



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages

English Language

Sciences of the language

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Submitted and Defended by:

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**Implementing the Cooperative Learning Strategy to Enhance**

**The Writing Skill**

**The Case of Third-Year English Students at Biskra University**

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A Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfilment of the Requirements for the Master's Degree in Sciences of the  
Language

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**Academic Year: 2019-2020**

## **Dedication**

*This work is dedicated to my family, and especially my parents who always believed in me.*

*To my friends Abd EL-ouahab, and Ahmed, who always helped and supported me.*

*To all my extended family*

*To all my friends.*

## **Acknowledgements**

First and foremost, my sincere thanks to my supervisor, **Mrs. Bekhouche Rime**, for her precious assistance, patience and guidance throughout the completion of this work

Many sincere thanks and appreciation to the board of Jury: **Dr. Bashar Ahmed** and **Mrs. Bencharef Sakina** for evaluating this research study.

I am grateful to the students who answered the questionnaires and participated in this work.

Finally, I would like to thank all my teachers at the University of Biskra.

## **Abstract**

Writing in foreign language seems to be the most difficult language skill for both language learners to master, and for teachers to teach. In teaching writing, there are many methods adopted by writing teachers in language classroom to ensure that learners finally master writing, and incorporation of cooperative learning is one recommended method. The purpose of this study is to investigate the effectiveness of using the cooperative learning strategy to enhance the writing skill among third year LMD students. It also aims at investigating whether teachers use this strategy appropriately and make students work jointly. This investigation is based on the hypothesis that if cooperative learning is implemented, students' writing skill will improve. Thus we adopted a descriptive method, in which a questionnaire has been directed to Third year LMD students, to understand their attitude towards the CL strategy. The analysis of the obtained data showed that students have a positive attitude towards using CL as an alternative in teaching writing.

**Key words:** cooperative learning

## **List of abbreviations**

**&:** and

**CL:** Cooperative learning

**e.g.:** *exempli gratia* (for example)

**FL:** Foreign Language

**Q:** Question

**SL:** Second Language

**TL:** Traditional Learning

**%:** Percentage

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### **Resumé**

# **General Introduction**

## **Introduction**

Effective teaching is fundamental to learning outcomes. Knowledge, attitudes and skills, all depend on effective teaching. Effectiveness of the teaching/learning process can be facilitated through appropriate strategies adopted in the learning environment. Although teachers can do nothing for their students to expand their mental capacities, teachers can change their teaching strategies to facilitate their students understanding of concepts. In order to minimize the challenges learners face while learning writing, it is recommended to encourage effective learning, through student-centered active learning strategies as an alternative to traditional learning methods, i.e. teacher-centered.

Cooperative learning is a pedagogical practice that meets the nowadays needs, it provides learners with cognitive and affective attainments when they have the opportunity to interact with others to achieve common goals (Gillies & Boyle, 2010). Cooperative learning is formed as a promising teaching innovative to enhance the cognitive, affective and social learning attainments. It rests upon the hypothesis that learning is an active effort and individuals learn in different ways. While learning actively, learners rather than being passive, they participate in the learning procedure by discovering, processing, and participating knowledge. In a student-centered approach, the responsibility passes on learners who need to attend learning procedures with their teachers and peers (Cheney, 2011). The core of cooperative learning is based on the social dependency theory. According to this theory, cooperation is the most effective when learners are aware that they share the similar targets and the targets of individuals are positively linked to the actions of the group. This reciprocal dependency is accepted to increase the encouraging interaction. Hence, this encouraging reciprocal interaction is anticipated to increase academic achievement (Herrmann, 2013).

## **1. Statement of the Problem**

Some decades ago, teaching writing approaches were mainly teacher centred, where the teacher is the only source of information, and EFL learners were passive and have almost no role to play. Hence these approaches were not effective. Indeed, the traditional learning practices, where learners are reluctant to take charge of their learning, are no longer effective. Thus many EFL learners became uninterested, passive, and scored low academic grades. Consequently; teachers opt for new approaches, and gave learners more room to participate in the teaching/learning process, through learning cooperatively. Accordingly this research recommends the use of cooperative learning to enhance the writing skill among EFL learners. Accordingly, this research suggests the implementation of cooperative learning to enhance the writing skill among EFL learners.

## **2. Significance of the Study**

The present study deals with one of the important issues related to the field of teaching English as a foreign language. Researchers have proven that the use of group and pair work has been commended as an effective way to develop EFL learners' achievement in writing.

## **3. Aims of the Study**

- General aim:
  - To explore cooperative learning interactions within the classroom.
- Specific aims:
  - a. To examines whether cooperative learning is an effective approach to enhance EFL learners' academic writing or not.



- b. Defining the roles assigned to both teachers and EFL learners when applying the cooperative learning strategy.
- c. To determine the perspectives that EFL learners have about advantages and disadvantages of working in groups.
- d. To examine EFL learners interaction and behaviour through cooperative learning.

#### **4. Research Questions**

This research seeks to answer the following research questions:

RQ1: To what extent does cooperative learning promote EFL learners' achievement in writing?

RQ2: What are the EFL learners' perceptions, and attitudes towards using the cooperative learning strategy to enhance the writing skill?

#### **5. Research Hypotheses**

Based on the above research questions, we propose the following research hypotheses:

RH1: We hypothesize that if the cooperative learning strategy is implemented EFL learners' performance in writing will improve.

#### **6. Research Methodology**

The present study seeks to investigate the relationship between two variables; adopting the cooperative learning approach as the independent variable, and enhancing EFL learners' writing skill as the dependent variable. Thus, a descriptive study is conducted to validate the hypothesis that suggests implementing cooperative learning to enhance the writing skill among EFL learners.

## **6.1. Sample and Population**

This research primarily targeted both third year English students and teachers at Mohammed Kheider University of Biskra. The rationale behind selecting this sample is that third year LMD students are introduced into cooperative learning, more specifically in writing. Thus both teachers and students are familiar with it; therefore, they are able to decide about its' effectiveness. But because of the pandemic which led to a halt in the academic year, and made access to students and teachers difficult. Only (37) students answered for the questionnaire.

## **6.2. Data collection tool**

Due to the pandemic which invade the country and limited access to both teachers and students, we were obliged to opt only for one data collection tool, which is the students' questionnaire, precisely administrated to (37) third year English students to check their attitudes towards using cooperative learning in learning writing

## **7. Literature review**

For decades, the commonly adopted method for teaching was the traditional one, in which learners were enchained in silent classes; the teacher has total control over the class and students supposed to be passive with little contribution in the teaching/learning process. Slavin (1991:71) states that “there was once a time when it was taken for granted that a quiet class was a learning class, when principles walked down the hall expecting to be able to hear a pin drop». Therefore, an ideal class was featured by silence. This method was criticized and proved its ineffectiveness, especially when challenged by social scientists who pointed out the role of peer interaction and its effects on socialization

(Johnson & Johnson, 2009), which led later to the emergence of cooperative learning, a more interactive method whereby students learn through active interaction with their peers.

Cooperative learning is the interactive learning-teaching method based on the principle of working together in small groups of students (2-4 persons) to maximize the common learning objectives (Johnson, & Smith, 1999). In classroom settings, the idea of cooperation stresses the point that students act as tutors to one another, Weinstein (2009:269) posits that “cooperative learning is a method that builds on the best of peers tutoring and the benefits of trying to teach something to someone else”, this approach is expected to encourage students to develop and use academic, cognitive and social skills for learning to take place. For Slavin (1995) cooperative learning is a variety of instructional methods in which small teams of learners work together and assist each other complete a task.

According to Johnson and Johnson (1985), cooperative learning has proved useful to students by promoting their active interaction with one another on a regular basis. Students are guided through a process to understand and resolve their differences with one another, and they learn how to resolve social problems independently.

In cooperative learning, students and teachers are in a state of dynamic interaction in the classroom (Mahran, 2000). When students interact in cooperative groups, they learn to give and receive information, develop new understanding and perspectives, and communicate in socially acceptable manner. It is through interacting with each other that students learn to use language differently to explain new experiences and new realities and, in doing so, constructs new ways of thinking and feeling (Gillies, 2003).

Working in cooperative small settings provides students with learning opportunities that individual work may not provide and allows students to interact and collectively negotiate the meaning of the subject, thereby developing new ways of thinking and doing (Sullivan & King 1999). The implementation of cooperative learning provides multiple academic benefits for the group members:

When implemented successfully, cooperative learning affords students the experience of learning in an environment where knowledge is not a stilted, externally prescribed and measured product, but a dynamic, creative element that grows out of the interaction between students, however diverse their backgrounds, interests, experiences, and ideas (Sharan, 2010, p. 12)

Along with improved academic performance, students involved in cooperative learning groups are more persistent in the face of challenges and more likely to enjoy and attend school. The positive outcomes of cooperative learning as summarized by Johnson & Johnson (2000, p. 450) include:

Achievement, higher-level reasoning, retention, time on task, transfer of learning, achievement motivation, intrinsic motivation, continuing motivation, social and cognitive development, moral reasoning, perspective-taking, interpersonal attraction, social support, friendship, reduction of stereotypes, psychological health, self-esteem, social competencies, internalization of values, the quality of the learning environment, and many other outcomes.

In short, there is overwhelming evidence that cooperative learning as a pedagogical practice has had a profound effect on student learning and socialization (Slavin, 2014)

## **8. Structure of the dissertation**

The present study is divided into two main parts, theoretical and practical parts, first the theoretical part consists of two chapters.

### **8.1. Chapter One**

This chapter deals with cooperative learning, by providing a definition to the method, and the difference between it and other learning groups. Additionally, the main elements of cooperative learning and then finally some limitations to the method.

### **8.2. Chapter Two**

This second chapter starts with a definition of the writing skill, and the then its relationship with speaking and reading. This chapter also tackles the main approaches to teaching writing, mainly the process, the product, and the genre approaches.

### **8.3. Chapter Three**

The last chapter is devoted to the analysis and discussion of the obtained data from only data collection tool, which the students' questionnaire.

# **Chapter One**

## **Cooperative Learning**

## **CHAPTER ONE: COOPERATIVE LEARNING**

### **Introduction**

Nowadays, There is a significant shift in pedagogy trends worldwide from the teacher centered method or “traditional learning” (TL) in which the instruction is managed and controlled by the teacher who holds power and responsibility in class, while playing the role of a controller, a decision maker, or an instructor, to a more learner-centered method which allows learners to become more active in the teaching/ learning process. One popular instructional method responding to such shift in the trends is “cooperative learning” (CL), a method in which classroom is organized so that students work together in small cooperative teams with clearly defined roles in order to ensure interdependence, to create less threatening learning environment, to reduce competitiveness, to reduce the teacher’s dominance, and create a learner-centered environment, the goal of cooperative learning is to transform the learner from a passive observer to an active participant, building higher-level of thinking skills, increasing achievement, enhancing appreciation for diversity, increasing team skills and self-esteem, and student responsibility for learning. “In contrast to competitive and individualistic learning environments, students work together cooperatively to accomplish shared learning goals” (Johnson & Johnson, 1998).

Students achieve learning goals if and only if the other group members achieve theirs. Working in small groups, students work together to ensure that all group members achieve pre-established goal. While not easy to implement, cooperative learning is a powerful learning strategy when all the critical elements are in place.

## **1.2. Definition of cooperative learning**

According to Johnson and Johnson (1982), Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning. Johnson and Johnson (1989) Say, Class members are organized into small groups after receiving instructions from the teacher. They then work through the assignment until all group members successfully understand and finish it. Cooperative efforts result in participating striving for mutual benefit so that all group members gain from each other's efforts, recognizing that all group members share a common fate (we all sink or swim together), knowing that one's performance is mutually caused by oneself and one's colleagues (we cannot do it without you), and feeling proud and jointly celebrating when a group member is recognized for achievement.

## **1.3. What is the difference between cooperative learning and other learning groups?**

As some teachers believe that they are implementing CL in their class and found that the results were not as positive as expected, Johnson & Johnson (2000) argue that simply assigning students to groups and telling them to work together does not in itself result in CL. They also contend that putting students into groups to learn is not the same as structuring cooperation among students. Gillies (2007) adds by stating that placing students in groups and expecting them to be able to work together will not necessarily promote cooperation. CL is much more than being physically near other students, discussing material, helping, or sharing materials with them, although each of these is important in CL. In order for a lesson to be cooperative, five principles are essential and needed to be included (Johnson & Johnson 2000).



The differences between cooperative learning and traditional learning groups are summarized in the table below adopted from Chen (2006) and Lin (2009). It can be seen that CL differs from traditional learning groups in many aspects such as teacher's and student's roles, group dynamics. It can also be seen that CL groups are more structured and organized while traditional groups are organized randomly.

**Table 1:** Cooperative learning Vs Traditional learning groups

Difference	Cooperative Learning	Traditional Learning Groups
Group Formation	Teacher ( and Students) plan group size and composition	Students form groups with whoever they want or near them
Goal structure	Positive interdependence with structured goals	No positive interdependence
Seating arrangement	Group members sit in such a way as to see and hear one another and, at the same time bother other groups as little as possible	Students arrange their groups as they see fit
Collaborative skills	Collaborative skills are explicitly taught	Students are assumed to know how to work together
Individual participation	A clear accountability for their individual share of the group's work	No accountability for the individual share of the group's work
Individual role	Sharing of leadership roles	Few being in charge of the group

	and appointed learning tasks	and each seldom responsible for other's learning
Learning Goals	Aiming to develop each member's learning to the maximum	Focusing on accomplishing the assignment
Member's relationship	Maintaining of good working relationship	Frequent neglecting of good working relationship
Teacher's roles	Teacher's observation of students teamwork	Little teacher's observation
Group duration	Group often stay together more than one activity and spend time discussing how they can work together better	When group finish an activity, they disband
Group processing	Structuring of the procedures and time for the processing	Rare structuring of procedures and time for the processing

### 1.3. Principles of cooperative learning

In order for a lesson to be cooperative, Johnson & Johnson (2009) proposed that five basic principles are essential and need to be established, which include positive interdependence, individual accountability, promotive interaction, interpersonal and social skills, and group processing.

### **1.3.1. Positive interdependence**

For a learning to be cooperative, students must perceive that they are positively interdependent with other members of their learning group (Johnson et al 2007). Positive interdependence ensures that each student perceives that he or she is linked with others in a way that the student cannot succeed unless others do. Positive interdependence promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success (Johnson et al 2007).

Positive interdependence can be structured in many ways which can be subsumed into three categories: outcome, means, and boundary (Johnson & Johnson 2009). First, when persons are in a cooperative situation, they are oriented toward a desired outcome, that is, a goal or reward. Second, the means through which the shared outcomes are to be accomplished specify the actions required on the part of group members. Means interdependence includes resources, role, and task interdependence (which are overlapping and not independent from each other). Third the boundaries existing among individuals and groups can define who is independent with whom. When positive interdependence is clearly perceived, members of the group realize that their efforts are required in order for the group to succeed so that it is not possible to get a ‘free ride’ and they have a unique contribution to make, to the group’s effort (Robert 2002). Without positive interdependence, students sometimes let only one student does all the work for them.

### **1.3.2. Individual Accountability and Personal Responsibility**

Positive interdependence is posited to create ‘Responsibility forces’ that increase group members’ feelings of responsibility and accountability for: (1) completing the shared

task and (2) facilitating the work of other group members. When a person's performance affects the outcomes of collaborators, the person feels responsible for their welfare as well as his or her own. Failing oneself is bad, but failing others as well, is worse. Feelings of responsibility increase a person's motivation to perform well. Responsibility forces are increased when there is group and individual accountability. *Group accountability* exists when the overall performance of the group is assessed and the results are given back to all group members to compare against a standard of performance. *Individual accountability* exists when the performance of each individual member is assessed, the results are given back to the individual and the group to compare against a standard of performance, and the member is held responsible by groupmates for his/her contribution to the task.

The lack of individual accountability may reduce feelings of personal responsibility. Members may reduce their contributions to goal achievement when the group works on tasks where it is difficult to identify member's contributions, when there is an increased likelihood of redundant efforts, when there is a lack of group cohesiveness, and when there is a lessened responsibility for the final outcome. Generally as the group gets larger, members are less likely to see their own personal contribution to the group as being important to the group's chances of success. Therefore the smaller the size of the group, the greater the individual accountability.

### **1.3.3. Promotive interaction**

Promotive interaction occurs when members of the group encourage and facilitate each other's efforts to accomplish the shared goals. Individuals focus on being productive and on promoting the productivity of their groupmates. (Johnson & Johnson 1999) propose that in order to promote the group's success, members must help and assist each other,

exchange the needed resources such as information and material, and provide each other with feedback, the group members must have low level of anxiety and stress when influencing each other's efforts to achieve the group's goals. Gillies (2013) suggests in order to facilitate interaction between group member, teachers should ensure that students sit close to each other in small groups so each student can hear what is being discussed, and can participate in the group's discussion.

#### **1.3.4. Interpersonal and Social Skills**

In order for teams of students to work together effectively in a cooperative setting, teachers need to take time to teach and encourage the use of social and teamwork skills that are needed for quality collaboration. According to Johnson and Johnson (1999), students must learn how to trust each other, communicate ideas, think clearly and effectively with each other, support and accept the difference between one another, and resolve conflicts in a productive manner. Working together to complete group tasks is vital for students learning and success (Salvin, 1995). Providing this environment would directly correspond to social teamwork skill enhancement. Equal participation amongst students affirms that each team member takes on an active role in completing the given task and that each member is given equal opportunity to gain knowledge from the task.

The interpersonal and social skills could be taught through setting interpersonal social skills goals along with the academic goals and let students know that these skills are beneficial for them. These skills can also be taught through role playing, modeling, and through discussing the components of particular social skill (Ashman & Gillies, 2003) argue that interpersonal and social skills are not achieved automatically with cooperative learning, but should be formally taught the same way as any curriculum subject is taught.

In similar vein, Johnson (2007) maintains that leadership, decision making, trust-building, communication and conflict-management skills have to be taught just as purposefully and precisely as academic skills. Johnson and Johnson (2009) also argue that students need to build interpersonal and social skills required for high quality cooperation and they must be motivated to use them if they are to facilitate learning for themselves and for others.

### **1.3.5. Group Processing**

Group processing is a sort of assessment in which students clearly describe what member actions were helpful and unhelpful, make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the joint efforts to achieve the group's goals. Group processing may result in streamlining the learning process to make it simpler, eliminating unskilled and inappropriate actions, facilitating the learning of social skills, improving student's skills in working as part of a team, ensuring that members receive feedback on their participation, enabling learning groups to focus on group maintenance, and reminding students to practice collaborative skills consistently.

### **1.4. Types of Cooperative Learning**

According to several researchers, one of the most stimulating things human could experience is being part of cooperative learning team that is working towards a common goal (Johnson & Roger, 1991). By being part of a team, a student is given the opportunity to acquire socialization skills, to participate actively with the academic content being presented, and to give and receive help from peers (Stein & Hurd, 2000). However generating such groups is not an easy task for educators. In fact, there are three types of cooperative learning groups: formal, informal, and cooperative base groups (Salvin, 1991).

#### **1.4.1. Formal Cooperative Learning**

Formal cooperative learning is a type of CL groups where students work together, for one class period to several weeks to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson & Johnson 2000). The teacher's role is to set both academic and social skills objectives, decide on the size of groups, decide which roles to assign to each group members, arrange the room; and arrange the materials students need to complete the assignment. This results in role interdependence establishment through assigning students roles. Finally the way the room is arranged creates environmental interdependence and provides the teacher with easy access to observe each group, which increases individual accountability.

#### **1.4.2. Informal Cooperative Learning**

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary groups that last from a few minutes to one class period (Johnson & Johnson 1989). Informal cooperative learning groups are used to focus students' attention on the material to be learned, to create an expectation set and mood conducive to learning, to ensure students cognitively process the material being taught, and to provide closure to an instructional session. Informal cooperative learning groups also ensure that misconceptions, incorrect understanding, and gaps in understanding are identified and corrected, and learning experiences are personalized. Every 10 to 15 minutes, students should be asked to discuss/process what they are learning. Breaking up lectures with short cooperative processing times will give you slightly less lecture time, but will help counter what is proclaimed as the main problem of lectures.

### **1.4.3. Group-Based Cooperative Learning**

Group members work together over a long term (e.g. over the course of a year, over several years such as in high school) to develop and contribute to one another's knowledge mastery on a topic by regular discussion of materials, helping and encouraging one another, and supporting the academic and personal success of team members. Base group learning is effective for learning complex subject matters over the course or semester and establishes caring and supportive peer relationships. This latter, in return, motivates and strengthens student's commitment to the group's education while enhancing self-worth of team members. Base group approaches also make students accountable for the education of their peers in case a member misses a lesson.

### **1.5. The Way Cooperative Teams Work**

A team can be formed at any time when there are two or more students working together towards a common goal. When the team gets larger than four members, there is a tendency to form sub-teams all working towards the same goal but do not necessarily communicate with each other. However, an ideal size for a cooperative team is four members per group because this enables the teacher to have pairs working together at times and four working together at other times. Tuckman (2001) suggest a model that describes how teams progress and exhibit behaviour around both the task being done and the interpersonal interactions.

#### **1.5.1. Stage 1: Forming**

This is the time of organization and orientation to tasks. The task(s) and information about them will be identified. The question to be answered is "What is the task of this group and how will I be able to contribute to that task?" Members will develop



behaviours, either by consensus or by informal testing. Some members will look to others to either lead or follow. The question to be answered is “What kind of behaviour is accepted in this group and how am I going to behave?”

### **1.5.2. Stage 2: Storming**

At this stage, there are individual emotional responses to the group. The demands of the task will trigger part of this response. The more difficult the task is, in relation to individual’s self-perceived abilities, the greater the potential for a “storm”. The question to be answered at this stage is “Am I emotionally ready to deal with the task?” Varied understandings of the task and roles are expressed or become apparent. Differences between members may be expressed in hostile manner and members wonder if they want to be part of the group or not.

### **1.5.3. Stage 3: Norming**

Here communication between members starts and develops. Information is being exchanged and ideas and opinions are shared. The focus is on the task and members are answering the questions. On the behavioural side, the individuals are becoming a group, and there is a sense of harmony among the group members. The question to answered by group members at this stage is “how can I help contribute to group unity”

### **1.5.4. Stage 4: Performing**

At the performing stage, all group members focus on constructive action directed towards successful completion of the task. Problem solving will be primarily directed to the work and the product.

### **1.5.5. Stage 5: Adjourning**

This is the last stage, when teams have completed their tasks. It is important for the team to take time and have a final look on their work. “What went well?” “What could we do better?” The conclusion of interpersonal behaviours includes saying thank you to the team members.

### **1.6. Cooperative Learning Techniques**

According to Johnson, Johnson, and Stanne (2000), Cooperative learning is a generic term that refers to many methods for organizing and giving classroom instructions. Almost any teacher can find a suitable cooperative learning method that is suitable for his or her philosophy and situation. In the table below there are ten methods that have been given most attention by researchers.

Researcher-Developer	Date	Method
Johnson & Johnson	Mid 1970s	Learning Together (LT)
Devries, Edwards & Slavin	Early 1970s	Teams-Games-Tournaments (TGT)
Sharan & Sharan	Mid 1970s	Group Investigation (GI)
Johnson & Johnson	Mid 1970s	Constructive Controversy
Aronson & Associates	Late 1970s	Jigsaw Procedure
Slavin & Associates	Late 1970s	Student Teams Achievement Divisions (STAD)
Cohen	Early 1980s	Complex instruction
Slavin & Associates	Early 1980s	Team assisted Instruction (TAI)
Kagan	Mid 1980s	Cooperative Learning Structures
Stevens, Slavin & Associates	Late 1980s	Cooperative Integrated Reading & Composition (CIRC)
Kagan	Early 1990s	Three-Step Interview
Kagan	Late 1980s	Inside-Outside Circle

**Table 2:** Modern Methods of Cooperative Learning (Adapted from Johnson, Johnson, & Stanne, 2000)

### 1.6.1. Jigsaw

Airansian (2000) created the Jigsaw method of cooperative learning in which each student is in charge of one piece of the learning. A group of five to six students are given a topic to study. Each group member studies a different aspect of the topic. After they read their sections, students meet in “expert groups” with their counterparts from other groups

to discuss their information before returning to their original groups to share their learning to ensure that they will be ready to take an individual test on the material.

### **1.6.2. Student teams-achievement division (STAD)**

In Slavin's (1990) method of student Team-Achievement Divisions, students work together in teams of four that consist of mixed ability, gender, ethnicity, and any other characteristic the teacher may deem important. After the teacher's instruction, the team works together to ensure that every group member has mastered the content. Team members are then assessed by individual quizzes. Scores are given based on improvement over previous quiz averages. The points are summed for the team, and prizes are awarded if scores meet criteria.

### **1.6.3. Team-Games-Tournaments (TGT)**

It is very similar to STAD with a slight difference where the weekly quizzes are replaced with tournaments, in which students compete with members from other groups to contribute points to their group scores (Slavin 1996). In TGT; the teacher assigns students to four-member groups. The primary function of the group is to make sure that every group member is well prepared for the tournament. All students then participate in "tournament table" in which students from each group compete with students from other groups of the same level of past performance. The groups' points are used to determine if their groups receive rewards, such as certificates or other forms of team recognitions.

### **1.6.4. Team-Assisted Individualization (TAI)**

This Technique of CL share the same group structures in STAD and TGT, in which students work in heterogeneous four to five-member learning groups, teammates work together to check answers and help each other with problems. At the end of the unit, team

members take individual tests and rewards are given to teams based on improvement of team scores. The teacher spends most of his time in giving direct instructions to small groups of students with a similar level.

#### **1.6.5. Cooperative Integrated Reading and Composition (CIRC)**

It is a comprehensive programme for teaching reading and writing in the upper and middle grades (Slavin, 1996) which requires heterogeneous groups. Pairs of students (from different groups) work together on cognitively engaging activities including reading to one another, making predictions about how narrative stories will come out, summarizing stories, writing responses to stories. After working with their group members to master comprehension skills, students then engage in writing workshops (writing drafts, revising and editing one another's works), and determine when the group is ready for a quiz. That is, the students do not take the quiz until their group mates are all ready. Group rewards and certificates given to the group are based on the average performance of all group members on reading and writing.

#### **1.6.6. Learning Together (LT)**

LT has been developed by Johnson & Johnson in 1970, in this technique students work in small teams of four to five students, on the same work-sheet. All group members are rewarded for a single work based on their performance. The leading concept under this technique is 'interdependence' which entails learners' recognition of the influence they receive and pass to others. In order for a team to work successfully and realize the group's goal, instructions must be organized according to the principle of positive interdependence, individual accountability, promotive interaction, social and interpersonal skills, and group processing (Ghaith 2006, p, 253).

## **1.7. Cooperative Learning Theory**

Cooperative learning is rooted back to the developmental theory by Piaget (1926) and Vygotsky (1978), to the motivational theory by Kurt Lewin (1935), to the contact theory by Gordon Allport (1954), and finally to the control theory by William Glasser (1985).

### **1.7.1. Developmental Theory**

Developmental theory is associated with cooperative learning based on the work of Piaget (1926) and Vygotsky (1978), and other scholars such as Ames and Murray (1982), as well as Smith and Johnson (1981), who have worked on the same area, and argue that children learn effectively through cooperative activities with peers, because of two main reasons. Firstly, by working with peers of similar developmental zone (Proximal zone), students can develop more advanced behavioural models than when working individually. Secondly, only through personal interaction, students can learn language, and social values and rules. For Piaget (1926), these interactions are more frequent and assist learning in similar groups.

### **1.7.2. Motivational Theory**

Motivational theory is based on the work of the psychologist Kurt Lewin (1935). He supports the idea that group-based reward creates interpersonal reward structure where team-members give or withhold social reinforces based on their mates' contributions to common goal. Simply put, working in cooperative groups motivates group-members because they want to please their peers, or at least not displease them. Team-members are given a task with interrelated subtasks and asked to work together to produce a single product on which they are given reward (such as grades, points ...etc).

### **1.7.3. Contact Theory**

The contact theory is based on the work of Gordon Allport (1954). He suggests that when students from different races work together, prejudice is reduced. Simply put, by making them work together toward a common goal; prejudice is lessened, through the concept of common interest, as would be the case in cooperative learning.

### **1.7.4. Control Theory**

Based on the work of William Glasser (1985) who suggests that in addition to human needs to survival, there are other five psychological needs including love, belonging, power, freedom, and fun. According to Glasser (1986), the need for belonging and power is met when people feel that they are important, and it is usually when someone listens to what you have to say. By having students to work together in cooperative groups, where everyone's achievement is needed for the groups' success toward the common goal, and interaction is important, students meet their psychological needs and school becomes more important place for them.

## **1.8. The role of the teacher**

The role of the teacher is the teaching/learning process is not limited to conveying knowledge to students; it is also concerned with ensuring the quality of lessons and facilitating effective learning.

One of the roles of the teacher is that of a motivator and, as such, the teacher must believe in the power of cooperative learning. The teacher's own certitude and enthusiasm positively affects the students, who realise that cooperation allows them to achieve more. Assigning specific tasks to individuals strengthens their awareness of the importance of

their contribution and of the responsibility they bear for reaching the common goal (Johnson & Johnson, 1991).

Due to the fact that cooperative learning also involves the acquisition of social skills, the teacher must be familiar with approaches and strategies for teaching these skills to students. S/he must know how to establish positive interdependence and must encourage responsible behaviour on the part of every group member, as well as ensuring mutual cooperation between members, the appropriate use of social skills, and group processing in learning situations (Johnson & Johnson, 2009a).

Fostering member understands and acceptance of one another, as well as successful communication, requires the development of a sense of belonging to the class. The teacher is responsible for establishing and encouraging new contacts and must provide students with opportunities to get to know one another (Dohrn 2002). The teacher should create a safe, trusting and tolerant classroom environment in playing his role as the creator of the class atmosphere. The teacher needs to convince students that cooperative learning requires different intellectual abilities, which no one student has all of them.

Dohrn (2002: 48) suggests some useful guidelines for teachers to follow when creating cooperative learning groups such as:

- Groups should be limited 4-6 members.
- Team need to be diverse in nature.
- The group should be together long enough so that students can get to know each other and experience group success.
- Start with activities that allow students to get to know each other.



- Create team identity to encourage group cohesiveness.
- Clearly define rules, expectations and behaviour.
- Establish rules that will encourage students to work well together.
- Remind students of the rules each time the groups' change.
- Make the consequences for breaking the rules clear and check for understanding.
- Change roles to ensure equal opportunities of responsibility.
- Circulate and monitor behaviour and watch for unwanted conflicts and resolve them quickly.

To sum up, the teacher in cooperative learning plays the role of a simulator, a guide, and one who encourages students, but not a lecturer who gives most of the informative while students plays little or no role in the teaching/learning process. The teacher is a source person who has the needed materials and the necessary information which he/she must use to motivate students and keep them on task; moreover he must assist students and encourage critical thinking among students, to identify and solve problem

### **1.8. Advantages of cooperative learning**

Cooperative learning is one of the most widely researched areas of education, and it has been suggested as the solution for an astonishing array of educational problems. Studies have shown three main categories of advantages to the method: achievement, interpersonal relationships, and psychological and social benefits.

### **1.8.1. Academic achievement**

Cohen (1985) notes that cooperative learning is now an accepted instructional strategy that promotes learning and achievement across the curriculum. Dale (1995) states that CL has been used successfully to promote learning achievement in collaborative writing; it gives many solutions and ideas, and generates higher level of reasoning, Peterson and Sing (1985), students when working cooperatively , they improve problem solving skills through debating, receiving and giving feedback .According to (Pantiz,1999,p.1) “Academic benefits include promoting critical thinking, involving students actively in the learning process, improving classroom results, modelling appropriate student problem solving techniques”

### **1.8.2. Interpersonal relationships**

Another positive outcome from using cooperative learning teaching strategies is the growth and development of interpersonal relationships amongst students with diverse backgrounds. Kagan and Kagan (2013) suggest that the implementation of cooperative learning can cultivate and promote peer relationships, and intergroup relationships. According to Johnson & Johnson (1985) CL offers students from different social and ethnic groups the ability to collaborate and work together in order to meet a common goal, moreover cooperative interaction produces students who are more friendly, content, sympathetic, encouraging, and supportive to one another.

### **1.8.3. Social Benefits**

According to Johnson and Johnson (1983), the educational setting is not the only environment where students are given the opportunity to take part in cooperative and social

exchange. Students engage in relationships outside the classroom and these relationships also aid in the development of positive opportunities for the future interactions with peers.

### **1.9. Limitations to Cooperative Learning**

Cooperative learning has been widely accepted and recommended by researchers and educators for language teaching because it has proved effective in solving many educational problems. Like any other method, there are some criticism and limitations to it. However, numerous difficulties have been recorded by teachers and students when implementing cooperative learning. It is time consuming to organize students into groups, especially in large classes especially if the teacher wants to form groups with constructing positive interdependence and individual accountability. Moreover, it would be possible to have groups where just one person would do most or all of the work. Above all, it can be problematic to decide whether to work in pairs or in groups, especially if students frequently find themselves working with some learners who are not keen on.

In addition to that, students with competitive spirit may prefer to work alone, complete assignments independently, and prefer not to take part in groups. According to Robbins (1999), some students do not prefer cooperative learning because of its non-competitive structure while others find satisfaction with the traditional teacher-centered method.

Harmer (2004) states that in cooperative learning groups, when students feel that the task is too easy, not interesting, or directions are not clear, they are more likely to take shortcuts via their native language. For Kagan (1989), when using cooperative learning, teachers worry over the ability to effectively assess pupils as individuals when they work in groups. Another concern for teachers when using cooperative learning is that it requires

pupils to talk, discuss and interact, which can make teachers feel a loss of control over the class.

However, the above mentioned limitations can be overcome or reduced to a great extent, if teachers undergo solid teacher development before the implementation of cooperative learning (Jonson & Johnson, 1999). For example, the teacher can give an interesting topic to students, in order to motivate them to enjoy the discussion during the teaching/learning process. Therefore, teachers and students can anticipate and solve problems during the teaching/learning process.

### **1.10. Conclusion**

Cooperative learning is a group based method, in which students work jointly for the purpose of achieving a common goal, it gained a broad acceptance by many researchers, because of its advantages, from improving the academic achievement, to sociological and psychological benefits. CL is the most appropriate method to increase EFL learners' motivation, reduce anxiety and enhance their self-confidence. To conclude through cooperative learning, students are more engaged in the teaching/ learning process, in a constant interaction under a well defined element to reach a predefined goal.

## **Chapter Two**

### **Writing Instruction**

## **CHAPTER TWO: WRITING INSTRUCTION**

### **Introduction**

For EFL students, the writing skill is of a major importance. Since many students' learning is encapsulated in written forms: students edit assignments, conduct projects, do homework and sit for tests and examination. In all these situations, students' abilities are evaluated on the basis of their written answers. So this can critically stand as a barrier to success for students whose their poor productivity in writing would disguise their true level of comprehension and competence. Substantially, considerable frustration and loss of confidence can result and student may feel that their deficiencies in writing are, quite literally, in 'black and white' for all to see. So that, writing, in this case, has been reversed from the key of success to key of failure for.

Moreover, writing skill is a cornerstone characteristic that broadens the horizon of the target language use and highlights its value; especially when considering the fact that the acquisition of the writing skill is crucial and distinctive for EFL learners to fulfil educational success, or occupational one (future career), or even personal reasons (for pleasure, or communication). However, the current situation in EFL classroom unfortunately uncovers considerable deficiency on writing ability. As a result, this striking problem provokes ongoing research for further understanding in order to afford effective solutions. Likewise, it puts the language writing teachers in an urgent necessity to seek for better techniques to teach writing in a more effective and cognitive ways; considering their students' needs; cognitive, affective, social backgrounds, and other instructional emphasis in their everyday classes.

This chapter then encloses a brief review of the literature relevant to the subject. Initially it sheds light on writing through presenting various definitions for it from different perspectives. Secondly, it introduces several points related to writing concept such as the purpose of writing, the importance of writing and the writing difficulties. Thirdly, it demonstrates the relationship between writing skill and reading and speaking skills. Then, it spotlights the basic approaches to teaching writing, namely the product approach, the process approach, the genre approach and the balanced approach. It also displays the main factors responsible for EFL Learners' writing deficiency. Finally, this chapter addresses several strategies for facilitating writing instruction through cooperative learning in EFL classrooms.

## **2. Definition of Writing**

Regarding the accumulated theories concerning English language teaching and learning, there are several definitions to writing that have been presented by many scholars and linguists depending on their different individual experiences, views, needs, and purpose of writing. Thus, one single definition could never be inclusive to the diversity of writing concepts, and it may not even cover its diverse angles. In the present study, the focus will be on defining writing in an eclectic way through highlighting various legitimate and widely approved definitions. Writing is actually an umbrella term that embraces many concepts, whenever it is attached to specific words like system, skill, and process, or genre.

### **2.1. Writing as a System**

Some scholars and researchers (Harmer, 2003) defines writing as a system that displays any language in a visible concrete form. This system embodies the spoken form of this language through using several sets of symbols that exemplify the sounds and other

supplementary symbols; such as punctuations, numerals, which make the written language disciplined and comprehensible for readers.

However, others (Hornby, 1974; Widdowson, 1978) define writing as a system of using any language as a means of communication by which any language users transmit their messages through the visual medium as marks on paper. Moreover, Greenberg and Rath (1985; in Fulwiler, 1999, p.12) state, “writing is a powerful instrument of thinking thus it provides students with a way of gaining control over their thoughts. Writing shapes their perception of themselves and the world”.

This applies that writing process is a distinct opportunity through which students foster their reasoning and they may meet, and achieve several learning goals across the syllabus, as well as in their real life situation beyond the school environment.

## **2.2. Writing as Skill**

Writing as a skill is a tool for expressing and sharing ideas, thoughts and feeling in written symbols for various purposes. Klein (1985) denotes writing as the ability to embody one’s ideas in written form through symbols on paper. Whereas, Harris (1993) considers writing as a complex work because it represents an ultimate objective for proficiency; so it apparently demands for any writer to be knowledgeable of its complex procedures and complexity in order to be a good writer. So, writing as a system; teaching the elements of the language system students need to understand the genre and complete the writing tasks

Writing skill also represents specific and personal abilities such as critical thinking; reasoning discovering, creating and sharing of knowledge which allows writers to present



their ideas and knowledge through various kinds of writing strategies (smith, 1990, villimil, 1991, and wells, 1986 cited in Gooden-Jones & Carrasquillo, 1998). Moreover, writing is also considered as a pure reflection of any writer's psychological and mental abilities that enable him to produce the target language with comprehensibility, fluency and creativity. It also allows any reader to understand and interact with that written message.

### **2.3. Writing as Process**

Writing as a process is a sequence of stages that any writer or even student goes through to express what is on his mind about any subject, and then they produce them in forms of symbols to keep them alive on paper within final product. Zamel (1982) demonstrates that any writing goes through the same process where meaning is established because writers sound to begin the process of writing without having any prior knowledge about what they are going to write. So, along this process, the writer begins his writing just following his flow of thoughts, generates ideas, plans, organizes, proofreads and edits them in their final draft.

Moreover, writing as a process manifests several activities that lead to the creation of a text that fits certain standards of language. In EFL class, students are taught how to write following different steps of writing process which are totally four steps: prewriting, drafting, revising, and editing correspondingly. Therefore, EFL teachers' role is to teach and train their students how to produce quality content through making provision for students to develop their composing skills with different types of writing practices (journals, out-of-class assignments).

## 2.4. Writing as Genre

Writing as a genre refers to the creation of interrelation within a text between two different kinds of people (writer and reader) in the same place and time, or in different places, and time. Grabe and Kaplan (1996) define writing in terms of the rhetorical triangle in writing. This triangle consists of the writer, the reader, and the text, and he claims that any text will be comprehensible if the reader and the writer has considered several aspects while writing and reading respectively because that is of their mutual responsibility. Moreover, the purpose of writing will also depended on different aspects. The audience and the purpose of any piece of writing determines the word choice that largely decides if the type of the text is for academic, practical or creative purposes.

Writing genre also demonstrates the diversity of writing instruction purpose from one text to another. For example, a text, that is written by student and read by his classmates and his teacher, will be for educational purpose; whereas, a text that introduces a job-related content will be written for practical or business purpose. On the other hand, in the language learning class, creative writing has other imaginative genres that allow students to introduce the target language more independently. Consequently, Pasquarelli (2006) emphasizes the necessity of inclusive writing instruction that focuses on ameliorating the students' writing skill and increasing their awareness about the main elements in any written work; the purpose, audience, and word choice. Because, each genre has its instruction and audience, and could be presented in diverse forms: essays, research papers, lab reports, business letters, poems and short stories. Thus, teachers should ensure relevant genres are included and deciding how these will be modelled and introduced in the language class.

Based on the above definitions. Most scholars agree on that writing is the activity of being able to correspond and interact with the world around any writer through using a language, which is a graphic representation of ideas. It also refers to the procedures through which any written product is produced. On the other hand, some researchers consider writing as transcribing language into symbols but it is actually an individual transformational instrument, which is subject to rules and cognition adjustments. Therefore, writing is not as simple as it seems, it is hard, complicated, and a significant ability for foreign language learners as well as native speakers. Since, EFL students are also required to hand in reports, narrative and descriptive essays, biographies, as well as other forms of writing needed in their various classes and homework assignments. As a result, there is an urgent need for them to be instructed and provided with practice activities in order to enhance their performance in writing which will later ensure their success in their school or college.

### **3. The purpose of Writing**

According to some scholars and researchers (Harris, 1993) the purpose of writing is the writer's intention of his composition, so it could be for entertainment, adding information, instruction, persuasion, or even for further explanation, arguing about some cases, arguments presentation and so on. Meanwhile, McMahan (1996, p.8) states that there some other purposes for writing which are as follow

1. To express the writer's feelings: when the writer wants to communicate his feelings or thoughts about something by writing a diary.
2. To entertain the reader: the writer wants to entertain other people or any reader through his literary writing such as novella, poetry, or stories... etc

3. To inform the reader: as the writer's intention is to let his reader gain some knowledge, add more information, or offer some explanation about something.
4. To persuade the reader: it is when the writer intends to convince his reader with an opinion or lead them to accept an idea through his writing

Moreover, concerning writing purposes in EFL classroom, many scholars and researchers (Brown, 2000; Raimes, 1993) claim that EFL learners usually decide or need to write in the target language for two different rationales which are "writing for learning" the target language, and "writing for interacting" with the world around them through using the target language. In the former kind of writing, learners' goal is to achieve and produce a distinctive written work that is needed for formal use of the foreign language such as in official letters or emails as well as in "the writing for display" which is essential for educational success. Because, EFL students are evidentially in major need to manage well in displaying writing. Since, in exams, students will find themselves required to deliver their responses in a limited time and should depend on their own skills and abilities. Whereas, in "writing for interacting", students will write for communicating with friends. In this latter kind of writing, unlike the previous one, students are free to use the target language for various intentions within informal form of the language, or even in conversational ways. Since, they are restricted to formal writing practices and they may use the target language in accordance to their levels, and interests.

Ultimately, EFL students need to master all kinds of writing for various purposes. Because, as a foreign language writers, students should particularly be proficient writers who would depend on themselves when producing the target language that suits the various circumstances and contexts in which writing can take place rather than copying

others' writings, especially in cases when this kind of writing is required to succeed in examination( Masood, 2013).

#### **4. The Importance of Writing**

Writing is a significant ability in language production, and its significance increases when it comes to writing in English language, which is extensively used for global mediation of knowledge (Mahboob, 2014; Mansoor, 2005; Marlina & Giri, 2014; Rahman, 2002). In general, writing is widely acknowledged as a valuable means of communication of ideas and information effectively. Since, for example, communicating through the global digital network is initially dependent on having good proficiency in writing because writing has been identified as one the essential process skills in a world that is more driven by text and numerical data. In addition, Writing is a communication instrument that enables any writer to render his ideas, thoughts, and feelings into meaningful words at any time, everywhere and let him convey his messages, as Rogers (2005; p, 1) states:

Writing is one of the most significant cultural accomplishments of human beings, it allows us to record and convey information and stories beyond the immediate moment. Writing allows communicating at a distance, either at a distant place or at a distant time.

Moreover, Acquiring the writing ability is also approved as a powerful distinct for every writer, especially writers; who manipulate well in writing and who consider writing as a hobby or as a profession, amuse writing and get several profits from its practice. Thus, writing importance is included in its power as stated by Mc Arthur, et al. (2008, p. 11) "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system".

Furthermore, Scholars agree on that writing is among the most significant and vital skills of language that EFL students need to develop because they are required to produce written work in all their core subjects namely; science , math, social studies and language arts. Therefore, Barras (2005) illustrates four essential reasons for acquiring the writing skill in EFL classroom, which are summarized as follows:

- Writing assists students to boost their ability of memorization: writing is used as an aid to remember such as making notes as the best way to keep in mind the essentials of a subject; it is an aid to concentration and learning.
- Writing fosters students' ability of observation, and attention: through writing, students may describe things, objects, events etc. and they may focus their concentration on the value of everything sensible or visible around them.
- Writing maximizes students' cognitive awareness and fosters creativity in language use: writing is also employed as an aid to save students' thoughts since they may have enough time to think about their idea in word or picture in their imagination, and then they expose them through words to make them alive and concrete through writing. Therefore, the process of writing is the door for creativity in language learning.
- Writing helps students to interact and correspond to the world around them: writing is widely considered as one of the most valuable means of communication between any language users (native speakers or language learners). For instances, through writing, writers may freely use the language in accordance to their interest, concerns, and needs of language use.

Ultimately, in the field of foreign language teaching and learning, many scholars and researchers (Bach, 2002; Coffin et al, 2003) claimed that Writing has a paramount value in language classroom. Because, all language teachers depend on it as a means of assessment that enables them to evaluate their students' competence, performance, and knowledge of the language, as a result most exams oblige students to give their answers in written forms, since writing is widely acknowledged easier to assess than speaking or other skills. On the other hand, writing is also so important for students in their academic course since most examination; reports and research works are crucially depended on it.

In addition, Barras (2005:1) argues that: Writing is essential in studying all subjects, and in all professions. Therefore, Writing would certainly foster student's communicative skill, as well as it enables students to develop their abilities and competence to be more eligible as future professionals in particular disciplines. Because, only through being a proficient writer, anyone could present a good account of himself as student or as employee who is applying for a job, or in a career when writing email, letters, instructions and reports. So, writing is crucial ability for professional success.

## **5. The Writing Difficulties**

Actually, there is a universal agreement that writing is the most complex and tricky skill since it requires a lot of preparation and instruction. Like all learning effort, complication in producing a good piece of writing can be devastating to the learners' education, self-esteem, self-confidence, and motivation to learn how to produce the target language efficiently. Many researchers (Harmer, 2007; Nunan, 1989; Tribble, 1997, Richards & Renandya, 2003, etc.) agreed that writing is the most complex and difficult skill. This difficulty lies not only in generating and organizing ideas, but also in translating

these ideas into readable text. And even the sub-skills that are involved in writing are highly complex.

Moreover, despite the fact, that Writing is a fundamental skill in foreign language learning and acquisition. Browne (2007,p. 81) points out to writing as a complicated activity since it involves many skills, such as topic selection ,decision making about methods to writing, generating ideas and word choice, the ability of producing a distinct meaningful composition . Thus, it is time consuming and painstaking process to anyone to be competent writer. In this regard, Numan (1989, p. 36) demonstrates that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. This means that, while writing any piece of written work, the writer have to place great emphasis on achieving the linguistic features (correct spelling, punctuation, structure ...etc) the syntax conventions (cohesion and coherence), and the transmission of communicative goal (message) of that piece, all together.

In addition to its complexity, writing is also considered to be one of the most difficult and challenging language skills to be taught or learned (Walters, 1987). Since, learning writing is an enormous defiance for second and foreign language learners (SL/FL) because they require considerable effort and practice to reach standards of an acceptable level of writing and to make words convey their thoughts in a tangible and understandable way (Harmer, 1992).besides, writing skill is an engrossing craft. In fact, just after years of training and practice at school and university few students can write accurately. Moreover, writing is not just the transformation of thoughts into a written meaningful language but it is a painful problematic activity. For Graves (1981, p.8) writing is an intricate process



which involves “a series of operations leading to the solution of a problem. The process begins when a writer consciously or unconsciously starts writing about a topic, and is finished when the written piece is published. As a result, most students while writing, they confront the dilemma of stress that hinders the target message from being conveyed successfully.

However, teaching writing is a lengthy and knotty experience even for native language teachers. In this respect, White (1994, p.20) denotes, “teaching people to write is one of the chronic problems of American education, right next to teaching them to think, a closely related but even more knotty problem”. In this respect, Hedge (2000) had ultimately examined this issue and came with the following finding “all the time spent in communicative activities, adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing (Hedge, 2000, p.305). Thus, Writing instructors find it rather difficult to make their students master all the features of good writing considering the principles of processing and producing writing.

Ultimately, based on the given definitions above, writing is considered as the most complex language skill. Bookes and Grundy (2009, p.11) state that “it is worth asking precisely what is difficult about writing and especially, about writing in a second language”. So the acquisition of writing skill requires extensive practice and well thought-out instruction to reach the level of skilful writers.

## **6. Writing and Other skills**

Writing is not a language process that thrives solely but it is a dependent skill on the other skills of language. Thus, Chomsky (1986) contends that Four-language processes work together to reinforce the development of each other; speaking, listening, reading, and

writing. Moreover, it is widely acknowledged that listening and reading are the language receptive processes; in which the learner performs as recipient of knowledge. Whereas, speaking and writing are the language productive processes; where the language learner is considered the one who gives information.

### **6.1. Distinction between Writing and Speaking**

Many EFL students consider that writing is simply an exact replica of spoken language. However, in fact numerous studies and researches assert that skilled written language can be quite different from spoken language. Harmer(2004,p.3) points out that the acquisition of writing skill requires extensive learning unlike speaking which is initially acquired by any human being through natural language exposure. Besides, in comparison to spoken language, written language often promoted to have more diverse characteristics; which are as follows:

- a wider, more expressive vocabulary;
- a more careful selection of words;
- more formal vocabulary, with less use of slang, colloquialisms and so on;
- more formal sentence structures;
- better organisation of ideas;
- properly constructed sentences;
- a monologue style in which the writer is the only ‘speaker’;
- a ‘voice’, where the reader is assigned the role of listener (often with little prior knowledge of the topic assumed);
- regular use of compound sentences;

- stricter adherence to the rules of grammar;
- opportunities for editing, correction and polishing before completion;
- A less spontaneous, and more considered use of language;
- A need for correct spelling and punctuation.

Moreover, Crystal (2005, p.1) claims that “speech uses the transmitting medium of phonic substance, typically air-pressure movements produced by the vocal organs. Whereas; writing uses the transmitting medium of graphic substance typically marks on a surface made by a hand using an implement”. Then, Ur(1999) (ibid)suggested that difference between spoken and written discourse may be relate to vocabulary, style, grammar, content, and the activity of procedures. Harmer (2004) also presents the following points to highlight the main difference between the spoken and the written production of language (ibid)

- Participant: speakers often have immediate audience who need, interrupt, question and comment; however, readers of any written discourse can be general rather than specific.
- Communication: spoken communication is often spontaneous and unplanned; whereas in writing any discourse is done thoroughly and can be changed through editing and revision.
- Time and Space: when speaking once need to be in the same place and time; writing the words that are used usually read by another person in a diverse places and time.

The same idea Crystal (2005) emphasizes since he approximately mentioned the same elements that Harmer demonstrated in distinguishing between speaking and writing, Crystal summarized these elements as follows:

- Speech is time-bound, dynamic, and transient; however, writing is space bound, static and permanent.
- In speech, the spontaneity and pace of speech exchanged what make it difficult to engage in complex advance planning while in writing recursive and close analysis is permitted.
- In speech, participants are typically in direct interaction where they are free to depend on extra linguistic clues such as facial expressions and gestures; whereas, total reliance on the written words (no body language or facial expression to supplement the message and make it clearer).
- Speech is very suited to social or phatic function, but writing is very suited to the recording of facts and ideas.
- In speech, there is no opportunity to rethink an utterance while it is in progress, but in writing errors can be detected and corrected in later drafts.

Consequently, Even if writing and speaking are productive skills of any language. Speech and writing are still different ways of using language and writing is considered at high level of difficulty when comparing it to speaking skill. Then, Understanding the difference between them is an important part of the teaching of writing

## **6.2. Relationship between Writing and Reading**

Numerous studies assert that all language skills are best acquired when they are taught together. Graham and Herbert (2010) stated that writing is used as a device for

improving reading, since many readers can develop their understanding through their knowledge as writers and many writers can enhance their writing competence through reading. Krashen (1993) contends that “through extensive reading writers develop a good writing style and adequate vocabulary, advanced grammar, and Become good speller”

Moreover, regarding studies that observe elementary grades school students, Tierney and Leys (1986) explore whether gains in overall reading performance contribute to gains in overall writing performance, and vice versa. They also enquire how reading and writing affect one another. Substantially, their study contends that while some students maintain a high or a low value for both writing and reading, others differ in their performance in reading and writing. They also suggest that reading and writing are slightly interrelated considering some students. However, they ultimately contend that writing rely on reading, as students depend on their reading as wealthy resource for proposing topics, thoughts, and stylistic options. Besides, readers acquire some strategies of writing through learning about the author’s proficiency and advanced use of written language. Then, Tierney and Leys conclude their study with four findings:

1. Depending upon the measures employed to assess overall reading and writing achievement and attitude, the general correlation between reading and writing is moderate and fluctuates with age, schooling, and other factors.
2. Selected reading experiences definitely contribute to writing performance; likewise, selected writing experiences contribute to reading performance.
3. Writers acquire certain values and attitudes from reading.
4. Proficient writers incorporate reading into their writing process, and proficient readers include writing into their reading process.

In Summary, Writing and reading are two distinct skills, because writing is a productive skill, whereas reading is a receptive skill. However, they are unified since they lead to the same goal: language learning and development. Writing includes the encoding of messages of some kind; that is, we render our thoughts into written forms of language. Reading has to do with the deciphering or the interpretation of this message. Both of them are connected with language and communication of ideas. Ultimately, Hyland (2003, p.53) “writing, together with reading, is a central aspect of literacy”. So, it means that to be an educated individual, it is both to be able to read and write.

## **7. Fundamental Approaches to Teaching Writing**

There are four major approaches to writing instruction. Chiefly, *The Product Approach*, this one focuses on the teaching of writing as an activity of producing a correct and meaningful composition. Secondly, *The Process Approach* sees writing as an evolutionary activity which involves steps to follow, or stages to go through focusing both on form and content. Thirdly, comes *The Genre Approach*, however, this approach places a great emphasis on mastering the writing skill into various types of texts and seeks to teach students that each type of text has special function and form in order to achieve social or academic purpose. Ultimately, the last approach is *the balanced Approach* is such an adoption of the collection of several approaches.

### **7.1. The Product Approach**

This approach is conventional method to teaching writing because it has been explicitly implemented especially in higher education many years ago, where the focus has been on learner’s final products in writing. According to Badger and white (2000, p.153) point to pincas (1982b) for “one of the most explicit descriptions of product approach.”

They cite her view to writing as being “primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax and cohesive devices.”

Moreover, badger and white (2000) investigated that there are four phases of product based approach of writing. These are familiarization, controlled writing, guided writing and free writing. ‘Familiarization writing’ “makes learners aware of certain features of a text” (Badger and White, 2000). On the hand, ‘control’ and ‘guided writing section’ concerns are about the content area and allow the learner to practice the writing skill. Ultimately in the ‘free writing stage learners are allowed to use the writing skill as a part of genuine activity; for example: letter, story or essay. Therefore, by following the procedures of product approach teachers can teach the writing skill through presenting an authentic material where the target language use is manifested. However, considering this approach, Nunan (1999) also claims that the product approach is “consistent with sentence level structural linguistics and bottom-up processing.” The role of teacher is the provider of model language and guided exercises and corrector of errors when the final perfect product is implemented.

In short, this approach places more emphasis “on the form of the final product which students produce rather than on the process of writing” (Sadek, 2007, p.232). Thus, the main goal of the product approach to writing is precision rather than message. As it is stated by (Sadek, 2007, p. 232): The product approach concentrates on ends rather than the means [i.e.] on the form and structure of writing rather than on how writers create their written products.

## **7.2. The Process Approach**

In the language writing teaching, the process approach is unlike the other approaches because it places more emphasis on the stages of writing process than the final written product. The process approach does not focus on the writer's knowledge of the linguistic structures and the grammatical rules, but it concerns more about the development of the organisational skills of language writing, such as planning and drafting (Badger and White, 2000). In addition, the process approach consists of four main phases of producing a typical piece of writing, which are prewriting, composing /drafting; revising, and editing (Tribble as cited in Badger and white, 2000). Then, this approach is also distinctively a recursive process of writing that allows writers to return to the initial stages of writing after reaching the final ones, for example, after doing editing, the writer would do revision or even insert some adds (Hillocks, 1987).

Moreover, Tribble (as cited in Badger and White, 2000, p.154) considers that the process approach is “writing activities which move learners from the generation of ideas and the collection of data through the ‘publication’ of a finished text”. Therefore, in the process approach, students discuss and exchange ideas with teachers and their peers to obtain comments and suggestions on their written work, as it progresses. Since, the process approach essentially focuses on supplying students with more time while learning writing, because it considers writing as a recursive process in which students have the right to freely plan, edit, and revise their works. Tangpermpoon (2008) claims that the process approach is widely acknowledged by writing instructors as the most beneficial approach for their classes for the following set of distinctives :

- Learners are able to learn how to compose writing in L2.



- Students' writing performance will be enhanced gradually since teachers will act as language input facilitators who will devote enough time and feedback for their students.

In sum, through the adoption of the process approach in EFL classrooms, the language teachers will ultimately provide their students with more time in order to let them search about and investigate the topics that they are going to write about, prerequisite reading, collecting and organising their ideas about the topic. Besides, the written work of students will be later read by their teachers and their classmates for various purposes (Raimes, 1983). Moreover, students may get support through gaining more opportunities for practice in writing and developing thoughts and ideas for more efficient writing.

### **7.3. The Genre Approach**

The genre approach is initially deemed as an extension of product-oriented approach (Badger and white, 2000) since it primarily regards writing as a process of linguistic production. Besides, in this approach, learners have a great opportunity to study a wide range of various writing patterns, for instances; the business letters, academic report, and research paper as models of genre. Whereas, the genre approach differs from any other approach of writing in regard the writing purpose that “varies with the social context in which the writing is produced.” (Badger and white, 2000, p. 155) Accordingly, the writer should steadily adhere to the special features of any kind of genre such as the chief “purpose of the writing, the subject matter, the relation between the reader and the writer, and the patterns of organisation.” (Badger, 2000, p. 155)

Moreover, the genre approach is widely acknowledged as a communicative approach to teaching writing (Raimes, 1983). Likewise, Swales (1990) claims that this

approach adopts the language class to be, as “a class of communicative events, the members of which share set of communicative purposes”. This applies that in the genre approach, the language class incorporates the concept of ‘discourse community’ (swales, 1990). Therefore, the chief principle of genre approach is having the language being used practically as means of communication through which the language writers (learners) achieve certain goals. Swale describes six distinctive for identifying a group of writers and readers as ‘discourse community’ which are “Common goal, participatory mechanisms, information exchange, community specific genres, a highly specialized terminology and high general level of expertise.”

Ultimately, Dudley-Evans contends that (as cited in Badger, 2000), the teaching of genre approach to writing consists of three main stages which are as follow; the first stage depends on presenting the sample texts to be examined by the students and their teacher. Then, under their teacher’s supervision and with his constant assistance, students begin drafting their texts’ initial version. In the final phase, students exhibit their ultimate texts that replicate the same genre of the given model of texts. As a result, through practice of genre writing approach, students may discover various genres that are produced in the foreign language community for real social purposes, and they may experience the feeling of being an active agents who are writing a diverse written pieces that include a real messages to be purposely read in the class.

#### **7.4. The balanced Approach**

Currently, many language researchers acknowledge that each foreign language classroom would actually include a variety of learners, learning styles, several lesson requirements, and teaching objectives. Therefore, most language teachers favour to select a

collection of teaching writing approaches drawing from all the previously existing teaching approaches in order to have better results. Then, Raimes (1983) deems that teachers should be eclectic regarding the use of teaching writing approaches. Because, through including various teaching approaches simultaneously, teachers may profit from the various advantages of those approaches, and avoid immense amount of their deficiencies.

Moreover, in several foreign language classrooms, most students are actually in great need to learn how to produce efficiently the language in diverse manners, contexts, genres... etc. Since, several audiences would read their production of language. Then, students are also considered as language writers; they should also know the various possibilities of how they may convey their ideas and thoughts in different ways, to their readers. Consequently, the inclusion of various teaching approaches in the single classroom might be of great significance for students in these situations.

Ultimately, many researches has deemed that proficiency in writing consists of knowledge about the language grammatical and structural rules (as it is adopted in product and genre approaches), knowledge of the context in which writing happens. Then, the purposes of writing is also a crucial parameter in writing (as it is adopted in the genre approach), and expertise in language usage (as it is implemented in process approaches). As a result, Writing development happens by drawing out the learners' potential (as in process approaches), and by providing input to which the learners respond (as it is in the product and genre approaches) Badger and White (2000, p. 157). Furthermore, according to Badger and white (2000) the natural progress of writing proves that the mixture of teaching approaches is essentially a crucial requirement for successful learning and teaching of writing.

## **8. Factors Responsible for EFL Learners' Writing Deficiency**

According to numerous studies (e.g. Abdel Latif, 2007; Abdel Latif, 2012; Hammad, 2014; Bouchefra, 2015) writing is considered as a difficult skill, mostly in English as a foreign language (EFL) contexts where students face many challenges in writing. In this regard, Nunan (1989) also claims that writing is an extremely difficult cognitive activity, which requires the learner to have control over various factors. These factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena (Dar & Khan, 2015; Haider, 2012). Many of writing challenges are influenced by several affective factors that cannot be ignored when talking about writing because they may be a source of writing difficulties. Some of these factors are ineffective writing instruction, examination system, untrained teachers, less emphasis on writing development, lack of reading and writing practice, large classrooms, low motivation, negative interference, strategy use, overgeneralization, cohesion and coherence, linguistic knowledge, writing apprehension, writing anxiety, and the impact of self-efficacy in writing.

### **8.1. Ineffective Writing Instruction**

Ineffective writing instruction is also influential in developing learners' writing and it might even lead to students' deficiency in writing. Since, despite its importance, writing does not receive enough attention in contemporary schools especially at medium and secondary schools' levels, where low entry requirements; permit the admission of all students, even those who lack the elementary basics for learning English language. This latter may hinder students to follow the development of curriculum content appropriately, because they chiefly lack some of the basic requirements needed to support and enable

them to develop their language skills properly, especially for learning the basics of writing in this foreign language.

## **8.2. Examination System**

Similarly, in most EFL classrooms, “Our examination system does not encourage students to be analytical or critical because no actual system of assessments focuses on fostering learners’ creative writing” (Fareed, & Almas, 2016) instead, all of them, it promotes memorization and plagiarism. Since, in fact, throughout their years of study, students are given twenty minutes for writing 200 words essay. As a result, students will find themselves obliged to memorize the ready-made essays on the recurrent topics, or any given information from their teachers in order to succeed and pass the exam.

## **8.3. Incompetent teachers**

Unfortunately, most ‘(Institutes) are not having trained teachers who can develop the (writing) skill and most crucially untrained teachers have great impact on developing learners’ writing skill, first, it widely is acknowledged that the absence of effective feedback from teachers can rationally affect writing adversely (Fareed, et Almas, 2016). However, most teachers have incorrect knowledge of the concept of feedback in the current context of foreign language teaching and learning. Since according to them feedback is only considered to be highlighting mistakes in writing without taking into consideration the level, needs, and proficiency of the learners, but only trained teachers can carry out these responsibilities in an effective and productive way.

Second, some teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and they even lack the ability to motivate students to promote their productivity. Third, most language classrooms

lack the valuable distinctive of having dialogue between students and teachers about the constructive steps that need to be taken to address these problems. Finally, another body of research comments that unskilled and incompetent teachers also fail to impart effective writing skills and strategies to learners.

#### **8.4. Less Emphasis on writing Development**

Although; Exposure to receptive skills and writing practice are also required to develop one's performance and abilities in foreign language, 'writing is one of the skills which is least liked in our society. Since, 'Receptive skills are not considered very important for foreign language learning' (Fareed & Almas, 2016). Therefore, writing is often considered merely a part of teaching and learning grammar and syntax, which underestimates the nature and importance of writing, and affects its growth. Consequently, the amount of practice in writing that is provided to learners inside and outside the classroom is not enough to master this skill or even help learners enhance their competence in the target language use.

#### **8.5. Lack of Writing and Reading Practice**

First of all, writing and reading are chiefly considered as secondary skills to speaking. Thus, the culture of reading and writing do not flourish at academic and social level and these skills remain ignored. As a result, this trend reflects later at university level in lack of interest in reading and writing practice. Since, practice has not started in tertiary levels which later hinders students to get writing competence developed to meet the university requirements. Because, most students have never been given sufficient time for further practice in writing and their teachers do not take into consideration level, needs, and writing proficiency of their students, then they do not even adopt the idea that their

students need to be good writers and readers. Consequently, Students do not practice as much as it should be which later results in poor writing skill development.

### **8.6. Large Classroom**

In most EFL classrooms, it is widely approved that classroom environment has inevitably a big influence on the learners' academic achievement because acquiring a foreign language initially demands to take place in a safe and pleasant classroom context (Fareed, & Almas, 2016). In addition, some researchers assert that 'Writing always needs peaceful environment, but our classrooms are not peaceful' Because most EFL classrooms' atmosphere is not conducive to learning; since they are categorized as crowded rooms situated at noisy locations, have huge number of learners, and lack of other basic facilities which hamper the process of writing skill development. Besides, large and unmanageable class size also negatively affects the structural and communicative accuracy of the students' texts (Pineteh, 2013).

In sum, large classrooms and lengthy courses are potential factors which may lead the language classroom to lose its conducive environment to learners resulting in poor writing skill development (Fareed, et Almas, 2016).

### **8.7. Lack of Motivation**

Actually, the lack of motivation in writing, on the learners' part as well as teachers' part is a real dilemma that most EFL classrooms suffer from. This situation is chiefly considered as a challenge faced by learners because their teachers never motivate them to write by themselves. Moreover, most Teachers do not adapt their pedagogic approaches and design, such tasks that could motivate their students as they are expecting them to perform well in writing depending on their own abilities without receiving any

motivational feedback or any assistance since students are themselves affecting the development of their writing skills in one way or another. On the other hand, as identified by (Nik, Sani, et al., 2010), undergraduate EFL learners are not motivated to improve their writing skills and they place great concern and effort only in an attempt to achieve the writing section of the exam papers. Because students claim that their teachers do not arouse their motivation or even encourage them by giving them liberty of choosing topics of their interest so they find writing tasks boring and hard .

### **8.8. Negative Interference**

It is widely believed that most EFL learners depend on their first language as a backup strategy whenever they face any difficulty while writing in English. This process is called ‘L1 transfer’ that is defined by Koda (as cited in Hammad, 2014, P.4).as "an automatic activation of well-established mapping skills in the first language triggered by second language input". Thus, most students tend to translate words and borrow syntax of their first language, which varies from English largely; but this eventually results in poor writing, and it may lead them to encounter psychological, cognitive, social and linguistic problems while converting ideas into text as observed by (Myles, 2002). Because, for many students, it is a challenge to transfer thoughts and feelings from one’s mother tongue to express them in foreign language, and to transfer structure and vocabulary from L1 to L2 (Hammad, 2014).

### **8.9. Linguistic Knowledge**

There is a close relationship between the FL writers’ composing and their linguistic competence (Manchón, 2009). Since, the formulation process in writing (consisting of both grammatical and orthographic encoding) essentially depends on the linguistic



knowledge or competence of the writer that enable him to use the language effectively. According to Murrca (2002), the use of grammar is essential for promoting language learning. Pilar and Liach (2011) view that vocabulary is central to FL writing quality. However, the accessibility of these two linguistic means (vocabulary and grammar) was perceived by EFL students as one of the main sources of the writing difficulties. Hence, writing in FL is much difficult and more time consuming process than in the native language (Chenoweth & Hayes, 2001; Roca de Larios et al., 2006).

In addition; while writing, the level of linguistic skill and metacognitive knowledge needed is higher than for speaking, and the lack of context and conversational feedback demands a higher level of explicitness. Thus, In FL writing, things get even harder. Although, it is possible that students can bring some (metacognitive) knowledge about writing and writing experience from their L1 to FL writing situations, which is considered an inadequate linguistic knowledge of the FL that can hamper the use of this (metacognitive) knowledge and writing experience (Jones & Tetroe, 1987; Whalen & Me´nard, 1995).

#### **8.10. The Used Strategy**

Writing strategies influence foreign language proficiency as for many researchers (Arndt, 1987; Beare, 2000; Raimés, 1985; Victori, 1995; Zamel, 1982) who initially assert that it is the writing strategies that primarily separate successful from less successful writers. Furthermore, according to Hsiao and Oxford (2002), there is a close relationship between such strategies and FL students' writing quality. According to Hsiao and Oxford (2002), strategies can “pave the way toward greater proficiency, learner autonomy, and self regulation” (p. 372). In this regard, Hammad (2014) insisted on that there was a strong

positive relationship between EFL university teachers' use of writing strategies and their students' writing performance. However, unwise selection of teaching strategies can even lead to learners' lack of confidence, since sometimes teachers use strategies, which do not even conform to their students' learning styles and cultural backgrounds (Ahmad, 2013).

### **8.11. Overgeneralization**

In EFL contexts, although "Generalization is a crucially important and pervading strategy in human languages learning because to generalize means to infer or derive a law, a rule, or a conclusion, usually from the observation of particular instances" Brown (Segueni, 2016, P.32). Several problems of writing can emerge due to students' overgeneralization of the foreign language rules. Since, it is deemed by language researchers that is so prominent learners' tendency to make generalisations for themselves in the foreign language (Tomasello, et Herron, 1998).

### **8.12. Cohesion and Coherence**

A text of an effective student writer must be cohesive, consistent, unmistakably structured, interesting and properly organized with a wide range of expressions and mastery of conventions in mechanics (Jacobs, 1981; Hall, 1988). However, in most EFL classrooms, many students fail to produce well-organized texts because they initially do not know how to sequence their ideas and thoughts in logical order, and their written texts or essays most time lack the use of cohesive ties such as reference, substitution, ellipsis, conjunctions, and lexical ties which affect their texts structure (Brisk, 2011). Consequently, students' bad performance in writing tasks till developed stage proves that most of them essentially face cohesion and coherence problems, which are initially caused

by students' poor linguistic competence, specifically poor syntactic and semantic awareness and poor knowledge of cohesion rules. (Abed latif, 2007).

### **8.13. Writing Apprehension**

Writing apprehension is another dilemma that most students may face while writing in the foreign language in several stages through their learning and its effect differs individually. Since, it is deemed as the individual's general tendency that controls how s/he interacts in any situation or through which s/he may be involved in carrying out writing tasks or in which he: he knows that her/his written work may be evaluated. Moreover, In EFL context, writing apprehension can appears as a result to several aspects, which can be categorized into psychological and personal characteristics, linguistic and cognitive abilities such as individual writer's linguistic knowledge level, perceived language competence, writing performance level, perceived writing competence, fear of criticism, and instructional practices. (Abed latif, 2007).

### **8.14. Writing Anxiety**

Writing anxiety is also argued to be an obstacle to learners' production of proper texts. While writing practice, students experience too much stress that leads to mental difficult. So, in this case 'they must be facing debilitate anxiety, which may hinder their productivity in writing. But, unlike the other mentioned factors according to Abed Latif (2007) writers' strong desire to perform well in writing in order to produce well-organized texts may arouse their feelings of uneasiness to achieve their targets, or even in exams, especially when learners know that their writing is so crucial for their success since their teachers will assess and grade their performance through their writing. In addition, EFL

students' writing anxiety is caused by various reasons, such as the lack of linguistic competence and the lack of strategy training. Kara (as cited in Abed Latif, 2007)

### **8.15. The impact of Self-efficacy in Writing**

Self-efficacy in writing is basically deemed as “the individual’s evaluation of her/his writing skills” McCarthy et al (as cited in Abed latif, 2007) “or the writer’s confidence in her/his s ability to successfully perform writing tasks at a given level” Shell et al (as cited in Abed latif, 2007). However, Self-efficacy can negatively influence the learners’ productivity in writing since it refers to each one’s beliefs of his/her level of competence and proficiency. Moreover, this belief can crucially direct any writer’s actions and comportments by determining her/his achievement of goals, how much effort s/he will devote to perform any task, and the diligence s/he affords when facing difficulties and challenges. (Abed latif, 2007).

## **9. Strategies for facilitating writing instruction through cooperative learning in EFL classroom**

Since cooperative learning is widely approved by many instructors and foreign language tutors for its success, researchers has offered several strategies to be used in language classroom in order to facilitate the implementation of the cooperative learning approach. In this sense, Crandall claims that in order to make the cooperative learning more successful, language teachers and learners have to prepare themselves and the material that will be used in addition to numbers of strategies. Accordingly, Crandall has proposed the following strategies to be employed with the implementation of the cooperative learning simultaneously.

### **9.1. Preparing learners for cooperative tasks**

While implementing the cooperative approach, teachers will find themselves obliged to prepare their students for this new instructional approach. Therefore, teachers should provide their students with new opportunities, which would enable them to act as active learners and establish an atmosphere that makes the learning process more enjoyable, creative and profitable since learners will learn actively, practice higher order, strengthen thinking skill, receive feedback, and function with their classmates in groups.

### **9.2. Allocating learners to specific and meaningful task**

Since the cooperative learning approach has its special activities, language teachers should focus on selecting interesting and pertinent tasks that will contribute to making this learning process successful. In addition, the good selection of tasks will arouse students' motivation for learning and urge them for further research and discussion.

### **9.3. Debriefing learners on their experiences with cooperative learning**

Unlike the traditional approaches of language learning, cooperative learning focuses more on involving the social, cognitive, and linguistic skill in the learning process. Therefore, the present strategy includes important activities that should be employed in classroom. Because it contributes in facilitating the given tasks and it helps students to interact positively and actively. Since Students should be given adequate time for reflection and debriefing, not only what was learned about language or context, but also what was learned about the social interaction and how it was learned, solving problems that it may arise and tracing several ways in which the problems were addressed or it will be addressed in future. This activity also enables students to get used to this

unconventional approach of learning because they were accustomed to work in an individual and competitive ways.

#### **9.4. Engaging learners in assessing individual and group contributions**

Since cooperative learning is more than collaborative work between groups of students to accomplish a task together, language teachers should pay attention to several techniques and employ strategies in order to attain good results in their classes. Accordingly, in this strategy, the role of the teacher is chiefly to make the learners the most active participants in the learning process through involving them in evaluating their individual and group contribution. This latter will contribute successfully in increasing and consolidating the sense of shared responsibility for the learning in the classroom and will enable them to see the value of what they are doing (Cradall, p.242).

#### **Conclusion**

To conclude, this chapter was essentially centred on presenting a general overview about the writing concept. Secondly, it attempted to trace the relationship between writing and other skills. Then, several approaches to teaching writing were also addressed. Additionally, this chapter investigated the different factors that may influence EFL learners' writing deficiency. In the end, it suggested some strategies for facilitating writing instruction through cooperative learning in EFL classrooms.

The following chapter will be devoted to the research methodology underlying this study, and to the analysis and interpretation of the collected data followed by a discussion and synthesis of the most important findings.

# **Chapter Three**

## **Fieldwork and Data Analysis**

## **CHAPTER THREE: FIELDWORK AND DATA ANALYSIS**

### **Introduction**

This chapter represents the fieldwork of this study. A descriptive study has been adopted in order to collect and analyse the data. Accordingly, the data collection tool is a questionnaire that has been given to students to answer. This questionnaire is conceptualized on the basis of the two theoretical chapters of this research study. Thus, this chapter is an attempt to gather and analyse data in order to investigate the main research question. Additionally it seeks to use the findings of the obtained data to validate the research hypothesis stating that using the cooperative learning strategy enhances students' writing skill.

### **3.1 Description of students' Questionnaire**

The present questionnaire is designed for third year LMD students at Mohammed Kheider University of Biskra. The main purpose behind it is to gather data about the various perceptions and attitudes of students about the effectiveness of implementing the cooperative learning strategy to enhance the writing skill.

This data collection tool includes (18) questions divided into two sections: Students' Perceptions about the Writing Skill. Furthermore, the questionnaire is administrated randomly to 37 third year LMD students. The questionnaire contains close-ended questions requiring students providing "YES" or "NO" responses, and questions with multiple choice answers. The questionnaire also consists of open-ended sub-questions, such as "explain, why please", which are designed to get deeper insight into students' responses.



### **3.1.1 Section one: Students' Perceptions about the Writing Skill**

This section targets students' perceptions about the writing course and the writing skill, to examine their desire towards attending the writing course, in addition to the importance of mastering this skill. Finally, to disclose what difficulties they might encounter when writing, which are important factors in the teaching/learning process.

### **3.1.2 Section Two: Students' Attitudes towards Cooperative Learning**

This second section is designed to investigate the effect of adopting the cooperative learning strategy in enhancing the students' writing skill. Moreover it attempts to reveal to what extent teachers are successful in implementing the targeted strategy. And finally to determine the students' opinions and positions of the adopted strategy.

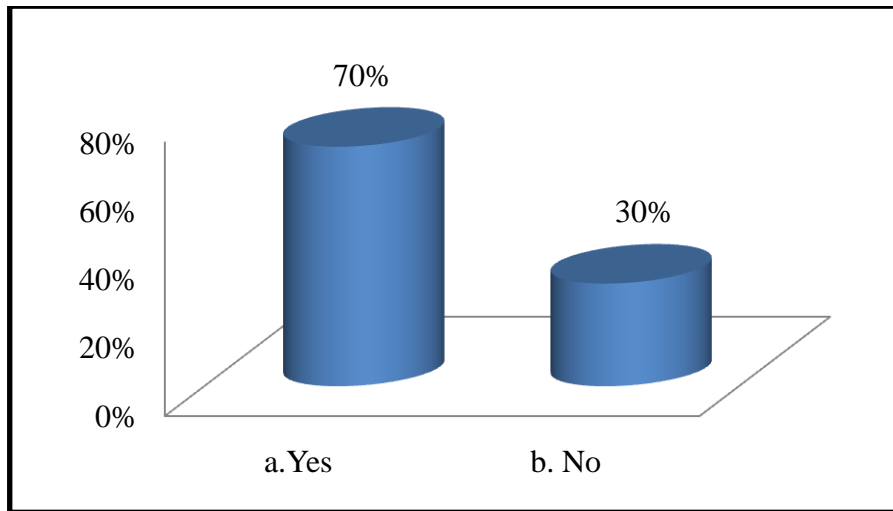
### **3.1.3 Analysis of the Students' Questionnaire**

#### **3.1.3.1 Section One: Students' Perceptions about the Writing Skill**

**Question 01: Do you like writing course?**

**Table 3.1:** Students' Attitude towards the writing course

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Yes</b>	26	70%
<b>b. No</b>	11	30%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.1:** Students' Attitude towards the writing course

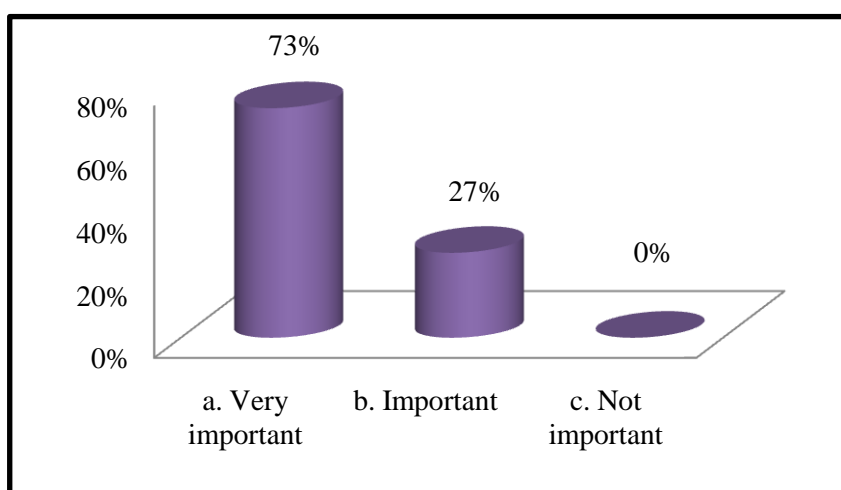
**Question 01: Students' Attitude towards the writing course:**

From the graph above we can see that more than  $\frac{2}{3}$  of students like writing course, which is a good indication, because liking is a necessary factor for studying, but the reason why do they like it, differs from one student to another. For some, it is because they like to express their ideas through writing and feel more comfortable in comparison to speaking, for others they find writing joyful and want to be good writers in the future. On the other hand there are some students who do not like writing, and when asked about the reason behind that, the majority answered that they find writing a difficult skill which makes it boring.

**Question 02: Do you think that learning to write is?**

**Table 3.2:** The Importance of Writing for EFL students

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Very important</b>	27	73%
<b>b. Important</b>	10	27%
<b>c. Not important</b>	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>



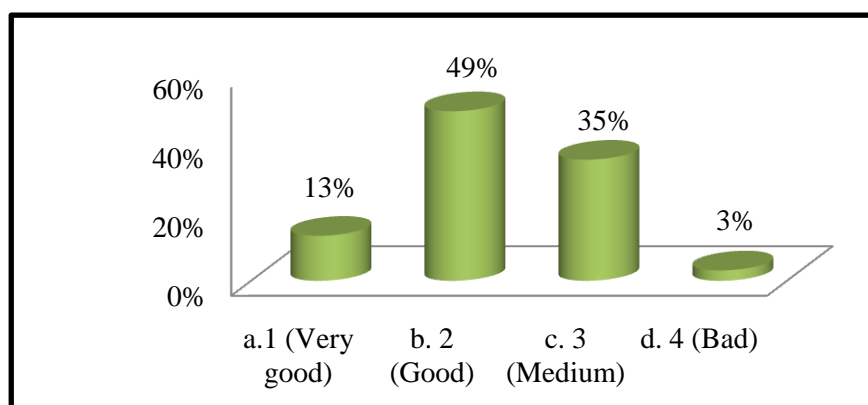
**Graph 3.2:** The Importance of Writing

As shown in the table 3.2, all students agree about the importance of the writing skill. About why do they think it is important or very important, their answers were almost similar, where many of them said because it is one the language's four skills which everyone needs to master, furthermore it is necessary to achieve an academic career, while no one states that writing is not important. This demonstrates that students are aware of the importance of the writing skill

**Question 03: How do you rate your writing level?**

**Table 3.3:** Students' Rating of their Writing Level

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a.</b> 1 (Very good)	5	13%
<b>b.</b> 2 (Good)	18	49%
<b>c.</b> 3 (Medium)	13	35%
<b>d.</b> 4 (Bad)	1	3%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.3:** Students' Rating of their Writing Level

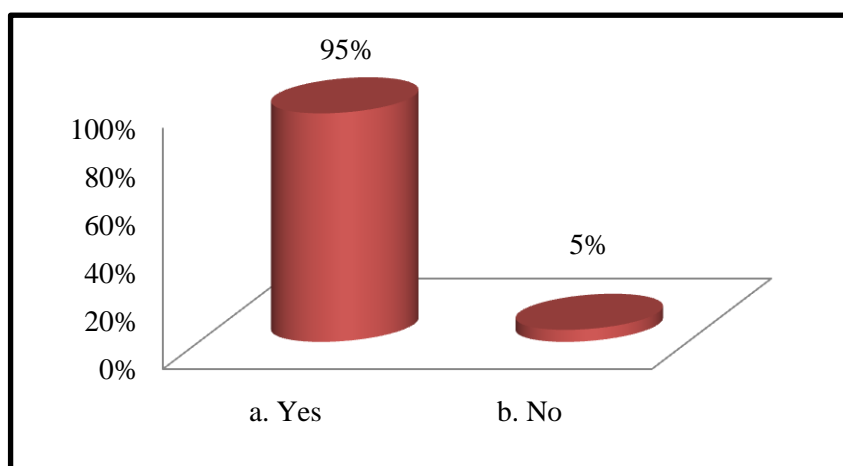
The above table demonstrates students' rating of their own writing level. Where we find that only little number of students who are really satisfied with their level and think it is very good, and about the half believe that they are good at writing. As well as 35% of the participants think that they have a medium writing level, and only 3% who have a bad

level. This means that an important number of students still have not reached a satisfactory level, although they believe in the importance of the writing skill.

**Question 04: Do you have any difficulties when writing?**

**Table 3.4:** Students' Writing Difficulties

Option	Respondents	Percentage
a. Yes	35	95%
b. No	2	5%
<b>Total</b>	<b>37</b>	<b>100%</b>



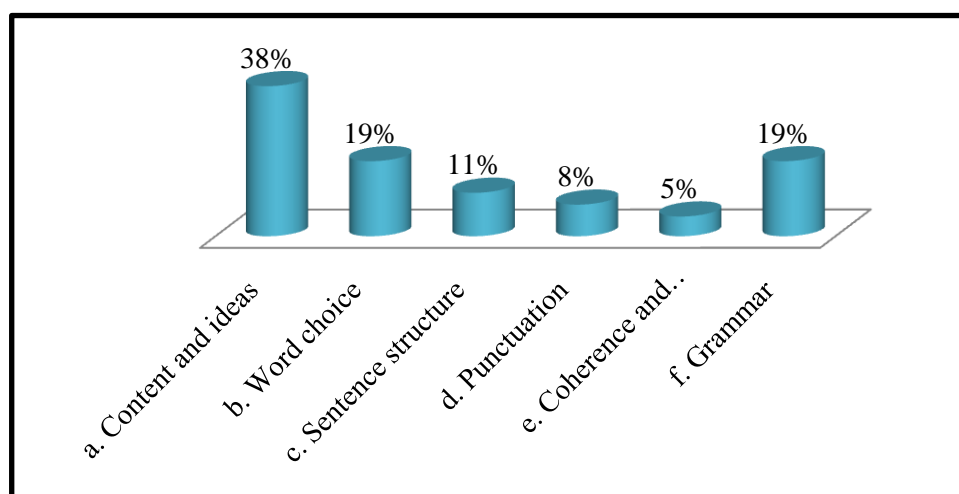
**Graph 3.4:** Students' Writing Difficulties

From the data provided in the table 3.4 above, it is clear that almost all students have writing difficulties, which implies that there is a deficiency in the teaching/learning process, because although most students like writing, and aware of its importance, very little number of students(5%) who believe that they do not face any writing difficulties.

**If yes, in which writing aspect(s)?**

**Table3.4.1:** Students' most difficult writing aspects

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a.</b> Content and ideas	14	38%
<b>b.</b> Word choice	7	19%
<b>c.</b> Sentence structure	4	11%
<b>d.</b> Punctuation	3	8%
<b>e.</b> Coherence and cohesion	2	5%
<b>f.</b> Grammar	7	19%
<b>Total</b>	<b>37</b>	<b>100%</b>



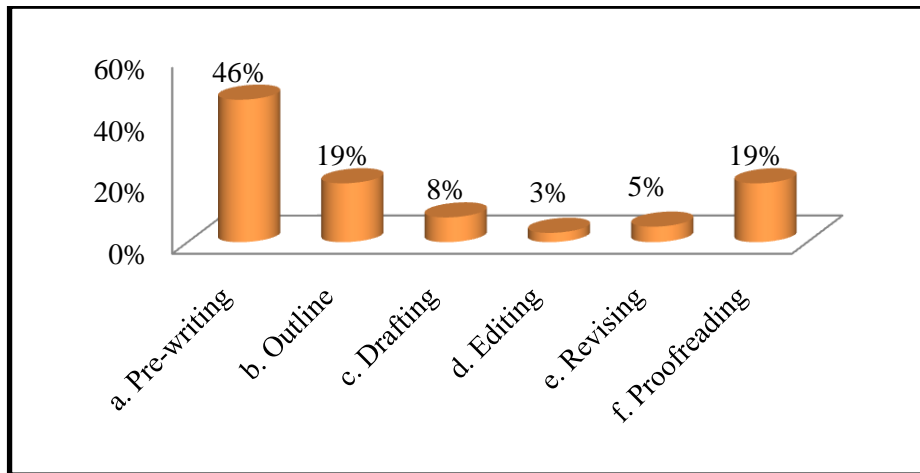
**Graph 3.4.1:** Students' most difficult writing aspects

The table 3.4.1 illustrates students' writing difficulties, where it is clear that the most difficult aspect for them is the content and ideas with 14 students out of 37, this can be explained by the lack of reading among students which led to generating ideas deficiency. Furthermore 7 students out of 37 mentioned having grammar and word choice difficulties, in addition to small fraction of students who have sentences structure and punctuation difficulties.

**Question 05: Which of the writing stages is more difficult for you?**

**Table 3.5: Writing Most Difficult Stages**

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Pre-writing</b>	17	46%
<b>b. Outlining</b>	7	19%
<b>c. Drafting</b>	3	8%
<b>d. Editing</b>	1	3%
<b>e. Revising</b>	2	5%
<b>f. Proofreading</b>	7	19%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.5:** Writing Most Difficult Stages

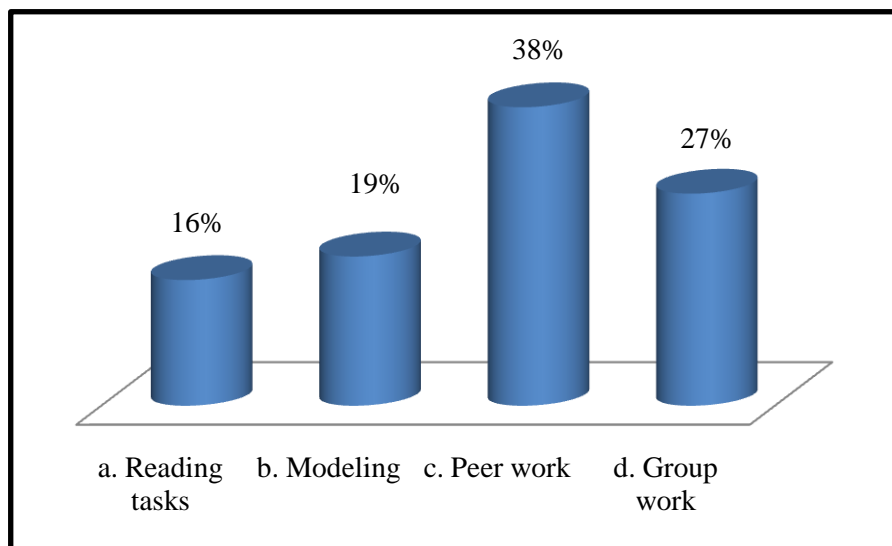
The table 3.5 demonstrates the most difficult writing stages for students. Where pre-writing is the most difficult stage for about half of the respondents which is the first stage, the one related to generating ideas. This stage is related generally to lack of reading among students. About 19% of the respondents have outlining and proofreading difficulties, and finally a small fraction of learners have difficulties when it comes to editing and revising which are connected two final steps in writing.



**Question 06: What are the main strategies that your teachers use to develop your writing skills?**

**Table 3.6:** Teachers’ Adopted Strategies to Develop their Students’ Writing Skills

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a.</b> Reading tasks	6	16%
<b>b.</b> Modelling	7	19%
<b>c.</b> Peer work	14	38%
<b>d.</b> Group work	10	27%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.6:** Teachers’ Adopted Strategies to Develop their Students’ Writing Skills

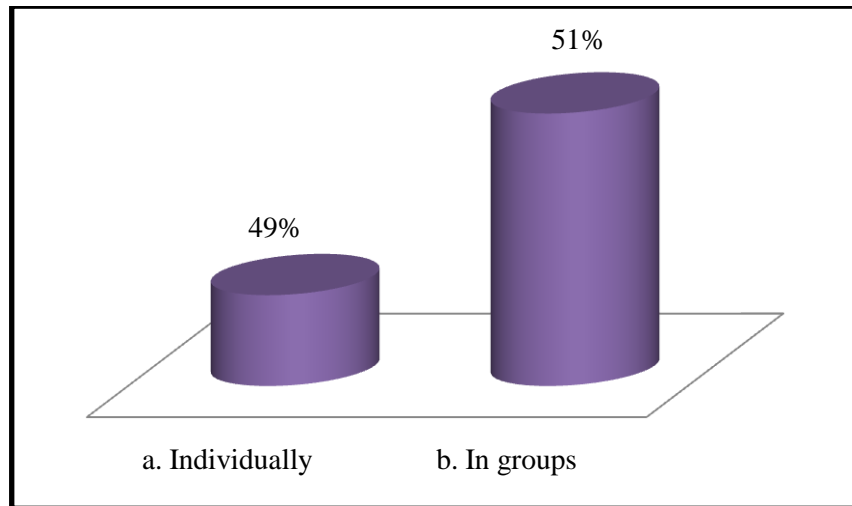
The table 3.6 above represents the strategies adopted by teachers to develop students' writing skill, in which reading is given less importance with 16%, which explains why students have difficulties at the pre-writing stage, and peer work is the most adopted one, and then 27% for group work. Finally, the least adopted is modelling. This means that teachers are varying in their procedure of teaching writing, which is recommended to ensure better achievement but should be balanced according to students' deficiency and the goal which has been set.

### 3.1.3.2 Section Two: Students' Attitudes towards Cooperative Learning

#### Question 07: How do you prefer doing writing assignments?

**Table 3.7:** Students' Preferable Kind of Writing Assignments

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Individually</b>	18	49%
<b>b. In groups</b>	19	51%
<b>Total</b>	<b>37</b>	<b>100%</b>



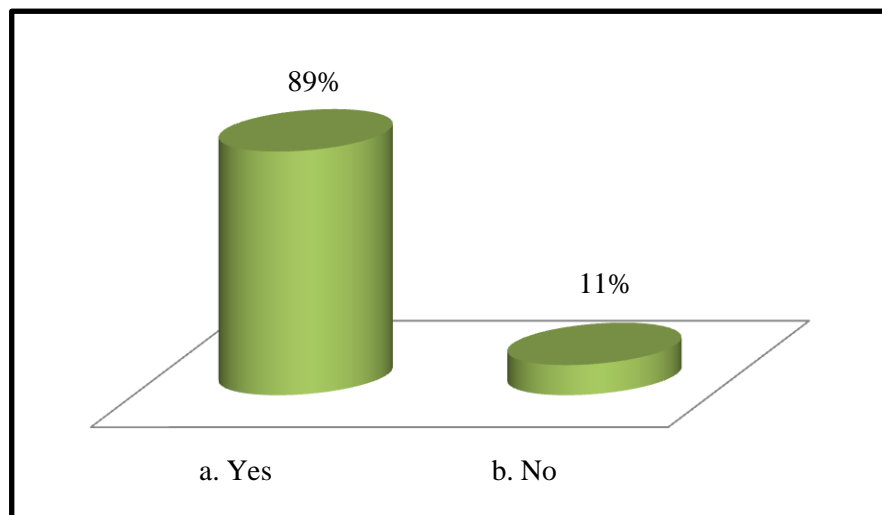
**Graph 3. 7:** Students' Preferable Kind of Writing Assignments

The results obtained in the table 3.7 imply that students are divided into almost two equal attitudes about the preferable kind of doing writing assignments, whether individually or in group. For those who chose working individually, most of them said because of the faced difficulties when dealing with others, such as dominance of some members and imposing their ideas, in addition to a small number of students who preferred individual work because they are autonomous and introvert students. However, for those who preferred group work, their responses were because, group work helps them discuss, exchange, and generate new ideas, in addition to correcting each other's mistakes. Having almost half of students who still prefer working individually, implies that teachers have not succeeded in implementing the principle of interpersonal and social skills that calls for teaching students how to trust each other, communicate ideas, think clearly and effectively with each other, support and accept the differences between one another.

**Question 08: When your teacher uses group tasks, does s/he give you clear instructions?**

**Table 3.8:** Teachers' Clarification of Instructions while Using Group Tasks

Option	Respondents	Percentage
a. Yes	33	89%
b. No	4	11%
<b>Total</b>	<b>37</b>	<b>100%</b>



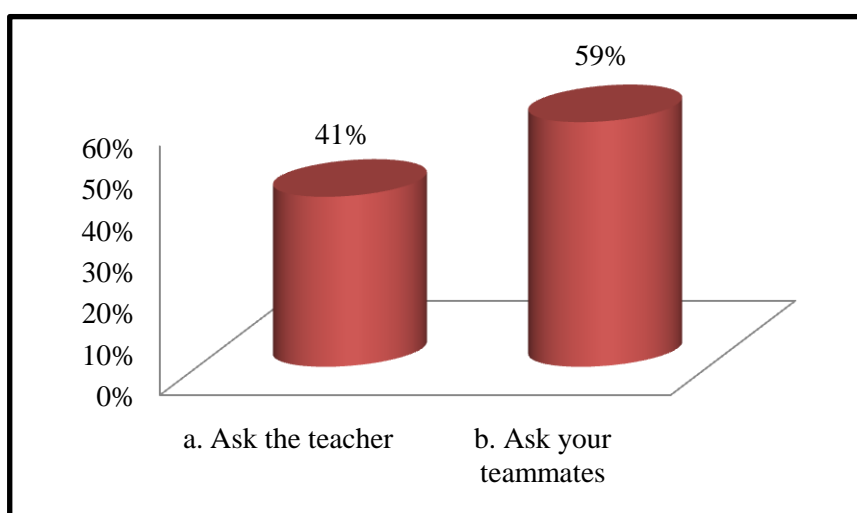
**Graph 3.8:** Teachers' Clarification of Instructions while Using Group Tasks

The results in the table 3.8 above, represents how clear the teachers' instructions for students when working in groups, in which, 89% of the selected sample said that their teachers' instructions were clear. This suggest that teachers are successful to a great extend in playing the rule of guiding and facilitating, by giving clear instructions to students when working cooperatively.

**Question 09: In case the teacher's instructions are not clear, do you?**

**Table 3.9:** Students' source of clarification

Option	Respondents	Percentage
a. Ask the teacher	15	41%
b. Ask your teammates	22	59%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.9:** Students' source of clarification

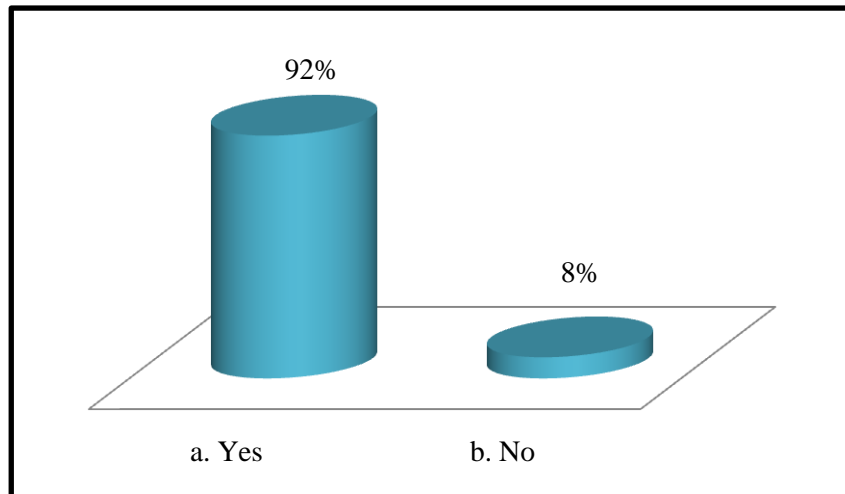
The results on the table 3.9 are about whom to ask when the teacher's instructions are not clear. It showed that more than half of the students preferred to ask teammates instead of a the teacher for clarification, and their justification for that was because of shyness and tendency to avoid contact with the teacher ,which means that many teachers are not successful in bridging the gap between them and their students by creating a motivational environment, through conveying positive expectations, encouraging students

to be active learners, and using a language that expresses positive affect about learning, rather than focusing on directing and assessing students, through a language that tends to be more directive and authoritarian one.

**Question 10: Do you help your group mates learn the material when working in groups?**

**Table 3.10:** Students' Responses about Whether They Help Their Group Mates When Working in Groups or not

Option	Respondents	Percentage
a. Yes	34	92%
b. No	3	8%
<b>Total</b>	<b>37</b>	<b>100%</b>



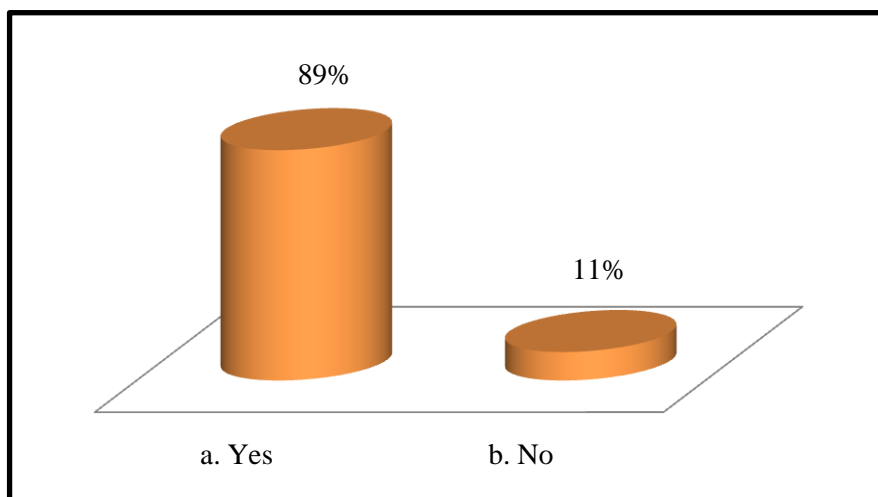
**Graph 3.10:** Students' Responses about Whether They Help Their Group Mates When Working in Groups or Not

The results in table 3.10 showed that most students tend to help each other when working in a groups; which is a positive indication about the well structuring of the principle of Positive interdependence among students, the one that calls for promoting a situation in which students work together in small groups to maximize the learning of all members.

**Question 11: Do you use social skills, such as turn-taking, interrupting softly, and accepting points of view when working in groups?**

**Table 3.11:** Students' Use of Social Skills when Working in Groups

Option	Respondents	Percentage
a. Yes	33	89%
b. No	4	11%
<b>Total</b>	<b>37</b>	<b>100%</b>



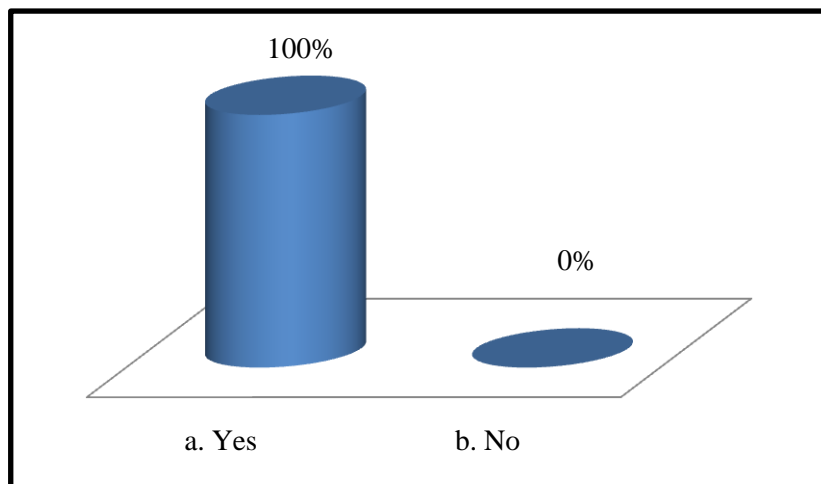
**Graph 3.11:** Students' Use of Social Skills when Working in Groups

The result obtained in table 3.11 is a good indication about structuring Promotive interaction, where providing each other with feedback, having low level of anxiety and stress, when influencing each other's efforts to achieve the group's goals are highly valued among groupmates.

**Question 12: Do you learn from your classmates when working in groups?**

**Table 3.12:** Students' Responses about whether they learn from their Classmates When Working in Groups or Not

Option	Respondents	Percentage
a. Yes	37	100%
b. No	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.12:** Students' Learning from their Classmates when Working in Groups or Not

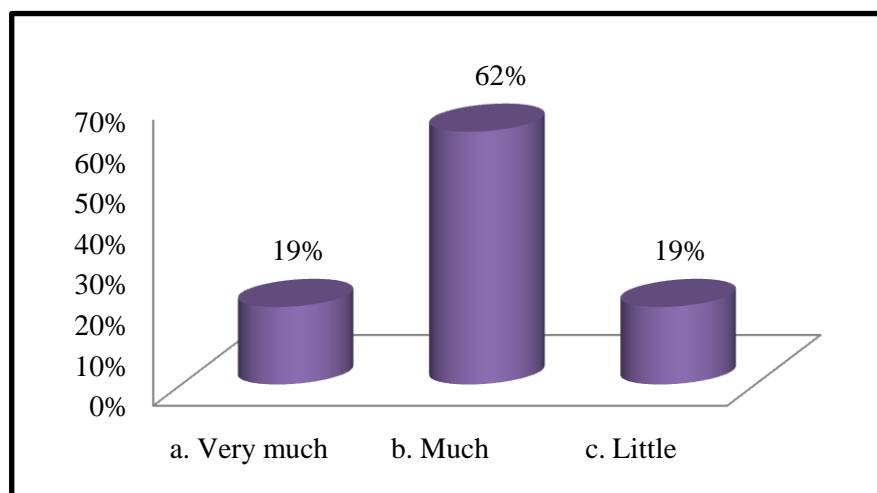


From the responds provided in the table 3.12, it is obvious that students displayed a positive attitude towards cooperative learning, where all agreed about learning from classmates. However when asked how much do they learn, their answers were different as represented in the table 3.12.1 down. The majority of respondents (62%) affirmed that they learn much from group work and only (19%) of the students admitted learning very much from group work. Equally (19%) indicated that they learn but little from group work.

**If yes, how much do you learn from group work?**

**Table 3.12.1:** Students’ responses about how much do they learn from group work

Option	Respondents	Percentage
a. Very much	7	19%
b. Much	23	62%
c. Little	7	19%
<b>Total</b>	<b>37</b>	<b>100%</b>

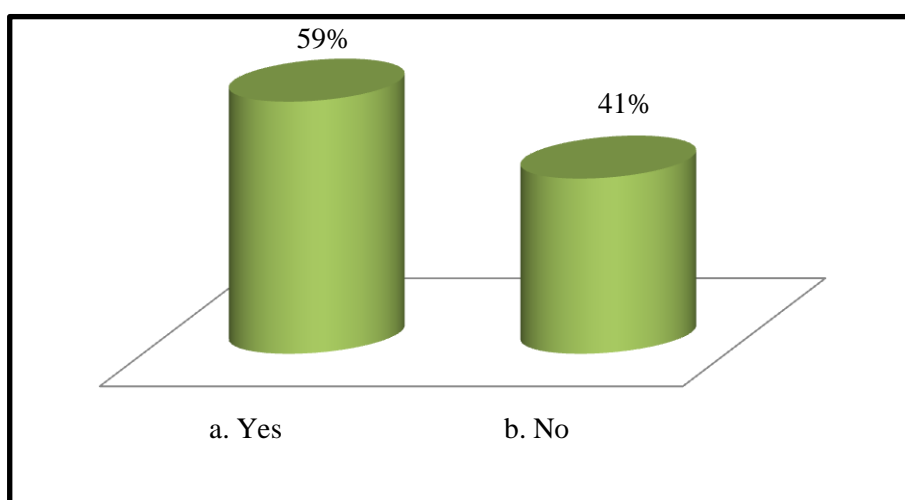


**Graph 3.12.1:** Students’ responses about how much do they learn from group work

**Question 13: Do you do more work than some of your teammates?**

**Table 3.13:** Students' Efforts Compared to their Teammates

Option	Respondents	Percentage
a. Yes	22	59%
b. No	15	41%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.13:** Students' Efforts Compared to their Teammates

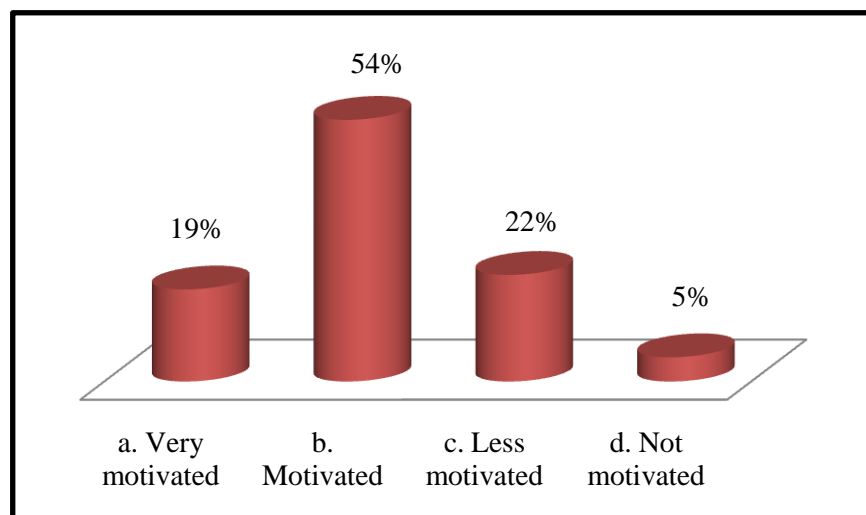
This question seeks to inquire whether the teachers of the given sample have succeeded in implementing the principle of *individual accountability and personal responsibility* that raises group members' feeling of responsibility and accountability for completing the shared task. As the table 3.13 above showed, (59%) of the respondents stated that they made more efforts than their teammates, in other words, (22) students out of (37) have maximized their participation to their groups' goal achievement, while (41%)

of the respondents stated that they made less efforts than their teammates to achieve the shared tasks. This means that the teachers of the selected sample have failed to implement the targeted principle among an important percentage of their students.

**Question 14: How do you feel when your teacher asks you to work in groups?**

**Table 3.14:** Students’ Feeling when asked to Work in Groups

Option	Percentage	Percentage
a. Very motivated	7	19%
b. Motivated	20	54%
c. Less motivated	8	22%
d. Not motivated	2	5%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.14:** Students’ Feeling when asked to Work in Groups

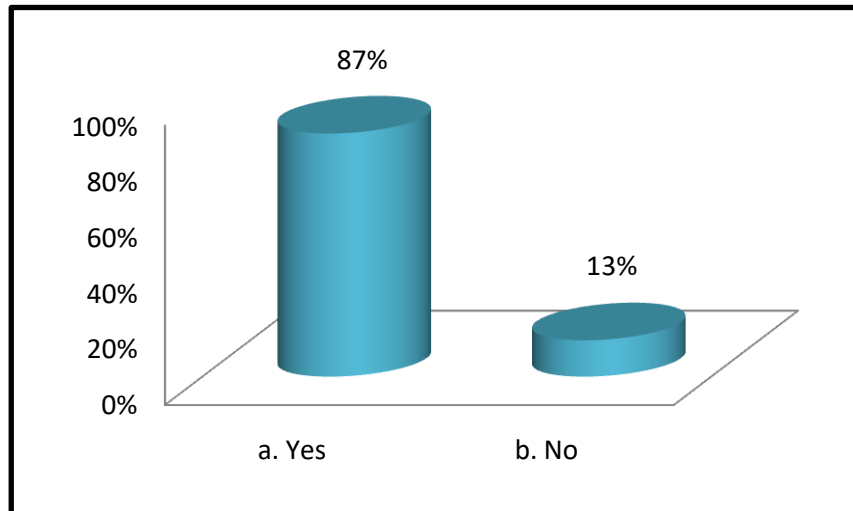
According to the graph 3.14 above which illustrates the students' feeling when asked to work in groups, where (54%) of the respondents stated feeling motivated, because group work helps them experience different ideas and ways of thinking, others stated feeling comfortable and can express their ideas freely when working in groups. Moreover, 19% indicated that they feel very motivated to work in groups, in order to share and discover information and new ideas with others. Almost equally, (22%) asserted that they feel less motivate, because they do not like group work and prefer working alone for many students make much noise and keep wasting time rather than working on the given task, this means that teachers of the selected sample have not succeeded in implementing the principle of *individual accountability and personal responsibility* among their student.

Finally, a small fraction (i.e. 5%) showed no motivation to working in groups, some said because they are introvert learners, other said because they don't know their colleagues which makes them uncomfortable when interacting with them. This is a clear indication that the teacher did not play his role in integrating new members. The teacher is responsible for establishing and encouraging new contacts and must provide students with opportunities to get to know one another (Dohrn 2002).

**Question 15: When you work in groups, do you face any difficulties?**

**Table 3.15:** Students Faced Difficulties when Working in Groups

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Yes</b>	32	87%
<b>b. No</b>	5	13%
<b>Total</b>	<b>37</b>	<b>100%</b>



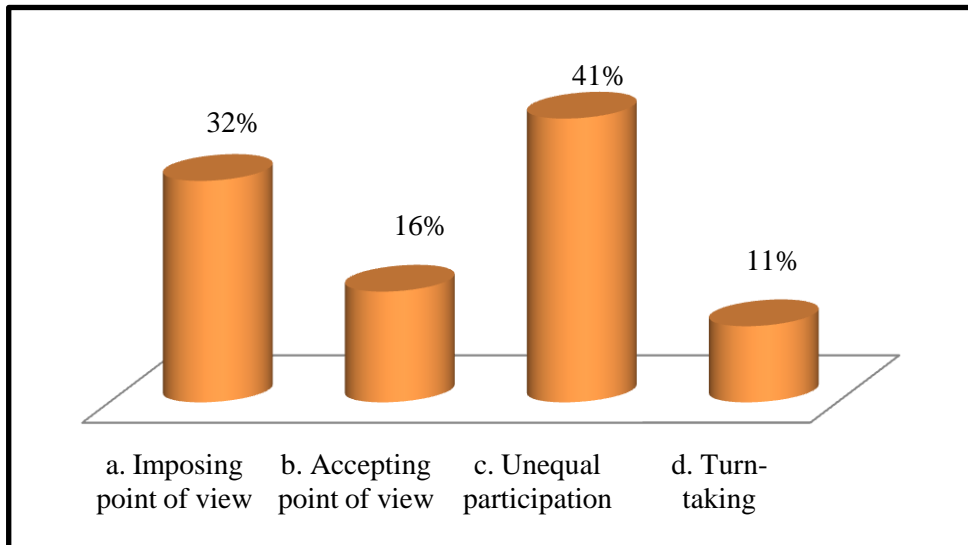
**Graph 3.15:** Students' Difficulties when Working in Groups

This question probes whether or not students encounter difficulties during group work. The rates denoted that the majority of respondents (87%) confirmed that they do face difficulties, and only (13%) of respondents reported having no difficulties.

**If yes, what kind of difficulties**

**Table 3.15.1:** Students' Kind of Difficulties when Working in Groups

Option	Respondents	Percentage
a. Imposing point of view	12	32%
b. Accepting point of view	6	16%
c. Unequal participation	15	41%
d. Turn-taking	4	11%
<b>Total</b>	<b>37</b>	<b>100%</b>



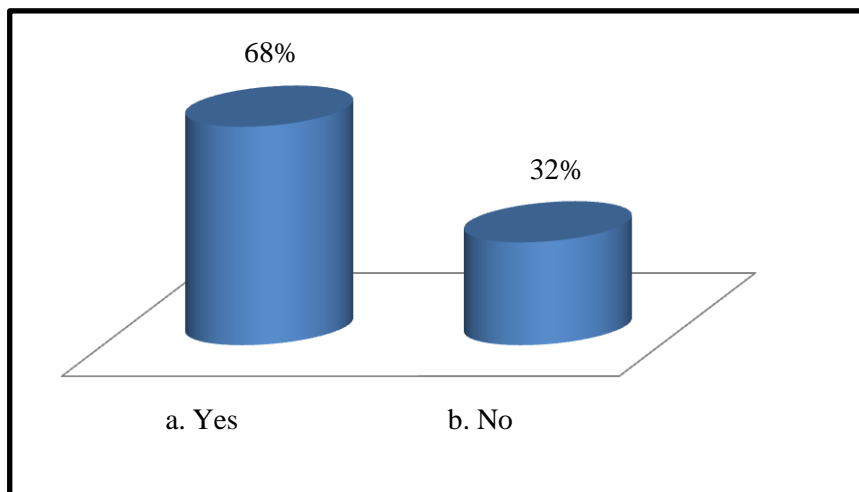
**Graph 3.15.1:** Students' Kind of Difficulties when Working in Groups

This question intends to reveal the kind of difficulties students have when working together. As the statistics display in graph 3.14.1, unequal participation is the major difficulty they face with (41%), which means that there are some students who do most of the task where others do little or nothing of the task. Also 32% of respondents stated that they have problem with students who want to impose their points of view, similarly (16%) have problem with students not accepting their points of view, and finally a small percentage (11%) stated having turn-taking problem when working in groups. From the statistics we can deduce that the principle of *Interpersonal and Social Skills* is not well structured among students, otherwise they would not meet these kinds of difficulties when working in groups.

**Question 16: When you work in groups, do you try to make sure that everyone learns the assigned material?**

**Table 3.16:** Students' Responses about Whether They Try to Make Sure That Everyone Learns the Assigned Material or not

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Yes</b>	25	68%
<b>b. No</b>	12	32%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.16:** Students' Responses about Whether They Try to Make Sure That Everyone Learns the Assigned Material or not

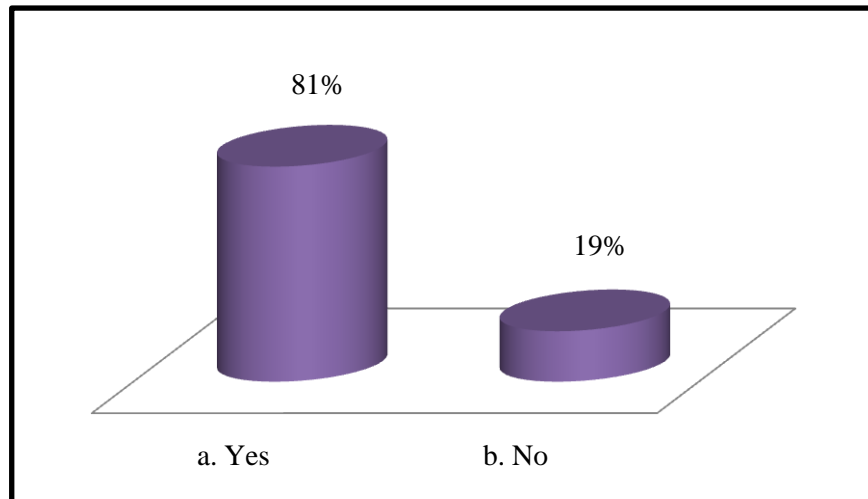
The data provided in the table 3.16, illustrates how much the principle of promotive interaction is structured among student, which ensures that every member of the group encourages and facilitates each other's efforts to accomplish the shared goals, through

assisting each other, exchanging the needed resources such as information and material, and providing each other with feedback. From the statistics (32%) opt for “No” which is still an important fraction, and teacher need to spend more time on implementing this principle for its importance as a pillar of cooperative learning.

**Question 17: Does working in groups improve your relationship with your classmates?**

**Table 3.17:** Group Work and Classmates Relationship Improvement

Option	Respondents	Percentage
a. Yes	30	81%
b. No	7	19%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.17:** Group Work and Classmates Relationship Improvement

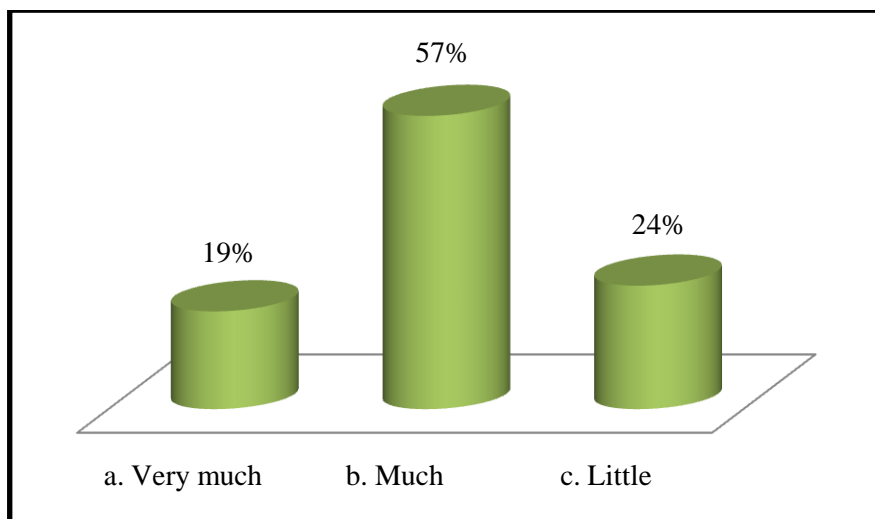


From the data provided in table 3.17, we find that the vast majority of students agree that working in groups improves their relationship with their classmates. This confirms the social benefit in adopting cooperative learning, which ensures students engaging in relationships outside the classroom and these relationships also aid in the development of positive opportunities for the future interactions with peers.

**Question 18: How does much working in groups help you improve your writing skill?**

**Table 3.18:** Working in Groups and Students’ Writing Skill Improvement

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Very much</b>	7	19%
<b>b. Much</b>	21	57%
<b>c. Little</b>	9	24%
<b>Total</b>	<b>37</b>	<b>100%</b>



**Graph 3.18:** Working in Groups and Students’ Writing Skill Improvement

Students’ responses in table 3.18 indicate that an important percentage of students believe that group work helped them much (57%) in, addition to (19%) opt for very much, and the rest (24%) stated little, but they all agree and have a positive attitude towards working in groups and that it helped them improve their writing skill, through learning new vocabulary, getting new ideas when discussing the assignments. This is a clear suggestion for the effectiveness of adopting cooperative learning to improve the students’ writing skill.

### 3.2 Discussion of the findings

Through the analysis of the data gathered from the students’ questionnaire, we have obtained precious responses about the students’ attitudes towards the implementation of cooperative learning to enhance the writing skill. First of all, the results revealed that the majority of students like writing course and perceive the importance of mastering the writing skill. This is vital and prerequisite for successful the learning process and achieving higher level.

To begin, a great number of students admitted having some difficulties when cooperative learning is adopted such as unequal participation, imposing point of view and turn-taking, moreover about half of the selected sample opt for individual work to avoid such kind of difficulties. However these kind of difficulties could be overcome if teachers undergone solid development before the implementation of cooperative learning as stated by (Johnson & Johnson, 1999). Yet all students admitted learning from group mates when cooperative learning is implemented and a great percentage stated being motivated to work cooperatively. Similarly the majority of students argued the improvement of their relationship with their mates due to the implementation of the researched strategy.

In summary, it is clear that there are many deficiencies in the implementation of the CL strategy which led to the above mentioned challenges and problems, nevertheless students believe that cooperative learning is much more fruitful especially if adopted correctly. Additionally, they recognize that CL has positive contribution to the development of their writing skill, similarly it promoted interrelationship inside and outside the class.

### **3.3 Limitations of the study**

At the beginning, the present study was planned to be conducted at Tounsi Mohammed middle school in Sidi Khaled, where two questionnaires were to be handed to third year pupils and teachers as a data collection tool, in addition to a classroom observation, but because of the pandemic “COVID-19” which made the academic year finish beforehand , and we became obliged to change the population of the study and choose third year English student at Mohammed Kheider University as ur new population to work on. The study could not be conducted as it was planned, where we have given a

questionnaire to third year English students to answer via facebook group as the only data collection tool, which we could not do with teachers, whom the access to was difficult, in addition to them being busy with their students dissertations.

Another limitation to the study is the number of students who answered the questionnaire, which was much little in comparison to the whole population, i.e. third year English students. Thus we can conclude that the obtained results have confirmed to a great extent the proposed hypothesis, whereas it cannot be generalized to all learners. It would be better to include a larger number of students, in addition to the adoption of the initially selected data collection tools, namely, the teachers and students questionnaires, in addition to the classroom observation to get more insight about the implementation of the targeted strategy

### **General conclusion**

The focal point of this research study is to shed light on the importance of giving more space for students to participate in the teach/learning process, through adopting a strategy in which the student is regarded as the ‘motor’ of the learning experience in teaching writing. A student-centered strategy ‘Cooperative Learning’ has been adopted to enhance the students’ writing skill.

Through this work we attempt to investigate the effectiveness of the CL strategy in enhancing the writing skill among EFL learners’, the present research consists of (03) chapters, namely (02) of them devoted to literature review of the research study, and (01) is concerned with the practical part of the study.

More specifically, the first chapter is designed to gain insights into the cooperative learning strategy. This chapter provides a clear definition to the strategy and its principles. It also sheds light on the roles of both, the teacher and the learner in order to successfully implement the strategy.

The second chapter deals with writing instruction. Through this chapter, we attempted to spot light on the writing skills, its characteristics and what interconnections there are between it and the other skills. Moreover, we highlighted the main approaches to teaching writing, as well as, the main factors responsible for EFL learners' deviancies, and finally provide factors to facilitate writing instruction through CL.

As far as the third chapter is concerned, it is devoted to the fieldwork in which tried to analyse, synthesis, discuss, and draw conclusions about the data obtained from the students' questionnaire which was administrated to (37) LMD students at Mohammed Kheider University of Biskra, in order to check the correctness of the raised hypothesis .

Based on the statistical analysis, the findings showed that CL brought significant outcomes when incorporated into writing instruction. More specifically, the findings of this research study confirm to some extent the suggested hypothesis, which assume that if cooperative learning is implemented, the students' writing skill will be enhanced.

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# Appendices

# Appendix one

## Students' questionnaire

**Dear Students,**

We would be so grateful if you could answer the following questions about your attitude towards the use of cooperative learning to enhance the writing skill. Please tick (✓) in the appropriate box (es) and give full answer(s) whenever is necessary.

### Section one: Students' perception about the writing skill

**Q1.Do you like writing course?**

a- Yes       b- No

**Please, explain why?**

.....

.....

.....

.....

**Q2.Do you think that learning to write is:**

a- Very important       b- Important       c- Not important

**Please, explain why?**

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

**Q3.how do you rate your writing level?**

a- Very good       b- Good       c- Medium       d- Bad

**Q4.Do you have any difficulties when writing?**

a- Yes       b- No

**If yes, what kind of difficulties?**

a- Content and ideas       b- word choice       c- sentences structure   
d- punctuation       e- Coherence and cohesion       f- Grammar

**Q5: which of the writing stages is more difficult for you?**

a- Pre-writing       b- Outlining       c- Drafting   
d- Editing       e- Revising       f- Proofreading

**Q6: What are the main strategies that your teachers use to develop your writing skill?**

a- Reading tasks       b- Modelling       c- Peer work       d- Group work



**Section two: Students' attitude towards cooperative learning**

**Q7. How do you prefer doing writing assignments?**

a-Individually       b-In groups

**Please, explain why?**

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

**Q8. When your teacher uses group work, does s/he give you clear instructions?**

a-Yes       b- No

**Q9. In case the teacher's instructions are not clear, do you?**

a-Ask your teacher       b-Ask your teammates

**Whatever your answer is, please explain why.**

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

**Q10. Do you help your groupmates learn the material when working in groups?**

a-Yes

b- No

**Q11. Do you use social skills, such as turn taking, interrupting softly, and accepting points of view when working in groups?**

a-Yes

b- No

**Q12. Do you learn from your classmate when working in groups?**

a-Yes

b- No

**If yes, how much do you learn from group work?**

a-Very much

b- Much

c- little

**Q13. Do you do more work than some of your teammates?**

a- Yes

b- No

**Q14. How do you feel when your teacher asks you to work in groups?**

a-Very motivated

b- motivated

c-Less motivated

d-not motivated

**Whatever your answer is, please explain why.**

.....  
.....

**Q15. When you work in groups, do you face any difficulties?**

a-Yes

b-No

**If yes, what kind of difficulties?**

a-Imposing point of view

b- accepting point of view

c-Unequal participation

d- Turn taking

e-Other

**Please, explain**

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

**Q16. When you work in groups, do you try to make sure that everyone learns the assigned material?**

a-Yes

b- No

**Q17. Does working in groups improve your relationship with your classmates?**

a-Yes

b-No

**18-How much does working in group help you improve your writing skill?**

a-Very much

b- Much

C- Little

d- Never

**Please explain how?**

.....

.....

.....

**Thank you for your collaboration**

## Appendix Two

### Teachers' Questionnaire

**Dear Teachers,**

The Present questionnaire serves as a data collection tool to gather the needed information to investigate the effectiveness of implementing cooperative learning to enhance the writing skill among students. Your collaboration will be a great help for us. Please, tick (✓) in the appropriate box (es) and give full answer(s) whenever is necessary.

#### Section One: General information

**Q1. Please, specify your degree(s)**

a) Master

b) Magister

c) PhD

**Q2. How long have you been teaching writing?**

a) Less than 5 years

b) More than 5 years

**Q3. Is your teaching method?**

a) Students-centred

b) Teacher-centred

## Section Two: Implementing cooperative learning

**Q4. Do you ask your students to work in cooperative learning groups or individual work?**

a) Cooperative learning group

b) individual work

**Q5. How often do you use cooperative learning in writing classes?**

a) Always

b) often

c) sometimes

d) rarely

**Q6. I understand cooperative learning well enough to implement it in my class.**

a) Strongly agree

a) agree

**Q7. Do you assign students to groups or you give them room to choose with whom to work, and why?**

.....  
.....

**Q8. How many students members do you include in each group?**

a) Two students

b) Three students

c) Four students

d) Five students

**Q 9. How would you describe your students when they work cooperatively?**

a) Vey motivated

a) Motivated

c) Somehow

d) Unmotivated

### **Section Three: Difficulties when implementing cooperative learning**

**Q10. Classes are crowded to implement cooperative learning**

- a) Strongly agree     b) Agree     c) Disagree     d) Strongly disagree

**Q11. Implementing cooperative learning requires too much effort.**

- a) Strongly agree     b) Agree     c) Disagree     d) Strongly disagree     e) Undecided

**Q12. If I implement cooperative learning, my class is noisy and I feel I lost control over it.**

- a) Strongly Disagree     b) Disagree     c) Agree     d) Strongly Agree

**Q13. Implementing cooperative learning in the classroom takes a great deal of time.**

- a) Strongly disagree     b) Disagree     c) Agree     d) Strongly agree

### **Section Four: impact of cooperative learning on students' achievement**

**Q14. My students achieve better when working together than when working alone.**

- a) Strongly disagree     b) Disagree     c) Agree     d) Strongly agree

**Q 15. My students are more motivated when working cooperatively**

- a) Strongly Disagree     b) Disagree     c) Agree     d) Strongly Agree

**Q16. When I implement cooperative learning, many students expect other teammates to do the work.**

a) Strongly Disagree     b) Disagree     c) Agree     d) Strongly Agree

**Q17.Cooperative learning helps students develop better communication skills**

a) Strongly Disagree     b) Disagree     c) Agree     d) Strongly Agree

**Q18.Cooperative learning benefits all students regardless of their learning style, ability**

a) Strongly Disagree     b) Disagree     c) Agree     d) Strongly Agree

**Q19.Cooperative learning is a valuable teaching strategy to implement.**

a) Strongly Disagree     b) Disagree     c) Agree     d) Strongly Agree

**Thank you for your collaboration**



## الملخص

يهدف هذا البحث إلى دراسة مدى فعالية تطبيق تقنية العمل الجماعي التعاوني في مجال التعبير الكتابي في تطوير المهارة الكتابية لدى الطلبة. و لكي نتحقق من مدى صحة الفرضية التي تقترح اعتماد تقنية العمل الجماعي التعاوني لتعزيز مهارة الطلبة الكتابية فقد اتبعنا دراسة وصفية أين قمنا بإعطاء استبيان لطلبة السنة الثالثة نظام ل.م.د تخصص لغة انجليزية بجامعة محمد خيضر، بسكرة. وكانت المحصل عليها من تحليل نتائج الاستبيان متوافقة مع الفرضية الأساسية، أي أن موقف الطلبة من مدى فعالية تقنية العمل الجماعي في تعزيز المهارة الكتابية، كان إيجابيا إلا أنه لا يمكن تعميم نتائج هذه الدراسة و ذلك للظروف التي أجريت فيها، حيث يقترح إجرائها حسب الخطة المقترحة مبدئيا حتى نستطيع تعميمها على جميع الطلبة .