



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

## **MASTER THESIS**

Letters and Foreign Languages English Language  
Sciences of the Language

Submitted and Defended by:

**Oumaima MADANI**

---

# **The Role of Cooperative Learning in Enhancing Pupils' Writing via ICT Tools**

**The Case of Second Year Foreign Languages Stream Pupils at Khadraoui  
Brothers' Secondary School, Zeribet El Oued, Biskra**

---

### **Board of Examiners:**

<b>Prof. Saliha CHELLI</b>	<b>Prof</b>	<b>(Chairperson)</b>	<b>University of Biskra</b>
<b>Mr. Walid AOUNALI</b>	<b>MAA</b>	<b>(Supervisor)</b>	<b>University of Biskra</b>
<b>Mr. Bilal ZENOU</b>	<b>MAA</b>	<b>(Examiner)</b>	<b>University of Biskra</b>
<b>Mrs. Nadjet MOUSSAOUI</b>	<b>MAA</b>	<b>(Examiner)</b>	<b>University of Biskra</b>

Academic Year: 2020-2021

# *Dedication*

To my dear parents, **Azzedine and Safia**, I am forever indebted to you.

To my grandparents, for always remembering me in their prayers.

To my unique brother, **Anis**, for being the shoulder I count on.

To all my lovely friends and family members, I will never forget your words of encouragement.

I dedicate this humble work to you.

## **Acknowledgement**

All praises go to Allah the Almighty for giving me the strength and patience to finish this work.

I would like to express my deepest gratitude and give very special thanks to **Mr. Walid Aounali**, for always having faith in me, and for providing his constant support and encouragement throughout the hardships of this year. Without him, the completion of this dissertation would not have been possible.

Many thanks go to the members of the jury, **Prof. Saliha CHELLI**, **Mr Walid AOUNALI**, **Mr. Bilal ZENOU** and **Mrs. Nadjet MOUSSAOUI** who took their time of the day to read this dissertation.

I would also like to extend my appreciation to second-year, foreign languages stream, pupils at Khadraoui Brothers' Secondary School for their cooperation in the practical part of this study.

## Abstract

Writing is a complex skill in that it includes many elements such as grammar and organization of ideas; however, these elements may prove to be difficult for EFL pupils to control. Therefore, it is within the teachers' responsibility to teach writing using a method that could both motivate learners and enhance their writing skills. The current study aims to investigate the role of cooperative learning in enhancing pupils' writing via ICT tools; it also attempts to highlight how this method helps pupils overcome some of the difficulties they encounter in writing such as grammar, spelling and punctuation. Furthermore, this study also attempts to account for pupils' attitudes and perceptions towards cooperative learning via ICT tools. A mixed methods research design was adopted to collect quantitative as well as qualitative data. First, a questionnaire was submitted to fourteen (14) second-year, foreign languages stream pupils at Khadraoui Brothers' Secondary School; results revealed that the majority of the pupils were in favour of learning writing using this technique. Second, a quasi-experiment was performed with two groups of second-year foreign languages pupils: the experimental group (14 pupils) and the control group (12 pupils). The quasi-experiment included a pre-test-post test design for both groups and treatment sessions for the experimental one which lasted for 3 weeks. The researcher opted for statistical analysis procedures to analyze the scores of both groups in the pre and post-test; a paired sample t-test was also used to test the validity of the hypotheses. The results yielded that the experimental group achieved significant progress in the post-test which confirmed our hypotheses. Thus, cooperative learning has a positive role in enhancing pupils' writing and helping them overcome, the grammatical, spelling and punctuation, difficulties they encounter in writing.

**Keywords:** cooperative learning, ICT, writing, EFL pupils, writing difficulties.

## **List of Abbreviations**

**CL:** Cooperative Learning

**CW:** Cooperative Writing

**EFL:** English as a Foreign Language

**ICT:** Information Communication Technology

**Pf:** Peer Feedback

**P-Value:** Probability, a margin of error ranging from 0.00 to 1.00

**Q:** Question

**SD:** Standard Deviation

**SPSS:** Statistical Package for Social Sciences

**STAD:** Student Teams-Achievement Divisions

## List of Tables

<b>Table 1</b>	Changes in Teacher Roles.....	15
<b>Table 2</b>	Pupils' Preference of Learning Foreign Languages.....	30
<b>Table 3</b>	Pupils' Preferred Language.....	30
<b>Table 4</b>	Pupils' Preference on the Way of Writing.....	31
<b>Table 5</b>	Difficulties of using Cooperative Learning.....	32
<b>Table 6</b>	Pupils' Attitude towards the Role of Cooperative Learning in Minimizing Writing Difficulties.....	34
<b>Table 7</b>	Pupils' Attitude towards the Benefits of Working in groups, in Writing.....	35
<b>Table 8</b>	Pupils' Attitudes towards the Role of Cooperative Learning Via ICT Tools in Enhancing Writing.....	36
<b>Table 9</b>	Pupils' Attitudes towards ICT.....	37
<b>Table 10</b>	Pupils' Perceptions on Always Using Cooperative Learning Via ICT to Teach Writing.....	38
<b>Table 11</b>	Pupils' Level of Writing Proficiency.....	39
<b>Table 12</b>	Pupils' Composition Writing Inside the Classroom.....	40
<b>Table 13</b>	Pupils' Views about Difficulties in writing.....	41
<b>Table 14</b>	Pupils' Difficulties in Writing.....	42
<b>Table 15</b>	Pupils' Perceptions about the Sources of Difficulties in Composition Writing.....	43
<b>Table 16</b>	Pupils' Perceptions about Writing Stages Level of Difficulties..	44
<b>Table 17</b>	The Schedule of the Experiment.....	50

<b>Table 18</b>	Pre-test Scores of the Experimental Group.....	50
<b>Table 19</b>	The Experimental Group Detailed Pre-test Marks.....	51
<b>Table 20</b>	Pre-test Scores of the Control Group.....	53
<b>Table 21</b>	The Control Group Detailed Pre-test Marks.....	54
<b>Table 22</b>	The Variance between Participants' Levels of Writing in the Pre-test.....	56
<b>Table 23</b>	Post-test Scores of the Experimental Group.....	60
<b>Table 24</b>	The Experimental Group's Detailed Post-test Marks.....	61
<b>Table 25</b>	Control Group Post-test scores.....	63
<b>Table 26</b>	Control Group Detailed Post-test Marks.....	64

## List of Figures

<b>Figure 1</b>	Different ICT Tools. (Anderson, 2010, p. 4).....	14
<b>Figure 2</b>	Sequences of Ideas by Murray and Hughes (2008, p.46).....	19
<b>Figure 3</b>	Stages of Writing According to the Process Approach (Seow, 2002, p315).....	22
<b>Figure 4</b>	Pupils' Preferred Language.....	30
<b>Figure 5</b>	Pupils' Preference on the Way of Writing.....	31
<b>Figure 6</b>	The Difficulty of Expressing Thoughts.....	32
<b>Figure 7</b>	Fear of Committing Mistakes in front of Group Members.....	33
<b>Figure 8</b>	The Difficulty of Being Corrected by Peers.....	33
<b>Figure 9</b>	Pupils' Attitude towards the Role of Cooperative Learning in Minimizing Writing Difficulties.....	34
<b>Figure 10</b>	Pupils' Attitudes towards the Role of Cooperative Learning Via ICT Tools in Enhancing Writing.....	36
<b>Figure 11</b>	Pupils' Attitudes towards ICT.....	37
<b>Figure 12</b>	Pupils' Perception on Always Using Cooperative Learning Via ICT to Teach Writing.....	38
<b>Figure 13</b>	Pupils' Level of Writing Proficiency.....	39
<b>Figure 14</b>	Pupils' Composition Writing Inside the Classroom.....	40
<b>Figure 15</b>	Pupils' Difficulties in Writing .....	42
<b>Figure 16</b>	Pupils' Perceptions about the Sources of Difficulties in Composition Writing.....	43



<b>Figure 17</b>	Pupils' Perceptions about the Pre-Writing Stage Level of Difficulty.....	44
<b>Figure 18</b>	Pupils' Perceptions about the Drafting Stage Level of Difficulty.....	45
<b>Figure 19</b>	Pupils' Perceptions about the Revising Stage Level of Difficulty.....	45
<b>Figure 20</b>	Pupils' Perceptions about the Editing Stage Level of Difficulty.....	46
<b>Figure 21</b>	The Experimental Group Pre-test Marks.....	51
<b>Figure 22</b>	The Experimental Group's Detailed Pre-test Marks.....	53
<b>Figure 23</b>	The Control Group Pre-test Marks.....	54
<b>Figure 24</b>	The Control Group Detailed Pre-test Marks.....	55
<b>Figure 25</b>	Comparison of Means of Participants' Marks in the Pre-test...	57
<b>Figure 26</b>	The Experimental Group Pre-test Marks.....	61
<b>Figure 27</b>	The Experimental Group's Detailed Post-test Marks.....	62
<b>Figure 28</b>	The Control Group's Post-test Marks.....	63
<b>Figure 29</b>	Control Group Detailed Post-test Marks.....	65
<b>Figure 30</b>	Comparison of Post-test Means.....	65
<b>Figure 31</b>	Comparison of the Experimental Group's Mean Score.....	66
<b>Figure 32</b>	Comparison of the Control Group's Mean Score.....	67
<b>Figure 33</b>	Experimental Group T and P-value.....	68

## List of Appendices

<b>Appendix 1</b>	Pupils' Questionnaire.....	81
<b>Appendix 2</b>	Samples of Pre-test.....	85
<b>Appendix 3</b>	Samples of Treatment Lesson plan.....	88
<b>Appendix 4</b>	Pupils' Designated Roles.....	92
<b>Appendix 5</b>	Peer Feedback Checklist.....	93
<b>Appendix 6</b>	Samples of Post-test.....	94

# Contents:

<b>Dedication.....</b>	<b>I</b>
<b>Acknowledgement.....</b>	<b>II</b>
<b>Abstract.....</b>	<b>III</b>
<b>List of Abbreviation.....</b>	<b>IV</b>
<b>List of Tables.....</b>	<b>V</b>
<b>List of Figures.....</b>	<b>VI</b>
<b>List of Appendices.....</b>	<b>Xi</b>
<b>General Introduction</b>	
Introduction.....	1
Statement of the Problem.....	1
Aim of the Study.....	1
Research Questions.....	2
Hypotheses.....	2
Significance of the Study.....	2
Research Design.....	3
Structure of the Study.....	3
<b>Chapter One: An Overview on Cooperative Learning</b>	
Introduction.....	4
1.1. Definition of Cooperative Learning.....	4
1.2. Elements of Cooperative Learning.....	5
1.2.1. Positive Interdependence.....	5
1.2.2. Face to Face Promotive Interaction.....	5
1.2.3. Individual Accountability.....	5
1.2.4. Interpersonal and Small Group Skills.....	6
1.2.5. Group Processing.....	6
1.3. Types of Cooperative Learning.....	7
1.3.1. Formal Cooperative Learning.....	7
1.3.2. Informal Cooperative Learning.....	7

1.3.3. Cooperative Base Groups.....	7
1.4. Cooperative Learning Strategies in the Classroom.....	8
1.4.1. Jigsaw.....	8
1.4.2. Learning Together .....	8
1.4.3. Student Teams Achievement Division (STAD) .....	9
1.4.4. Think Pair Share .....	9
1.4.5. Round Table.....	9
1.5. Some Strategies for Facilitating Cooperative Learning.....	9
1.5.1. Training.....	9
1.5.2. Group Size and Members Selection.....	10
1.5.3. Students' Roles.....	10
1.5.4. Identifying Group Tasks.....	10
1.5.5. Assessment and Evaluation.....	11
1.6. Advantages of Cooperative Learning.....	11
1.6.1. Academic Achievement.....	11
1.6.2. Interpersonal Relationships.....	11
1.6.3. Reducing Anxiety.....	11
2.1. Definition of ICT.....	12
2.2. A Historical Overview of ICT-Education.....	12
2.3. ICT Tools.....	13
2.3.1. Computers.....	13
2.3.2. Internet.....	13
2.3.3. Cameras.....	13
2.3.4. . Projector.....	13
2.4. ICT and Teacher's Role.....	14
2.4.1. Facilitators.....	14

2.4.2. Researchers.....	15
2.4.3. Integrators of Media.....	15
2.5.The Advantages of Using ICT in an EFL Classroom.....	15
Conclusion.....	16
<b>Chapter Two: Writing in EFL Classrooms</b>	
Introduction.....	17
3.1. Definition of Writing.....	17
3.1.1. Importance of Writing.....	17
3.2. Elements of Writing.....	18
3.2.1.Organization.....	18
3.2.2. Clarity.....	18
3.2.3. Coherence.....	19
3.2.4. Word Choice.....	19
3.3. Approaches of Teaching EFL Writing.....	19
3.3.1. The Product Approach.....	20
3.3.2. The Process Approach.....	21
3.3.2.1. Pre-writing.....	22
3.3.2.2. Drafting.....	22
3.3.2.3 Revising.....	22
3.3.2.4. Editing.....	23
3.3.3. The Genre Approach.....	23
3.4. EFL Pupils’ Writing Difficulties.....	24
3.4.1. Punctuation.....	24
3.4.2. Spelling.....	24
3.4.3. Grammar.....	24
3.4.4. Format.....	24
3.5. Sources of EFL Pupils’ Writing Difficulties.....	25
	25

3.5.1. Lack of Practice.....	25
3.5.2. Lack of Reading.....	25
3.5.3. Interference of Mother Language.....	26
3.6. Cooperative Writing.....	26
3.6.1. Cooperative Writing Strategies.....	26
3.6.1.1. Write Around.....	26
3.6.1.2. Two Stay and Two Stray.....	27
3.6.1.3. Think-Write-Share-Compare.....	27
Conclusion.....	27

### **Chapter Three: Analysis of the Results**

Introduction.....	28
4.1. Methodology.....	28
4.2. Participants.....	28
4.3. Pupils' Questionnaire.....	29
4.3.1. Description of Pupils' Questionnaire.....	29
4.3.2. Analysis of Pupils' Questionnaire.....	29
4.3.3. Discussion of the Results.....	46
4.4. The Quasi-Experimental Study.....	48
4.4.1. Description of the Experiment.....	48
4.4.2. Analysis of the Experiment.....	49
4.4.2.1. Analysis of the Pre-test.....	49
4.4.2.1.1. The Experimental Group.....	49
4.4.2.1.2. The Control Group.....	53
4.4.2.1.3. The variance between the Experimental Group and Control Group Marks.....	56
4.4.2.1.4. Comparison of Means.....	57
4.4.2.2. Analysis of the Treatment.....	58
4.4.2.3. Analysis of the Post-test.....	59
	60

4.4.2.3.1. Experimental Group.....	63
4.4.2.3.2. Control Group.....	65
4.4.2.3.3. Comparison of Means .....	66
4.4.2.4. Comparison of Means Within the Same Group.....	66
4.4.2.4.1. Experimental Group.....	67
4.4.2.4.2. Control Group.....	67
4.4.3. Hypotheses Testing.....	69
4.4.4. Discussion of the Results.....	
Conclusion.....	70
<b>General Conclusion.....</b>	71
<b>Bibliography.....</b>	73
<b>Appendices</b>	
Appendix 1:Pupils' Questionnaire.....	81
Appendix 2: Samples of Pupils' Pre-test.....	87
Appendix 3: Treatment Lesson Plans.....	88
Appendix 4: Pupils' Designates Roles.....	92
Appendix 5: Peer Feedback Checklist.....	93
Appendix 6: Samples of Pupils' Post-test.....	94
ملخص الدراسة.....	95

# **General Introduction**



## **General Introduction**

---

### **Introduction**

Writing is an essential life skill. It has a different meaning to each one of us; it could be an escape from the mundane of life, a way to express our thoughts and emotions, or it could basically and simply be a medium of human communication. Moreover, the writing skill is being taught at all levels; it is important to all learners but especially to EFL learners at high school. They seek to reach a proficient level in it but unfortunately get hindered by many difficulties. The latter lies not only in putting their thoughts into words but also in generating and organizing ideas; moreover, writing is a highly complex skill in that students have to constantly pay attention to their spelling, punctuation, and word choice.

Nowadays, in the age of globalization, teachers are constantly looking for new techniques or strategies that could develop their students writing proficiency and help them overcome any difficulties they might face. One of these strategies is teaching writing through cooperative learning using Information Computer Technology (ICT). In this study, we are going to investigate the role of cooperative learning in enhancing pupils' writing via ICT tools.

### **Statement of the Problem**

Writing a good piece of paper determines your success or failure, and in most high schools, this is demonstrated by writing good paragraphs. The latter proves, to some extent, to be a somewhat challenging task because pupils are required to write in a purely academic way. According to Byrne (1991), writing is a problematic activity that is sub-divided into three difficulties: psychological, linguistic, and cognitive. The psychological difficulty stems from the lack of interaction and feedback between the writer (student) and reader (teacher), the linguistic one comes from students' needs to write and express ideas in a grammatical way, whereas the cognitive difficulty deals with learners' struggle to write unconsciously as opposed to speaking. To overcome these obstacles, teachers are required to think outside of the box and this is where cooperative learning comes along. Along with ICT tools, it is one of the main strategies that could help develop writing, integrate critical thinking, and enhance interaction inside an EFL classroom.

### **Aim of the Study**

This study aims to investigate the role of cooperative learning as a teaching and learning strategy in improving pupils' writing via ICT tools. It also attempts to highlight how

## **General Introduction**

---

cooperative learning via ICT tools helps pupils overcome some of the difficulties they face during writing.

## **Research Questions**

Based on the problems and difficulties stated in the previous section, three research questions are endeavoured to be examined in the study:

1. What are pupils' perceptions and attitudes towards cooperative learning via ICT tools?
2. Does the use of cooperative learning, through ICT, help pupils overcome the grammatical difficulties they encounter in writing?
3. Does the use of cooperative learning, through ICT, help pupils overcome the spelling and punctuation difficulties they encounter in writing?

## **Hypotheses**

We inductively hypothesize that:

1. Pupil' attitudes and perceptions towards cooperative, in an ICT environment, are positive.
2. If pupils write cooperatively, in an ICT environment, this will improve their writing proficiency and help them overcome any grammatical, spelling or punctuation difficulties.

## **Significance of the Study**

This study may prove to be significant for both students and teachers. Since English has become an international language and is being taught at basically all levels in Algeria, secondary school students, especially students of Biskra, need to overcome the difficulties they encounter in composition-writing to correct the resulting idiosyncrasies, develop their writing skill and hence write future essays. This can be done through cooperative learning in an ICT environment where low-achievers students will get an upper hand, fear will be reduced and motivation will be increased. As for teachers, this is a good opportunity to implement an effective strategy that could stimulate learners to write in a creative, energetic way.

### **Research Design**

This study was carried out at Khadraoui Brothers' Secondary School, Zeribet El Oued, Biskra. The sample consisted of twenty-six (26) second-year, foreign- languages stream, pupils. Two tools were chosen to conduct this study and to collect the data; A pupils' questionnaire was used to provide information about the pupils (14 pupils in the experimental group) attitudes towards cooperative learning and ICT. Additionally, participants experimented with the CL strategy in an ICT environment where they provided written samples. The latter was used to evaluate pupils' writing during and after the quasi-experiment. This took place in a classroom that was equipped with computers, the internet, and a data projector for any necessary demonstrations.

### **Structure of the Study**

The research in hand is divided into three chapters: The first two chapters deal with the theoretical part whereas the last chapter is devoted to the practical part. Chapter One, entitled Overview on Cooperative Learning and ICT, deals with cooperative writing, its elements, types, strategies as well as advantages. Then, it also examines information communication technology, its definition, different tools, teachers' role with it and its advantage. In Chapter Two, however, the focus is on the writing skill; its definition, elements, approaches, stages, as well as difficulties of writing and their sources. In Chapter Three, we tackle the analysis of pupils' questionnaire; this is followed by an analysis and interpretation of a quasi-experiment.

# **Chapter One**

## **An Overview on Cooperative Learning and ICT**

## Introduction

Within the last decade, we saw the rise of many techniques and teaching theories that are in favour of students' autonomy rather than their dependence on the teacher. However, some high school teachers seem to be locked in the traditional mode, where students are passive and provide little if any contribution to the learning process. This particular approach has been criticized by many social scientists who asserted the importance of peer interaction. Cooperative learning was introduced as a method where students can be active and interactive. Moreover, several educators advocated for the use of cooperative learning in an ICT environment where pupils can work together to find knowledge rather than always seeking it from the teacher. Therefore, the first chapter of our thesis will shed light on cooperative learning, its definition, elements, types, and strategies as well as the overall advantages of CL. The first chapter will also be devoted to ICT, its definition, tools, teachers' role in it and the overall advantages.

### 1.1. Definition of Cooperative Learning

Cooperative learning is widely known as a pedagogical strategy where students work together in small groups to achieve a certain academic task. According to Johnson and Johnson (1982), these small groups first follow the teachers' instruction then attempt to go through the assignment in a way that leads them to reach their common goal which is maximizing each others' learning. Similarly, Oslen and Kagan (1992) defined cooperative learning as an educational classroom activity in which groups of students learn by exchanging information, stimulating their learning and increasing the learning of others along the way. It is evident then that cooperative learning is not only about working in groups and collaborating, but it goes beyond that spectrum to involve an interaction between peers and a collective rewarding that is based on the latter. Mandal (2009) asserts this by saying that cooperative learning depends on «the utilization of the psychological aspects of cooperation and competition for circular transaction and students learning». Therefore, when group members realize that they will be rewarded as a group rather than individuals, they will have no other option but be responsible for their learning as well as the others.

## **1.2. Elements of Cooperative Learning**

For cooperative learning to effectively work, Johnson and Johnson (2008) proposed five essential elements that include positive interdependence, face to face promotive interaction, individual accountability and personal responsibility, interpersonal and small group skills, group processing.

### **1.2.1. Positive interdependence**

The first element that guarantees effective group work between students is positive interdependence. According to Johnson et al (2007), this is where students depend on one another to achieve a certain task, and if any one of them fails to do so, the other members will suffer the consequences of that failure. Thus, teachers need to design certain tasks that lead students to believe that they have no option but to “sink or swim together”, and students need to “work in a way so that each group member needs the others to complete the task” which gives the feeling of “one for all and all for one” (Jolliffe, 2007).

Moreover, positive interdependence can be categorized into three sections: outcome, means and boundary (Johnson & Johnson 2009). Outcome refers to the desired goal/reward the group members are after while means usually include role, resources and task. All of which lead to accomplishing the specific outcome. Boundaries; however, exist between group members to distinguish who is acting independent or dependant. Furthermore, positive interdependence is considered as a pillar for cooperative learning because without it students will count on one student to do all the work and enjoy the “free ride” at his expense. (Robert, 2002)

### **1.2.2. Face to Face Promotive Interaction**

Positive interdependence promotes face to face promotive interaction in that the first aspect results in students’ promoting each others’ progress (Johnson & Johnson, 1987). Hence, According to him, face promotive interaction can be defined as a situation in which group members sit with each other to interact, exchange information, support one another and even provide feedback. Moreover, the whole aim is for them to motivate, encourage and assist one another. This will increase their productivity level and provide a low anxiety atmosphere. Furthermore, Gillies (2003) suggested that teachers should let students sit close to one another in small groups; this will foster their interaction and let them participate in the groups’ discussion.

### **1.2.3. Individual Accountability**

In the third element of cooperative learning, students are expected to be responsible and to account for their work within the group (Gillies (2003). Thus, individual accountability takes place when each group member takes charge of his/her learning as well as the other group members' learning. In the sense that if he/she fails, he/she will not only fail themselves but he/she will fail the others as well, which is worse. Moreover, according to Johnson & Johnson (2008), individual accountability includes both group and individual accountability. The first part refers to the assessment of the group members, then the results are given to that group so that they could compare them against a standard of performance while the latter refers to the separate assessment of each individual, then the results are given to the group and to each individual to be compared against a standard of performance.

### **1.2.4. Interpersonal and Small Group Skills**

Another element for cooperative learning is interpersonal and small group skills. According to Olsen and Kagan (1992), these group skills refer to group members praising each others' contributions, providing constructive feedback, keeping track of time and solving any disputes that might arise between group members. Similarly, Johnson & Johnson (2008) declared that "interpersonal and small group skills form the basic nexus among individuals". (p.24) I.e. For cooperative learning to work, students must be taught these skills beforehand. And for that reason, Johnson (1990) suggested that teachers should elaborate on the use of these skills by exemplifying how and when they should be used when asking students to practice them once or even twice until they grow accustomed to them.

### **1.2.5. Group Processing**

The last element of cooperative learning is group processing. Johnson (1996) defined it as a discussion that happens between group members in which they reflect on what has been done and propose any changes that might futuristically improve their learning and achieve their group goal. Accordingly, Gillies (2003) argued that it is "giving group members the opportunity to reflect on the learning process" (p. 39). Moreover, he considered it beneficial for both academic and social goals in that it has a positive effect on students' achievements. This is further confirmed by Johnson et al (1990) who claimed that high school students who were involved in cooperative learning and focused on group processing, demonstrated a better performance than those who were involved in cooperative learning but did not focus on group processing.

### **1.3. Types of Cooperative Learning**

Cooperative learning is a strategy that can be used to teach students any lesson in any subject. Teachers just have to choose the right type of cooperative learning that suits their students' needs.

#### **1.3.1. Informal Cooperative Learning**

Informal cooperative learning is considered the simplest group work since it can be done at the spot. According to Johnson and Jonhson (1989), students in this particular group work together for a few minutes to one class period to achieve a common learning goal. Moreover, the objective behind it is to direct students' attention towards the learned material and make sure they fully grasp it by identifying misconceptions and correcting them or summarizing what has been learned. Therefore, if a teacher's lesson objective is one of the previous ones, he/she can pause his lesson at any time, form small groups and go through what has been discussed so far.

#### **1.3.2. Formal Cooperative Learning**

Formal cooperative learning is more complex than an informal one. This is because it needs a longer amount of time and more structured tasks. Hence why Johnson & Johnson (2000) defined it as one of the cooperative learning groups where students work together to achieve a common goal over the course of one class to several weeks; the aim here is to produce specific assignments such as essays or reports. Moreover, the teachers' role is crucial in that he has to set certain academic and social skills objectives as well as assign roles, decide on learning materials and arrange the room. By implementing formal cooperative learning in his/her session, a teacher will guarantee the establishment of students' interdependence by designating roles for them and provide him/herself easy access to observe all groups.

#### **1.3.3. Cooperative Base Groups**

As for these type of groups, students work together over the long run of a year or several years such as in the case of high school. Johnson and Johnson (2008) defined them as "Long-term, heterogeneous cooperative learning groups with stable membership" (p. 31). The group members get together at the start of the year/term and they aren't allowed to switch to another group until the end of the course; this will allow them to form deep-rooted relationships and a



sense of responsibility towards one another such as making sure each member is properly doing his task (individual accountability) or simply providing support to the low achievers of the group (promotive interaction).

#### **1.4. Cooperative Learning Strategies in the Classroom**

Cooperative learning has many strategies that can be applied in any classroom. In this section, the focus was on the widely researched strategies including: Jigsaw, Learning Together, Student Teams-Achievement Division, Think-Pair-Share and Round Table.

##### **1.4.1. Jigsaw**

This first strategy is used to create positive cooperation between peers. According to Aronson, Stephan, Sikes, Blaney&Snapp (1978), the jigsaw model is also ideal for enhancing students' individual accountability. Moreover, Aronson et al (1978) explained that it can be applied through dividing students into heterogeneous groups and asking each one of those groups to work on a specific task. Then, students with similar content assignments get together to discuss what they have worked on so far. After that, students within the same group further discuss and take a quiz on what they have learned. Furthermore, the jigsaw strategy is suitable for all age groups but it is narrowed down to target language assignments, namely vocabulary and grammar (Kagan1992).

##### **1.4.2. Learning Together**

Johnson et al (1991) developed this model and introduced it as a way of gathering students in small groups and letting them work cooperatively on their assignments to achieve their common goal. Moreover, it is characterized by group diversity where group members are divided according to their gender, achievement and race. It is also characterized by group rewards where are positively reinforced if they manage to work using the five pillars of cooperative learning such as positive interdependence or individual accountability.

##### **1.4.3. Student Teams Achievement Division (STAD)**

Slavin (1991) developed STAD to motivate students and further involve them in group works. This model is slightly more difficult than the previous two models because it needs a lot of time and preparation since it is based on class presentations and quizzes. Moreover, It has two basic elements. The first one includes a review of previously taught lessons through peer assistance while the second one includes a scoring system of rewards for team members.

Sharan (1980) explained the way it functions as follows: twice a week, there will be a teacher/student discussion for about 40 minutes followed by team members working on a worksheet for another 40 minutes and focusing on peer-tutoring. At the end of the session; however, students will take individual quizzes that would last for about 20 minutes.

#### **1.4.4. Think- Pair-share**

Think-Pair-Share is a highly effective strategy for EFL students in that it gives them the chance to enhance their writing skills. According to Kagan (1992), teachers make use of this model by assigning students with topics and allowing them to brainstorm and refresh their background knowledge. After that, they, individually, jot down their ideas and cooperate with partner/s to share and discuss their writing pieces.

#### **1.4.5. Round Table**

Kagan (1994) developed this strategy to motivate students and make writing seem like an easy process to them. Moreover, Barkley, Cross and Major (2005) defined round table as a technique where team members take turns to write their ideas on a piece of paper and pass it along to others who do the same until the cycle is complete. Moreover, Stenlev and Siemund (2001, p.4) state the following benefits of round table:

in round table, the multiple answers encourage creativity and deeper thinking.

This activity builds positive interdependence among team members because of the shared writing surface, but more importantly, it builds team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas.

### **1.5. Some Strategies for Facilitating Cooperative Learning**

Joffllie (2007) claims that cooperative learning is highly researched and sought after in education; he further explains that it positively affects students. However, this technique has also proven to be problematic since it requires students to constantly compete against each other, which may make teachers feel at loss sometimes. Therefore, for cooperative learning to be implemented in an easy way for both the teacher and the student, some strategies have been proposed by researchers and experts in the field of education and EFL teaching.

### **1.5.1. Training**

Training is crucial for both students and teachers. According to Gillies and Ashman (1996), students who received training on cooperative learning proved to be more willing to offer guidance and help to their peers than those who didn't receive training. Moreover, they also had better learning achievements. As for teachers, Gillies (2003) stated that "training teachers in the procedures needed to implement cooperative, small-group learning in their classrooms is also crucial for the success of the groups" (p. 41). In other words, training allows teachers to learn how to overcome obstacles, shift between small groups and manage the instructional techniques needed for the success of cooperative learning.

### **1.5.2. Group Size and Members Selection**

Selecting the size of the groups and members should be based on certain criteria's. Shindler (2010) suggested that cooperative learning should happen between two students, three to four; anything more than that can hinder the learning atmosphere. Similarly, Smith (2008) asserted that «Groups of 2 or 3 maximize the involvement and help create a sense of interdependence and accountability" (p. 8). As for group members, Kagan (1994) claimed that heterogeneous groups are commonly used in cooperative learning because they offer the chance of diversity between groups members. Thus, having a different gender, race and academic achievement within one group will prove to be beneficial in the sense that high achievers will take on the tutoring role and offer an explanation to the low achievers (Webb et al, 1998 as cited in Gillies, 2003).

### **1.5.3. Students' Roles**

When students are first introduced to cooperative learning, it is expected of them to feel at loss at what do or even argue about certain tasks. Therefore, it is up to the teacher to assign them to their roles. Moreover, to feel a sense of responsibility, students might take a leader's role, expert, noise monitor or even a timekeeper one...etc (Jolliffe, 2007). Furthermore, he suggested that the best way to teach students these roles is by using role cards; this will help foster their positive interdependence and get them detached from their teachers' help a bit.

### **1.5.4. Identifying Group Tasks**

Another strategy that could help ease cooperative learning is selecting the type of tasks students need and setting the right time frame for it. Crandall (1999) highly stressed this point

by arguing that teachers need to choose a set of tasks that are not only diverse but also entertaining enough to keep the students involved. Similarly, Shindler (2010) stated that “preparing a group of students for a cooperative learning activity is like preparing a team for a game” (p. 231). Moreover, teachers are asked to always explain the task beforehand in order for students to get the general goal of what is asked of them (Dornyei, 2001, p.79)

### **1.5.5. Assessment and Evaluation**

Evaluating students as a group can be quite challenging. This is mainly because grading the group work will discourage some members; therefore, it is best for teachers, in cooperative learning to assess students who work together through activities like role plays, simulations and group reports. (Roger and Johnson 1994 p.19).Moreover, Crandall (1999) suggested that involving students in the process of assessment and evaluation will give them a sense of responsibility and open room for interaction and feedback.

## **1.6. Advantages of Cooperative Learning**

Cooperative learning is a strategy with many benefits. Many studies have shown its particular benefits in improving students’ academic achievement, developing their interpersonal relationships as well as reducing their anxiety.

### **1.6.1. Academic Achievement**

To start with, Dale (1995) claimed that CL has successfully led students to develop their problem-solving skills by providing each other with constant feedback. Similarly, Pantiz (1996) states that CL has many academic advantages that range from improving classroom interaction to actively involving students in the learning proves. Kagan (2009) also argued that cooperative learning can be used to prepare students for future work.

### **1.6.2. Interpersonal relationships**

CL allows students of diverse backgrounds to work together in a friendly atmosphere. Moreover, according to Johnson and Johnson (1985), CL builds interpersonal relationships by offering students the opportunity to cooperatively reach their common goal while producing, on the way, students who sympathize, encourage and support one another.

### **1.6.3. Reducing Anxiety**

Another positive outcome of CL is decreasing anxiety. This happens when students are allowed to work together at ease and with no fear of direct questions pointed at them. Moreover, According to Dornyei (2001, p.101): “cooperative situations generally have a positive emotional tone, which means that they generate less anxiety and stress than other learning formats”

## **2.1. Definition of Information Communication Technology**

ICT is an acronym that stands for Information and Communication Technology/Technologies. It has been widely used by scholars and teachers in the field of education. Moreover, L.Tinio (2002) defined ICT as the tools that we use to communicate, share, or store information. An example of these tools includes television, internet, computers...etc. Another definition of ICT is given by Sarkar (2012):

it can be divided into two components: Information and Communication Infrastructure (ICI) and Information Technology (IT). The former refers to a physical telecommunications system and network (Cellular, voice, mail, radio and television) while the latter refers to hardware and software of information collection, storage, processing and presentation. (P.30- 31)

## **2.2. A Historical Overview of ICT-Education**

Before ICT was first introduced to the field of education, teachers were still using chalks and blackboards to go through their lesson plans. A task that was neither easy nor comfortable, but with the development of ICT throughout the years, learning has become a creative process rather than a burden for the students.

The development of ICT tools can be divided into different timelines according to any considerable changes that might have happened in education thanks to technology. According to History of ICT (2010), the 1980s were known for the development of Computer-Based Learning (CBL) where American students had access to courses in their university libraries. Then, in the early 1990s, CD-ROMs were introduced as a way of letting students learn by watching documentaries or listening to audio scripts. After that, World Wide Web (WWW) emerged in the 1990s as software that creates website courses for students. This was followed by E-Learning which was introduced in early 2000 as a learning process that happened via the internet, intranet or storage media. It is worth mentioning that Compact Disc Read-Only Memory (CD ROMs) and Digital Versatile Disc (DVDs) were included within e-learning.

Ultimately, in the later 2000s, the internet allowed the field of education to expand beyond the classroom by allowing students to learn online via blogs and wikis that can be modified and shared.

### **2.3. Information Communication Technology Tools**

Many ICT tools could be used in an EFL classroom to motivate students and prompt them to be actively involved in the learning process. Some of these tools include computers, the internet, cameras, and a projector.

#### **2.3.1. Computers**

Computers have become a necessity nowadays, not only for teachers in preparing their lesson plans but also for students in doing their assignments. Moreover, students can use computers inside the classroom to write their work, individually or within a study group, store it or share it along with other documents

#### **2.3.2. Internet**

The internet is beneficial for both teachers and learners. According to Barron (2002), it allows teachers to join teaching discussion centres, access lesson plans, curriculum sources and teacher's forums. Moreover, it helps students develop their writing skills, improve their critical thinking and increase their motivation; all of which by providing them with authentic sources, allowing them to join learning blogs, and download educational apps such as Grammar Up.

#### **2.3.3. Cameras**

Digital cameras can be used by both teachers and students inside the classroom. It can be used by the first to capture students' performance in speaking, or role-plays. While it can be used by the latter to enhance any project they might be doing.

#### **2.3.4. Projectors**

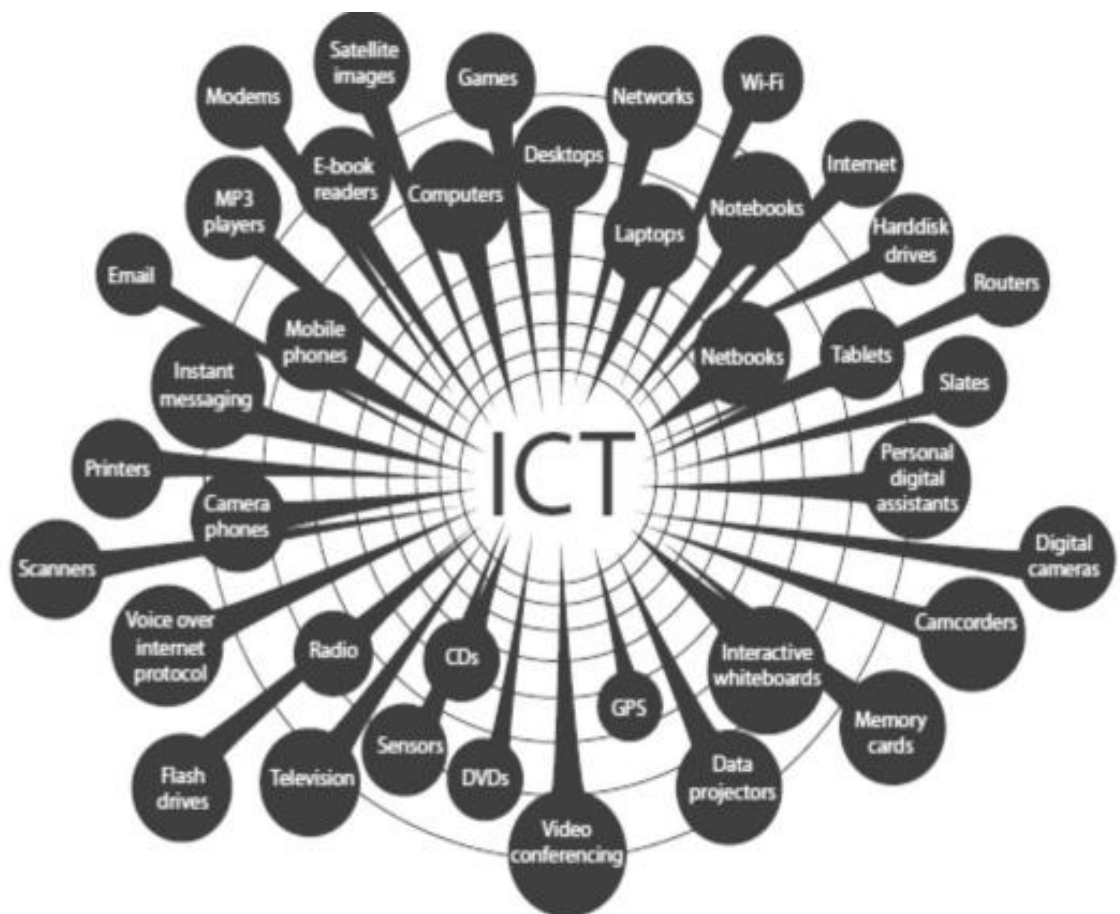
According to the British dictionary, a projector is used to project presentations, pictures or videos from a computer onto a screen or a wall. It is widely used nowadays by teachers to project their lessons using PowerPoint presentations rather than opt for the traditional method

of illustrating the lesson on the board. Moreover, projectors have helped create a visual theme for students where they no longer have to crowd around a computer to watch a certain video

The figure below demonstrates the different ICT tools used to capture, store, and transmit information.

**Figure 1**

*Different ICT Tools (Anderson, 2010, p. 4)*



## 2.4. ICT and Teachers' Role

Teachers have many roles to perform in an ICT environment. These roles range as the following: Facilitators, Researchers, Integrators of Media.

### 2.4.1. Facilitators

As facilitators, teachers need to know how to effectively use ICT tools. Moreover, they need to be thoroughly trained on the process to accurately respond to students' needs and instruct them with the appropriate information. Furthermore, according to Barajas (2003), a good facilitator is competent enough to guide students to use ICT in their learning.

### 2.4.2. Researchers

EFL teachers need to be constantly up to date with the technological advancements used to teach their target language. This includes the different ICT tools that might be used in a classroom. Moreover, it is within their job description to help improve their pupils' learning; the latter can be achieved through the use of ICT tools that go hand in hand with the school's curriculum framework (Barajas, 2003, p.26).

### 2.4.3. Integrators of Media

According to, Roberston, Margaret, Ivan Webb and Andrew Fluck (2007), teachers need to not only know how to use ICT tools but how to best guide students into using them. This is done by focusing on graphics and students' presentations. Add to that, teachers need to integrate audio-visual tools within their teaching process to simulate learning in the real world. The following table as suggested by Resta and Patru (2010) described the change of teachers' roles as a result of the development of ICT tools in education.

**Table 1**

*Changes in Teacher Roles (Anderson 2010, p 6)*

<b>Changes in Teacher Roles</b>	
<b>A shift from</b>	<b>To</b>
<p>knowledge transmitter; primary source of information teacher controlling and directing all aspects of learning</p>	<p>learning facilitator, collaborator, coach, knowledge navigator and co-learner teacher giving students more options and responsibilities for their own learning</p>



## **2.5. The Advantages of Using ICT Tools in an EFL Classroom**

Implementing ICT for the first time can be challenging but the outcome result has proven to be worth it. In our modern world, it has become a necessity for teachers to come up with creative ideas and to vary their teaching materials according to their students' needs. Therefore, Kennewell & Beauchamp (2003; cited in Kennewell, 2004, p.15) suggested the following notes as benefits of ICT for both learners and teachers.

### **For learners**

- Allow students to access a different variety of activities and information within and out of school.
- Work in groups and develop a sense of independence away from the teacher
- Give students the chance to hypothesize and test ideas for themselves
- No longer rely on printed books

### **For teachers**

- Access a variety of authentic as well as creative resources
- Monitor students' progress on tasks
- Cooperate with fellow teachers from other schools at any time and any place
- Increase classroom interaction and use different materials for each lesson
- Stop being a slave to textbooks

### **Conclusion**

Cooperative learning is an important strategy that EFL teachers use to improve students' learning in general, and to enhance their writing skills, in particular. It was the main concern of our first chapter along with ICT tools. It has been argued in this chapter that both concepts present us with a plethora of benefits that range from reducing students' anxiety to building their self-esteem and allowing them to be independent yet still manage to smoothly work in groups.

# **Chapter Two**

## **Writing in EFL Classrooms**

## **Introduction**

The purpose of EFL teaching is to develop students' communicative competence. This is achieved through going through the four skills one after the other namely listening, speaking, reading and writing. However, teachers tend to focus on one of those skills and ultimately neglect another which leads to inconveniences. One of these inconveniences is students' struggle to master the art of writing. Moreover, there is a difference between jotting down ideas on paper, and actually organizing them coherently, syntactically and, most importantly, academically, and here lies the difficulty. This chapter presents an overview of writing and its importance. It introduces its elements namely organization, clarity, cohesion and coherence, and word choice. Moreover, it also tackles its approaches precisely product, process and genre ones. Additionally, it deals with writing stages: pre-writing, drafting, revising and editing, and the difficulties encountered by students in writing as well as the sources behind these difficulties. On top of that, it seeks to define cooperative writing and tackle its activities.

### **3.1. Definition of Writing**

At a basic level, writing is a productive skill that represents language through graphic symbols. On the other hand, it is a concept that many researchers have different interpretations about. For Harmer (2007, p.4), "Writing is the process- that is, the stages the writer goes through to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in. This process has four main elements: planning, drafting, editing and final draft". Similarly, Jozef (2001) affirmed that writing is a complex task that involves a mental representation of knowledge in a clear composition. As for Nunan (1989), writing is defined as an intellectual activity. It is tremendously complicated in that the writer has to take into account the sentence and what goes beyond it. i.e., he has to write a grammatical, appropriate as well as cohesive and coherent structure, all at the same time. However, Fischer (2001) claimed that it is due to the long history of writing and its importance, there is no general, fixed definition that can be applied to all the writing systems that we have and ever had.

#### **3.1.1. Importance of Writing**

It is said that writing cannot possibly compete with the other skills; it is the last one to be acquired; therefore, it is known as the least significant skill because according to Doff (1995), if we think only of long-term needs, writing is probably the least important of the four skills for many students; they are more likely to need to listen, to read and speak than to write. Their need for

writing is most likely to be for study purposes and also an examination skill. But that does not deny its outstanding position in the hierarchy of language skills; it allows students to accomplish personal, intellectual and professional purposes. Bello (1997) argued that writing has a huge role to play in language acquisition; this is mainly because it enables learners to clearly and effectively communicate their ideas by using words, sentences and other elements of language, as well as allow them to implement whatever grammar rules and vocabulary they were taught in class to master them. Graham (2007) also believed that writing skill is one of the indicators of academic success, along with being an important condition for communicating in daily life. On the other hand, Elbow (1973) stated that other than writing, there are better ways for EFL students to communicate, but it remains a principal skill in that it helps them to develop other language skills.

### **3.2.Elements of Writing**

Writing for EFL students can be a knotty experience. Starkey (2004) denoted that it has to follow certain criteria that include organization, coherence, clarity, and word choice.

#### **3.2.1. Organization**

This is the first step of every writing process. According to Starkey (2004), students are asked to organize their compositions in a well-structured format for readers to be convinced by their writing and follow their leads. Moreover, the organisation of ideas is determined by two important techniques which are brainstorming and free writing. The first is defined as a way for writers to let their ideas loose without any judgment while the latter is defined by Starkey (2004, p.10) as “flow writing”. In other words, freewriting is tackling every idea in your head without stopping to think about a certain thought or subject.

#### **3.2.2. Clarity**

Any good piece of writing aims to convey a certain message and have it delivered clearly. This is why students need to focus on this aspect and make sure that their piece of writing is not only readable but also has a meaning. Starkey (2004) affirmed the previous by mentioning the following:

- 1) Avoid redundancy: Any unnecessary wordiness should be eliminated.
- 2) Precision and concision: this can be achieved through the use of the active voice rather than the passive one as well as using adjectives and adverbs that convey an accurate message.

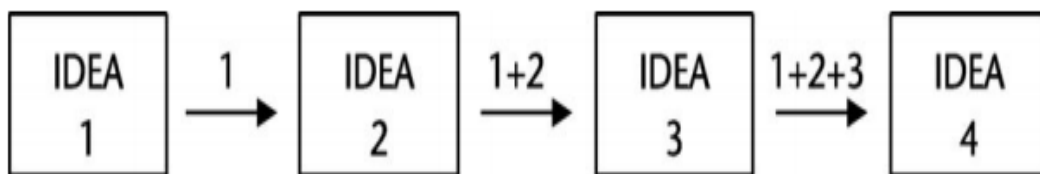
- 3) Avoid ambiguity: students should avoid anything that has more than one interpretation. It is not only confusing but also leaves the reader questioning the clarity of the piece.

### 3.2.3. Coherence

Coherence is a very significant aspect of writing. Murray and Hughes (2008, p.45) even said that “Coherence is perhaps the single most important element in any kind of writing”. Moreover, it is important in that it represents writing that is understandable, clear and well connected. This is well demonstrated in the following figure that illustrates how ideas are chained and sequenced in a way that leads one thought to another.

**Figure 2**

*Sequences of Ideas by Murray and Hughes (2008, p.46)*



### 3.2.4. Word Choice

A student’s style of writing to convey a certain message usually depends on his choice of words; i.e. his/her use of lexical items. According to Starkey (2004), to choose proper wording, two aspects should be taken into account: denotation and connotation. The first is the literal meaning of the word while the latter is a bit more complicated; it includes implied meanings that could be positive, negative or neutral. Therefore, before using a certain word/phrase students should be conscious of its implied meaning, or at the very least try to make the message behind it clear and avoid any use of clichés, slang or inclusive language. Moreover, this is highly stressed in order not to confuse the reader, annoy or offend him.

## 3.3. Approaches of Teaching EFL Writing

In today’s information and communication society, writing has become such an important skill for both students and teachers. Moreover, according to Raimes (1991), there are three main

approaches to teaching writing, namely: the product approach, process approach, and genre approach.

### 3.3.1. The Product Approach

Among the three approaches, the product approach is considered the traditional one used to teach writing. Moreover, it is the kind of approach that focuses on the final product. I.e. texts produced by students and how accurate they stand (Richards, 1990). Moreover, the teachers' role is to encourage students to imitate a given model. Say, for example, they are given a text and asked to imitate it to the point that the product of writing will be the same as the model. Hedge (1988) emphasised this by defining the product approach as one where students' concern mainly falls on the text's features such as having correct grammar, rich vocabulary and accurate punctuation. Furthermore, the product approach is traditional in the sense that it is teacher-centred. Mourssi (2006) confirmed this by saying that in the product approach there is no room for students' feedback about their final product.

Thus, since this approach focuses on language structures as a means to teach writing, Hyland (2003) suggested a four-stage process to help students produce a well-formed final product. It includes familiarization, controlled writing, guided writing, and free writing. In the first stage, students are asked to practice some of their skills via a set of activities such as reordering sentences to get a coherent paragraph. In the second stage, students are asked to manipulate the already learned structures. Raimes (1983, p.6) explained it as the following "students are first given sentence exercises, then paragraphs to copy or manipulate grammatically". Whereas in guided writing, students are finally asked to imitate a model text. According to Pinca (1982), this particular stage forms a bridge between the previous one (controlled writing) and the last one (freewriting). An example of the activities tackled in this stage includes a fill in the blanks activity or a paraphrasing one. In the last stage, free writing is considered the final product. This is where students use the skill they have been taught and the writing techniques they learnt to produce an essay, letter or story.

White (1998) summarized all that has been said in the previous section as follows:

Study the model → Manipulate structures → Produce a parallel text

It is worth mentioning that within this product, students' errors and difficulties within writing were seen as a failure since the focus was on the syntactic level of language. Moreover, many

scholars (Kepner, 1991; Sheppard, 1992; Truscott, 1996) argued that the correction of students' final drafts of papers and their grammatical errors served no purpose and had no effect in enhancing students' writing.

### 3.3.2. The Process Approach

Due to their dissatisfaction with the product approach, many scholars, by the mid-1960s, called for a shift of focus towards a process approach that included students not following a particular model to produce a piece of writing. Kroll (1990) confirmed this by defining the process approach as one that is student-centred. He explained that it focuses on the process rather than the product. In other words, students will be busy experiencing the process of writing rather than thinking about their knowledge of writing. Moreover, students, in this approach, will be responsible for making their own decisions concerning their piece of writing such as the choice of topics.

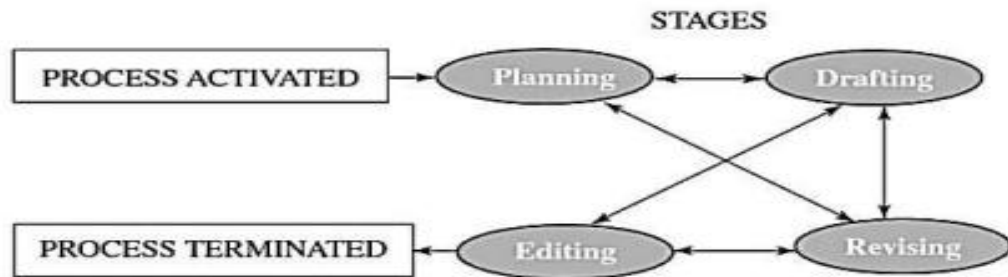
According to Smith (2000, as cited in Alodwan and Ibnian, 2014), the process approach has many features that distinguish it from the other approaches. Some of them are:

- Students should work in cooperative tasks to produce a text.
- The final product should be submitted after the attempt of many drafts.
- Students' errors are accepted and seen as a natural way of learning.
- Grammar is taught within context.

Along with these features, the process approach has been seen to consider writing as a recursive process rather than a linear one (Kroll, 2001). Zamel (1983) even described writing as a "non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (p. 165). Hence, this makes writing a process where students can plan, revise, draft and edit the product work. Tribble (1996) proposed the following as the main elements of the process approach: pre-writing, drafting, revising, and editing.

Figure 3

*Stages of Writing According to the Process Approach (Seow, 2002, p315)*



### 3.3.2.1. Prewriting stage (Planning)

This is the first stage of the writing process. Raimes (1983) called it “the brainstorming stage” where students write down their ideas without paying attention to any grammatical errors they might commit. Moreover, this stage can be done individually or within a group. Teachers are not to correct any type of errors; their job is to simply guide students in generating their ideas and building a sense of autonomy. Elbow (1973) asserted this by explaining that the purpose of this stage is to respectively let students freely work through their set of activities without any correcting interference from the teacher.

### 3.3.2.2. Drafting (Composing)

Once the pre-writing stage is complete, students start drafting their text freely, again without focusing on any syntactic errors that might occur. They, more or less, decide what to include or exclude in their writing and how to organize it. Moreover, according to Gebhard (2000), students should draft their papers from beginning till end with no breaks in between, in order not to lose their stream of thought or interrupt their flow of ideas.

### 3.3.2.3. Revising

In this stage, students are asked to revise their piece of writing by adding any interesting ideas, deleting unnecessary ones, or rearranging some sentences/paragraphs while error correction is left to the editing stage (Williams, 2003; Zamel, 1983; Seow, 2002). Hyland (2003) also indicated that this stage can be divided into two steps: revision and response. In the first step, students adjust their text to what they see fit while in the second one, teachers, instructors or peers respond to the text by providing constructive feedback. According to Seow (2002), revision is important in that it helps



students refine their ideas and deliver a clear message to their readers after hearing their perspective.

#### **3.3.2.4. Editing**

Editing is the final stage of writing; it is the stage where students recheck everything they have done so far, proofread and correct any errors they may have committed (Mather and Juffe, 1899). Likewise, Seow (2002, p.318) explained that students correct their errors or the ones of their peers according to “grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like”. In addition to this, Tomkins (2004) accentuated that in this stage teachers have to help students identify their errors since it is a difficult task for them.

#### **3.3.3. The Genre Approach**

Unlike the other approaches where the focus was either on imitating or experiencing and going through the process; this approach is “underpinned by the belief that learning should be based on explicit awareness of language” (Hyland, 2003, p. 22). Therefore, students can drastically enhance their writing by analysing expert texts. Moreover, the genre approach emphasises the role of the social environment in writing. This is explained by Hyland (2003, p.18) who saw that the genre approach is used to communicate with readers. Moreover, it includes different purposes since it includes different types of writing such as letters and articles which are written to either report request or describe a certain process for example. Furthermore, Hyland (2007) characterized the genre approach into seven aspects that are explained as follows:

- **Explicit:** There are no implicit aims. At the start of the writing process, the targeted aim is thoroughly clarified.
- **Systematic:** it emphasizes content as well as context.
- **Needs-based:** objectives and aims are selected according to students’ needs.
- **Supportive:** The teacher encourages students and teaches the structures of each genre to facilitate the work for them.
- **Critical:** it allows students to study the variations within a valued text then criticize those values.
- **Consciousness-raising:** teachers will scrutinize texts, and therefore be able to help students in their writing.

### 3.4. EFL Pupils' Writing Difficulties

Pupils perceive writing as a complex skill; Raimes (1983) reported that this is because it is related to many aspects of language such as punctuation, spelling and overall, grammar. Jordan (1977), on the other hand, claimed that writing difficulties go beyond just grammar; they extend to reach format and organization of ideas.

#### 3.4.1. Punctuation

Punctuation is not always as easy as it looks, if you fail a rule you will get a completely different meaning than what you intended to put. Carol and Wilson (1993) claimed that misuse of punctuation marks such as a full stop (.), comma (,), apostrophe (') and semi-colon (;) cause ambiguous sentences that are hard to decipher. Peck and Coyle (1999); however, stated that the most common difficulty, in punctuation, that EFL students struggle with is sentence structure. They believed that

There are two main mistakes that all writers of English make. They either produce would-be sentences that are not sentences but merely fragments; or they produce would-be sentences that are not sentences but two or more sentences run together: sometimes a comma is used to link the two sentences, and sometimes the two sentences are simply fused together (p.77).

#### 3.4.2. Spelling

Incorrect spelling can ruin a piece of writing. Pupils' compositions nowadays are judged by their good spelling of words. Moreover, pupils find spelling difficult because of different accents, they tend to add a letter to a word for example: were, where, omit it or substitute it by another one like, accept, except (Harmer, 2001).

#### 3.4.3. Grammar

To be good at writing, EFL pupils have to be familiar with basic grammatical norms and patterns. These include punctuation and spelling, in addition to other aspects. Grammar difficulties are found in the following elements: Subject-verb agreement, confusion between sentence, phrase and a clause, misuse of verb tenses, articles (Ellis, 2008).

### **3.4.4. Format**

In writing, it is vital for EFL pupils to know the components of a composition such as the introduction, body and conclusion; they also have to be aware of the appropriate placement of these elements. However, it can be difficult to do as such.

## **3.5. Sources of Pupils' EFL Writing Difficulties**

In the previous section, it was established that EFL pupils face some difficulties in writing. The occurrence of such difficulties could be the result of many factors such as lack of practice, lack of reading and interference of mother language.

### **3.5.1. Lack of Practice**

Mastering any skill requires a certain amount of dedication and discipline. Writing is a productive skill that needs a lot of practice to overcome its difficulties. Grabe, & Kaplan (1996) confirmed that writing is not an innate skill as much as it is an acquired one, it can be developed through putting enough time, effort and practice into it. Similarly, Hedge (1988) stated the following: "My own experience tells me that in order to become a good writer, a student needs to write a lot" (p.11).

### **3.5.2. Lack of Reading**

Reading and writing have a strong interrelationship where they complement each other. In fact, many scholars, including Raimes (1983) believed that people who read a lot are more guaranteed to become competent writers. According to him, "the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language" (p.50).

### **3.5.3. Interference of Mother Language**

Along with the lack of reading and practice, there is another source that could be behind the difficulties pupils encounter in writing compositions. Interference of mother language is an obstacle that many learners struggle with. Friedlander (1997) asserted that pupils think in their L1 when they are writing compositions in the target language (English here). This happens when they transfer their writing abilities and background knowledge from their first language to the target language.

### **3.6. Cooperative Writing**

Cooperative writing (CW) is defined by Rice and Huguley (1994) as a group activity that involves two or more learners working together to produce a written text. Moreover, according to them, this activity involves the following stages: brainstorming, outlining, drafting, revising and editing. Furthermore, Many scholars such as Gebhardt (1980); Berg, 1999; Storch (2005) believed that cooperative writing is similar to peer feedback (PF); since PF also allows learners to edit or revise each others' compositions. Thus, cooperative writing is a process that includes learners generating ideas together, discussing the assignment, peer revising and editing to finally produce a shared piece of work. Lee (2010) insisted that cooperative writing offers learners many advantages. For example, it “offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills” (p.159). Therefore, to facilitate CW for students, researchers have suggested a variety of strategies that can be applied to motivate learners and engage them in the learning process.

#### **3.6.1. Cooperative Writing Strategies**

Cooperatives writing strategies can be considered as activities that teachers opt for in an EFL classroom to help them facilitate writing for learners and push them towards engaging in the writing process. Some of these strategies are listed below.

##### **3.6.1.1. Write Around**

Write around is an activity that involves students writing creatively. This is done by giving them sentences such as «what if the internet no longer exists...” and asking them to complete them or allowing them to construct ideas on their own to create a certain story. Mandall (2009) explained the process as follows; after students from each other in groups, they start taking turns in writing the completion of sentences and passing the paper to fellow group members who will read the sentence and add ones from their own. Moreover, after a couple of rounds, students will come up with a story; the teacher will give them some time to revise and edit then finally, one of the group members reads his story and the best one will be written on the board. It is important to note that this activity can also be done as a summarizing technique; the only difference is that the teacher will hand a written story to students and ask them to follow the previous steps. Write around is a beneficial activity for all group members since it is guaranteed that all of them will be involved in the writing process.

### 3.6.1.2. Two Stay and Two Stray

This kind of activity can be done at the pre-writing stage. According to Jolliffe (2007), it allows students to generate different ideas by giving group members the chance to move to another team to share ideas then go back to their original team to compare.

### 3.6.1.3. Think-Write-Share-Compare

Think-Write-Share-Compare is a learning strategy that allows students to cooperatively brainstorm a topic. Jolliffe (2007) explained it as follows: Firstly, the teacher starts by giving students the time to think about a certain topic. Then, they start sharing their ideas within their group and comparing them to choose the most adequate ones.

To conclude, there is a variety of other cooperative writing activities that are highly beneficial such as *Roving Reporter*, *Buzz Groups*, *Roam the Room*.

## Conclusion

Writing is one of the important tasks a student has to master. Teachers attempt to analyse students' errors and go through the difficulties they face in writing in order to have a clear idea on the obstacles they face and what needs to be rectified. Therefore, teachers need to learn how respond to students' difficulties without correcting them themselves. This is where cooperative writing comes along; it is a strategy that allows learners to provide each other with feedback rather than be dependent on their teachers.

# **Chapter Three**

## *Analysis of the Results*

## **Introduction**

The third chapter presents the practical part of the study. It seeks to identify second-year secondary school, foreign languages stream pupils' perceptions and attitudes towards cooperative writing via ICT tools as well as the role of cooperative learning, through ICT, in helping them overcome the grammatical, spelling and punctuation difficulties they encounter in writing.

For the purpose of reaching the aim of the study, we opted for a mixed-method approach that focused on quantitative and qualitative data measurement and analysis. It starts with introducing the methodology, participants then tackles the description, analysis and discussion of findings of the collected data.

### **4.1. Methodology**

We opted for a mixed approach for its many advantages. According to Dornyei (2007), it not only provides more evidence but also answers questions that neither the qualitative nor the quantitative research can answer alone. Moreover, we started by administrating a pre-experiment questionnaire to second-year secondary school pupils. Then we conducted a quasi-experiment that included an experimental as well as a control group. It is important to note that such a design requires a pre-test, post-test and treatment in between.

### **4.2. Participants**

Second-year secondary school, foreign languages stream pupils of Biskra were chosen to be the population. As for the sample, two classes of second-year secondary school foreign languages pupils at Khadraoui Brothers' Secondary School, Zeribet El Oued, Biskra were chosen to be the sample of the experiment. The two classes were divided into an experimental group (first class) and a control group (second class). In one spectrum, the experimental group consisted of 14 pupils that included 8 females and 6 males. While on the other one, the control group consisted of 12 pupils that included 7 females and 5 males. It is important to note that first, this research opted for the convenient type of sampling since it served as the adequate strategy to accomplish this research. Second, the questionnaire was only administrated to the experimental group because they were exposed to treatment sessions. Moreover, the choice of second-year pupils and not first or third ones was due to them being exposed to a lot of writing in class, while the choice of the stream was simply because English is given a higher value in foreign languages classes.

### **4.3. Pupils' Questionnaire**

#### **4.3.1. Description of Pupils' Questionnaire**

The present questionnaire is a data collection tool designed for a sample of fourteen (14) second-year, secondary school foreign language stream, pupils at Khadraoui Brothers' Secondary School, Zeribet ElOued, Biskra during the academic year of 2020-2021. Its main purpose is to collect pupils' perception and attitudes towards the role of cooperative learning via ICT tools in enhancing writing. Moreover, we organized the questionnaire from general to specific to ease the research in hand to our pupils. We also divided it into three sections which included 13 questions.

The first section, general information, included two questions (2) that target pupils' general information in terms of whether they like learning foreign languages or not and their favourite language if they have one.

While the second section, entitled Pupils' attitudes towards the Use of Cooperative Learning via ICT Tools, included seven questions (7) that aimed to capture pupils' perceptions and attitudes towards the use of cooperative learning via ICT tools. The first four questions (4) dealt with pupils' preference of group settings, the difficulties they might encounter in cooperative learning and their thoughts on the benefits of CL; while the remaining three questions (3) dealt with pupils' perception of using ICT cooperatively to learn writing.

The third section, called Pupils' View Points of the Writing Skill, included four questions that tackled pupils' views towards their level in writing, the difficulties they may encounter in writing as well as the presumed sources behind these difficulties.

#### **4.3.2. Analysis of Pupils' Questionnaire**

##### **Section One: General Information**

*Q01. Do you like learning foreign languages?*



**Table 02***Pupils' Preference of Learning Foreign Languages*

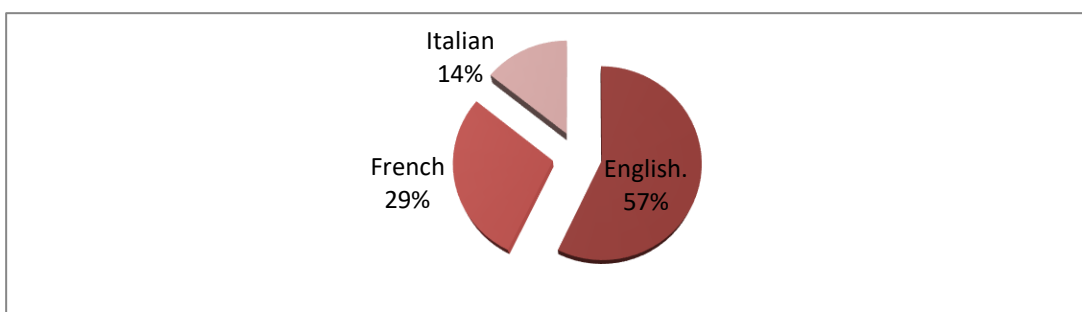
Option	Frequency	Percentage
Yes	14	100%
No	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>

As indicated in Table 02, 100% of pupils prefer learning foreign languages. That is to say, all pupils are interested in learning English as well as other languages.

*Q02: What is your favourite Foreign Language?*

**Table 03***Pupils' Preferred Language*

Option	Frequency	Percentage
English	8	57.14%
French	4	28.57%
Italian	2	14.29%
<b>Total</b>	<b>1</b>	<b>100%</b>

**Figure 04***Pupils' Preferred Language*

Most of the pupils (57%) who answered question two declared that they liked learning English the most. On the other hand, 29% of the pupils said that they liked learning French; the remaining 14% claimed that they liked learning Italian. This could be an indication that learners like English the most because it is international and easy to learn.

### Section Two: Pupils' Attitudes towards the Use of Cooperative Learning Via ICT Tools

*Q03: When writing in class, do you prefer to write cooperatively or individually?*

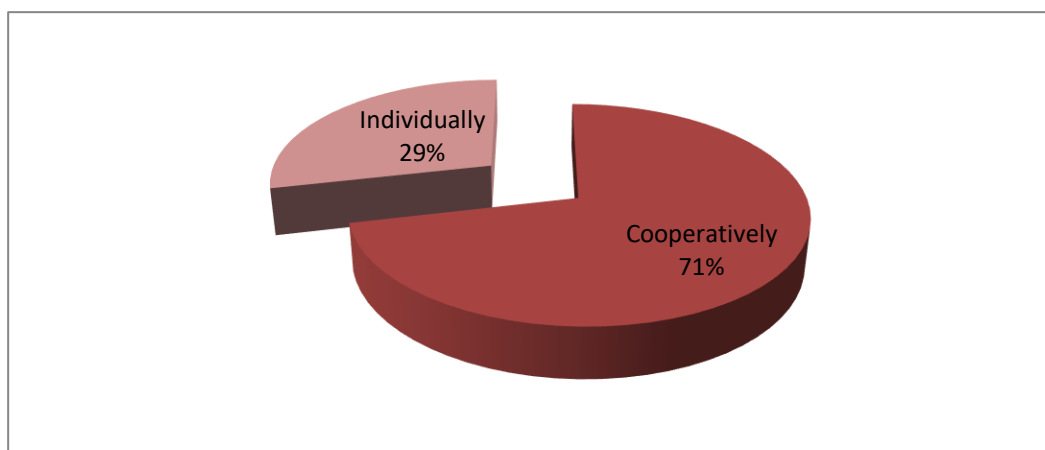
**Table 04**

*Pupils' Preferences on the Way of Writing*

Option	Frequency	Percentage
Cooperatively	10	71.42%
Individually	4	28.57%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 05**

*Pupils' Preference on the Way of Writing*



This question is designed to know learners' preference on the way of writing, whether in groups or individually. The obtained data from Table 4 revealed that the majority of pupils (71%) prefer to write cooperatively. Whereas a small percentage of 29% were in favour of individual writing; we

can denote from these findings that the majority of our sample is interested in cooperative writing. That is to say that they like sharing their ideas in a group rather than working alone.

*Q04: Which of the following problems do you face during cooperative learning?*

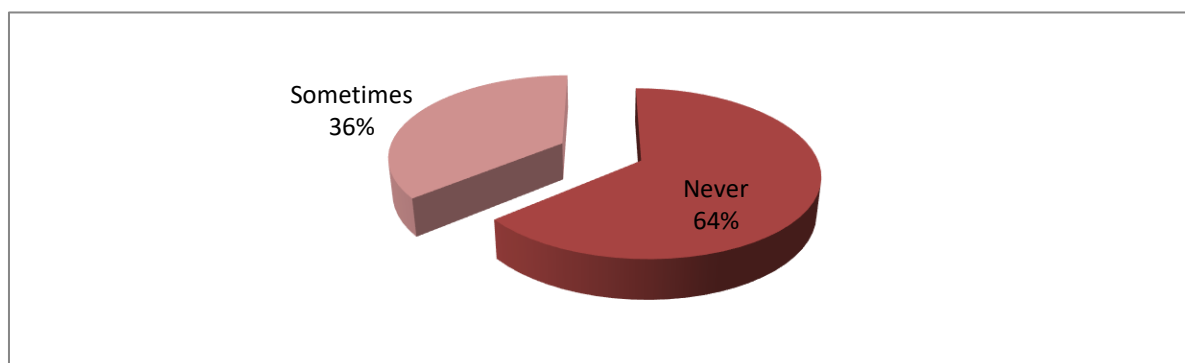
**Table 05**

*Difficulties of using Cooperative Learning*

Answers/ Difficulties	Difficulty 1		Difficulty 2		Difficulty 3	
	Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %
Always	0	0%	2	14%	3	21%
Sometimes	5	36%	4	29%	4	29%
Rarely	0	0%	8	57%	0	0%
Never	9	64%	0	0%	7	50%
Total	14	100%	14	100%	14	100%

**Figure 06**

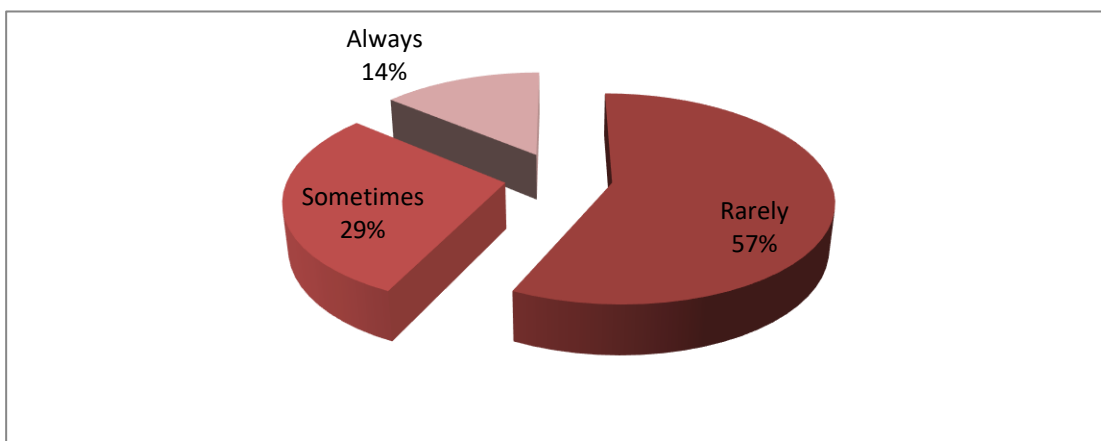
*The Difficulty of Expressing Thoughts*



The aim behind question 04 is to see pupils' perception of the obstacles they may face during cooperative learning. According to Figure 06, the majority of pupils (64%) think that it is not difficult for them to express their thoughts in front of their group mates. The rest of the pupils, however, (36%) stated that the latter sometimes happens.

**Figure 07**

*Fear of Committing Mistakes in front of Group Members*



As for the second difficulty, which is the fear of committing mistakes in front of group members during cooperative learning, we noticed from Table 05 and Figure 07 that more than 50% of pupils are not afraid of making mistakes, while 29% of them said that sometimes get uncomfortable when that happens, and the remaining 14% find it difficult to make mistakes in front of their peers.

**Figure 08**

*The Difficulty of Being Corrected by Peers*

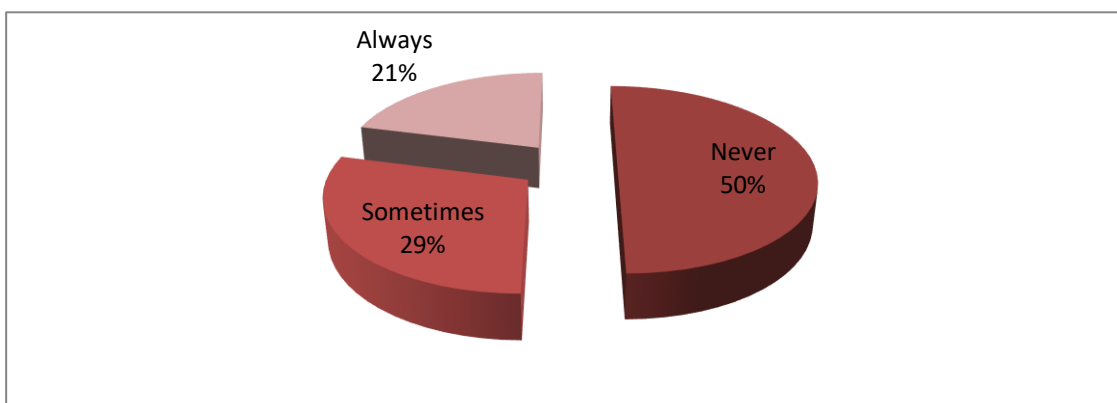


Figure 08 demonstrates the third and last difficulty which is the difficulty of being corrected by peers. A large number of pupils (50%) confirmed that they don't mind their peers correcting their mistakes whether they were related to grammar, pronunciation, etc..., while 29% of the pupils claimed that the latter happens only sometimes. And the rest 21% declared that they do indeed dislike being corrected. This could be because of their personality traits.

*Q05: Does cooperative learning help you overcome the difficulties you face in writing?*

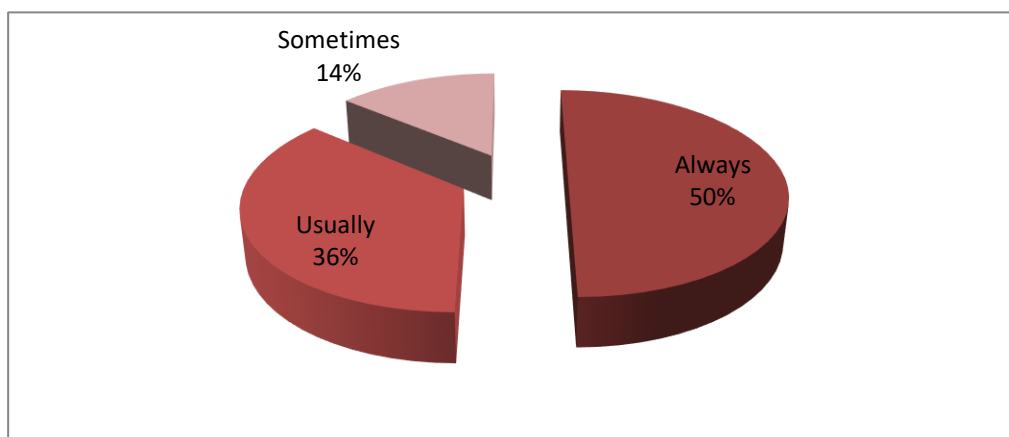
**Table 06**

*Pupils' Attitude towards the Role of Cooperative Learning in Minimizing Writing Difficulties*

Option	Frequency	Percentage
Always	7	50%
Usually	5	36%
Sometimes	2	14%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 09**

*Pupils' Attitude towards the Role of Cooperative Learning in Minimizing Writing Difficulties*



Based on pupils' answers, we noticed that the majority of them (50%) believed that the integration of CL within writing helps them overcome any difficulties they may face in writing. at the same time; another 36% stated that CL, usually, helps them. On the other hand, 14% of the pupils said that this only happens sometimes. We can deduce from the previous results that CL, overall, does indeed help students overcome the difficulties they encounter in writing since they can work together and revise each others' pieces of writing.

*Q6: in writing, do you benefit from working cooperatively with your group mates?*

**Table 07**

*Pupils' Attitude towards the Benefits of Working in groups, in Writing*

Option	Frequency	Percentage
Yes	14	100%
No	0	0%
<b>Total</b>	14	100%

When students were asked if they benefited from working cooperatively during writing, all of them said yes. This is a clear suggestion that although not all students like working cooperatively because of different personalities and etcetera; they all admitted that it has been a great aid in enhancing their writing skills.

*If yes, please tell us how?*

According to pupils' opinions, cooperative learning helps them exchange ideas and gain new information. Moreover, some students said that working in a group gives them the chance to learn new vocabulary from their peers While others simply pointed out that they need to work in groups because they feel more comfortable sharing their pieces of writing with their mates before showing it to the teacher so that they could point out any mistakes they may have committed, and give them the chance to edit it once again after looking at their piece of writing from a friendly encouraging perspective

*Q 07: Do you think that using information and communication technology (ICT) while working cooperatively helps you improve your writing?*

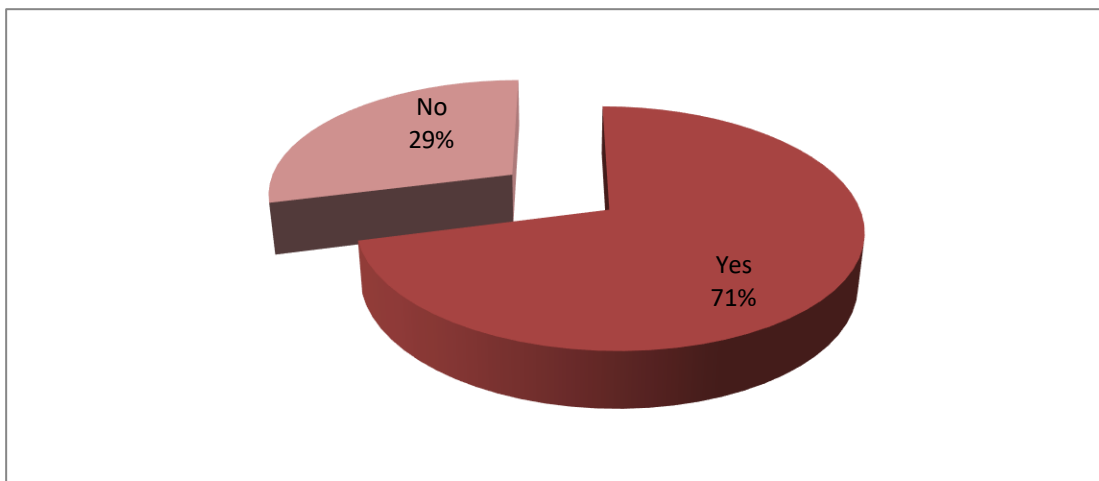
**Table 08**

*Pupils' Attitudes towards the Role of Cooperative Learning Via ICT Tools in Enhancing Writing*

Option	Frequency	Percentage
Yes	10	71%
No	4	29%
	14	100%

**Figure 10**

*Pupils' Attitudes towards the Role of Cooperative Learning Via ICT Tools in Enhancing Writing*



Results of Table 08 and Graph 11 show that 71% of pupils think that using ICT while working in groups improves their writing skills; however, 29% of them declared that it doesn't help them at all. The latter could be because of their lack of knowledge in using ICT accurately or because of a personal choice.

*If yes, please tell us how?*

Pupils' answers to this question varied. The majority of them said that in their opinion, ICT tools help the learning process in general since they simplify ideas, keep them entertained and focused. While others declared that writing using computers is a lot easier than writing using a pen, add to that their peers can easily make comments on their word documents to help them edit their writing.

While the minority said that they like writing together using a computer that has internet on it because it helps them in answering questions without referring to their teacher for help.

*Q08: What are your attitudes towards the use of ICT in the classroom?*

**Table 09**

*Pupils' Attitudes towards ICT*

Option	Frequency	Percentage
I like it	13	93%
Not Interested	1	7%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 11**

*Pupils' Attitudes towards ICT*

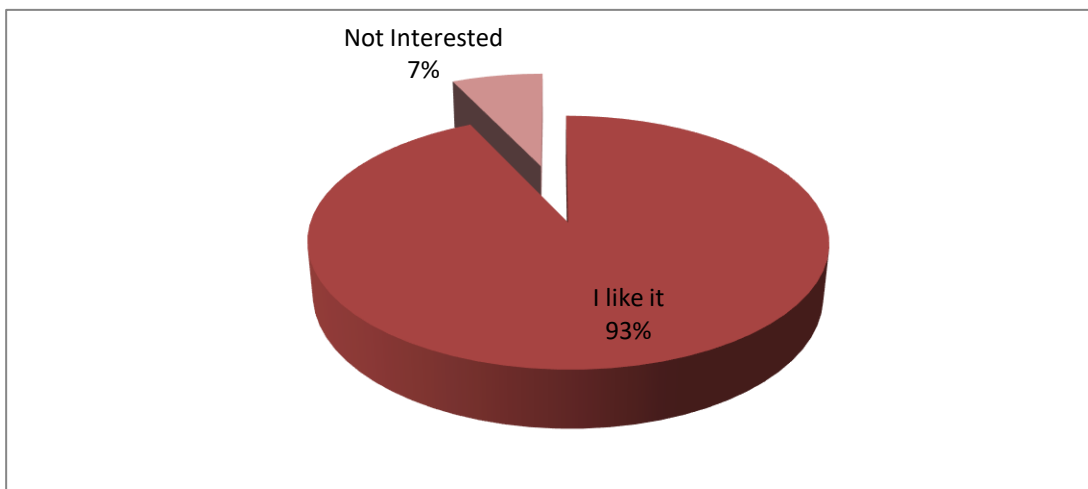


Table 09 and Figure 11 indicate that the majority of the pupils (93 %) like using ICT, inside the classroom, since it is of great fun and use; whereas, the rest of the pupils with a percentage of 7% are not interested in learning using ICT tools. This could be because of their type of personality.

*Q09: Do you think that incorporating writing via ICT tools in the syllabus is a must?*



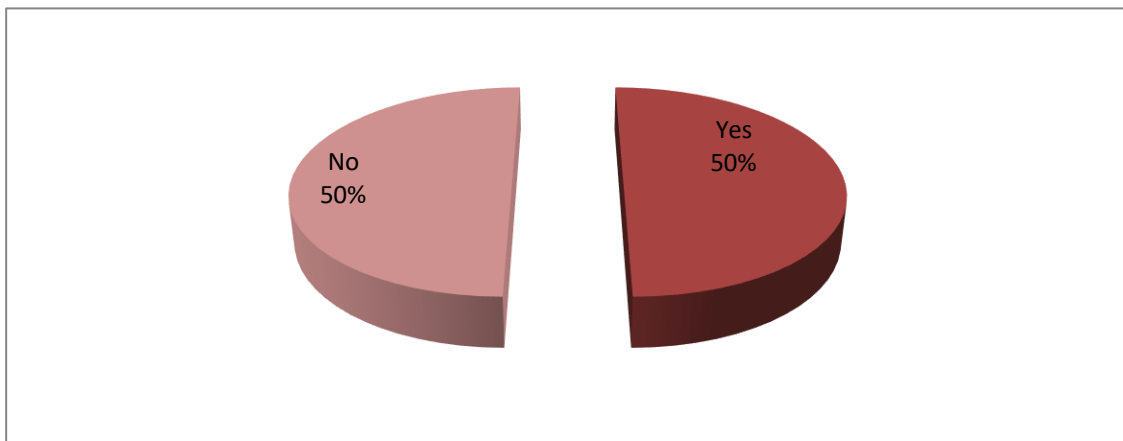
**Table 10**

*Pupils' Perception on Always Using Cooperative Learning Via ICT to Teach Writing*

Option	Frequency	Percentage
Yes	7	50%
No	7	50%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 12**

*Pupils' Perception on Always Using Cooperative Learning Via ICT to Teach Writing*



As it is represented in Table 10 and Figure 12, half of the pupils (50%) believe that it is crucial to learn writing cooperatively using ICT, while the other half doesn't share the same opinion.

*In your opinion?*

When pupils' were asked about their opinion about the previous question, they presented some interesting answers. Some of them are as follows:

- It is crucial because the learning process will be visual and therefore, the writing tasks will be easier to do.
- It is not a must since we can are learning without it just fine.
- I like learning using ICT and especially writing since I am good at using the computer, so I believe that always using it in school will help me advance.

- In my opinion, working in groups using ICT can help us improve our writing since we will be learning using each others' help as well as the internet.
- I don't like using ICT in writing because I like writing on paper but I do like cooperative learning since my friends help me a lot in correcting mistakes. So I think only cooperative learning is a must.

### Section Three: Pupils' View Points of the Writing Skill

*Q10: How do you evaluate your writing proficiency?*

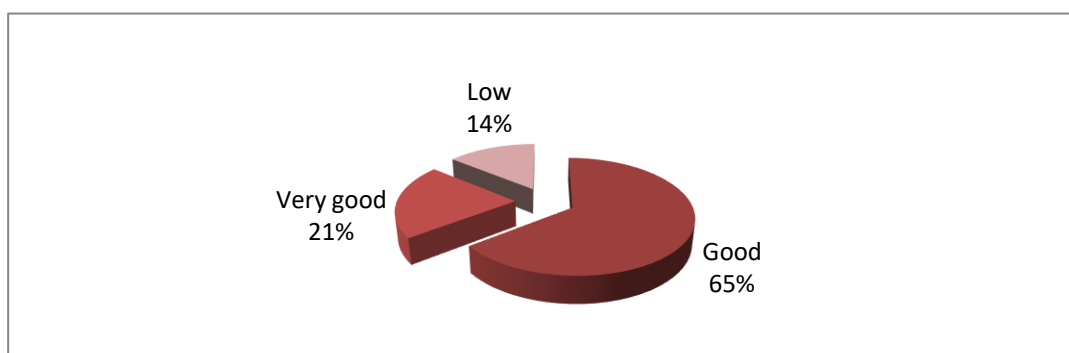
**Table 11**

*Pupils' Level of Writing Proficiency*

Level	Frequency	Percentage
Excellent	0	0%
Very good	3	21%
Good	9	64%
Low	2	14%
Very Low	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 13**

*Pupils' Level of Writing Proficiency*



When students were asked to evaluate their writing proficiency, 65% of them claimed that they are good at writing; moreover, 21% of them claimed that they are very good. However, only 14% of the pupils answered that their writing proficiency was low.

*Q11: In class, how often are you asked to write compositions?*

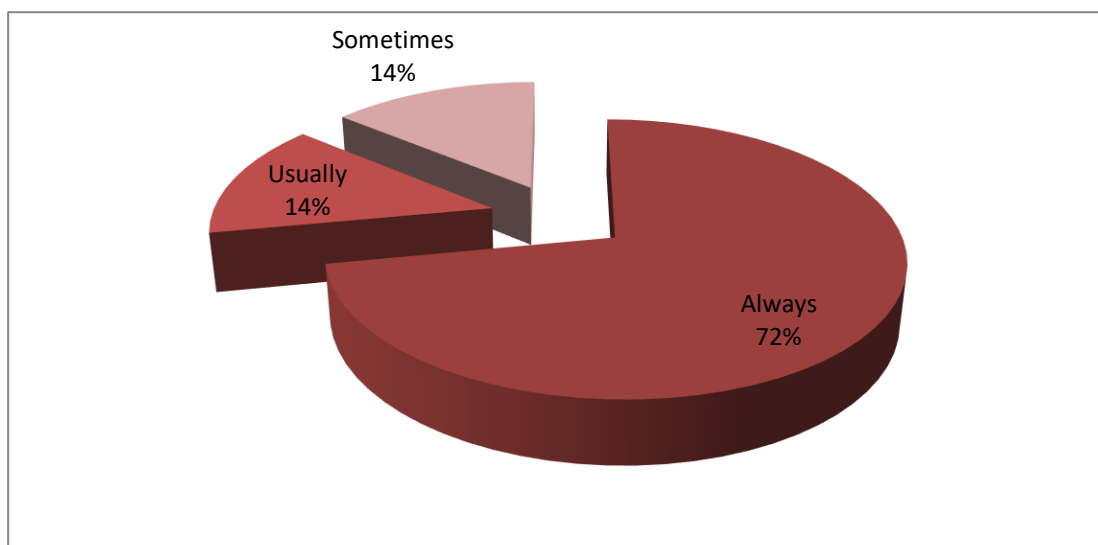
**Table 12**

*Pupils' Composition Writing Inside the Classroom*

Answers	Frequency	Percentage
Always	10	72%
Usually	2	14%
Sometimes	2	14%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 14**

*Pupils' Composition Writing Inside the Classroom*



This question aims to see how often learners practice writing. Most of the pupils (72%) who answered question 11 declared that they are always asked to write compositions inside the classroom. On the other hand, only 14 % said that they are usually assigned to write compositions; at the same time, another 14 % stated that they, sometimes, write inside the class.

*Q12: Do you face difficulties when writing in English?*

**Table 13**

*Pupils' Views about Difficulties in writing*

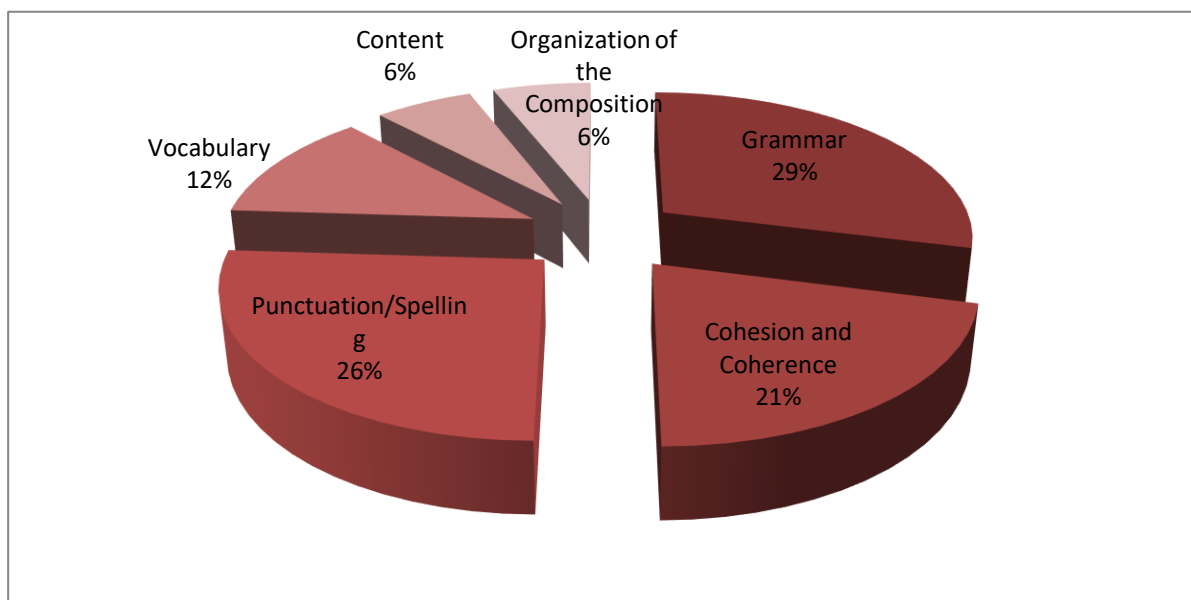
<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	10	100%
<b>No</b>	0	0%
<b>Total</b>	14	100%

This questions probes whether or not learners face difficulties when writing in English. Table 13 shows that a rate of 100% of respondents perceived that they face difficulties in writing; this indicates that all participants of our sample are conscious of their writing difficulties.

*If yes, what are the aspects you find difficulties in (you can select more than one option)*

**Table 14***Pupils' Difficulties in Writing*

Aspects of difficulties	Answers	
	Frequency	Percentage %
Grammar	10	29%
Cohesion and coherence	7	21%
Punctuation/Spelling	9	26%
Vocabulary	4	12%
Content	2	6%
Organization of the composition	2	6%
All of the above	0	0%
<b>Total</b>	<b>34</b>	<b>100%</b>

**Figure 15***Pupils' Difficulties in Writing*

After pupils answered question 12 and confirmed that they face difficulties that hinder their writing, they were asked to identify these difficulties. According to Table 13, grammar is pupils' most difficult aspect with a percentage of 29%. Spelling and punctuation come next with a percentage of 26%, and then cohesion and coherence take place with 21%; moreover, 12% of pupils

claimed that they couldn't write well because of their poor vocabulary. Furthermore, the least aspects of difficulties are content and organization of the composition (6%).

*Q13: According to you what are the sources behind the difficulties you encounter in writing?*

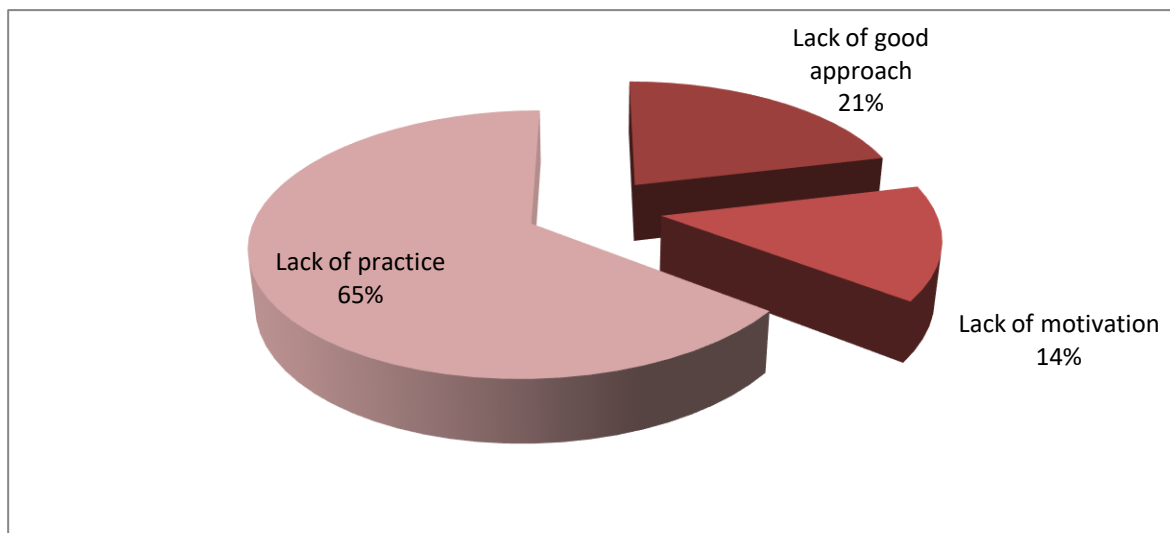
**Table 15**

*Pupils' Perception about the Sources of Difficulties in Composition Writing*

Sources	Frequency	Percentage %
Lack of good approach to teaching writing	3	21%
Lack of motivation	2	14%
Lack of practice	9	65%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Figure 16**

*Pupils' Perception about the Sources of Difficulties in Composition Writing*



This question seeks to reveal the sources behind learners' weaknesses in writing. When students were asked what sources are behind the difficulties they encounter in writing composition, lack of practice was their top choice (65%), while lack of good approach to teaching writing was another source they had problems with (21%). Moreover, according to students, lack of motivation (14%)

was a source only a few of them related to. We can conclude from this that learners are aware of the sources of their problems in writing.

*If others, please specify,*

When students were asked to submit further suggestions that could indicate the sources of their problems in writing, most of them left the space blank while a few of them did answer with the following: Lack of reading, lack of time, and interference of mother language.

*Q14: Which of the following writing stages is more difficult for you?*

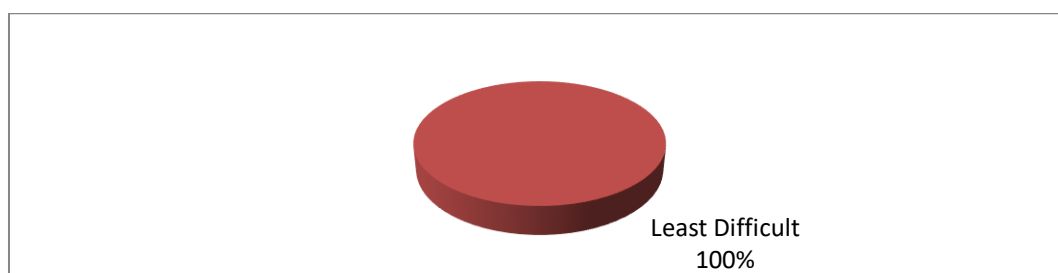
**Table 16**

*Pupils' Perceptions about Writing Stages Level of Difficulties*

Stages/ Level of difficulties	Least difficult		Difficult		Most difficult	
	Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %
Pre writing	14	100%	0	0%	0	0%
Drafting	0	0%	10	71%	4	29%
Revising	6	43%	5	36%	3	21%
Editing	0	0%	5	36%	9	64%

**Figure 17**

*Pupils' Perceptions about the Pre-Writing Stage Level of Difficulty*



Regarding question 14, the researcher wanted to know pupils' perception about writing stages level of difficulties. According to Figure 17, all pupils find the pre-writing stage as the least difficult one.

**Figure 18**

*Pupils' Perception about the Drafting Stage Level of Difficulty*

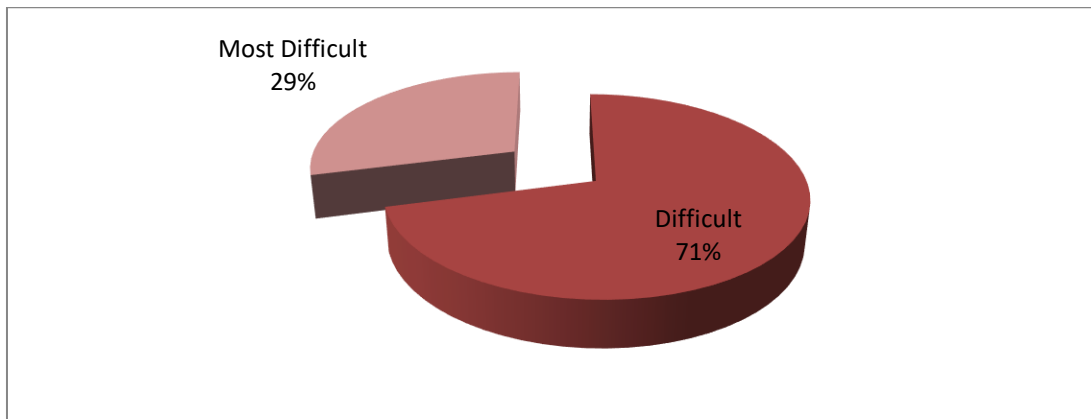
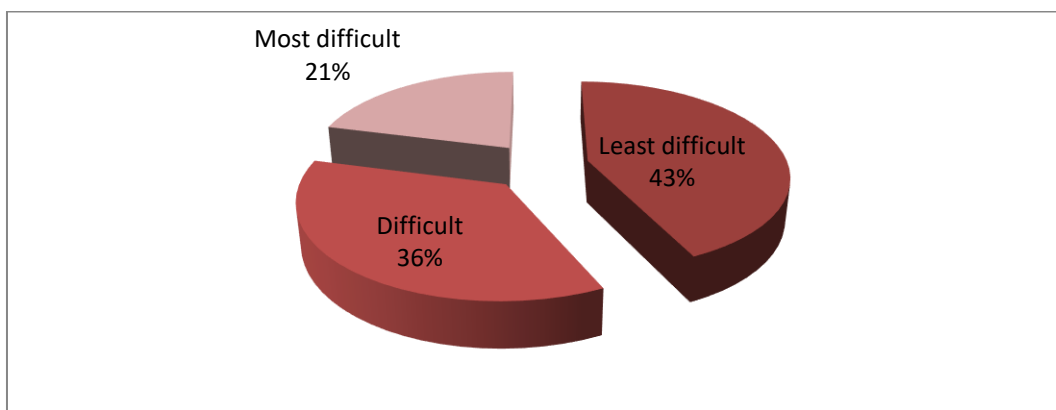


Figure 18 indicates that the majority of pupils (71%) find the drafting stage as difficult while the rest of the sample (29%) reported that drafting is the most difficult skill. This could be because learners find it difficult to transform their thoughts into words on paper.

**Figure 19**

*Pupils' Perceptions about the Revising Stage Level of Difficulty*



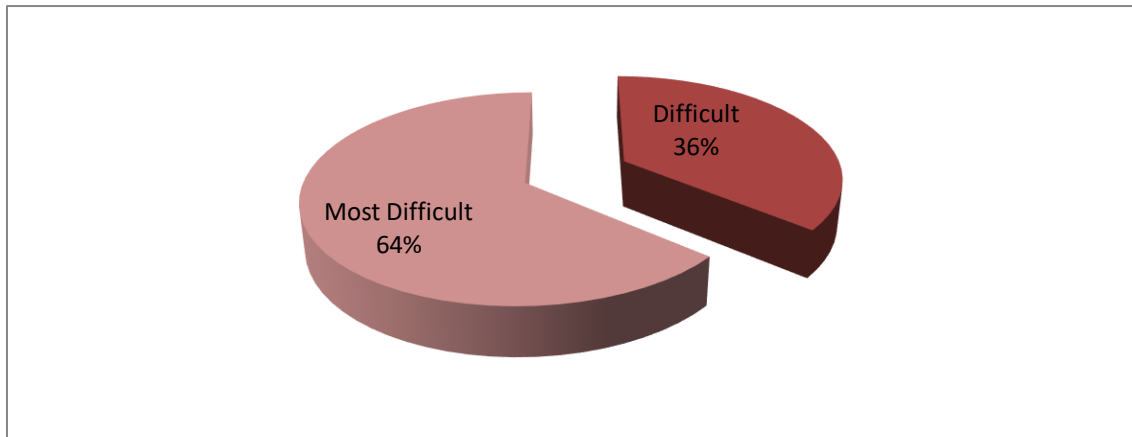
According to Figure 19, a considerable proportion of the pupils (43%) think that revising is not that difficult to do while 36% of them stated that it is difficult and only 21% reported the stage as the most difficult. Learners' different answers when it comes to scaling the levels of difficulties could be because of each learner's type of personality. Some of them could be introverts and find



it difficult to revise their writing alone while the others could be extroverts and find it easy to revise their pieces of writing with the help of their peers.

**Figure 20**

*Pupils' Perceptions about the Editing Stage Level of Difficulty*



From the above graph, we can see that the majority of pupils (64%) perceive editing as the most difficult stage of writing. This could be because of their inability to proofread or correct the grammatical, spelling, punctuation or any other mistakes they have found in their pieces of writing without the help of a teacher or a fellow classroom member. Similarly, the rest of the pupils (36%) may have found editing difficult because of the same suggested assumptions.

### **4.3.3. Discussion of the Results**

The analysis of the pupils' questionnaire has revealed some insights concerning pupils' perception as well as attitudes towards the role of cooperative learning in enhancing writing via ICT tools. To start with, section one portrays learners' general information. The results have shown that all learners have the desire to study foreign languages. As for question number two, the pupils' choice of preferred language as English then French denotes that they are motivated to learn English more than any other language.

Moving along to the second section, the researcher attempted to identify pupils' perceptions towards cooperative learning via ICT tools. The findings of the third question revealed that the overwhelming majority (71%) of pupils prefer writing cooperatively rather than alone because it helps them overcome their writing difficulties as well as motivates them. This is later confirmed in question five and seven where learners listed some of the benefits of cooperative writing. The findings of questions six, however, revealed that some learners have admitted to facing some

challenges in cooperative learning; namely their fear of prompting interaction with others, their insecurity when it comes to making mistake, and the constant dread of receiving feedback from their peers. This is a clear demonstration that those learners perceive feedback as an unproductive criticism. Henceforth, it is up to the teacher to get rid of these barriers using the right techniques. Moving along to the use of ICT in the classroom, the majority of pupils (93%) were in favour of it while only 71% of the sample believed that using information communication technology while writing cooperatively helps improve their writing and diminish their writing difficulties, and only half of the sample wanted cooperative learning via ICT to be a full-time learning process. Learners went on to explain their arguments regarding the matter but what stood out the most were their generally positive attitudes.

As for section three, the analysis of this last section revealed significant results related to pupils' views of the writing skill. More than half of the classroom (74%) evaluated their writing proficiency as good, this implies that overall they get good marks in written expression but still need the practice to improve. While 14 % of learners believe that they have a low level of writing; this could be due to their lack of practice or motivation. Moreover, the data collected from question thirteen (13) highlighted some learners major writing difficulties. The fact that the majority of them chose grammar (29%) then spelling/punctuation (26%) as the most difficult ones denotes that learners either lack the practice of grammar rules or because of other reasons. This is affirmed in the next question about the sources of writing difficulties which had obtained results that implied the following: the vast majority (65%) declared lack of practice to be the main source of compositions writing difficulties due to insufficient allocated time to write them; whereas, lack of good approach to teaching writing came next (21%), this suggests that teachers are using the wrong method in teaching writing, they need to use one that not only motivates learners but also halfway guarantees an improvement in learners' writing. The last question in this questionnaire, number fourteen, was dedicated to pupils' perceptions about the writing stages levels of difficulties. The majority of pupils (71 %) believed drafting to be a difficult task while 41% saw revising as difficult as well. Meanwhile, editing was seen as the most difficult by 64% of pupils. This can be demystified for two reasons: learners choosing to work individually rather than seeking guidance from their friends, or the latter are too shy to ask for help and form groups to collaboratively write.

#### **4.4. The Quasi-Experimental Study**

Experimental research designs' high degree of validity, as well as reliability, has led many educators to establish it as a standard for evaluating the role and utility of a certain teaching program or approach as well as test the advance of achievement in students' performance. Thus since our research tackles the role of cooperative learning in enhancing writing via ICT tools, we chose the quasi-experiment to two of the hypotheses mentioned in the general introduction (two and three). Moreover, according to Cook and Campbell (1979), a quasi-experiment resembles a true experiment but except for participants being not randomly assigned. The researcher opted for this type of experimental design mainly because of time constraints and the guaranteed availability and participation of the selected sample.

This section describes the methods and procedures used in the quasi-experiment, including the description of the quasi-experiment, the analysis of the tests and the discussion of the results. It is worth mentioning that for the analysis of the pre-test and post-test, the SPSS statistical software has been used.

##### **4.4.1. Description of the Experiment**

Second Year Foreign Language stream learners are supposed to have a good level of English. The researcher, however, has noticed along the weeks of teaching them that learners face some difficulties in writing; mainly grammar, spelling and punctuation. Therefore, we attempted to try an alternative instruction of teaching writing, which is cooperative learning via ICT. Two groups of second-year, foreign language stream, pupils were chosen for this experiment. The first group served as the experimental group; it included 14 pupils that had a pre-test that lasted for 45 minutes, two (2) treatment sessions that included writing cooperatively using ICT tools, one hour and a half for each (1.5h), and a post-test that lasted for 45 minutes as well. The second group, however, included 12 pupils that were exposed to a pre-test (45 min) and a post-test (45 min) with no treatment in between. The treatment sessions included the implementation of the following cooperative learning techniques: Round Table, Write-Pair-Share and Peer Feedback. In addition, ICT tools such as the data show, computer and the internet were used in this experiment. The quasi-experiment started on the second semester of the academic year 2020/2021, on March 14<sup>th</sup>, 2021 to be more accurate and lasted for three weeks. The distribution of the number of sessions is illustrated in the following table.

**Table 17***The Schedule of the Experiment*

The First Week	Session One	Pre-test for both groups
The Second Week	Session Two	Treatment (experimental group)
	Session Three	
The Third Week	Session Four	Post-test (experimental and control group)

**4.4.2. Analysis of the Quasi-Experiment****4.4.2.1. Analysis of the Pre-test**

The selected pupils for this experiment (control and experimental group) were assigned a writing test, in which they were asked to write a composition of 70-80 words (see Appendix) in a 45 min regular session. Moreover, the expository genre was selected for the pre-test, treatment, and post-test because it is within second-year pupils' unit progression "Budding Scientist". We attempted to compare the results of the experimental group with the control group by calculating the arithmetic mean of both groups as well as using the variance and standard deviation to show the variability in learners' levels. Therefore, the data obtained from the pre-test is considered to be significant since it will allow us to compare learners' achievement development before and after the treatment.

**4.4.2.1.1. Experimental Group**

The marking of the pre-test was based on four elements, grammar (tenses, articles, word order...etc), punctuation, spelling and organization. Each element was marked over 5 points, making the total scale of the pre-test over 20.

**Table 18***Pre-test Scores of the Experimental Group*

Number	Participants	Groups	Marks
1	Layla. S	1 (Experimental)	16
2	Fatima. G	1	8
3	Hiba.S	1	10.5
4	Ahlem.B	1	6
5	Anouar.B	1	13
6	Yucef. Ch	1	14
7	Ichrek.B	1	9
8	Mohamed. H	1	10
9	Meriem. S	1	5
10	Aya. S	1	11
11	Lina. B	1	8
12	Abbas. D	1	7.5
13	Fouad.B	1	10
14	Bilel. R	1	6
Mean		$\bar{X} = \frac{\Sigma Fx}{N}$	9.57

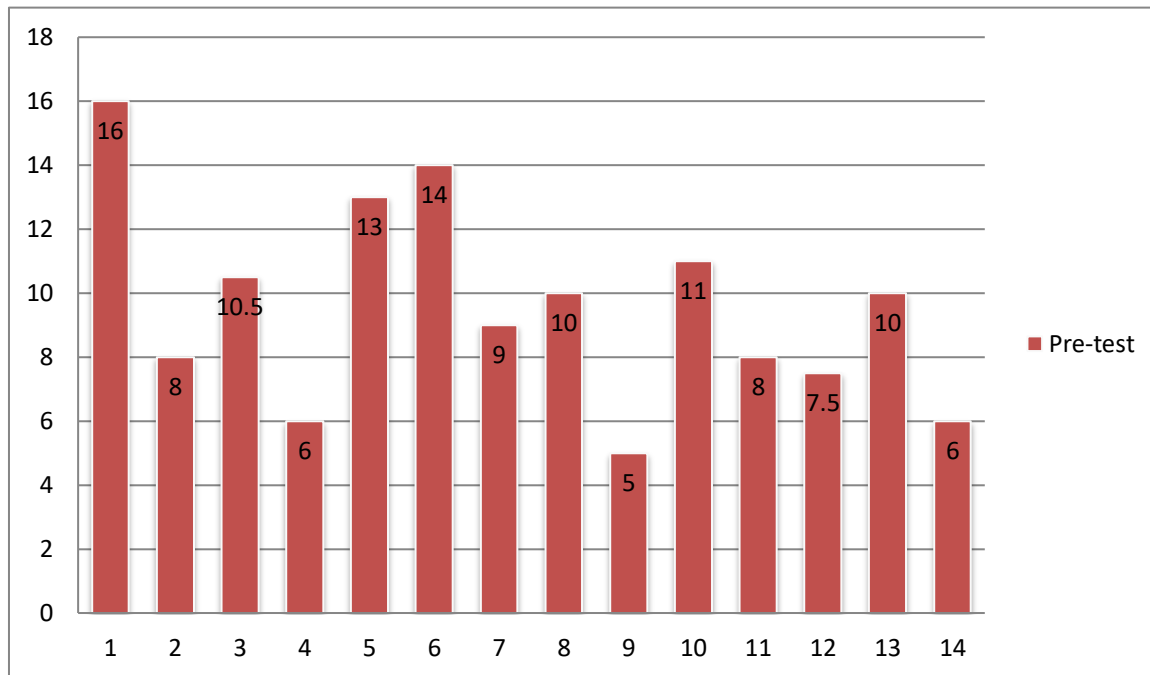
**Figure 21***The Experimental Group Pre-test Marks*

Table 18 and Figure 21 indicate the pre-test marks of the experimental group. We can notice that 50% of participants' .i.e. half of the number of pupils got below average in the test. While the rest of the pupils got average to very good marks. A mean score of 9.87 shows that pupils' writing accuracy is low. Moreover, we attempted to thoroughly investigate pupils marks by analysing the four elements and their means in the following table.

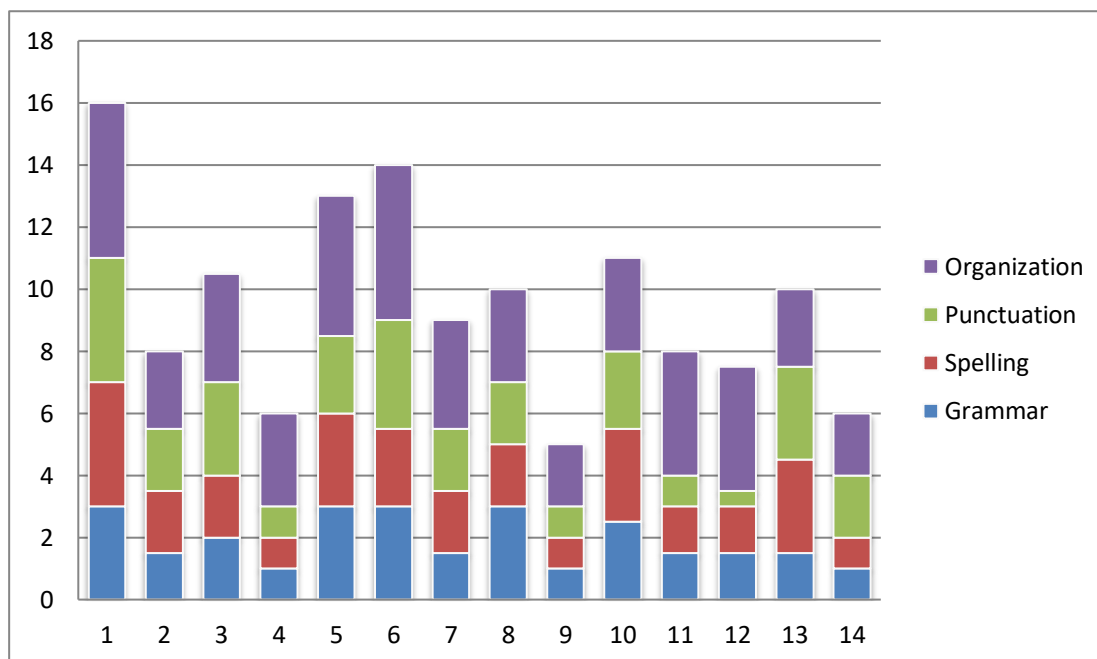
**Table 19***The Experimental Group's Detailed Pre-test Marks*

N	Group	Participants	Pre-test	Grammar	Spelling	Punctuation	Organization
1	1	Layla. S	16	3	4	4	5
2	1	Fatima. G	8	1.5	2	2	2.5
3	1	Hiba.S	10.5	2	2	3	3.5
4	1	Ahlem.B	6	1	1	1	3
5	1	Anouar.B	13	3	3	2.5	4.5

6	1	Yucef. Ch	14	3	2.5	3.5	5
7	1	Ichrek.B	9	1.5	2	2	3.5
8	1	Mohamed.	10	3	2	2	3
H							
9	1	Meriem. S	5	1	1	1	2
10	1	Aya. S	11	2.5	3	2.5	3
11	1	Lina. B	8	1.5	1.5	1	4
12	1	Abbas. D	7.5	1.5	1.5	0.5	4
13	1	Fouad.B	10	1.5	3	3	2.5
14	1	Bilel. R	6	1	1	2	2
Mean	$\bar{X} =$	$\frac{\sum Fx}{N}$	9.57	1.93	2.11	2.14	3.39

Figure 22

*The Experimental Group's Detailed Pre-test Marks*



The results represented, in Table 19 and Figure 22, indicate the detailed marks of pupils in the experimental group. As we can see, each element has a scale of 5, which makes the total scale of the four elements 20. Moreover, we noticed that grammar served as the most difficult element for pupils, with a low mean value of 1.93. This is especially the case for subject-verb agreement, tenses as well as the misuse of articles. As for spelling, we can see that the majority of the participants

obtained scores between 1 and 2 with a few marks above the average. This is a clear indication that the mean of spelling is less than average as well. Moving along to the third element, which is punctuation; it is observed that pupils got slightly better marks than in grammar and spelling; however some students got a mark of 0.5, simply because for the exception of periods, there were no signs of any punctuation points. Organisation was the last element pupils were marked on. They were responsible for showing cohesion and coherence, organizing the composition into an introduction, body and conclusion, among other sub-elements. As we can see, some students have managed to get the full mark (5); however, some of them got the below-average mark for many reasons. To mention a few of the reasons, we have the fact that some pupils did not include an introduction or a topic sentence; they simply jumped to the main point of the composition. Another example would be of pupils writing less than lines than what expected of them.

Overall, the obtained data indicate that second-year, foreign-languages, experimental group have a low level in writing as the mean value of each element they were marked on was low, except for organization.

#### 4.4.2.1.2. Control Group

**Table 20**

*Control Group Pre-test Marks*

Number	Participants	Groups	Marks
1	Haytham. T	2 (Control)	17
2	Warda. A	2	14
3	Fatiha.K	2	12.5
4	Mabroka.D	2	4
5	Hadil.A	2	10
6	Mohamed. B	2	07
7	Feriel. F	2	6.5
8	Kosai. B	2	08
9	Sadjida. K	2	13.5
10	Yacine. M	2	09
11	Farouk. R	2	11
12	Asma. A	2	06



<b>Mean</b>	$\bar{X} = \frac{\sum Fx}{N}$	9.89
-------------	-------------------------------	------

**Figure 23**

The Control Group Pre-test Marks

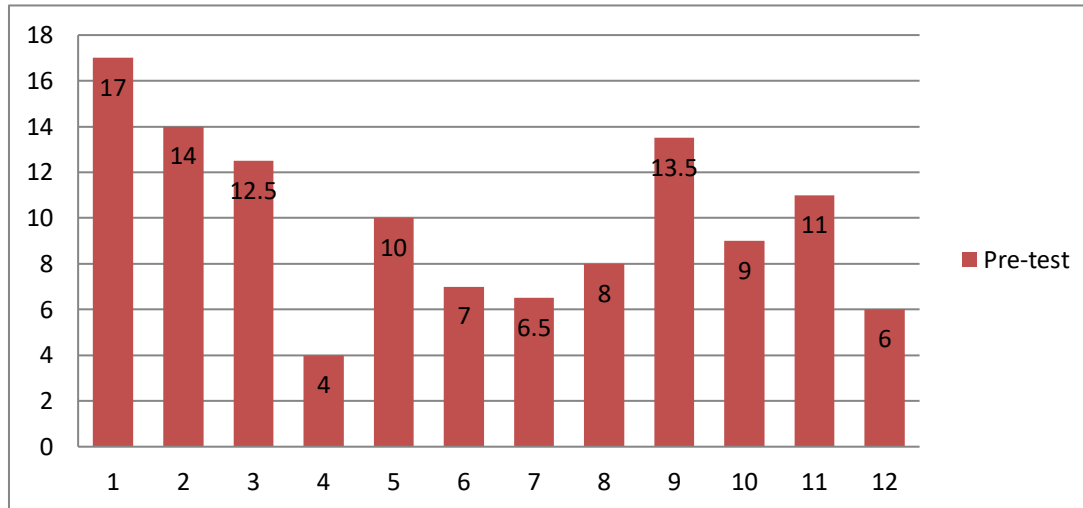


Table 20 and Figure 23 show that half of the control group (06 pupils) got below-average marks that ranged between 04 and 09. On the other hand, 04 pupils got average marks (from 10 to 13) while only 2 students got good marks (14 and 17). These results go in line with confirming that the control group also have poor writing marks although the mean score is a bit higher than the one of the experimental group.

**Table 21**

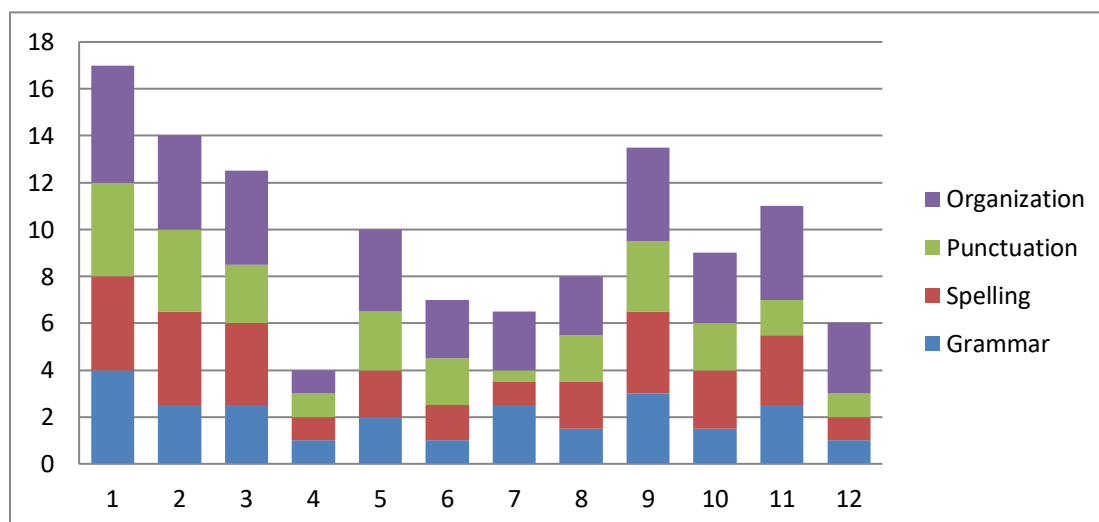
*The Control Group Detailed Pre-test Marks*

N	Group	Participants	Pre-test	Grammar	Spelling	Punctuation	Organization
1	2	Haytham. T	17	4	4	4	5
2	2	Warda. A	14	2.5	4	3.5	4
3	2	Fatiha.K	12.5	2.5	3.5	2.5	4
4	2	Mabroka.D	4	1	1	1	1
5	2	Hadil.A	10	2	2	2.5	3.5
6	2	Mohamed. B	07	1	1.5	2	2.5

7	2	Feriel. F	6.5	2.5	1	0.5	2.5
8	2	Kosai. B	08	1.5	2	2	2.5
9	2	Sadjida. K	13.5	3	3.5	3	4
10	2	Yacine. M	09	1.5	2.5	2	3
11	2	Farouk. R	11	2.5	3	1.5	4
12	2	Asma. A	06	1	1	1	3
<b>Mean</b>	$\bar{X} =$	$\frac{\sum Fx}{N}$	9.89	2.08	2.42	2.13	3.26

**Figure 24**

*The Control Group Detailed Pre-test Marks*



As observed in Table 21 and Figure 23, we attempted to analyse the 04 elements so as to better evaluate the differences in pupils' level of writing. To start with, the control group performed slightly better than the experimental group in the pre-test. Moreover, we noticed that grammar was pupils' weakest point as well, as they have gotten the mean of 2.08. Add to that, half of the control group (50) obtained average to good marks in spelling. The next column in the table is punctuation, it can be seen that both the experimental and control group almost performed the same as they have gotten the mean of 2.14/2.13; which is below average. Concerning organization, it took the biggest part of the overall mean. Meaning, that the control group, are, generally, good in terms of organization.

#### 4.4.2.1.3. The variance between the Experimental Group and Control Group Marks

Table 22

*The Variance between Participants' Levels of Writing in the Pre-test*

N	Group	Participants	Pre-test (X)	Mean ( $\bar{X}$ )	Difference	Difference Squared
1	1	Layla. S	16	9.71	6.29	39.56
2	1	Fatima. G	8	9.71	-1.71	2.92
3	1	Hiba.S	10.5	9.71	0.79	0.62
4	1	Ahlem.B	6	9.71	-3.71	13.76
5	1	Anouar.B	13	9.71	3.29	10.82
6	1	Yucef. Ch	14	9.71	4.29	18.40
7	1	Ichrek.B	9	9.71	-0.71	0.50
8	1	Mohamed.	10	9.71	0.29	0.08
H						
9	1	Meriem. S	5	9.71	-4.71	22.18
10	1	Aya. S	11	9.71	1.29	1.66
11	1	Lina. B	8	9.71	-1.71	2.92
12	1	Abbas. D	7.5	9.71	-2.21	4.88
13	1	Fouad.B	10	9.71	0.29	0.08
14	1	Bilel. R	6	9.71	-3.71	13.76
15	2	Haytham. T	17	9.71	7.29	53.14
16	2	Warda. A	14	9.71	4.29	18.40
17	2	Fatiha.K	12.5	9.71	2.79	7.78
18	2	Mabroka.D	4	9.71	-5.79	33.52
19	2	Hadil.A	10	9.71	0.29	0.08
20	2	Mohamed. B	07	9.71	-2.71	7.34
21	2	Feriel. F	6.5	9.71	-3.21	10.30
22	2	Kosai. B	08	9.71	-1.71	2.92

23	2	Sadjida. K	13.5	9.71	3.79	14.36
24	2	Yacine. M	09	9.71	-0.71	0.50
25	2	Farouk. R	11	9.71	1.29	1.66
26	2	Asma. A	06	9.71	-3.71	13.76
$\bar{X} =$		$\frac{\sum Fx}{N}$	$= \frac{252.46}{26}$	$=$	9.71	

In order to show the variance between the two groups, we first need to calculate the standard deviation as follows:

$$\text{Difference} = (X - \bar{X})$$

Standard Deviation is the squared root of  $\Sigma$  difference squared  $\div$  the sample -1.

$$SD = \sqrt{\frac{\sum(\text{Difference})^2}{\text{Sample} - 1}} = 3.43$$

As we can see, the calculated standard deviation is 3.43. It is considered low; therefore, the levels of the control group, as well as the experimental group, are close to one other.

#### 4.4.2.1.4. Comparison of Means

**Figure 25**

*Comparison of Means of Participants' Marks in the Pre-test*

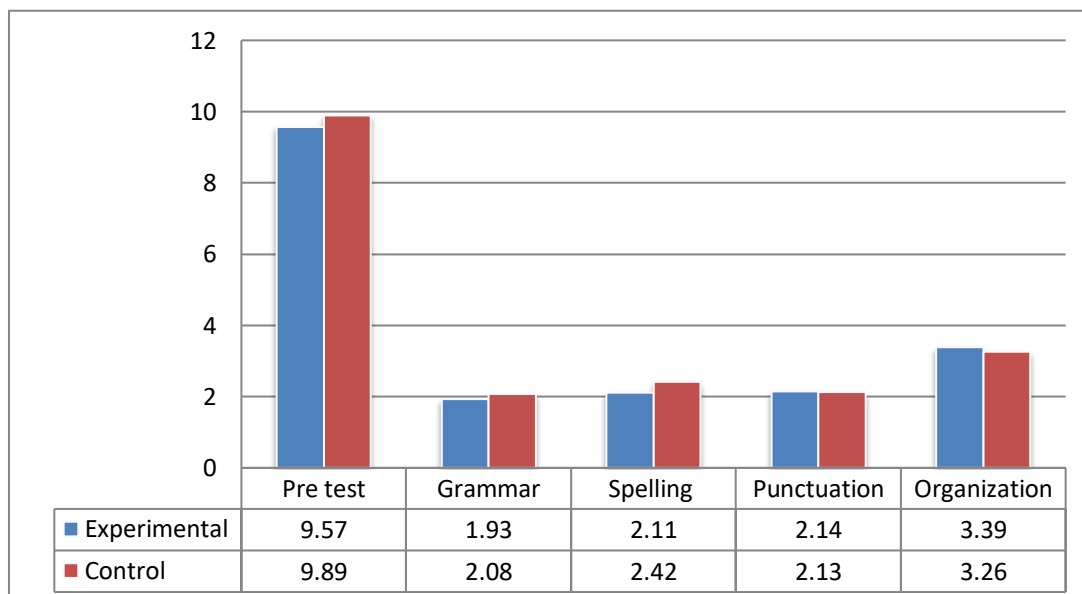


Figure 24 illustrates the comparison between the experimental group and control group pre-test means; this is in addition to the comparison of the means of the four writing elements. Concerning the pre-test overall mean, it can be observed that the control group performed slightly better than the experimental one. This is the same case for grammar and spelling. As for punctuation and organization, it is obvious that the experimental group obtained better results than the control one. Moreover, when correcting paragraphs, it came to our attention that the majority of participants commit rather the same mistakes. This could be an indication that participants suffer from the same difficulties in writing; an example of these grammar mistakes would be the absence of articles as well as the possessive “s”, adding “ed” to irregular verbs, putting preposition “at” instead of “in or on” and vice versa. Moreover, another example of pupils’ difficulties in writing is concerned with punctuation. The researcher observed that pupils rarely if ever used any punctuation marks except for a “period” at the end of their composition. Furthermore, pupils tended to misspell words that had silent letters in them; a few of them also formed new words that don’t exist in the English language. The last difficulty we are going to give an example of is organization. Pupils were generally good at organisation; however, at times they attempted to repeat certain ideas or not follow the composition pattern.

To conclude, based on pupils’ low results in the pre-test, in addition to their low mean scores in grammar, spelling and punctuation, the researcher came to the following observations.

- Pupils’ reliance on teachers’ feedback did not prove to be beneficial in helping them overcome the difficulties they face in writing
- Teaching writing traditionally had resulted in pupils’ lack of motivation; hence, their poor marks in the pre-test.

Therefore, after noticing the gap in the teaching process of writing, the researcher, in this study, decided to start treatment sessions for the experimental group and see if the implementation of the CL approach along with ICT tools would remedy the present problem.

#### **4.4.2.2. Analysis of the Treatment**

After conducting the pre-test with both the control and experimental group, the researcher started the second phase of the quasi-experiment i.e. the treatment. Only this time, the control group were not involved and they continued their learning process as usual. Moreover, the experiment lasted for one week with one hour and a half hour for each session. Pupils underwent the two treatment sessions in the computers room; it was equipped with internet, data show and

computers compose their final pieces. Furthermore, they were taught writing while respectively following its four stages. That is to say, the researcher used the process approach that involved pre-writing, drafting, revising and editing.

To start with, in each session, pupils were asked to write compositions that tackled a different topic within that months' lessons progression. As for the four stages, the pre-writing stage lasted for 20 minutes where pupils embarked on different cooperative learning strategies such as round table and write-pair-share. At first, the teacher lets them watch a certain video then gives them time to brainstorm and look for any information they might need on the internet. It should be noted that pupils' information and questions were saved in a word document according to WWW (what I know, what I want to know, what I've learned), and pupils were divided into 04 heterogeneous groups where each member was designed a different role (see Appendix 4)

After pupils finished discussing the topic with their group members and gathering information, they started drafting their composition, individually, using word document 2007. They were asked to write the whole composition without stopping to check for any errors.

Revising stage came next. It lasted for 20 minutes where members of each group revised each others' compositions according to a peer review checklist provided by the teacher (see Appendix5). Moreover, the revision was done by inserting comments in each others' word documents. And it should be noted that the focus here was on content, adding information or deleting any unnecessary ones.

The last stage was editing, pupils' moved along into cooperatively editing each others' compositions. It lasted for 15 minutes and this time, the focus was on the form i.e. grammatical, spelling or punctuation mistakes. Once they finish editing, pupils' are expected to follow their friend' feedback and correct their compositions accordingly.

At the end of the sessions, the teacher prints pupils' compositions, and then she proceeds to give the pupils 10 minutes to discuss how they proceeded through the different CL activities and express the difficulties they faced and suggest solutions.

#### **4.4.2.3. Analysis of the Post-test**

Participants from the control group and the experimental one underwent a post-test after the two-week treatment. The control group were asked to write a 70-80 composition individually,

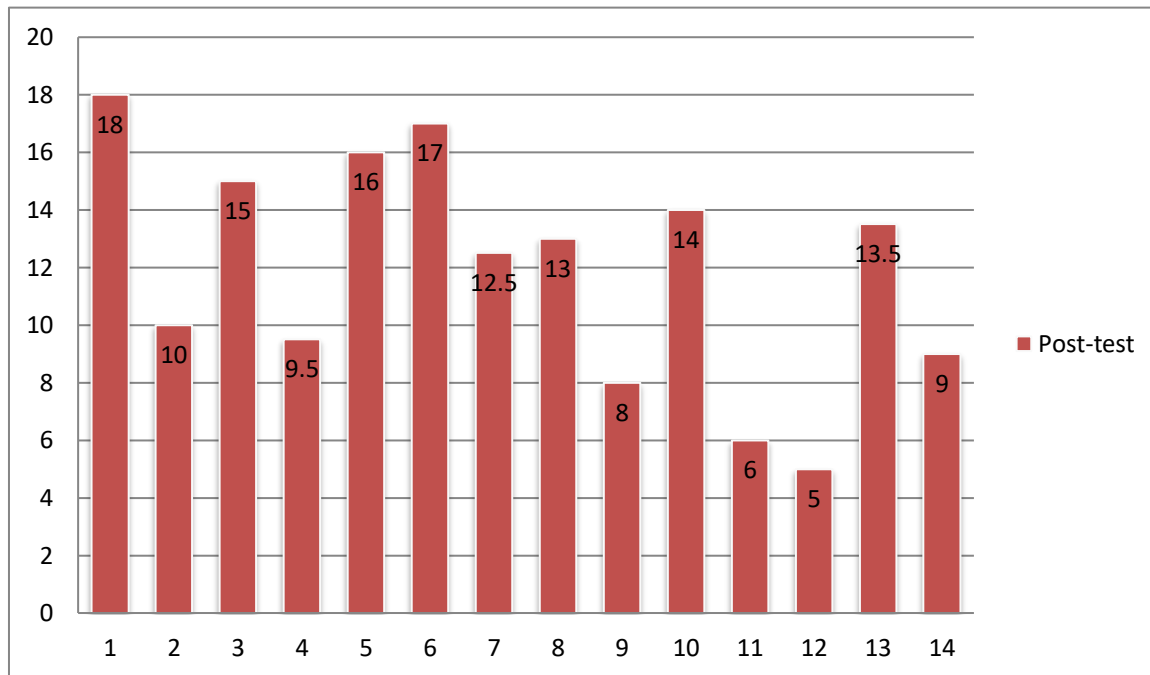
while the experimental group were asked to follow the same treatment pattern of writing cooperatively using ICT. It should be noted that the teacher made sure to observe pupils and leave no room for cheating. Moreover, pupils' worked at ease once they were told that this test won't affect their semester evaluation score. The test lasted for 45 minutes and the data collected was used to evaluate pupils' achievement and compare it to the data from the pre-test. The aim was to see if the experimental group's writing accuracy improved after the treatment or not.

#### 4.4.2.3.1. Experimental Group

**Table 23**

*Post-test Scores of the Experimental Group*

Number	Participants	Groups	Marks
1	Layla. S	1 (Experimental)	18
2	Fatima. G	1	10
3	Hiba.S	1	15
4	Ahlem.B	1	9.5
5	Anouar.B	1	16
6	Yucef. Ch	1	17
7	Ichrek.B	1	12.5
8	Mohamed. H	1	13
9	Meriem. S	1	8
10	Aya. S	1	14
11	Lina. B	1	6
12	Abbas. D	1	5
13	Fouad.B	1	13.5
14	Bilel. R	1	9
<b>Mean</b>		$\bar{X} = \frac{\sum Fx}{N}$	11.89

**Figure 26***The Experimental Group Post-test Scores*

As can be seen through the results presented in Table 23 and Figure 25, pupils' scores have drastically improved from the pre-test. 64 % of the sample group got average to good and excellent marks while 36 % of the sample got below-average marks. Moreover, pupils' marks were scored the same way as the pre-test. It was based on four elements with 5 points for each: grammar (05 pts), spelling (05pts), punctuation (5pts) and organization (5pts).

**Table 24***Experimental Group Detailed Post-test Scores*

N	Group	Participants	Pre-test	Grammar	Spelling	Punctuation	Organization
1	1	Layla. S	18	4	5	4	5
2	1	Fatima. G	10	2.5	2	2	3.5
3	1	Hiba.S	15	4	2.5	3.5	5
4	1	Ahlem.B	9.5	2.5	2	1.5	3.5
5	1	Anouar.B	16	3.5	4.5	4	4



6	1	Yucef. Ch	17	5	5	2	5
7	1	Ichrek.B	12.5	4	2	2	4.5
8	1	Mohamed.	13	3.5	3	3	3.5
H							
9	1	Meriem. S	8	2	1.5	1.5	3
10	1	Aya. S	14	3	5	2	4
11	1	Lina. B	6	1	2	1	2
12	1	Abbas. D	5	1	1.5	1	1.5
13	1	Fouad.B	13.5	4	2.5	2	5
14	1	Bilel. R	9	2	2	2	3
<b>Mean</b>	$\bar{X} =$	$\frac{\sum Fx}{N}$	11.89	3	2.89	2.25	3.75

**Figure 27**

*The Experimental Group Detailed Post-test Marks*

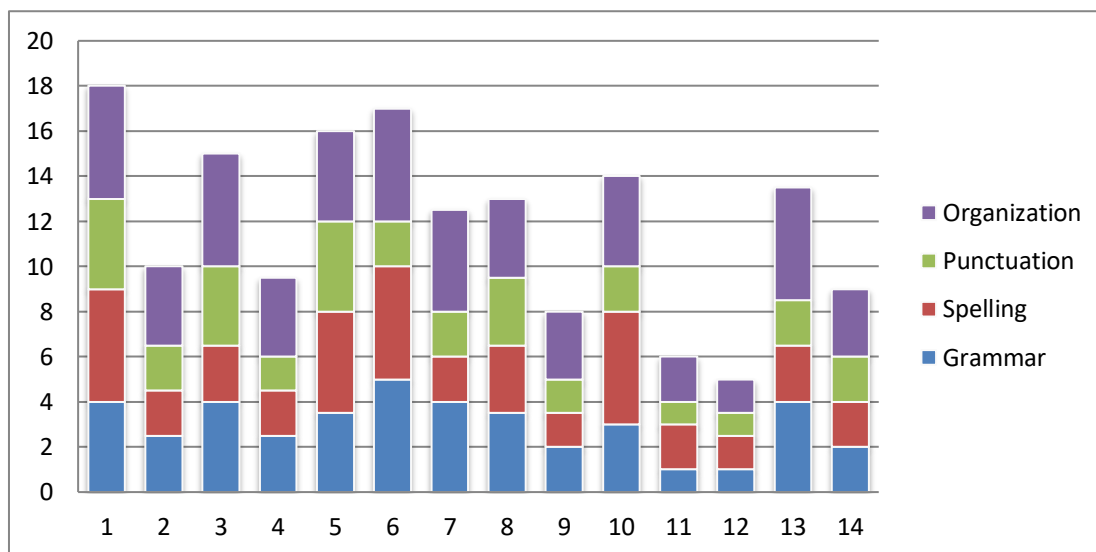


Table 26 displays the detailed marks of the experimental group. We attempted to analyse each writing element separately to see if pupils' performance improved or not. Moreover, it can be noticed that pupils' marks have increased from those of the pre-test. Starting with grammar, we can see that the mean score is 2.75, which is considered above average; the same goes for spelling and organization. Punctuation; however, had a low mean score (2.18) which is considered below average. These results go in line with confirming the researcher's hypothesis that cooperative learning using ICT has a role in improving pupils' writing.

#### 4.4.2.3.2. The Control Group

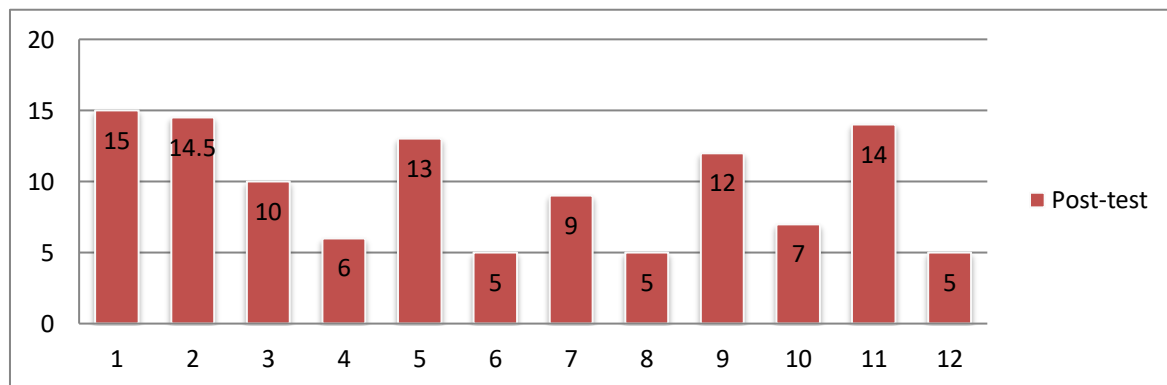
**Table 25**

*Control Group Post-test Marks*

Number	Participants	Groups	Marks
1	Haytham. T	2 (Control)	15
2	Warda. A	2	14.5
3	Fatiha.K	2	10
4	Mabroka.D	2	6
5	Hadil.A	2	13
6	Mohamed. B	2	05
7	Feriel. F	2	09
8	Kosai. B	2	05
9	Sadjida. K	2	12
10	Yacine. M	2	07
11	Farouk. R	2	14
12	Asma. A	2	05
<b>Mean</b>		$\bar{X} = \frac{\sum Fx}{N}$	9.63

**Figure 28**

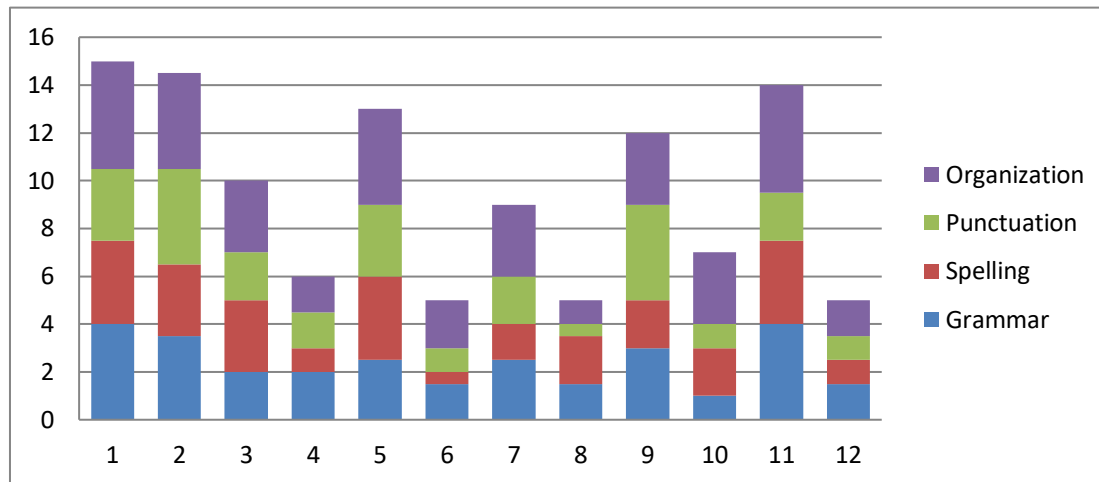
*Control Group Post-test Marks*



As shown, in the table above, the mean score of the control group's post-test is 9.62, which is lower than the pre-test one. Moreover, we observed that half of the sample (06 pupils) obtained lower than the average mark, representing 50% of the whole group. The remaining 50 % of participants; however, got average to good marks.

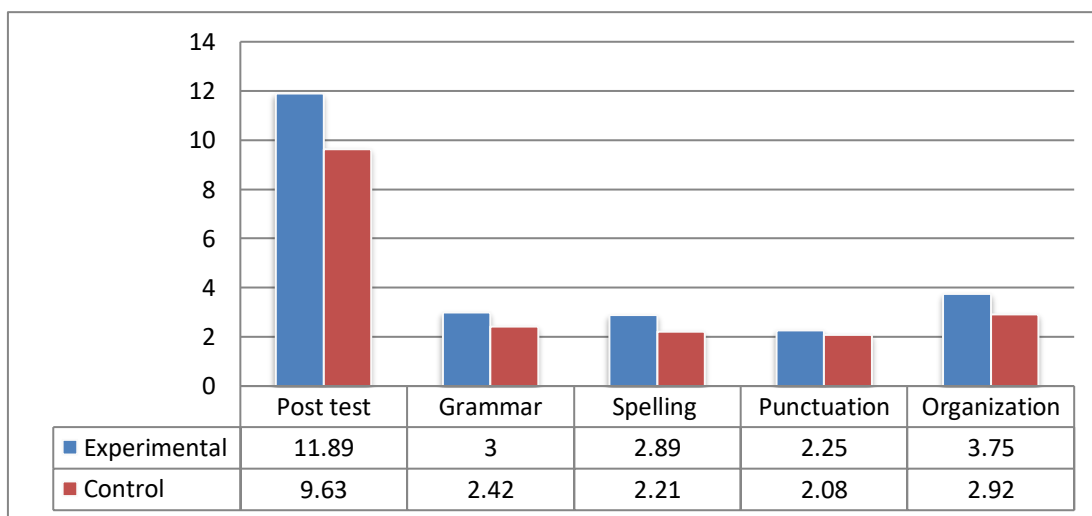
**Table 26***Control Group Detailed Post-test Marks*

N	Group	Participants	Pre-test	Grammar	Spelling	Punctuation	Organization
1	2	Haytham. T	15	4	3.5	3	4.5
2	2	Warda. A	14.5	3.5	3	4	4
3	2	Fatiha. K	10	2	3	2	3
4	2	Mabroka. D	6	2	1	1.5	1.5
5	2	Hadil. A	13	2.5	3.5	3	4
6	2	Mohamed. B	05	1.5	0.5	1	2
7	2	Feriel. F	09	2.5	1.5	2	3
8	2	Kosai. B	05	1.5	2	0.5	1
9	2	Sadjida. K	12	3	2	4	3
10	2	Yacine. M	07	1	2	1	3
11	2	Farouk. R	14	4	3.5	2	4.5
12	2	Asma. A	05	1.5	1	1	1.5
<b>Mean</b>	$\bar{X} =$	$\frac{\sum Fx}{N}$	9.63	2.42	2.21	2.08	2.92

**Figure 29***Control Group Detailed Post-test Marks*

The mean score of each element of writing in the post-test is indicated in Table 26. As we can see, pupils' performed best in organization with a mean score of 2.92, which is considered above average. They also did well in grammar with a mean score of 2.42, which is considered close to average. As for Spelling and punctuation, it is obvious that pupils performed the lowest in these. To conclude, we noticed that pupils' committed almost the same mistakes as the pre-test.

#### 4.4.2.3.3. Comparison of Means

**Figure 30***Comparison of Post-test Means*

As observed in Figure 29, the experimental group performed better than the control group in the post-test. To start with, the experimental group has a mean score that is higher by 1.62 points than the control one. Add to that, the means of each of the four writing element in the experimental group is higher than the one in the control group. These results go in line with confirming that cooperative learning using ICT helps improve pupils' writing.

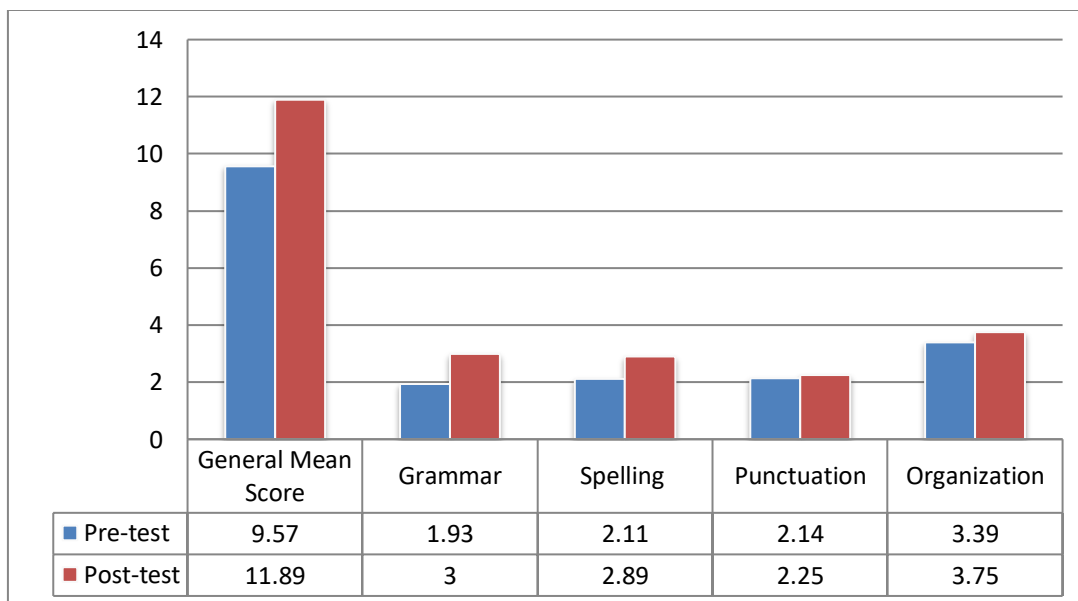
#### 4.4.2.4. Comparison of Means Within the Same Group

After comparing the control group with the experimental one, we attempted to compare each group before and after the test to see if there is any considerable improvement.

##### 4.4.2.4.1. The Experimental Group

**Figure 31**

*Comparison of the Experimental Group's Mean Score*



As Figure 30 displays, pupils' writing accuracy has improved in the post-test especially in grammar and spelling. Moreover, participants' mean score has increased from 9.57 to 11.89, which indicates that pupils' benefited from the treatment sessions.

#### 4.4.2.4.2. The Control Group

**Figure 32**

*Comparison of the Control Group's Mean Score*

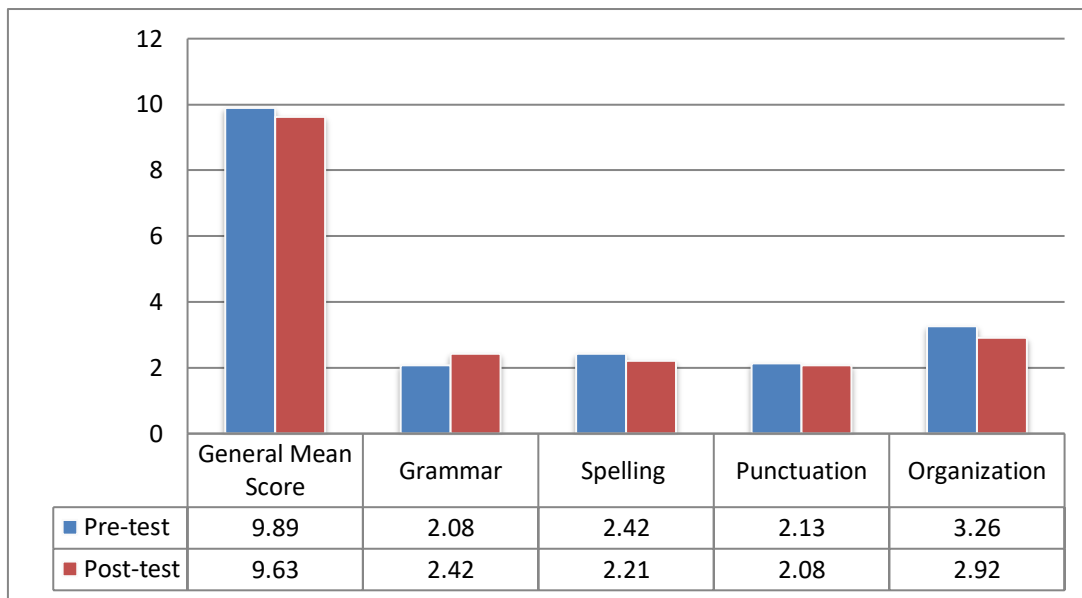


Figure 31 shows that there is a small downgrade between the pre and post-test scores of the control group. As we can see, the general mean score decreased from 9.89 to 9.63. Add to that, pupils did not perform well in spelling and punctuation. Therefore, we preliminary believe that the control group obtained low scores in writing because they were not exposed to any treatment sessions.

#### 4.4.3. Hypotheses Testing

After doing a detailed analysis of pupils' scores in the pre and post-test as well as comparing the results, the researcher opted for inferential statistics to test the research hypotheses. Moreover, we hypothesised that pupils will produce better writing compositions and enhance their writing in terms of grammar, punctuation and spelling if they are exposed to cooperative learning via ICT tools. This hypothesis was tested using the SPSS software; moreover, we chose the paired t-test as a comparison tool between the pre and post-test of the experimental group since we're looking into discovering if there is any statistically significant difference in pupils' writing scores after the implementation of cooperative learning via ICT tools.

To calculate the t-test, we need to go through a few steps. First, we start by calculating the sample mean and the sample standard deviation, and then the t-value, as well as the p-value, will be calculated using the SPSS program.

H0 = we hypothesize that the use of cooperative learning via ICT tools will not help pupils improve their writing proficiency

H1 = we hypothesize that the use of cooperative learning via ICT will help pupils improve their writing proficiency.

### Figure 33

*The Experimental Group T and P-Value*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	9,5714	14	3,18565	,85140
	posttest	11,8929	14	4,05339	1,08331

	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Pair 1. pretest & posttest	14	,869	< ,001	< ,001

	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (One-Sided)	Sig. (Two-Sided)
				Lower	Upper				
Pair 1. pretest - posttest	-2,3215	2,2849	,5871	-3,4965	-1,1465	-3,937	13	< ,001	< ,001

The results of the paired sample t-test displayed in the above figure revealed a significant increase in pupils' levels of writing after the treatment sessions. ( $t=-4.270$ ) and ( $p<0.01$ ). Moreover, we observed a means difference of -2.32 and the 95% confidence interval between means changed from -3.5 to -1.1. Hence, based on these results and the fact that if the calculated probability is less than or equal to 0.05, then the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is confirmed, it could be said that there is a significant difference in the experimental-group writing achievement in the pre-test vs. the post one. Furthermore, the probability of 0.05 in statistics infers that 95% of the results are significant while only 05% is due to sheer chance. Thus, we reject the null hypothesis ( $H_0$ ) and accept the alternative one ( $H_1$ ), which leads us to the conclusion that cooperative learning via ICT helps pupils enhance their writing skills as well as overcome the difficulties they encounter in grammar, spelling and punctuation.

#### **4.4.4. Discussion of the Results**

The finding of the descriptive, as well as inferential statistics, will be discussed in this section. To start with, when we embarked on this experiment, the pre-test scores of the control group, as well as the experimental one, proved that pupils had poor levels of writing. Moreover, it was noted that they faced difficulties in terms of grammar, spelling and punctuation. We presumed that the latter was because of the inadequate teaching approach as well as the lack of peer feedback and means of motivation. Therefore, we conducted treatment sessions with the experimental group, and although they were short, it was noticed that in the post-test results, the experimental group performed better than the control group. Add to that, when we compared the pre and post-test of the experimental group, we noticed that they have ameliorated their levels of writing within the four elements, whereas the control group performed almost the same as in the pre-test. Thus, we conclude that the experiment results were successful since none of our hypotheses was rejected and the t-test confirmed that using cooperative learning via ICT tools in the treatment sessions of writing helped pupils overcome some of their grammatical, spelling and punctuation difficulties.

#### **Conclusion**

The gathered data in chapter three confirmed the effectiveness of cooperative learning via ICT tools in improving pupils' writing. Moreover, the pupils' questionnaire revealed accurate information about their perceptions towards cooperative learning and ICT. Whereas, the



quasi-experiment, which involved two groups undergoing pre and post-test as well as treatment sessions for the experimental group had results that went in line with our research hypotheses.

# **General Conclusion**

The present dissertation was conducted to investigate the role of cooperative learning in enhancing writing via ICT tools as well as highlight how cooperative learning via ICT tools helps pupils overcome some of the difficulties they face during writing. This study is composed of three chapters. The first two chapters represent the theoretical part; the first chapter gave a general overview of cooperative learning and ICT tools, whereas the second chapter shed light on the writing skill and cooperative writing

The second chapter; however, is the practical part. To affirm or nullify our hypotheses, a mixed-method was adopted. A questionnaire was administered to 14 second year, secondary school foreign-language stream, pupils at Khadraoui Brothers' Secondary School, Zeribet El Oued, Biskra. Whereas, a quasi-experiment was performed with two groups of second-year, secondary school, foreign language pupils; the experimental group involved 14 pupils and the control one involved 12. Furthermore, the first tool aimed to find out pupils' perceptions and attitude towards learning writing cooperatively using ICT tools; whereas, the experiment was performed to see if there is any significant statistical difference after the treatment sessions or not.

According to the obtained results from both tools, the majority of pupils have poor writing proficiency, they know how to organize their compositions, yet they face serious problems with spelling, grammar and punctuation.

Moreover, the results obtained from the experiment, confirm, to a large extent, our hypotheses; teaching writing cooperatively using ICT tools has a positive effect on pupils' writing achievements. Therefore, we recommend using this strategy as a way of motivating pupils and creating a low-anxiety learning atmosphere where learners can use computers and peer feedback instead of leaning on the teacher.

## **Recommendations and Practical Implications**

### **For Pupils**

- Pupils should rely on themselves more or on each other rather than constantly be dependent on their teacher.
- Pupils should start learning how to adequately use the computer to write homework assignments.

### **For Teachers**

- Teachers should teach writing using the process approach.
- Teachers should try different methods before settling on the one that suits their pupils' needs.
- Teachers should train on using information communication technology to attract pupils' attention as well as motivate them.
- Teachers should encourage pupils to write more inside the classroom.

### **For Syllabus Designers, Curriculum Writers, Inspectors and Textbook Developers.**

- For syllabus designers, the yearly progression should integrate lessons that include learning with technology.
- For curriculum writers, textbooks should include more group work activities rather than individual or pair ones.
- Inspectors ought to start encouraging teachers towards using ICT tools more and textbooks less, this way the teacher won't always be a slave to the textbook.
- Textbook developers should develop any future projects on the basis that it is based on the integration of ICT tools as well as cooperative learning.

# **Bibliography**

## References

- Alka, V. (2010, December). History of ICT, Retrieved from: [http://wikieducator.org/History\\_of\\_ict](http://wikieducator.org/History_of_ict)
- Anderson, Jonathan. (2010). ICT Transforming Education. Bangkok Thailand: UNESCO.
- Aronson, E., Stephan, C., Sikes, J., Blaney, N., & Snapp, M. (1978). *The Jigsaw Classroom*. Beverly Hills, CA: Sage.
- Barajas, M. (2003). *Learning Innovation with ICT*. Barcelone University
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A Handbook for college faculty*. San Francisco: Jossey-Bass.
- Beauvois, M. H. (1998). Conversations in slow motion: Computer-mediated communication in the foreign language classroom. *Canadian Modern Language Review*, 54, 198-217.
- Bello, T. (1997). Writing topics for adult ESL students. Paper presented at the 31st Annual Teachers of English to Speakers of Other Languages Convention, Orlando.
- Berg, E. C. (1999). Preparing ESL students for peer response. *TESOL Journal*, 8(2), 20-25.
- Biber, D., Nekrasova, T., & Horn, B. (2011). The effectiveness of feedback for L1-English and L2-writing development: A meta-analysis. *TOEFL iBT RR*. 11-05. Princeton: Educational Testing Service. Available at: <https://www.ets.org/Media/Research/pdf/RR11-05.pdf>.
- Braine, G. (1998). Teaching writing on Local Area Networks. In C. S. Ward & W. A. Renandya (Eds.), *Computers and language learning* (pp. 63-76). Singapore: SEAMEO Regional Language Centre.
- Byrne, D. (1991). *Teaching writing skills*. Hong Kong: Longman.

## Bibliography

---

- Cambridge international dictionary of English on CD-ROM (2000). Cambridge: Cambridge University press
- Caroll, J., & Wilson E. (1993). *Acts of Teaching*. Englewood, Colo: Teacher Ideas Press.
- Chang, K.-Y. R., & Smith, W. F. (1991). Cooperative learning and CAAL/IVD in beginning Spanish: An experiment. *Modern Language Journal*, 75, 205-211.
- Crandal. J. (1987) *Cooperative Language Learning and Affective Factors*. Cambridge: Cambridge University Press.
- Crandall, J. (1999). Cooperative language learning and affective factors. In J. Arnold (ed.), *Affect in Language Learning* (pp.226-244). Cambridge: Cambridge University Press.
- Doff, A. (1995). *Teach English: Training course for teachers*. (9th ed.). Cambridge: Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classrooms*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford University Press.
- Dôrnyie, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Elbow, P. (1973). *Writing in the disciplines*. NY: Oxford University Press.
- Elbow, P. (1973). *Writing without teachers*. New York: Oxford University Press.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.
- Fischer, S. R. (2001). *A history of writing*. London: Reaktion Books.

- Freidlander, A. (1997). Composing in English: effects of a first language on writing in English as a second language. In B. Karoll (ed.), *Second language writing: Research insight*.
- Gebhard, J. (2000). *Teaching English as a Foreign or Second Language*. The University of Michigan Press.
- Gebhardt, R. (1980). Teamwork and feedback: Broadening the base of collaborative writing. *College English*, 42(1), 69-74.
- Storch, N. (1999). Are two heads better than one? Pair work and grammatical accuracy. *System*, 27 (3), 363-374.
- Gillies, R. M., & Ashman, A. F. (1996). Teaching collaborative skills in primary school children in classroom-based work groups. *Learning and Instruction*, 6, 187-200
- Gillies, R. M., & Ashman, A. F. (2003). *Co-Operative Learning: The Social and Intellectual Outcomes of Learning in Groups*. London: Routledge Falmer.
- Grabe, W., & Kaplan, R.B. (1996). *Theory and practice of writing: An applied linguistic perspective*. London: Longman
- Graham, S.; & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescents in Middle and High Schools*.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Harmer, J. (2007). *How to teach for exams*. (3rd ed.) Pearson Education Limited.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Johnson, D. & Johnson, R. (1987). *Learning together and alone: Cooperative, competitive, and individualistic Learning*. Englewood Cliffs, NJ, US: Prentice-Hall, Inc.



## Bibliography

---

- Johnson, D. W., & Johnson, R. T. (2008). Social interdependence theory and cooperative learning: The teachers' role. In R. M Gillies, A. Ashman & J. Terwel (Ed.) *The Teacher's Role in Implementing Cooperative Learning in the Classroom* (pp. 9-37). New York: Springe
- Johnson, D. W., and Johnson, R. T. 1989. *Cooperation and competition: theory and research*. Edina, MN: Interaction Book Company.
- Johnson, D. W., Johnson, R. T., & Smith, K. (1991a). *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction.
- Johnson, D., Johnson, R., & Holubec, E. (2009). *Circles of learning* (1st ed.). Edina, Minn.: Interaction Book Co.
- Johnson, D.W. and Johnson, R. (1996). Conflict resolution and peer mediation programs in elementary secondary schools: a review of the research. *Review of Educational Research*, 66: 459–506.
- Johnson, D.W., Johnson, R., Stanne, M. and Garibaldi, A. (1990). Impact of group processing on achievement in cooperative groups. *Journal of Social Psychology*, 130, 507–16.
- Johnson, D.W., Johnson, R.T., & Smith, K.A. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*, 19(1),15-29
- Johnson, D.W., Johnson, R.T., & Stanne, M.B. (2000). *Cooperative learning methods: A Meta-Analysis*. The Cooperative Learning Center: The University of Minnesota.
- Johnson, R.T., & Johnson, D.W.(1985). Relationships between black and white Students in intergroup cooperative and competition. *Journal of Social Psychology*. 125(4), 421-428
- Jolliffe, W. (2007). *Cooperative Learning in the Classroom: Putting it into Practice*. London: Paul Chapman Publishing 43-157.

## Bibliography

---

- Jordan, R. R. (1977). *English for Academic Purpose*. Cambridge University Press.
- Jozef, H. (2001). *Advanced writing in English a foreign language*. University of Pécs
- Kagan, S. (1994). *Cooperative Learning*. CA: San Clemente.
- Kagan, S., & Kagan, M. (2009). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Kagan, S., & Robertson, L. (1992). *Cooperative learning (1st ed.)*. San Juan Capistrano, CA: Resources for Teachers, Inc.
- Kennewell, S. (2004). *Meeting the standards in using ICT for secondary teaching*. London: RoutledgeFalmer.
- Kepner, C. G. (1991). An experiment in the relationship of types of written feedback to the development of second language writing skills. *Modern Language Journal*, 75, 305- 313.
- Kroll, B. (1990). *Second Language Writing: Research Insights for the Classroom*. New York: Cambridge University Press.
- Kroll, B. (2001). Considerations in teaching an ESL/EFL writing course. In M. Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language (3rd ed.)*, (pp.219-232). Boston, MA: Heinle.
- L. Tinio, Victoria. (2000). *ICT in education*. United Nations Developed Program. New York.
- Lee, I. (2010). Writing teacher education and teacher learning: Testimonies of four EFL teachers. *Journal of Second Language Writing*, 19(3), 1 43-157.
- Mandal, R. (2009). Cooperative learning strategies to enhance writing skill. *The Modern Journal of Applied Linguistics*, 1, 93-102.

## Bibliography

---

- Mather, N., &Juffe, L., E. (1899). Woodcock johnson reports recommendations and strategies. Retrieved from <https://www.amazon.com/Woodcock-Johnson-IVReports-Recommendations-Strategies/dp/1118860748>
- Mourssi, A. (2006). The role of motivation and learning strategies in improving second language learners' writing. University of Birmingham, UK.
- Murray, N. and G. Hughes. (2008). Writing up Your university assignments and research projects: A Practical Handbook. Uk: McGraw- Hill Education.
- Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.
- Olsen, R., &Kagan, S. (1992). About cooperative learning. In C. Kessler (ed.), Cooperative Language Learning: A Teacher's Resource Book (pp.1-30). Englewood Cliffs, NJ: Prentice Hall.
- Pantiz, A.T. (1996). A Definition of collaborative Vs. cooperative learning. Retrieved from [http://ccti.colfinder.org/sites/default/files/a\\_definition\\_of\\_collaborative\\_vs\\_cooperative\\_learning.pdf](http://ccti.colfinder.org/sites/default/files/a_definition_of_collaborative_vs_cooperative_learning.pdf)
- Peck, J., & Coyle, M. (1999). The Student's Guide to Writing: grammar, punctuation and spelling. New York: Palgrave Macmillan Ltd.
- Pincas, A. (1882) Teaching English writing. London: MacMillan.
- Raimes, A. (1983). Techniques in Teaching Writing. New York: Oxford University Press.
- Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. TESOL Quarterly, 25 (3), 407-430.

- Rice, R. P., & Huguley, J. T. (1994). Describing collaborative forms: A profile of the team-writing process. *IEEE Transactions on Professional Communication journal*, 37(3), 163-170.
- Robertson, Margaret, Ivan Webb et Andrew Fluck. (2007). *Sven Steps to ICT Integration*. Australia: ACER Press.
- Sarkar, S. (2012). The role of information and communication technology (ICT) in higher education for the 21st century. *The Science Probe*, 1(1), 30-4
- Seow, A. (2002). The writing process and process writing. In J.C. Richards & W.A. Renandya (ed.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 303- 306). New York: Cambridge University Press.
- Sharan, S. (1980). Cooperative learning in small groups: Recent methods and effects on achievement, attitudes, ethnics, relations. *Review of Educational Research*, 50, 241-27.
- Sheppard, K. (1992). Two feedback types: do they make a difference? (Regional English Language Centre) *RELC Journal* Vol. 23 No.1: 103-9.
- Shindler, J. (2010). *Transformative classroom management: Positive Strategies to engage all Students and Promote a Psychology of Success* (1st ed). United States: Jossy-Buss.
- Slavin, R. E. (1991). *Students team learning, A practical guide to Cooperative Learning*. Washington D.C. National Education Association.
- Smith, Karl A. (2000). *Project management and teamwork*. New York: McGraw-Hill.
- Starkey, L. B. (2004). *How to write great Essays*. New York: Learning Express.
- Stenlev, J., & Siemund, P. 2011. Roundtable as cooperative learning technique. *English Language and Linguistics journal*, 18(1), 40-45.

## Bibliography

---

Tomkins, G.E. (2004). Teaching writing: Balancing Product and Process. 4 Basics. Upper Saddle River, NJ: Merrill Prentice Hall.

Tribble, C. (1996) Writing. Oxford: Oxford University Press.

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46, 327-369.

White, R. and Arndt, V. (1991). Process writing. London: Longman.

Williams, J. (2003). Preparing to teach writing: Research, Theory, and Practice (3rd ed). Lawrence Erlbaum Associates.

Zamel, V. (1983). The composing processes of advanced ESL students: six case studies. *TESOL Quarterly*, 17 (2), 165-187.

# Appendices

## Appendix 1

### Pupils' Questionnaire

Dear students,

This questionnaire is a part of a research work entitled “The Role of Cooperative Learning in Enhancing Students’ Writing via ICT Tools”. Hence, in order to better understand the impact of cooperative learning in improving students’ writing via ICT tools, your perception, opinions as well as attitudes of the latter are of significant value for this research.

You are kindly requested to tick (√) the appropriate box (es) or make a full statement when necessary. Your answers are crucial for the validity of this research.

Thank you, in advance, for your cooperation.

#### Section One: General information

1. Do you like learning Foreign Language هل تحب تعلم اللغات الأجنبية

Yes

No

2. What is your favourite foreign language? ما هي لغتك الاجنبية المفضلة

English

French

Italian

#### Section Two: Pupils' Attitudes towards the Use of Cooperative Learning Via ICT Tools

3. When writing in class, do you prefer to write? هل تحب تعلم الكتابة

a) Collaboratively

في مجموعة

b) Individually

4. Which of the following problems do you face during cooperative learning?

Difficulties/Options	Always	Usually	Sometimes	Rarely	Never
Do you find it difficult to express your thoughts in front of the group?					
Do you benefit from the feedback provided by your group mate?					
Are you afraid of making mistakes in front of your peers?					

**5. Does cooperative learning help you overcome the difficulties you face in writing?**

Always	Usually	Sometimes	Rarely	Never

**6. In writing, do you benefit from working cooperatively with your group mates?**

Yes  No

If yes, please tell us how?

.....

.....

**7. Do you think that using information and communication technology (ICT) while working cooperatively helps you improve your writing?** هل تظن ان استعمال التكنولوجيا كذا تعلم الكتابة في مجموعة سيساعدك

Yes, it is helpful  No, it is not

If yes, please tell us how?

.....

.....

**8. What are your attitudes towards the use of ICT in the classroom?**

I like it  I'm not interested in using ICT

**9. Do you think that incorporating writing via ICT tools in the syllabus is a must?**

هل أنت مع اسناد هذه الإستراتيجية في المنهاج

Yes  No

In your opinion,

.....

.....

.....



**Section Two: Writing Skill**

**1. How do you evaluate your writing proficiency?**

Excellent	Very good	Good	Low	Very low

**2. In class, how often are you asked to write compositions?**

Always	Usually	Sometimes	Rarely	Never

**3. Do you face difficulties when writing in English?**

Yes  No

**If yes, what are the aspects you find difficulties in? (Multiple choice)**

Grammar	
Cohesion and coherence	
Punctuation	
Spelling	
Content	
Organization of the composition	
All of the above	

**4. According to you, what are the sources behind the difficulties you encounter when writing compositions?**

Lack of good approach to teaching writing	
Lack of motivation	
Lack of Practice	

**If others, please specify:**

.....

**4. Which of the following writing stages is more difficult for you?**

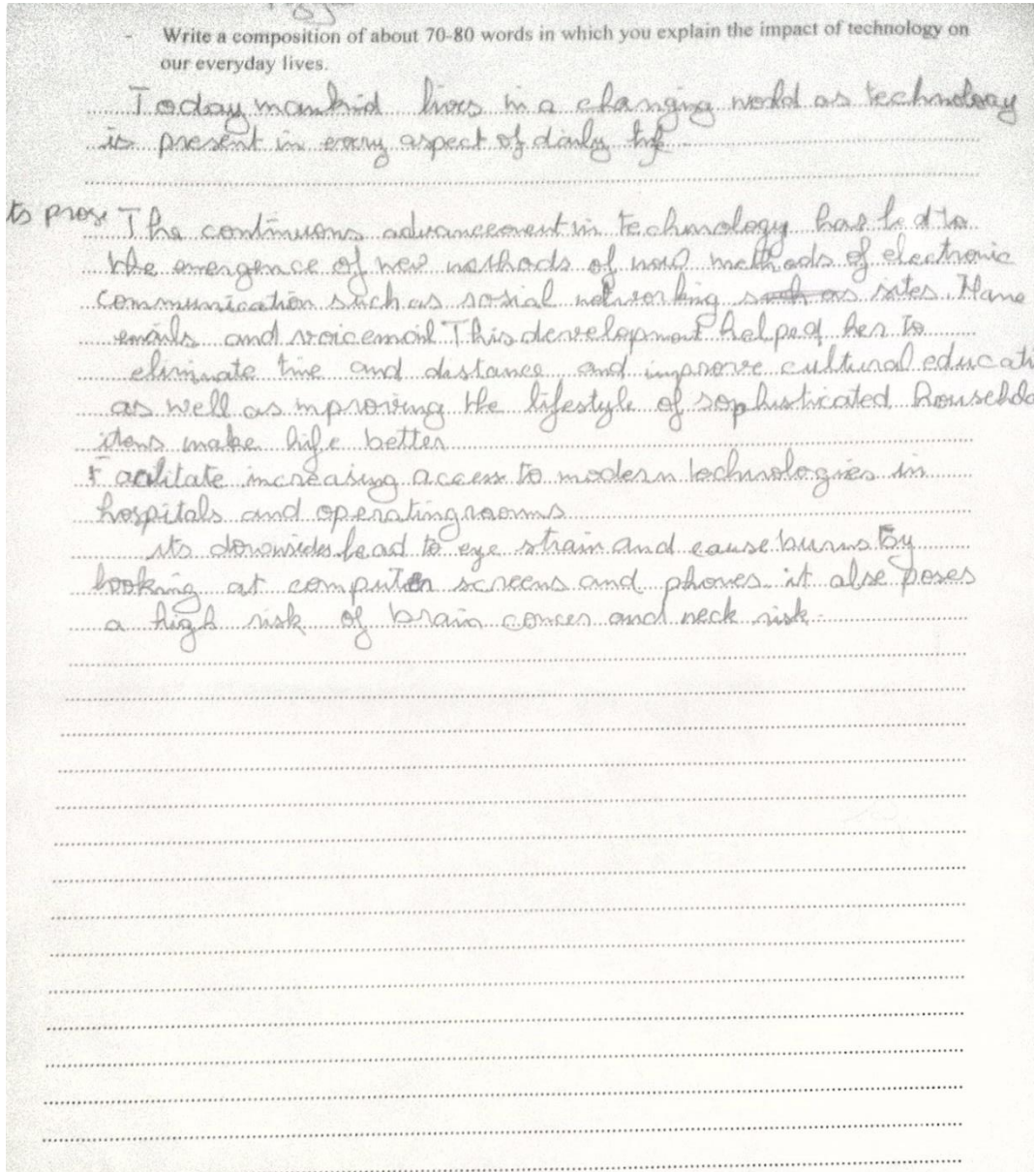
حدد درجة الصعوبة

Options/	Least difficult	difficult	Most difficult
Pre Writing			
Outlining			
Drafting			
Editing			
Revising			
Proof reading			

**We appreciate your help.**

## Appendix 2: Samples of Pupils' Pre-test

### Experimental Group:



**Control Group:**

Technology has controlled our lives namely that it impacted us everyday, so does technology impacted us with a positive face or a negative face our life?

We can say that technology is better to our lives, but however when we see how it makes us lose many of important hours, and makes us do things very simply, and stupid for the fun in the social media maybe it controlling in our brains.

Yes it has controlled because we don't know the true way of using of net. We can mean that technology can help us in many of things however just when we know how we must to use it. It help us in the hard words and another things.

Finally, we should know how we must use internet and technology.

**Appendix03: Treatment Lesson Plans**

**LESSON PLAN**

**Stream:** Second Year Foreign Languages Class

**The teacher:** Oumaima Madani

**School:** Khadraoui Brothers' Secondary School

**School Year:** 2020/2021

**Source:** Getting Through

**Unit (4):** Budding Scientist

**Sequence (1):** Discovering Language

**Teaching aids:** computers, data show, internet, cards

**Rubric:** Reading and Writing

**The Aims:** by the end of this course, students will be able to

- Practice the skills of planning, drafting, revising and editing.

- Write a composition about a scientific experiment.

Time	Steps	Lesson process	Objectives
20 min	Pre Writing (warm-up)	<p>T displays on the projector a video and asks S To view it and to take notes. After watching the video, T asks S what the video was about. After generating answers from different students, T and S agree that the video is a scientific experiment that answers the question “Why does oil float while salt sinks in water”.</p> <p>T tells S that today they’re going to be writing a composition about a scientific experiment of their choosing. ( S learned about different experiments in the previous sessions) T further explains that they will make use of WWW to do a research on the internet before they start. They will be searching for relevant information about that experiment.</p> <p>K- What I know: T asks S to brainstorm about a particular experiment they are familiar with then to form a question and a hypothesis about it. W. What I Want to know: As S think about the experiment, T asks them to write down the questions they don’t have answers to. L. What I’ve learned: S go online to find answers to their questions.</p> <p><b>Pair work (Cooperative Learning Write-Pair-Share)</b> T asks S to form groups of four people (04) that are heterogeneous in terms of gender, English proficiency and writing level. T designates for students different roles (Leader (keyboard captain), Expert (navigator), Time keeper, Noise Monitor). Each member of the group will</p>	To brainstorm and collect ideas about the topic.

## LESSON PLAN

30 min	<b>During Writing</b> <b>(drafting)</b>	<p>make use of the K column to write down their previous knowledge about that experiment. Afterwards, Group member will discuss their information and generate questions in the W column.</p> <p>T asks some students to share with the class some of their questions.</p> <p><b>Group work (Research on the computer)</b> Using these questions, students surf the internet to answer some of their questions and record this on K-W-L word sheet.</p>	To write the first draft individually without stopping.
20 min	<b>Revision</b>	<p><b>Individual work ( Typing on the computer)</b> T goes around the class and checks the groups' progress. After that, T instructs S to start drafting their composition individually using word2007. S were instructed to leave checking their errors till later on. Graphics might also be included.</p>	To provide constructive peer feedback.
25 min	<b>Editing</b>	<p><b>(Group work) Peer Feedback</b> After S finish drafting, members of each group revised each other's composition according to a suggested peer review checklist (provided by the teacher). The focus was on content, adding information or deleting any unnecessary ones. They make their review by inserting comments in word2007, and coloring any revision they made to the composition.</p> <p>T and orally discuss what they revised according to the checklist. S correct their compositions accordingly. T instructs S to give positive constructive feedback.</p> <p>Peer feedback After S finish the revision, they move to the editing stage; which is also done cooperatively. This time the focus is on the form (grammatical errors). Team members go through each others' compositions according to a check list provided by their teacher.</p> <p>Again, T and S orally discuss the errors. And They correct their compositions according to their friends' feedback.</p> <p>The compositions are submitted to the teacher.</p>	

# LESSON PLAN

Stream: Second Year Foreign Languages Class

The teacher: Oumaima Madani

School: Khadraoui Brothers' Secondary School

School Year: 2020/2021

Source: Getting Through

Unit (4): Budding Scientist

Sequence (1): Discovering Language

Teaching aids: computers, data show, internet, cards

Rubric: Reading and Writing

The Aims: by the end of this course, students will be able to

- Practice the skills of planning, drafting, revising and editing.
- Write a composition that explains how the internet is used for the welfare of human beings.

Time	Steps	Lesson process	Objectives
20 min	Pre Writing (warm-up)	<p>T displays on the projector a video and asks S To view it and to take notes. After watching the video, T asks S what the video was about. After generating answers from different students, T and S agree that the shows the positive aspects of the internet.</p> <p>T tells S that today they're going to be writing a composition where they explain how the internet is used for the welfare of human beings. T further explains that they will make use of WWW to do a research on the internet before they start. They will be searching for relevant information or any new vocabulary they might need.</p> <p>K- What I know: T asks S to brainstorm about the possible advantages of the internet. <b>(round table)</b> W. What I Want to know T asks them to write down the questions they don't have answers to. L. What I've learned: S go online to find answers to their questions.</p> <p><b>Pair work (Cooperative Learning Write-Pair-Share)</b> T asks S to form groups of four people (04) that are heterogeneous in terms of gender, English proficiency and writing level. T designates for students different roles (Leader (keyboard captain), Expert (navigator), Time keeper, Noise Monitor). Each member of the group will make use of the K column to write down their previous knowledge about internet advantages. Afterwards, Group</p>	To brainstorm and collect ideas about the topic.

## LESSON PLAN

30 min	<b>During Writing (drafting)</b>	<p>members will discuss their information and generate questions in the W column.</p> <p>T asks some students to share with the class some of their questions.</p> <p><b>Group work (Research on the computer)</b> Using these questions, students surf the internet to answer some of their questions and record this on K-W-L word sheet.</p> <p><b>Individual work ( Typing on the computer)</b> T goes around the class and checks the groups' progress. After that, T instructs S to start drafting their composition individually using word2007. S were instructed to leave checking their errors till later on. Graphics might also be included.</p>	To write the first draft individually without stopping.
20 min	Revision	<p><b>(Group work) Peer Feedback</b> After S finish drafting, members of each group revised each other's composition according to a suggested peer review checklist (provided by the teacher). The focus was on content, adding information or deleting any unnecessary ones. They make their review by inserting comments in word2007, and coloring any revision they made to the composition. S correct their compositions according to their friends' feedback.</p>	To provide constructive peer feedback.
15 min	Editing	<p>After S finish the revision, they move to the editing stage; which is also done cooperatively. This time the focus is on the form (grammatical errors). Team members go through each others' compositions according to a check list provided by their teacher.</p> <p>Again, They correct their compositions according to their friends' feedback.</p> <p>The compositions are submitted to the teacher.</p> <p><b>Group processing</b> At the end of the session, groups were given ten minutes to discuss how they proceeded through the different CL activities, express the difficulties they faced and suggest solutions.</p>	



### Appendix 04: Pupils' Designated Roles

Leader	<ul style="list-style-type: none"><li>-I make sure that everyone is working.</li><li>-I solve disputes between group members</li></ul>
Expert Navigator	<ul style="list-style-type: none"><li>-I search for information online</li><li>-I answer any questions</li></ul>
Time Keeper	<ul style="list-style-type: none"><li>- I keep the group on track</li><li>-Remind them of time</li></ul>
Noise Monitor	<ul style="list-style-type: none"><li>- I instruct members to talk one at a time</li></ul>

**Appendix 05: Peer Feedback Checklist**

<b>Language Items</b>	<b>Criterion</b>
<b>Content and Organisation</b>	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• It is interesting enough to catch the readers' attention?</li> <li>• Is it clear and not lengthy?</li> </ul> <p>Body:</p> <ul style="list-style-type: none"> <li>• Do the paragraph/paragraphs include a topic sentence?</li> <li>• Are the sentences short and simple?</li> <li>• Did they make use of the information gathered during the internet search?</li> </ul> <p>Conclusion:</p> <ul style="list-style-type: none"> <li>• Does it summarize the main idea of the composition?</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Are verbs used correctly and conjugated in the right tense?</li> <li>• Do subjects and verbs agree?</li> <li>• Are link words used correctly?</li> <li>• Are there any words missing or used incorrectly?</li> </ul>
<b>Spelling and Punctuation</b>	<ul style="list-style-type: none"> <li>• Are there any punctuation mistakes?</li> <li>• Are there any spelling mistakes?</li> </ul>

Appendix 6: Samples of Pupils' Post-test

Experimental Group:

Write a composition of about 70-80 words in which you talk about a scientific experiment you are familiar with. *Work in groups and use the computer.*

*Why does the fire keep burning?*  
 When the electricity goes out to the house, we light candle to light. Notice that the candle continues to burn and forms a flame, what makes it last so long and won't turn off? It might be induced by the oxygen in the air.

To make sure, we run this experiment. The artificial clay is shaped like a thick square. The base of the candle is planted in the artificial clay holds the candle without it falling, placed inside the hymns and fixing it well so that it does not tilt or fall. The candle is put inside the hymn. The hymns are closed tightly, making sure there is no vent let for air to pass through into the base. It can be seen that the candle remains lit for some time, but its flame begins to diminish gradually due to the consumption of oxygen inside the container in the formation of the candle flame. Unless the oxygen inside the container ends, then the flame extinguishes permanently.

So, the fire burns and continues to ignite with the action of oxygen.

**Control Group:**

Write a composition of about 70-80 words in which you talk about a scientific experiment you are familiar with.

1) Experience generating electricity  
2) Tools

1. Sawdust
2. Pongee
3. A piece of glass

3) the method of work

- the glass piece is rubbed with the silk cloth from one of its corners
- the invited corners surrounds the glass piece of sawdust

- It can be seen that sawdust is directed towards a piece of glass and sticks to it.

\* We explain this through static electricity. If rubbing the silk with the glass creates electrical charges that attract the sawdust.

## ملخص الدراسة

تعتبر مهارة الكتابة مهارة معقدة، لكونها تتضمن العديد من المتغيرات مثل القواعد اللغوية و تنظيم الأفكار. تشكل معظم هذه المتغيرات صعوبة للطلاب الذين يدرسون اللغة الانجليزية كلغة أجنبية. لذلك تقع على عاتق المعلمين مسؤولية تدريس الكتابة باستخدام طريقة يمكن أن تحفز المتعلمين وتعزز مهاراتهم في الكتابة. تهدف الدراسة الحالية إلى دراسة دور التعلم التعاوني في تعزيز كتابة التلاميذ عن طريق أدوات تكنولوجيا المعلومات والاتصالات؛ كما يحاول تسليط الضوء على كيفية مساعدة هذه الطريقة التلاميذ على التغلب على بعض الصعوبات التي يواجهونها في الكتابة مثل قواعد اللغة والهجاء وعلامات الترقيم. علاوة على هذا، تحاول هذه الدراسة أيضا مراعاة مواقف التلاميذ وتصوراتهم تجاه التعلم التعاوني من خلال أدوات تكنولوجيا المعلومات والاتصالات. تم اعتماد منهج بحثي مختلط الأساليب لجمع البيانات الكمية والنوعية. أولا، قدم استبيان إلى أربعة عشر (14) تلاميذ يدرسون سنة ثانية لغات أجنبية في ثانوية للأخوة؛ و خضراوي، زربية الوادي، بسكرة. الحصول عليها أن غالبية التلاميذ كانوا يؤيدون تعلم الكتابة باستخدام هذه التقنية. ثانيا، أجريت شبه تجربة مع مجموعتين من تلاميذ السنة الثانية من اللغات الأجنبية: المجموعة التجريبية (14 تلميذا) ومجموعة المراقبة (12 تلميذا). وتضمنت شبه التجربة تصميم اختبار وفقا لمنهج الاختبار القبلي و البعدي للمجموعتين و حصص علاج للمجموعة التجريبية. استمرت التجربة لمدة 3 أسابيع، و في الأخير، اختار الباحث إجراءات التحليل الإحصائي لتحليل علامات المجموعتين في مرحلتين ما قبل الاختبار وما بعده؛ كما تم استخدام عينة من اختبار t المقترن لاختبار صحة هذا البحث. و أسفرت النتائج عن أن المجموعة التجريبية حققت تقدما كبيرا في مرحلة ما بعد الاختبار مما أكد فرضياتنا. و بالتالي، فإن التعلم التعاوني له دور في تعزيز كتابة التلاميذ ومساعدتهم على التغلب على الصعوبات النحوية والهجاء وعلامات الترقيم، والصعوبات التي يواجهونها في الكتابة.

**الكلمات المفتاحية:** التعلم التعاوني، تكنولوجيا المعلومات والاتصالات، الكتابة، طلاب اللغة الانجليزية كلغة أجنبية ، صعوبات الكتابة.