Attitudes Towards Problems Group work.



Graph08:Students' Attitudes Towards Problems Group work.

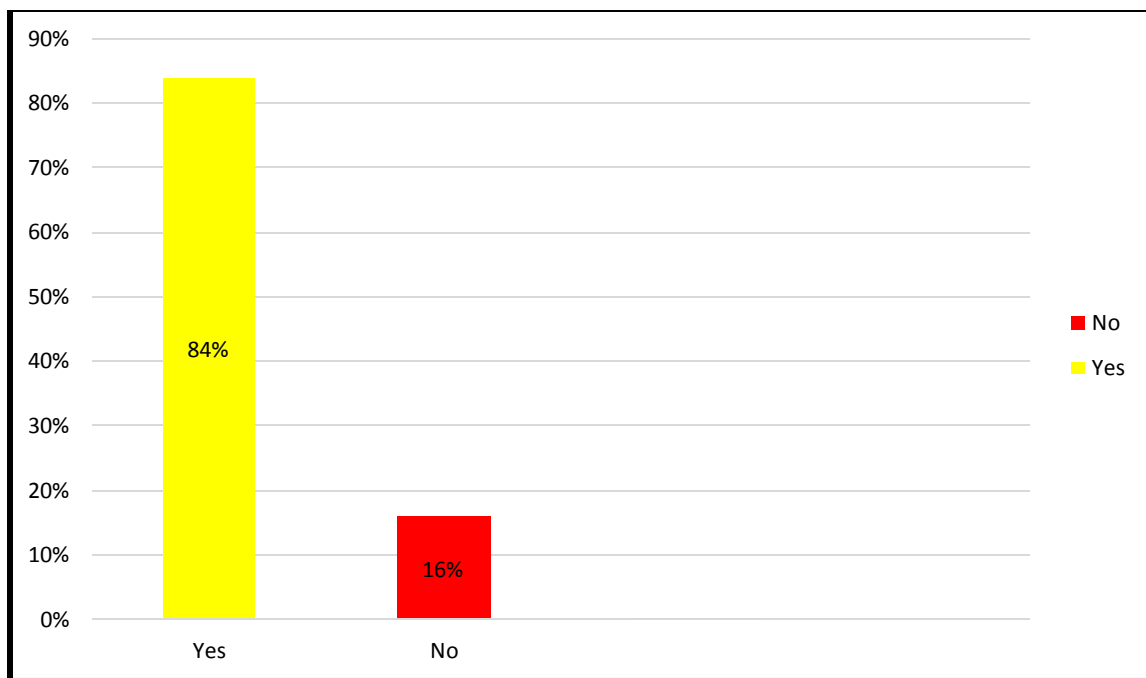
The majority of the students (60%) said that their teachers try to help them, when they face difficulties while working with their pairs. Whereas the minority of the participants (40%) indicated that their teachers did not try to solve problems when working with their classmates.

The results revealed that teachers helped their students to solve the problems when they work cooperatively.

Q9: Do you think that cooperative learning help you to improve your writing skill?

Options	Participants	Percentage
Yes	42	84%
No	8	16%
Total	50	100%

Table 11: Students’ Evaluation of Cooperative Learning.



Graph09: Students’ Evaluation of Cooperative Learning.

This question aims to investigate students’ evaluation of cooperative learning. The majority of the participants (84%) said that cooperative learning is a good strategy to enhance their writing proficiency. In contrast, only (16%) of the participants indicated that CLL did not help them to improve their writing skill, this may refer to those who preferred to work

individually or they had difficulties when working in groups because of different learning styles.

Those who have indicated that cooperative learning enhance their writing skill this because, CLL helped students to encourage each other in the learning process and exchange their ideas and thoughts. Furthermore, CLL increases their academic achievement, raise their self-esteem. Through such strategy, students avoid feel afraid and shy. Also, the students with different levels, abilities, they support each other and correct their mistakes.

Discussion of the Results

The analysis of students' questionnaire has revealed that the students are mainly recognizing about cooperative learning strategy and its benefits in enhancing students' writing proficiency.

The first section dealt with personal information of students like their choices in learning English. Whether, it is their personal choice or it is imposed, thus, most of them revealed that learning English is their own choice, whereas, few of them they are obliged to learn it. All students answered the questions with honesty.

The second section, which was the writing skill and how find it, the majority of the students found writing in English easy, and this may because of vocabulary, following certain steps of writing process that lead them to write effectively. Furthermore reading will help them to be good writers, for those who said that leaning English is difficult this may refer to the lack of vocabulary, no reading and they did not follow certain steps of writing process. Most of students found written expression courses important to develop their writing proficiency.

The majority of the students encountered some difficulties which can hinder their ability to write, and these difficulties like generating ideas, misuse of linking words, lack of

vocabulary, coherence of ideas, and misunderstanding of the topic. Such difficulties did not lead them to the development of writing and it made them dislike the written expression as a module.

The third section, which was the cooperative learning that most of the students have chosen the group work as a good strategy in teaching, they preferred to work cooperatively and close to each other, they shared ideas, beliefs and experiences with different learning styles and different abilities. In addition, the teacher should be aware in choosing the important strategy that made their students engaged and involved in classroom. Therefore, some students like to work individually because of different leaning styles and different levels. So, the teacher should be aware of the students' learning styles before giving the task.

The majority of the students have revealed that they did not have any problems when working with their classmates in groups, so the teacher should move around groups and listens if they face difficulties.

In implementing cooperative learning, the majority of the students claimed that cooperative learning as motivational strategy can help them to improve their writing proficiency. So, the teachers are mainly responsible to raise the students' awareness of the importance of CL strategy, and which the students are engaged and interested in the learning process.

Conclusion

After analyzing and discussing students' questionnaire, the majority of the students answered the question honestly, they are helpful in conducting the topic. Some students faced difficulties when writing; the teacher should help them to solve their problems. Therefore, the teacher should try to raise students' self-esteem, and self-confidence through acknowledging what the students should do and follow. In addition, they should provide a relaxed learning

atmosphere and most of the time monitoring the students and give feedback, check that every student is involved and engaged in the task.

Generally, students' responses and attitudes are different in some points; they meet in the most points that this strategy helped them a lot for listening to others' discussions and attitudes, asking and clarifying questions, exchanging beliefs and experiences, and respect the others' ideas.

1.2 Teachers' Questionnaire

1.2.1 Description of Teachers' Questionnaire

The teachers' questionnaire was administered to five (05) teachers of written expression module of third year classes at Mohamed Kheider University of Biskra.

This questionnaire aims to take different perspectives and points of view of the teachers about the topic, which is investigating the enhancement of students' writing proficiency through cooperative learning.

Teachers' questionnaire is divided into three main sections. The first section deals with general information about teachers, the second section is about cooperative writing, and the third one concern "suggestions" which are the teacher attitudes towards the impact of cooperative learning in increasing EFL students' writing proficiency.

Section One: Personal Information

The first section deals with general information about teachers, their experiences in teaching writing i.e. the length of teaching experience.

Section Two: Cooperative Writing

The second section deals with different information about writing skill, and cooperative learning, and the relationships between them in increasing students' writing proficiency.

Section Three: Suggestions

The final section is mainly concerned with taking different attitudes of teachers towards the impact of cooperative learning on the students' writing skill.

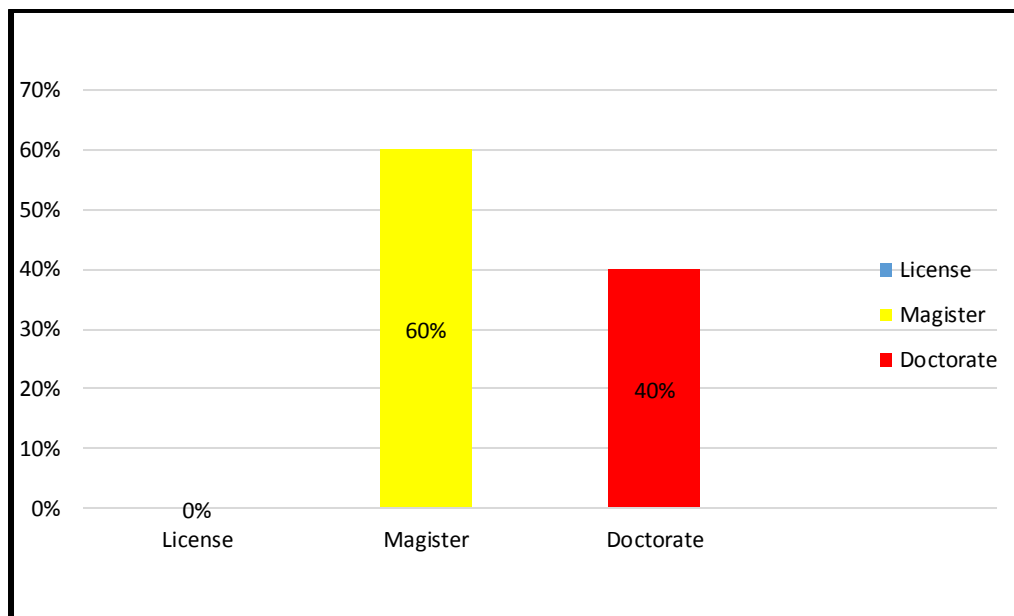
2.2.2 Analysis of Teachers' Questionnaire

Section One: Personal Information.

Q1: What degree do you hold?

Options	Participants	Percentage
License	0	00%
Magister	3	60%
Doctorate (PhD)	2	40%
Total	5	100%

Table 12: Teachers' Academic Degree



Graph 10: Teachers' Academic Degree.

Table (12) indicates the highest percentage, which are the teachers who have got a magister (60%). Whereas, only one teacher who has got a doctorate, and one teacher who

declared that he/she is preparing for the doctorate degree. So, all teachers have experiences in teaching writing.

Section Two: Cooperative Writing.

Q2: How many years have you been teaching written expression module.

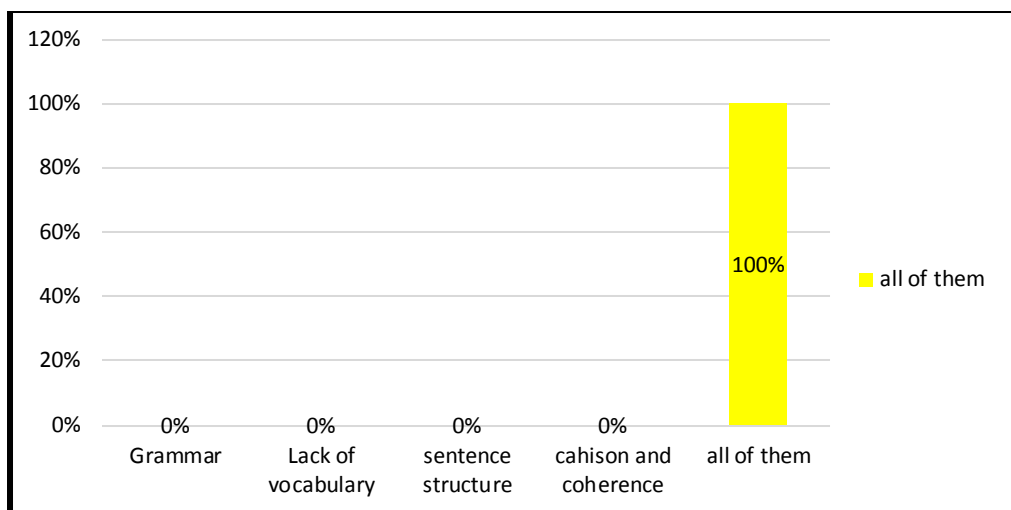
Teachers are required to give the number of years that they have been teaching writing module i.e. experience in teaching. The first teacher declared that he/she has been teaching writing module for (11 years). The second result indicated that there are two teachers who have been teaching written expression module for three years (3years), and there is one teacher whose experience in teaching writing is (12 years). Finally, one teacher declared that his/her experience in teaching writing module is five years (5 years).

So, the results revealed that all teachers can present well-planned lessons without difficulties, also, for students to interact with their teachers in organized way. All this because that all teachers have a long experience in teaching written expression module at university.

Q3: What are the major difficulties you face when you teach writing?

Options	Participants	Percentage
Grammar	0	00%
Lack of vocabulary	0	00%
Sentence structure	0	00%
Cohesion and coherence	0	00%
All of them	5	100%
Total	5	100%

Table 13: Difficulties in Teaching Writing.



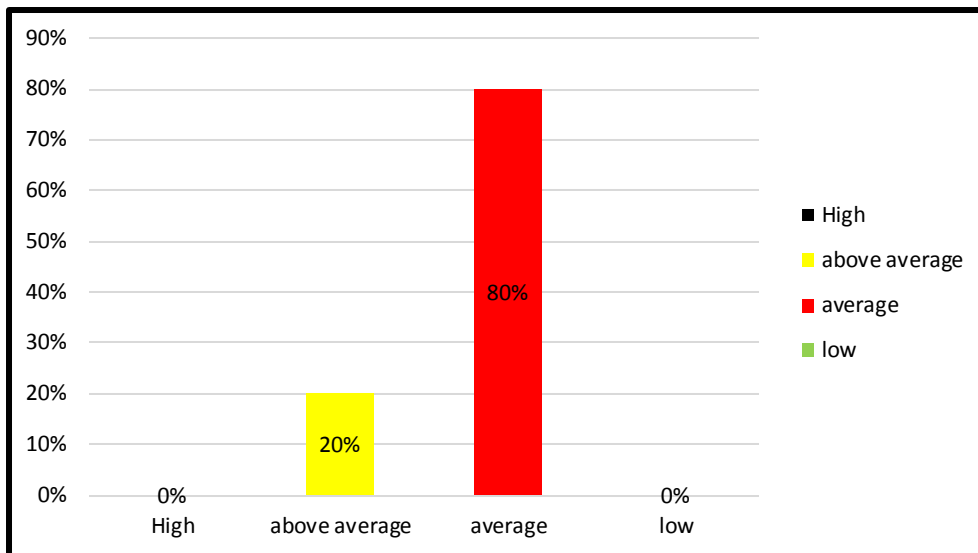
Graph 11: Difficulties in Teaching Writing.

This question aims to investigate the main difficulties that face teachers when teaching writing. All teachers chose all of them (grammar, lack of vocabulary, sentence structure, cohesion and coherence). Furthermore, there is one teacher who chooses the option by making an order. The first one is sentence structure the second difficult is the lack of vocabulary. The third is cohesion and coherence. Finally, grammar is the fourth difficult that faced teachers when teach writing.

Q4: The level of your student is

Options	Participants	Percentage
High	0	00%
Above average	1	20%
Average	4	80%
Low	0	00%
Total	5	100%

Table 14: Students' Writing Proficiency Level.



Graph 12: Students' Writing Proficiency Level.

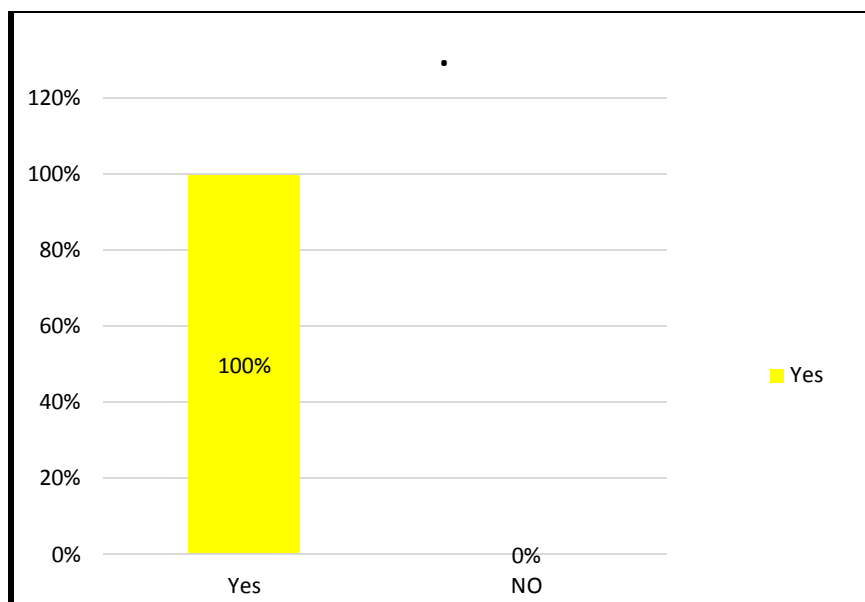
The statistics of graph (12) show that the majority of teachers (4) or (80%) stated that their students have an average level in writing proficiency. In contrast, only one teacher or (20%) believes that the students' writing proficiency level is below average.

No one of teachers has opted for the high or low option. So, this means that students did not have a good level and ability in writing in English; this may refer to students who are not motivated to write or some difficulties that face them when writing.

Q5: Have you ever used cooperative language learning?

Options	Participants	Percentage
Yes	5	100%
NO	0	00%
Total	5	100%

Table 15: Teachers' Use of Cooperative Language Learning.



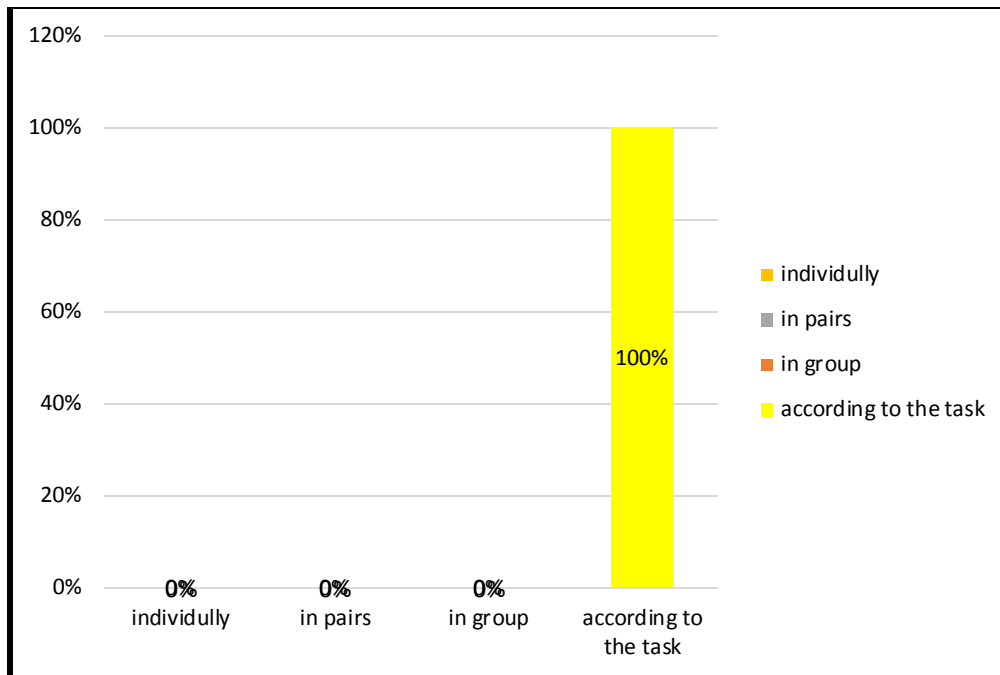
Graph13: Teachers' Use of Cooperative Language Learning.

As shown in table (15), all teachers (100%) report that they have used cooperative learning as a strategy to enhance students' writing proficiency. Through such strategy, the students share ideas and beliefs. In addition, increase students' academic achievement, self-confidence and self-esteem.

Q6: Do you ask you students to work.

Options	Participants	Percentage
Individually	0	00%
In pairs	0	00%
In group	0	00%
According to the task	5	100%
Total	5	100%

Table 16: Teachers' Organization of Students.



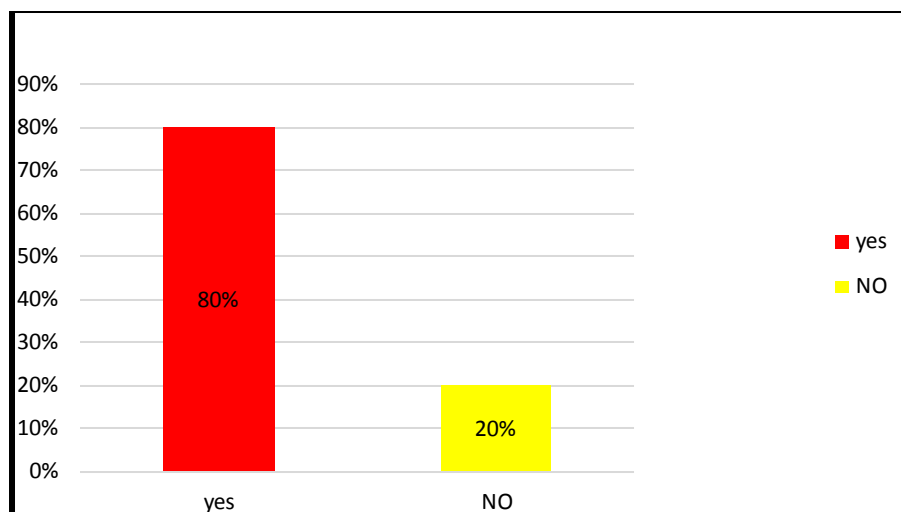
Graph 14: Teachers' Organization of Students.

As table (16) indicates that all teachers (100%) stated that they asked their students to work individually, in pairs and in groups, it depends on the aim of the task. In addition, one teacher has indicated that he/she asked the students to work according to the writing task, and he/she stated that he/she asked them first to work in group then in pairs and finally working individually. This means that teachers use various strategies to help students to reach their goals.

Q7: Do you think that your students face problems when they work in groups?

Options	Participants	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 17: Teachers' Evaluation Problems in Groups.



Graph 15: Teachers' Evaluation of Problems in Groups.

The results of graph (15) show that the majority of teachers have said “yes” (80%) i.e. that their students faced problems when working together. There is one teacher indicated that the students did not face any problem when working cooperatively.

The teachers should move around class and interact with their students to discover their problems and try to help them to overcome such difficulties.

Q7: If yes, what are these problems?

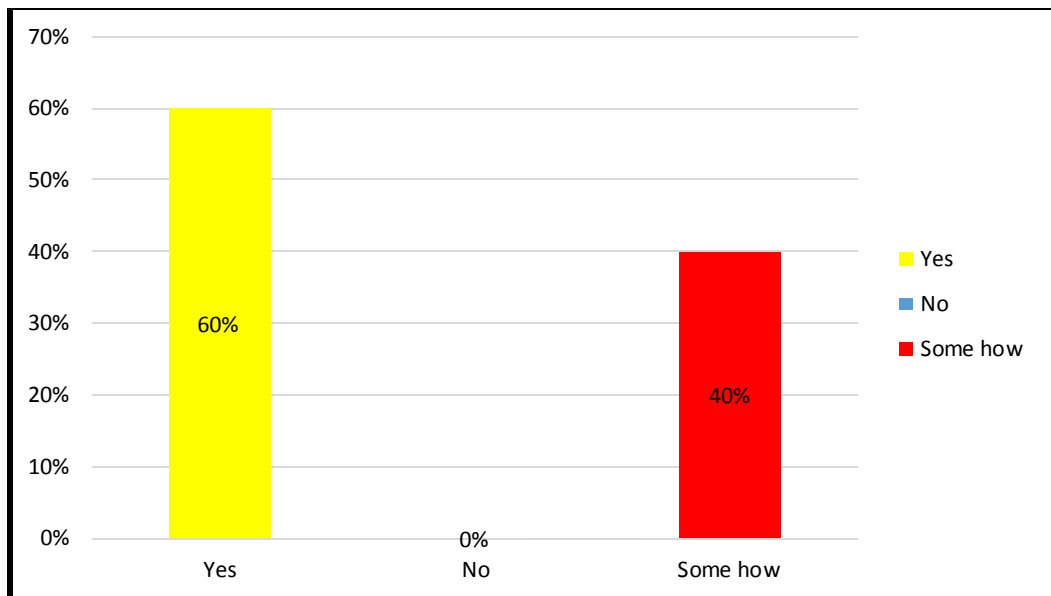
Teachers may face Many problems in cooperative language classes, the reason behind this, sometimes, students feel shy (introvert), they prefer to work individually. In addition, some students did not contribute into the fulfillment of the task, and because group work management (time, task and performance). Finally, because they have different responsibilities and different learning styles.

The teachers should raise their students' awareness of the importance of the CLL,so that they will benefit from each other and improve their writing proficiency.

Q8: Does cooperative learning enhance your students' writing proficiency?

Options	Participants	Percentage
Yes	3	60%
No	0	00%
Some how	2	40%
Total	5	100%

Table18: Teachers' Evaluation of Cooperative Learning.



Graph16: Teachers' Evaluation of Cooperative Learning.

This question aims to investigate whether cooperative learning as a strategy enhances students' writing skill in class. There are three teachers (60%) have indicated that CLL enhanced students' writing proficiency. Only two teachers (40%) have answered that cooperative learning is not always helpful in enhancing students' writing skill.

Q8: Please, explain.

For those who have chosen the option “yes”, they have claimed that CLL has great benefits. In addition, it motivated students to write well, it gives them a chance to write cooperatively and it makes more effect to perform well. Through such strategy, students will share their ideas and experiences. Cooperative language learning promotes cooperation between students rather than competition; they are motivated to help one another to achieve shared goals.

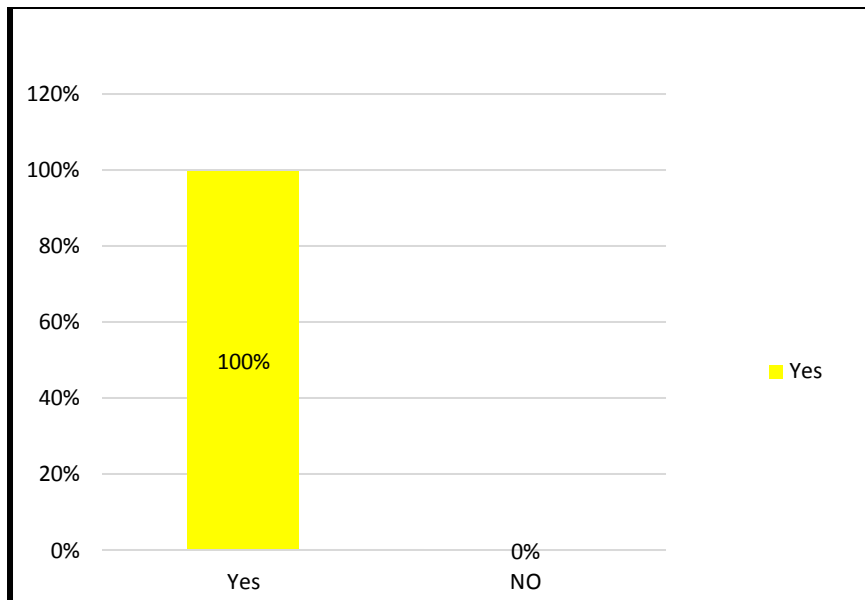
For those who have chosen the option “somehow”, the first teacher who stated that in many cases, the final product of the group is produced by one or two students, while others remain passive.

The second teacher justified his/her answer saying that through CLL strategy students feel relaxed and perform better but not all of the time. Through this justification, we come to the conclusion that CLL has a positive impact on some students because not all students are interested in such strategy.

Q9: Do you monitor the groups?

Options	Participants	Percentage
Yes	5	100%
NO	0	00%
Total	5	100%

Table19: Monitoring the Groups



Graph17: Monitoring the Groups

Table (19) shows that all teachers monitor the groups .Through monitoring the groups, teachers check whether students do their work or not.

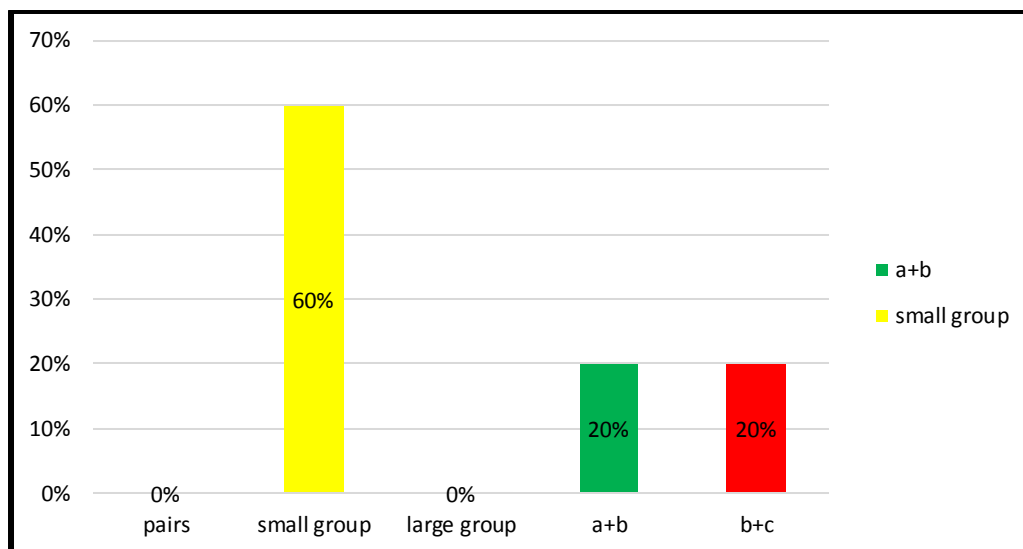
Q9: Please state why?

The five teachers claimed that they should move around each group and check their progress; in addition, they provide them with feedback by correcting, guiding and motivating the students. Also, they state that monitoring the groups are considering as the way to ensure the positive results of this technique. Teachers as monitors help the learners to develop their performances in writing.

Q10:How about group size?

Options	Participants	Percentage
a. Pairs	0	00%
b. Small group (3-4)	3	60%
c. Large group more than (5)	0	00%
a+b	1	20%
b+c	1	20%
Total	5	100%

Table 20: Group Size.



Graph18: Group Size.

The statistics related to this question, most of the teachers (60%) prefer small group that is from 3 to 4. In contrast, one teacher prefer working in pairs, and small group and also one teacher want their students to work in large group more than (5) and small group (3-4).

Q10: Please, state your reasons.

Teachers who preferred their students to work in small group from (3-4) stated that through small group, they give their students the opportunity to exchange their information, and learning experiences, they share the same learning goals. In addition, they help one another, and correct mistakes to each other when necessary. Also, in order to reduce noise, there is one teacher who stated that working in large groups cause noise and difficulty of monitoring. Large group may contain different learning, working styles that often end with disagreement.

The teachers who preferred the student working in small and large groups said that such strategy depend on the aim set of the suggested activity. Furthermore, one teacher opted equally for (A) and (B) that they used pairs and small groups, this teacher tried to involve the students in the two kind of group size. He/she stated this may refer to discipline problems in class to avoid noise, as well as to be more focused work.

Section Three: Suggestions.

Q11: According to your experience in teaching, what do you think about the impact of cooperative learning strategy on your students' writing proficiency?

The five teachers have answered this question, that CLL is effective, and its effectiveness lies in the group spirit, when there is a competition between the groups, it creates an active learning environment. It improves the production of the weak students. Students are more motivated to achieve and perform tasks.

Students of mixed abilities help one another; furthermore, peer discussion help students brush up on their knowledge about certain topics, so, students' attitudes towards writing will improve.

Others said that cooperation in writing needs a careful preparation of the task, grouping students has to be based on some principles, and when providing feedback and evaluation, the teacher is supposed to make two sides. Evaluation: one for the whole group and the other for each members' contribution.

Discussion of the Results

The analysis of the teachers' questionnaire has revealed that teachers were interested in cooperative learning as a good strategy in increasing EFL students' writing skill.

Section one was about teachers' personal information which claimed that the majority of teachers had a magister degree and only one teacher had a doctorate degree (PhD).Section two was about cooperative writing, it included teachers' length of experience in teaching writing that is between (3-12) years. This means that they had a good experience in teaching writing. Also, the major difficulties encountered when they were teaching skill. The majority of teachers stated the level of their students, which was between average and above average that their students faced difficulties in which hinder them to develop their abilities. All teachers' use of cooperative learning in their practices is a good strategy to help students in increasing their writing proficiency. In addition, when teachers were asked if they prefer their students to work individually, in pairs, or in group , all teachers indicated that their students work according the aim of the task whether in pairs, individually or in group, and when asked the teachers if their student faced difficulties when working together. The majority of teachers stated that students faced problems, this caused by different learning styles, abilities and experiences, however, and just one teacher indicated that the students did not face any

difficulties when they work cooperatively. In other words, teachers should be attached with students' problem and try to solve them.

Finally, section three dealt with the impact of cooperative learning strategy on students' writing skill; they revealed that CL has great impact on students; through such strategy students will share ideas and experiences to reach shared goals.

Conclusion

To sum up , from the analysis and discussion of teachers' questionnaire which revealed a positive results concerning the influence of cooperative learning on enhancing students' writing proficiency. Writing skill is an essential skill that should be improved by cooperative learning strategy for motivating students to share their ideas and thoughts with one another to achieve shared goals i.e. there is a relationship between writing and cooperative learning.

2. The Classroom Observation' Aim

For the validity of the research, we have attended five (5) sessions in order to prove the hypothesis. The classroom observation aims to see whether or not the teacher uses the cooperative learning strategy in the class of written expression module, and to observe how cooperative learning enhances students' writing proficiency.

2.1 Description of the Classroom Observation

The classroom observation took place at the English Branch in Mohamed Kheider University of Biskra, the case of third year LMD students. Our classroom observation started from February 14th, to February 28th during the academic year 2016-2017. We have attended (5) sessions with one teacher of written expression module (group 7). We have conducted classroom observation by using checklist to facilitate and organize the work. Moreover, this checklist helps us to see whether the students work well or not. In addition, we sat in the back of the class in order to see the students' reactions, discussions, and clarifications, ask questions and their interaction between students and teacher.

Generally, the teacher helps the student to realize their goals. Also, the students and teacher help us in conducting the classroom observation. Furthermore, the students were very kind and keep silent to create a relaxed environment for getting a useful and valid data. This checklist includes three sections and each section is composed of different items.

Section one is general observation of the classroom management.

The first section was about physical setting of classroom, which is environment or atmosphere that helps the students to work cooperatively in organized way to realize success, in addition, it dealt with discipline problems that may happen in the classroom.

Section two is general observation of using cooperative learning.

The second section dealt with cooperative learning as a good strategy that the teacher provided to students in order to facilitate their learning process, and their understanding of the course content.

Cooperative language learning is the best way for enhancing students' writing proficiency, in addition, they achieve shared goals, so the students were in harmony with each other.

Section three is general observation of the teacher-students interaction.

The third section dealt with the interaction between students and teacher in order to create a relaxed atmosphere to improve the learning process.

2.2 Analysis of the Classroom Observation

Section One: General Observation of the Classroom Management.

Item 01: The physical setting is large and clear

Options	Yes	No	Somehow
Sessions	1	4	00
Percentage	20%	80%	00%

Table 21: The Physical Setting of the Classroom

Table (21) shows that the four sessions that we have attended; the classroom environment is not organized that do not facilitate for students to learn and interact with each other. Also, the teacher cannot move around the class. In addition, tables and chairs are not organized. There

is just (01) session that we have attended in which the physical setting in large and clear, the tables and chairs are organized that help the students to learn in a good way.

So, classroom management helps the students to achieve their goals and use cooperative learning strategy.

Item 02: Discipline problems

Options	Yes	No	Somehow
Sessions	1	4	00
Percentage	20%	80%	00%

Table 22: Discipline Problems

As it is demonstrated in table (22), in the four sessions that we have attended there are no discipline problems, we have observed that the students keep silent and avoid talking while the teacher explains the lesson and they are interested in learning.

So, when students keep silent, this will help both teacher and students to interact with each other in an organized way. Also, they create active environment for good understanding of the course content. There is just one (01) session in which the students work in groups, some of them took the opportunity to discuss with each other out of the lesson, in addition, we have observed that others used their phone to shut. The teacher tried to deal with these misbehaviors, she asked them to stop making noise and go back to the task.

All in all, such misbehaviors show that the students are not interested in the task. Also; there is no interaction between teacher and students. So, the teacher should be aware and deals with such problems. The good teacher does not mean that he/she is aggressive; the effective teacher is the one who knows how to be friendly with her students.

Section Two: General Observation of Using Cooperative Learning

Item 01: Teacher uses technological tools

Options	Yes	No	Somehow
Sessions	00	5	00
Percentage	00%	100%	00%

Table 23: Using Technological Tools.

The class that we have attended, we have observed that the teacher did not use any kind of technological tools such as computer, data show or other tools. She taught in simple way and gave them handouts because the teacher thought that it is better to teach students by using handouts. It is a good way to help them learn better.

Item 02: Teacher provides well planned lectures.

Options	Yes	No	Somehow
Sessions	5	00	00
Percentage	100%	00%	00%

Table 24: Teachers' Planning of Lectures.

Through classroom observation, we have noticed that the lectures were always well planned in an organized way. When the teacher comes to the class, she gave an overview about the last lectures and she tried to explain more what they have learned, then ask them to make group work and gave them the task which is writing essay with type of essay and following certain

steps. In the second, third and four sessions, the students work together to do this task. At the end of the four sessions, she asked them to give her the final draft about writing an essay in papers and each group members write their full names. Finally, the teacher will give marks about their work.

Item 03: Teachers' use of cooperative learning.

Options	Yes	No	Somehow
Sessions	5	00	00
Percentage	100%	00%	00%

Table 25: Supplying of Cooperative Learning Strategy.

Table (25) shows that in all the sessions (five sessions) that we have attended, the teacher implemented the cooperative learning, in addition, through such strategy; the students develop their writing proficiency.

Most of students prefer to work cooperatively; they share ideas and beliefs with each other to achieve their goals.

So, the teacher uses such a good strategy during the process of learning to make the students involved and engaged in the learning task, and she gives them the opportunity to interact with each other.

Item 04: Organizing students into groups randomly.

Options	Yes	No	Somehow
Sessions	00	5	00
Percentage	00%	100%	00%

Table 26: Random Grouping of the Students.

As it appears in table (26), the five sessions (5) that we have attended, it was clear that the student grouped themselves and chose their teammates and they were close with their partners. The teacher in all sessions did not group them randomly; she gave them the opportunity to choose their teammates.

Generally, the teachers let her students to choose their group members because she wanted them to feel more comfortable when they worked together and did the task. When students were in groups, of course there were mixed abilities, levels and experiences, these will help them to improve and develop their achievements in writing, and there was always one member worked as a writer and the others as monitors.

So, promoting the cooperative learning is a good way in increasing students' self-confidence and motivation.

Section Three: The Teacher-Students Interaction

Item 01: The teacher reviews of previous day's course content.

Options	Yes	No	Somehow
Sessions	5	0	00
Percentage %	100%	00%	00%

Table 27: Teachers' Attitudes Towards Reviewing Previous Day's Course Content

All sessions (5 sessions) that we have attended, the teacher before starting a new lecture, she provided a short review of the previous day's course content, we have observed that the teacher asked and assessed the students about what they have learned in the previous lectures in order to see whether they revise their lessons when going back home and check their comprehension.

Teachers use such strategy to make their students always active instead of being passive learners. In addition, the teachers explain the previous lesson again in order to make it easier for those who did not understand it well, also, for those who were absent in previous lessons.

Item 02: Students exchange ideas and information through cooperative learning.

Options	Yes	No	Somehow
Sessions	5	00	00
Percentage %	100%	00%	00%

Table 28: Students' Participation.

When students worked cooperatively, they were participating and encouraging each other. In addition, they shared different ideas and experiences and helped each other in correcting their grammatical mistakes. Besides; students helped each other when facing difficulties while writing.

Furthermore, we have observed that students were in groups, they asked and clarified questions, provided suggestions, gave points of view and facts.

Therefore, the groups exchanged ideas and thoughts and asked for help from other members of the group.

Generally, through cooperative learning strategy, students help each other to avoid anxiety and shyness, as it helps them, encouraging and supporting each other to achieve shared goals.

Item 03: Teacher presents lectures in motivated way.

Options	Yes	No	Somehow
Sessions	5	00	00
Percentage %	100%	00%	00%

Table 29: The Way that the Teacher Presents the Lectures.

Table (29) shows that in the attended sessions (5 sessions), the teacher presented the lectures in encouraged and motivated way.

The teacher encouraged the students and motivated them in order to increase their self-confidence, self-esteem, and raise their learning achievement; also, she always tried to avoid some difficulties that the students face.

Moreover, the teachers reduced the students' feeling of failure, anxiety and shyness that hinder the improvement of students' efforts and abilities. Also, we have noticed that the teacher always gave the task in an organised way and she kept the interaction with her students to improve their learning proficiency.

Item 04: Teacher moves around the class and explains for each group.

Options	Yes	No	Somehow
Sessions	5	00	00
Percentage %	100	00	00

Table 30: Moving Around Groups.

The results revealed that in the five attended sessions, the teacher moved around the class in order to assess and evaluate the students' work. Also, she saw whether the students are engaged in the task, in addition, she moved around to give help to her students if they faced problems and she tried to solve it and listened to their discussions and clarifications. So, the teacher is the main source in supporting and encouraging students, because when teachers move around the class, the students feel that they are engaged in learning and they have the opportunity to share their teammates different beliefs and experiences.

All in all, moving around the class is a good way for helping students to increase their motivation and raise their self-confidence.

Item 05: Teachers' preparation for the next lesson.

Options	Yes	No	Somehow
Sessions	04	01	00
Percentage%	80%	20%	00%

Table 31: Teachers' Action for the Next Lesson.

The results presented in table (31) that in four sessions, the teacher at the end of sessions explained the lesson in some points and gave to the students some points and ideas about the next lesson. And there is only one session that she did not give them what the next lecture is about.

So, it is a good strategy that the teacher prepared for the next lecture. This may help students to participate and interact with their teacher, and she encouraged them to search and they get information that is related to the next lesson. Moreover, when students come to the class, they come without any problems and difficulties in understanding the new lecture with more participation.

Discussion of the results

After analysing the classroom observation, the results revealed that concerning the first section which dealt with classroom management, which is the physical setting. Sometimes it is large and clear enough for studying, and sometimes is not well organized. Concerning the discipline problems, there is no problems that hinder the progress of learning.

The second section was about implementing of the cooperative learning which is provided for facilitating the writing skill.

The teacher did not use any kind of technological tools. In addition, she provided well-planned lectures for students. When the teacher was implementing cooperative learning strategy, students were highly motivated and encouraged to exchange different ideas and thoughts with each other in groups.

The final section dealt with the nature of interaction between the students and teacher in classroom in which the teacher always reviews the previous day's courses content to make the students engaged in the learning assignments.

Furthermore; they exchanged ideas and information through implementing cooperative learning strategy, they were well interested and involved between the teacher and the students.

The teacher always moved around the class and explained the task to each group. Besides, the teacher listened to their discussions and clarifications, she gave them help if they faced any difficulties and she provided them with feedback.

Generally, the teacher always tried to provide students a relaxed environment in order to raise their self-confidence and increased their motivation for developing their writing proficiency.

Conclusion

To sum up, from the analysis and discussion of classroom observation results, we have explored that classroom observation helped us to reach our purpose concerning the impact of the cooperative learning on enhancing and upgrading students' writing proficiency, in addition; to get a clear image about if teacher implemented the cooperative learning strategy in classroom or not. CLL is an effective strategy to enhance and improve students' motivation, develop their learning.

The third chapter aims to investigate the impact of cooperative learning as a good strategy in improving students' writing proficiency, and for realizing a well achievement in writing.

So, after analysing the data collected through classroom observation, the teachers and students' questionnaires, the results have shown that CL is an effective strategy that provided to students a strong drive to improve their writing skill. Moreover, it highly created to motivate and encourage students to share different beliefs and experiences in order to reach shared goals.

All in all, teachers implement cooperative learning because, it is considered as a motivational strategy to help students in increasing their learning achievements.

Recommendations and Suggestions

The results of the analysis of the students' and teachers' questionnaires and classroom observation help us to prove our hypothesis that cooperative learning is a motivational strategy to enhance students' writing proficiency.

When analyzing the students' and teachers' questionnaires and classroom observation, we have observed that there are some problems which happen inside the classroom that hinder the teachers present lessons in organized way, also students cannot understand the lessons.

Finally, we suggested some recommendations for helping them to reduce such problems and difficulties.

Recommendations for Teachers

After analyzing the teachers' questionnaire and classroom observation, we have noticed that the teacher face some problems when he/she presents the lesson. In order to help them in teaching written expression module, we suggested the following:

- Teachers should increase their students' motivation and encourage them for engaged and involved in the learning task.
- Teachers should raise the students' awareness of the importance of the writing process.
- In implementing the cooperative learning strategy, teachers should be aware about different learning styles.
- Teachers should teach their students the important steps of writing to be good writers.
- Teachers should use different activities in teaching writing in EFL setting in order to make students encouraged and motivated.
- Teachers should be careful when dealing with discipline problems that occur in the classroom.

- Teachers should help their students to become more interested in learning by reviewing the previous day's course content.
- Teachers should present lessons in a motivated way in order to provide a successful teacher-student interaction.
- Teachers should listen to students' discussions and points of view.

Recommendations for Students

After analyzing the students' questionnaire and classroom observation, we have noticed that the students face some problems in understanding their lessons .So; we suggested some recommendations in order to help them to understand writing.

- Students should interact with teachers to create an active environment and positive relationship between them.
- Students should avoid misbehaviors and discipline problems while the teacher explains the lesson.
- They should ask for the teachers' help when they face difficulties in understanding the learning task.
- Students should follow certain steps while writing such as drafting, revising and other steps.
- They should practice writing to be good writers.
- Students should involve themselves with their partners and work cooperatively in order to reduce psychological problems.
- Students should be aware of the importance of cooperative learning strategy and its effectiveness in developing their writing skill.

General Conclusion

The current study has aimed to investigate the role of cooperative language learning to increase students' writing skill .We explored whether teachers implement CL in EFL setting at Mohamed Kheider University of Biskra. The present study is divided into three chapters. The first and second chapters are the descriptive part which is the literature review. The third chapter is the field work.

We have used two tools. The first tool is the questionnaire which is administered to both teachers of written expression of third year and students of third year LMD of English Branch at Mohamed Kheider University of Biskra. These questionnaires aim to investigate teachers' and students' points of view about the role of cooperative learning strategy in enhancing students' writing proficiency.

The second tool is the classroom observation. We attended (5) sessions with 3rd year LMD classes in their written expression module. It is a very helpful to observe whether teachers and students are aware of the importance of such motivational strategy in developing the writing skill.

The first chapter was about writing skill and its contributions on students' progress in their learning process .The second chapter dealt with a better understanding of cooperative language learning and its benefits to lead learners to success. The third chapter is concerned with the analysis of data collection for both teachers and students questionnaires, also the classroom observation.

The results of the data collected from classroom observation and teachers' and students' questionnaires revealed that there is a positive relationship between cooperative learning strategy and students' writing proficiency.

CLL leads learners to develop and increase their achievements in the learning process.

So, teachers and students should be aware about this motivational strategy.

References

References

- Abdelkarime, A. (2012). *Cooperative learning strategies in enhancing students' writing proficiency*.
- Adrian, W (2011). *English for writing research*. Paper. Springer New York.
- Alan, C, Wendy. E, Samuel, M, and James, M (2005). *Teaching and learning strategies for the thinking classroom*. The instructional debate Education Association.
- Alice. M (2007). *Cooperative learning group activities for college courses, a guide for instructors*. Kwantlen University Collage.
- Carroll, R.T. (1990). *Student success Guide. Writing skills*. Sacramento City college
- Clews, P (2005) .*20 tips to increase writing skill*. Australia, BCA books.
- Cooperative learning strategies*.
- <http://courses.coe.asu.edu/sbclark/cooplearn/CL%20strategies.htm>
- Crème. P and Lea, M.R (2008). *Writing at university: A guide for students*. 3rd edition
England. Open University press.
- Dean, G. (2004). *Improving learning in secondary English*, London. David Fulton LTD.
- Elizabeth .C. (2006). *Write better essays in just 20 minutes a day* .2nd edition .New York.
Learning express LLC.
- Elizabeth, G. C, Celeste, M. B, and Mara, S.S (2004). *Teaching cooperative learning, the challenge for teacher education*. State University of New York press.
- Fadi, M .S and khasoweh (2010). *Writing for academic purposes, a problem faced by Arab post graduate students of the collage of business*.UUM. ESP World,
<http://www.esp.world.info>
- Fredrik, E (2007). *How to improve students' writing and speaking skill*. University of Learning and Communication. Jonkoping, Sweden.
- Galko, F.D. (2001) .*Better writing now! Using words to your advantage*. 1st edition.
New York, Learning express LLC.

Gillies .R .M and Ashman. A. Tarwel, J. (2008). *Teachers' role in implementing cooperative learning in the classroom* .Springer.

Harmer, J. (2001) *The practice of English language teaching*. 3rdedition .Longman Pearson Education limited.

_____ (2007) *How to teach English* .Pearson Education limited.

_____ (2007) *The practice of English language teaching*. 4th edition .Longman Pearson Education limited.

Hyland, K. (2003). *Second language writing*. Cambridge University press.

Johnson, T. R and Johnson, D. W (1994). *Overview of cooperative learning*. Brooks press, Baltimore.

_____ (1991). *Cooperative learning, increasing collage faculty instructional productivity*. The George .Wasbington University.

Kagan, S. (2009). *Kagan cooperative learning*. Kagan Publishing.

Cali,K, and Bown,K. (2003). *The five features of effective writing*. LEARNNC.
www.LEARNNC.org

Djouima,L (2005) *A distant courses in writing* (first year of English) => third year.

Li, M. P and Lamb, H (2013). *Cooperative learning* .The Hong Kong Institute of Education.

Mandal, R.R (2009). *Cooperative learning strategies to enhance writing skill* .The modern journal of applied linguistic.

Nezzal, I (2014). *Enhancing students' interaction though cooperative learning in oral expression courses*.

Orr, T. B. (2008). *Ace the Sat: writing even if you hate to write* 2ndedition. United States of America .Super collage LLC.

Pederson, J. E and Digby .A .D.(1995). *Secondary schools and cooperative learning*. Routledge, Taylor and Francis group New York.

Folder,R.M and Brent,R. *Cooperative learning*. Department of Chemical Engineering N.C State University.

Barrass,R (2005).Students must write, a guide to better writing in coursework and examinations 3rdedition. Routledge ,Taylor and Francis Group London and New York.

Sarosdy, J Benze, T.F. Poor,Z. and Vandy .M. (2006).*Applied linguistics I for BA Students in English*, Hungary, HEFOP.

Segueni,L. (2017). Communicative competence. (Lecture).

Silver,D,Ed.D.Cooperative learning for the middle level.www.debbiesilver.com.

Slavin,R, shcomo, S, spencer, K, Rachel, H.L, Clark,W and Richard, S .(1980). *Learning to cooperate, cooperating to learning*. Springer science, Business media. LLC.

Sundem, G. (2006). Improving students writing skills. Practical strategies for successful classroom, Shell Education.

Bawn,S (2007). The effects of cooperative learning on learning and engagement. The Evergreen State College.

Hood,S and Brown,K. (1989).Writing Matters, writing skills and strategies for students of English.Combridge University press.

Syfini, B. I and Tengku, N.R, BT Tengku, M.M. The effects of cooperative learning in Enhancing writing performance. <http://PKU Km web.ukm.mg/sollsog/proceeding/pdf/shafini pdf>

Wendy, J. (2007). Cooperative learning in the classroom, putting into practice, Paul Chapman publishing.www.skeptdic.com

Xiaodong, L and Jumping, H. (2012). Study on cooperative learning collage ESL writing in network environment. International Journal of knowledge and Language processing.

Yan, Z (2010). Cooperative language learning and teaching. Journal of language teaching and research. Email. Yanzh617@sina.com.

8Tips to improve your writing in English.

(%20writing)/8%20Tips%20to%20Improve%20Your%20English%20Writing%20Skills.

htm.

Appendices

Appendix One: Students' Questionnaire

Dear Students

This questionnaire is mainly designed to express the students' attitudes concerning the use of cooperative learning in enhancing students' writing proficiency in English. The student's answers will be very helpful and very important for the validity of this research. Please tick (✓) or write the full statement if necessary.

Section One: Personal Information

1. Is learning English?

a. Your own choice

b. Imposed

Section Two: Writing Skill

2. Do you find writing in English?

a. Very easy

b. Easy

c. difficult

d. Very Difficult

Please, explain.....

.....

3. Does written expression course help you to improve your writing proficiency?

a. Very much

b. Not very much

4. Do you face difficulties when you write?

a. Yes

b. No

If yes, what are these difficulties?

.....
.....

Section Three: Cooperative Learning

5. In written expression, do you prefer?

a. Individual work

b. Pair work

c. Group work

Please justify:

.....
.....

6. How often do you work in groups?

a. Always

b. Sometimes

c. Never

7. Do you find problems when you work with your classmates in groups?

a. Yes

b. No

c. Some how

d. Please,explain.....

.....

8. Does the teacher solve the problems when you work with your classmates?

a. Yes

b. No

9. Do you think that cooperative learning helps you to improve your writing skill?

a. Yes

b. No

Please, justify your answer

.....

Thank You

Appendix One: Teachers' Questionnaire

Dear Teachers

This questionnaire aims at examining the use of cooperative learning strategy as a good way to enhance students' writing proficiency. Please tick (√) the appropriate box or write the full statement if necessary.

Section One: Personal Information

1. Degree (s) held:
 - a. BA (license)
 - b. MA (magister, master)
 - c. PhD (Doctorate)

Section Two: Cooperative Writing

2. How many years have you been teaching the written expression module?
3. What are the major difficulties you face when you teach writing?
 - a. Grammar
 - b. Lack of vocabulary
 - c. Sentence structure
 - d. Cohesion and coherence
 - e. All of them
4. The level of your students are
 - a. High
 - b. Average

c. Above average

d. Low

5. Have you ever used cooperative language learning?

a. Yes

b. No

6. Do you ask your students to work

a. Individually

b. In pairs

c. In groups

d. According to the task

7. Do you think that your students face problems when they work in groups?

a. Yes

b. No

If yes, what are these problems?

.....
.....

8. Does cooperative learning enhance your students' writing proficiency?

a. Yes

b. No

c. Somehow

Please, explain.....

.....

9. Do you monitor the groups?

a. Yes

b. No

c. Please, say why

.....

.....

10. How about group size?

a. Pairs

b. Small groups (3-4)

c. Large groups more than (5)

Please, state your reasons

.....

.....

Section Three: Suggestions

11. According to your experience in teaching writing, what do you think about the impact cooperative learning strategy on your students' writing proficiency?

.....

.....

.....

.....

Thank you

Appendix Three: Classroom Observation

Classroom Observation Checklist

Observer:	Date:
Course:	Time:
Session:	Department:

A= Yes

B = No

C = Somehow

Sections	Observations	A	B	C
General observation of the classroom management	1- The physical setting is large and clear.			
	2-Discipline problems.			
General observation of using cooperative learning	1- The teacher uses technological tools.			
	2- The teacher provides well-planned lectures.			
	3- The teacher uses CLL.			
	4- The teacher organizes learners randomly.			

General observation of teacher –students interaction	1- Students exchange ideas and information through cooperative learning.			
	2- The teacher presents lessons in motivated way.			
	3- Teacher moves around the class and explains to each group.			
	4- Teachers' preparation to the next lesson.			

ملخص

تهدف هذه الدراسة إلى تحقيق وتعزيز دور العمل الجماعي في تطوير مهارة الكتابة لطلبة السنة الثالثة ل م د جامعة محمد خيذر بسكرة. زيادة إلى ذلك هل بإمكان الطلبة تطوير قدراتهم من خلال هذه الإستراتيجية أم لا. ومن أجل تأكيد صحة الفرضية ألا وهي إذا الطلبة تعلموا طبقا لتقنية التعلم الجماعي فإن المهارات الكتابية ستتطور حتماً فقد اعتمدنا في دراستنا على الأسلوب النوعي (الوصفي) فقمنا بجمع المعلومات من خلال وسيلتين. الوسيلة الأولى استبيانين لكل من (5) أساتذة التعبير الكتابي لطلبة السنة الثالثة ل م د واستبيان ل (50) طالب السنة الثالثة جامعي شعبة الإنجليزية، زيادة إلى الملاحظات أثناء حضورنا حصص التعبير الكتابي.

وقد أثبتت النتائج أن التعلم الجماعي تقنية تعليمية ضرورية لتحفيز الطلبة من أجل تطوير

المهارات الكتابية.