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Cooperative Learning as a Motivational Factor in Enhancing EFL Students' Writing Skill

**The Case Study of First year LMD Students of English- University of
Biskra**

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Sciences of Languages.

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Dedication

I dedicate my effort to the most precious people in my life: First to the one who gave me all affection and love, to the woman who always prays to God to protect me, my lovely star ...My Mother « Yamina »

Next, to my shiny moon and beloved father « Mohammed Seghir » who always cares about my studies and my success. To both of them, who have raised me to be the person I am today, they have been with me in every step of the way, and shared with me the happy and sad moments. I say to them: thank you for all your unconditional love, guidance and support.

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Abstract

Writing skill in a foreign language is a very difficult skill for learners because teachers do not implement appropriately the up-to-date methods in teaching. The essential problem that makes students weak in mastering the writing skill is weaknesses in lexis and grammar and they are anxious about their construction of sentences and paragraphs. Therefore, they suffer from lack of enthusiasm and willingness. Thus, they cannot produce a correct piece of writing. In this research, we aim to show that cooperative learning is a desirable technique to reduce learners' problems such as anxiety, fear, and poor self-esteem. We aim to investigate how teachers produce positive effects in the writing skill through following some teaching recommendations on cooperative learning. In addition, we reinforce teachers to follow the up-to-date approaches in teaching. We hypothesized that the application of cooperative learning in enhancing students writing, it will improve students' motivation and social interaction and it will administered our effective quality of students' engagement in classroom activities. In this research, we will proceed through a descriptive method that shows the status and the facts of language learning and teaching. The results of Students questionnaire showed that students of first year LMD have positive attitude toward cooperative learning and they are motivated to engage in writing activities through cooperation. Though, they reported that their teachers do not induce and explain them the benefits of cooperative learning. However, teachers' questionnaire demonstrates that although all teachers enhance writing through cooperative learning but they do not apply it effectively. By the end of the research, we suppose to show the importance of cooperative learning to motivate students engaging in classroom activities of writing, in addition, incorporating cooperative learning to be applied not only in writing, but also in other modules such as oral expression.

List of Abbreviations

EFL: English as Foreign Language

FLC: Foreign Language Classrooms

CL: Cooperative Learning

GW: Group Work

CG: Cooperative Groups

CLT: Communicative Language Teaching

CBA: Competency Based Approach

N: Number

%: Percentage

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General Introduction

1. The Aim of the Study

Our aim is to show that cooperative learning is a desirable technique for teaching. It may help students to minimize individuals' problems. For instance, fear, poor self-esteem, and anxiety. Our other aim is to investigate how teachers can produce positive effects in the writing skill through suggesting some teaching recommendations on cooperative learning. We also aim to reinforce the up-to-date approaches of teaching in order to enhance students' engagement in classroom activities.

2. The Statement of the Problem

Foreign language learners have learning obstacles that hinder their achievement. Some teachers still use the technique of teacher-centered classes rather than learner centered classes. Hence, teacher-centered classes lead to individualistic and competitive learning. However, cooperative learning activities, in which the students work together, increase learners' self-confidence. Individuals' problems as fear, poor self-esteem, and anxiety are caused by the absence of working together and the non-existence of involvement in the EFL classroom setting.

Foreign language learners always have a desire to master the writing skill. Unfortunately, they are not skilled writers because of several barriers. Learners have weaknesses in lexis and grammar. They are anxious about their handwriting or their ability to construct sentences and paragraphs. Therefore, EFL classrooms have a lack of enthusiasm and willingness.

Since the presence of teachers is vital in EFL classrooms, they have to be implementing and organize the appropriate technique through which students gain satisfactory and acceptable outcomes in the writing skill. We highlight this research on how cooperative learning motivates learners in improving and developing the writing skill to be well mastered.

3. Research Questions

1-Why is cooperative learning necessary in the writing skill?

2-Why is cooperative learning required to develop learners writing production?

3-What are the advantages of cooperative learning?

4-Does cooperative learning create a supportive learning environment?

5-Has cooperative learning positive impact on weak learners?

4. Hypothesis

If teachers adopt cooperative learning in teaching students writing, they will improve students' motivation and social interaction, and will elicit an effective quality of students' engagement in classroom activities.

5. Research Methodology

5.1. Sample of the Study

In this research, we will select a representative sample because of time, feasibility and quality. The method that will be used is random sampling in which there is a high level of objectivity. The respondents are teachers and students at the department of English at Biskra University. The participants will represent 25% of teachers of English and 25% of first year LMD students from the whole population.

5.2. Research Method and Tools

In this research, we will proceed through a descriptive method which enables us to show the situation of language learning and teaching in Biskra University. We will design two questionnaires, one for teachers of English and the other one for first year LMD students. The papers will be answered anonymously.

5. Structure of Dissertation

This dissertation consists of three chapters:

Chapter one: Deals with Cooperative Learning in Foreign Language Classrooms: beginning with giving variety definitions concerning cooperative learning. In other part, we made a distinction between the three concepts. Then, we illustrate the main four characteristics of cooperative learning, activities, benefits, besides mentioning both teacher's and learner's role. The last part we proposed some strategies for using cooperative learning.

Chapter two: Writing Skill in Foreign Language Classrooms: we start by giving the nature of the writing skill and its main components. Then, we describe how to build the writing skill. In the following part, we illustrate the stages from pre-writing phase to publishing phase and the role of teacher in the process. We conclude by mentioning the main approaches of teaching a foreign language.

Chapter three: Analysis of the Questionnaire: Analysis both students and teachers' questionnaires, results and conclusion.

Chapter One: Cooperative Learning in Foreign Language Classrooms

Introduction

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Chapter One: Cooperative Learning in Foreign Language Classrooms

Introduction

In this chapter we are going to approach cooperative learning as a general method that can be applied successfully in teaching-learning-process. First, we will present a conceptual definition of cooperative learning, comparing it with the other methods and structures. Then we will illustrate its characteristics, activities and benefits as well as mentioning the teacher and the students' roles. We conclude the chapter by proposing some useful strategies for facilitating cooperative learning in the classroom.

1.1. Conceptual Definitions of Cooperative Learning

Slavin (1995) defines Cooperative learning as a teaching method in which students interact in small groups in order to help each other to gain their goal. However, Kagan (1994) argues that cooperative learning should be implemented in small, heterogeneous groups of students to achieve a common goal. The strategy of cooperative learning is highlighted by Johnson and Johnson (1994) by giving much importance for how students interact with each other to develop their learning. Similar to (Woolfolk, 2004: 492) notes that cooperative learning is "*arrangement in which students work in mixed-ability groups and are rewarded on the basis of the success of the group.*" A broad definition of cooperative learning offered by Crandall (1987) is

Cooperative learning is more than just small group activity. In a well – structured cooperation tasks, there is a genuine information gap, requiring learners to both listen and contribute to the development of an oral, written or other product which presents the group's efforts, knowledge and perspectives' (Cited in Arnold, 1999: 226-227)

According to what we have mentioned, cooperative learning is necessary for promoting students learning and classroom environments that meet students' needs because it takes the heterogeneous interaction between students, encouraging peer support and connection. Cohen et al (2001) state that teachers must structure the teaching method to create and promote students' knowledge, skills, and attitudes.

1.2. Cooperative Learning, Collaborative Learning and Group Work

Cooperative learning is often regarded as a synonym of collaborative learning (China & China, 2009). Nevertheless, there are some researchers who make distinction between both approaches, according to Pantiz (1996:1)

cooperative learning defined by a set of process which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific, it is more directive than a collaborative system of governance and closely controlled by the teacher.

The purpose of collaborative learning is building students' responsibility for actions including learning and respecting the abilities and contributions of peers, as opposed to the purpose of cooperative learning which is the achievement of specific goals through jointly working together. Cooperative learning is more structured than collaborative learning (Pantiz,1996). Slavin, (1983); Sharan et al. (1984) make distinction between cooperation and collaboration they use the term interchangeably they argue that "*Collaborative learning entails students working together to achieve common learning goals.*" (Cited in Nunan, 1992: 3)

Group work according to (Woolfolk, 2004: 492) claims that it is not the same of cooperation "*Group work is simply several students working together they may or may not be cooperating.*" Group work maybe defined as an activity that involves two or more learners without direct interaction between students. However, group work is the first step in putting students together, and it is useful technique but cooperative learning requires much more than putting students in groups.

1.3. Characteristics of Cooperative Learning

In this part we identify the four main characteristics of cooperative learning:

1.3.1. Positive Interdependence

Positive interdependence is the feeling of working together as well as, helping each other to gain common goal. Positive interdependence is the essential part of cooperative learning, it is interaction through activity, in which learners think that they "*Swim or snick together*"(Johnson and Johnson, 1991). Positive interdependence exists only when students are cooperating to help, promote, encourage each other's efforts to learn and caring about

each other's learning. Positive interdependence succeeds only when students cooperate in the right way that one cannot succeed whether the other members of the group succeed (vice versa). In other words, positive interdependence promotes students to see the benefits of their group work and to maximize their interaction by sharing their group mates' ideas and materials. According to Crandall (1987) notes that *"Cooperative groups share a common goal; each learner has an essential role to play if the goal is to be achieved."*(Cited in Arnold, 1992: 227). Positive interdependence is realized only when all members of the group interact and motivate each other to learn in order to promote learning and share their common goal (Nunan, 1992).

1.3.2. Face to Face Interaction (Promote each other Success)

According to Crandall (1987) students work together in cooperative groups, students interact with each other by discussing concepts, responding each other ideas, helping to interact, communicate and exchanging resources and information. Hence, Woolfolk (2004) emphasizes the importance of students' interaction in order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems, also woolfock claims that interaction with students make students testing, and changing their ideas and abilities. According to (Alderman, 2004: 219) states that *"Grouping structures affect how students interact become friends, and influence each other in engagement in learning."*

However, Crandall (1987) emphasizes the importance of interaction between teacher and students; *"Teachers must form groups to maximize each student's contribution to the group and provide each student with opportunities to learn from other individuals in the group"* (Cited in Arnold 1999: 227). In (Alderman, 2004) when learners are in pairs or in groups they have a great opportunity to interact and exchange ideas with each other more than interacting with their teacher. Cooperative learning contributes to a classroom environment that promote friendship between students, encourage students to act in helpful way and provide students' time and chance to interact with each other. Face to face iteration is an essential condition to realize students social skills; friendship, leadership, trust, communication, and resolve conflicts.

1.3.3. Individual Accountability

Individual accountability means that each member of the group must be responsible of his personal performance. Individual accountability is developed when a member of the group is responsible for the success of all members of the group (Crandall, 1987). She also stated that “*Accountability is also developed through activities which ask learners to engage in self-evaluation concerning their participation in the group, the value of their contributions and their attitudes and actions towards the other member.*” (Cited in Arnold, 1999: 228). Alderman (2004) suggests that each student is responsible for the achievement of group goal, which tasks are divided among students, when they cooperate they must make sure that all students can fulfill their responsibility because the groups’ success depends on the efforts of all members of the group.

(Roger T & David Johnson, 1994:4) provide a list including common ways to structure individual accountability:

- 1) *Keeping the size of the group small, the smaller the size of the group, the greater the individual accountability maybe.*
- 2) *Giving an individual test to teach students.*
- 3) *Randomly examining students orally by calling one student to present his/her group work to the teacher (in the process of the group) or entire class.*
- 4) *Observing each group and recording the frequency with which each member contributes to the group work.*
- 5) *Assigning on one student in each groups the role of the checker. The checker asks other group members to explain the reasoning and rational underlying group answers.*
- 6) *Having students teach what they learned to someone else when all students do this, it is called stimilinous explaining.*

1.1.4. Development of Small Group (Social Skills)

Social skills are the key of group development and successful cooperative group, in which students need to promote and develop linguistic and social skills which facilitate group interaction, create trust, enhance communication, leadership and problem-solving

(Bennett, Rolheiser-Bennett and Stevahn, 1991, cited in Arnold ,1999); similarly Kagan (1989) suggests that the development of social skills and practice based on the structure in which students can learn how to listen to each other, resolve problems, keep on task, and encourage each other. Therefore, Reid (2007) agrees that any task is working in small groups can help to facilitate social learning. In cooperative learning the learner must know each other, speak, communicate, encourage and trust each other also accept comments of teammates with respecting them in order to develop interaction between them. Also, Johnson and Johnson (1991) state that “*Students must be taught the social skills required for higher quality collaboration and be motivated to use them if cooperative groups are to be productive.*”(Mc Cafferty et al 2006: 11). The main role of CL is maintaining social skill between students and encourages interpersonal communicating, building trust and providing friendship.

1.1.5. Group Processing

Group work will be effective if only it is influenced by the functioning of group reflection (Johnson and Johnson, 1991). Group processing aims to promote and develop cooperative groups in order to gain group goals. “*Learners also need to reflect upon their group experience, noting how group members interacted doing that task*” (Crandall, 1987, cited in Arlund, 1999: 128). In other words, group processing aims to facilitate learning and enables the teacher to ensure that students receive their feedback, discussing how well they are achieving their goals through effective cooperation of GW. (Johnson and Johnson, 1991) argue that groups need to be helpful in completing the groups and make decision about what behaviors to continue or change.

1.2. Cooperative Learning Activities

In cooperative learning classrooms, learners have a chance to learn various social skills, several activities to work together which are more effective in classrooms in order to maximize learning and interaction, there are some common activities which are:

1.2.1. Think/Pair/Share

It is structured technique activity developed by Luman (1978), it can be defined as “*In this technique specific length of time is assigned to each partner’s speaking turn.*”(

Kagan, 1995 in McCafferty et al, 2006: 195). In this activity, the teacher poses a question to the class, or the group and students think about a question, students share with their partners discuss and exchange their ideas, finally students share their responses with other pairs, group or class. According to Crandall (1987) "*With think/pair/share, learners have several opportunities to develop their ideas, rehearse their language and content before having to commit to speaking in front of the entire class.*" (Cited in Arnold, 1999: 229)

1.2.1. Jigsaw

Jigsaw technique is developed by Aronson (1970), "*It perhaps the most widely known cooperative language learning activity used to create a real 'information gap' in the classroom and encourage communication.*" (Crandall, 1987. Cited in Arnold, 1999: 230). In this activity, each member of the group has an information about others' need in order to solve their tasks. However, before students sharing the ideas, they leave their original group and make '*Expert group*' (Crandall, 1987:230) with other's information and discussing which is the appropriate one to teach to their peers in their original group, after students return to their original group and everyone shares his information to others in the group. Hence, Aronson and his colleagues (Aronson, Blaney, Stephan, Sikes and Snapp, 1978) and Alport (1954) argue that cooperative learning succeed only when the interaction is equal and they should have common goal and the collaboration should be structured by the teacher, Aronson and his colleagues (Aronson, Blaney, Stephan, Sikes and Snapp, 1978) argue that the purpose of jigsaw activity is helping to promote interaction which everyone has a unique information in order to gain their goals. (Cited in Arnold, 1999: 230) In other words, the goal of cooperative learning is not to get everyone to think alike, but to get everyone to think and share and to develop their own thinking through engagement with others.

1.2.2. Roundtable/Roundrobin

Roundtable and Roundrobin are two activities developed by Kagan(1994). In both activities, Roundrobin is taken orally each one take his turn to speak. Hence, in Roundtable every member of the group take a turn to write on one share piece of paper to answer the question and pass it to all members of the group, the turns continue until the time is over or some of students do not have information about the question, "*These activities are excellent for capturing ideas in brainstorming, for developing common background information, and*

for identifying possible directions for future activities.”(Crandall, 1987. Cited in Arnold, 1999: 231).

1.2.3. Numbered Heads Together

This activity is developed by Kagan (1994). In this activity, the teacher poses a question for all the members of the group, and students put their heads together to discuss the answer, each member is given a number 1,2,3,4, each member of the group knows the answer and each one is explicated to answer the question when the number is called by the teacher, student with that number is explicated to answer the question *”Numbered heads together useful for students revising grammatical mistakes, vocabulary, or factual items from a reading or audio-visual texts”*.(High 1993. Cited in Arnold, 1999: 231).

1.2.4. Group Investigation

This activity is developed by Sharan and Sharan (1992). Group investigations involves small groups of students distribute a variety of tasks and each one take substantial responsibility for deciding what they will learn, how they will organize themselves to learn it and how they will communicate what they have learned to classmates. These groups are responsible of planning developing their work to the class by using variety of resources. (Sharan& Sharan). Acoording to (Sharan and Sharan,1992:185 in McCafferty et al):

In this technique, students work together on projects.

- 1) The whole class works on one overall theme, with each group investigating on one aspect of the theme.*
- 2) Students work either in teacher-assigned heterogeneous groups or in groups based on interest with same subtopic.*
- 3) Each group decides how it will conduct its investigation and assigns tasks to the members.*
- 4) Groups plan and carry out presentations of their findings to the whole class.*
- 5) Evaluation is done by each student of themselves, their group mate, the other groups, and the teachers.*

1.5. Cooperative Learning as a Motivator

Under this title we will explain the benefits of cooperative learning and its positive aspects that are affected on learners.

1.5.1. Decreasing Anxiety

When students work together they feel at ease and succeed in language interaction. It is unlike when they work individually. Because some students when receive questions they cannot answer, the reason is not they have no answer. In fact, they fail in interaction because of fear and anxiety. Cooperative work produces a good outcome in increasing discussion and decreasing anxiety or fear in foreign language classrooms. According to Kagan (1994) "*If people are anxious, but allowed to affiliate, their anxiety level is reduced.*" (Dörnyei, 2001: 101) emphasizes the role of cooperation to reduce the problem of anxiety he quotes that "*Cooperation situations generally have a positive emotional tone, which means that they generate less anxiety and stress than other learning formats.*"

1.5.2. Encouraging Interaction

Cooperative learning puts students in teachers' role, teacher centered classrooms. It gives the opportunity to students who have problems in language. Hence, they are not usually willing to take risks they cannot express their ideas and emotion. In cooperative classrooms, learners work together and also they contribute together and rely on each other before questions are posed (Crandall cited in Arnold, 1999: 233).

Woolfolk (2004: 41-42) emphasizes the importance of students' interaction with the teacher or other peers "*In order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems.*" She also states that "*Communicating with others makes students use, test, and sometimes change their thinking abilities.*" Cooperative learning helps students to raise interaction through contribution and helping each other and exchanging ideas for fulfilling their tasks.

When learners are in pairs or groups they have a great opportunity to interact and exchange ideas with each other more than interacting with their teacher. Interaction between collaborative members is very rich by meanings and functions of utterances more than when

learners interact with their teacher because they do not say any expression that goes in the mind. At the end interaction among groups and members of group is better and superior than working individually because the collaborative work affords great opportunities for talking to each other and negotiating whenever they have problems in language or they have not understand anything. (Ortega 1997. Cited in Dekeyser 2007: 182-183).

1.5.3. Supplying Comprehensible Input and Output

When learners are organized into groups they interact and provide a great number of comprehensible inputs. In interaction students usually err in classroom and they cannot save themselves from this position. However, in cooperative groups they correct their output with each other to make it more comprehensible. In excellent groups, members are changing input for each other. Moreover, they ask questions for better understanding, supplying a required vocabulary, explaining ambiguous and difficult words. (Crandall, 1987. Cited in Arnold, 1999: 234). *“Group interaction assists learners in negotiating for more comprehensible input and modifying their output to make it more comprehensible to others.”*(Krashen, 1982. Cited in Arnold, 1999: 234).

1.5.4. Increasing Self- Confidence and Self -Esteem

Succeeding Cooperative learning has a great impact on learner’s self-confidence and self-esteem. This way of learning makes a learner has a high self-esteem in contrast to students who learn individually because learning among a group is unlike when you are alone in thoughts, action and emotions. When learners have an increased self- confidence they will succeed through fulfilling their hard efforts (Crandall, 1987. Cited in Arnold, 1999: 234). According to Woolfolk (2004: 71) *“Self-esteem is an affective reaction a judgment about who you are.”* According to Slavin (1995) the most important motivational part of cooperative learning is the effect on student self-esteem which are two components affected by cooperative learning are being liked by peers and feeling of academic competence.(Cited in Alderman 2004).

1.5.5. Increasing Motivation

Motivation in foreign language classrooms is the best key for developing and using a language then the learner will be more proficient and competent. Working in groups and collaboratively motivates students in learning a language very well and it avoids such problems as shyness, unwillingness, and fear. In addition to students answer will be clear and explained very well because of assisting together in doing contributions. In foreign language classes, learners often have the characteristic of support and help. Since it is not their mother tongue they feel frightened. Cooperative learning and group work increase student motivation. So, all students will participate with their level of competence and this is related also to the nature of activity. There is a belief that learning individually gives good outcomes than learning collaboratively. But studies ensure that cooperative learning motivates students more and more than competitive learning (Crandall, 1987. Cited in Arnold, 1999: 234-235). According to (Reid 2007:21) states that “ *Working in groups can be a great motivator but at the same time it is important to ensure that the dynamics of a group provide a positive experience for all.*” (Dornyei, 2001: 101) states that “*Cooperation is also motivating because the knowledge that one’s unique contribution is required for the group to succeed increases one’s efforts*”. As we have mentioned before, cooperative learning has a great impact in students’ motivation to learn and engage them in classroom activities.

1.6. Learners’ Role in different approaches

In this part we will present the learners’ role when teachers conduct each approach. In addition to their role when learners work together.

1) Oral /situaional

Listening and repeating are very important in the classroom when teacher demands. In this case the teacher does not make any evaluation or assessment about the former even content; it is just a drill.

2) Audio lingual

Teachers control students just a bit. When teacher asks them they react, however they do not speak without a stimulus.

3) Communicative

Learners are getting information as well as they act and speak very well.

4) Total physical response

“Learner is a listener and performer; little influence over content none over methodology.”

5) The silent way

“Learners learn through systematic analysis; must become independent and autonomous.”

6) Community language learning

Learners feel about the involvement in the classrooms and their community. Groups of learners become governing themselves and organizing their own activities.

7) The natural approach

Students are active and they control themselves.

8) Suggestopedia

“Learners are passive, have little control over content or methods.”(Nunan, 1989: 80)

According to Dornyei (2001) learners have several roles when they work cooperatively: as a recorder, corrector, summarizer, checker. For example, each member of the group should be responsible and accountable about the task.

When a teacher gives information, learners have to pay attention to what he/she is saying and they grasp it very well. Then learners do the same as teacher’s model of speaking or behaving. Learners have to participate without a force or stimulus from a teacher. When learners ask questions, they have to ask questions not far from a given topic, however; the questions should be relevant. When the work is cooperative, learners have to work with each other and they think about their problems with solving together. CL *“Promotes learning through communication in pairs or small groups.”* (Richards and Rodgers, 2001: 174). Its major concern is to enable students to learn from each other through their contribution to the group. Finally, when learners react appropriately according to the situation; the teaching-learning process will succeed especially when learners work cooperatively. (Davies. Pearse, 2000: 127).

1.7. Teacher's Role

1.7.1. The Teacher as an Effective Leader

(Johnson and Johnson, 1999; Slavin et al., 2003) point out the essential principle to keep in mind is that the teacher as leader should maintain the link among the groups; what can be communicated to one group will inform or improve the performance in the other groups. Shindler (2010) suggests these principles that the teacher can provide while directing the cooperative group activity:

- Stop the whole group when you need to provide a clarification. be sure of their complete attention when you deliver the information; test your students' patience
- Speak at low voice when you inform some students about some information necessary for them not for all the class.
- Move from group to group but do not take over when you are there. You less intervene is better.
- Be concrete and specific, for example say 'great job staying with it'.

Praise your students loudly but criticize them privately.

When teachers form students into pairs or in groups they have a special role in conducting their organization and their activities.

Although learners who are in the form of pairs/groups their success are affected by many factors, but the main factor is the teacher. Because in our classrooms the leader is always the teacher and his technique of teaching influences the class and learners.

On the chessboard of academic-style education, the most powerful single piece is the teacher. Society invests him or her with authority, which is the right to exercise power. The personal style with which he or she wields that authority is a principal determinant of the power structure of the class.

There are three types of leaders the first one is the autocratic leader, this kind do a complete authority on groups. The second one is the democratic leader who shows some characteristics of leadership when he/she informs them about their role. The third one is a laissez-faire this kind shows not all the characteristics of leadership. The group of laissez-faire leader does not achieve the desirable outcomes because the teacher is absent. Then they

will work dissatisfied and do not give even an acceptable results, also the autocratic leader is very authoritative. In fact the preferable leader is the democratic one. (Dornyei and Malderez. Cited in Arnold, 1999: 157-158).

- **Make Pre-instructional Decisions**

Teachers in the classroom play an important role. So, the teacher must determine and specify the objectives. The teacher have to see the factors that effect on grouping for instance timing , the experience of the learner in making groups, the age of students etc....(Integrating New Technologies into Methods of Education (1992-2002)).

- **Assigning Students to Groups**

When teachers form groups they choose the group members randomly without selecting; however, when students choose the members they select learners who are similar. (intime (Integrating New Technologies into Methods of Education (1992-2002))).

- **Arrange the Room**

The shape of the room is very important. Each teacher has his strategy in forming the boundaries in classroom such as

Using colors to attract visual attention and define group and individual space. (intime (Integrating New Technologies into Methods of Education (1992-2002))).

- **Planning the Instructional Materials**

The amount of a required material to be organized and distributed to the members is very essential to maximize their talk or participation with good outcomes. (intime (Integrating New Technologies into Methods of Education (1992-2002))).

1.7.2. The Teacher as Manager

What are some typical teachers can to contribute to the group's capacity to reach its goals most effectively? The answer as mentioned by Johnson and Johnson (1999) is that in the various cooperative learning activities, the teacher can play the role of: manager, reporter, reader, consensus builder, leader, mediator and monitor. When the teacher is

managing his cooperative exercises, much of his work will be done. so, how does he manage the activity? By following these three principle, (Shindler, 2010)

- Let the students feel about the successful climate of cooperative learning by reinforcing the social frames.
- Help students by giving them support and structure. Slavin (2003) notes that cooperative learning requires a deliberate use of technical management and skills development.
- When you make management choices be aware of social and indirect learning.

1.8. Some Strategies for Facilitating Cooperative Learning

In order to implement cooperative learning in an easy way for both teachers and students, teachers have to follow some strategies.

1.8.1. Preparing Students to the Task

When using cooperative learning, firstly teacher must prepare students to the task before grouping. According to (Shindler, 2010: 231) states that “*Preparing a group of students for a cooperative learning activity is like preparing a team for a game*”. Shindler (2010) suggests some useful principles that the teacher follows when preparing the groups. First of all, the teacher has to introduce only one variable at a time. “*Never ask students to process new content and a new process at the same time.*” (Shindler, 2010: 281). Similarly Crandall (1987) notices that teachers fail to receive feedback when setting the groups due to the absence of preparation. She points out that “*Perhaps the greatest mistake teachers in initiating cooperative learning is failing to prepare the learners for the new approach.*”(Crandall, 1987. Cited in Arnold 1999: 243).To develop the cooperative learning skill and expectation, students have to work with content that is familiar.

Secondly, identifying the time frame and nature of the task, Shindler (2010) sees that the students should pace their efforts and adjust their reflection required whatever the length of the activity “*what are the priority tasks that need attention? What needs to be done carefully? How much time is allowed for brainstorming or discussion?* (Shindler, 2010: 236). Harmer (2004) argues that the teacher must focus on the nature of the task on choosing

better tasks, through organizing a successful activity. Usually students do the task rapidly, so that the teacher may be disappointed of the outcomes. But, some groups over complicate the task so that they become paralyzed in processing the activity. As a result, the teacher should give time frame of the duration of each piece of the process.

Nevertheless, explaining the tasks for cooperative group is essential to help to draw the success in students' minds. (Dörnyei, 2001: 79) points out that when teachers ask students to do the task without good explanation it may lead to make students demotivated and bored. *"If we want our students to give their best when attending to a task, they need to see the point in what they do"*. Crandall (1987) agrees that Teachers should explain the task needs to be given of the group goal In order to make students motivated and interested to do the tasks, similarly, (Roger and Johnson ,1994: 80) suggest that It is important to make the groups motivated as possible, therefore extend the cooperativeness across the class. In another hand, (Dörnyei, 2001: 80) explains that it is better for teachers not only varying the tasks but also the content should be attractive for students, that makes students motivated to learn, he quotes *"Varying the tasks is important but not even the richest variety will motivate if the content of the tasks is not attractive to the students-that is, if the task is boring."*

1.8.2. Selecting Group Size and Member

The teacher should select the size of the group; as Shindler (2010) suggests that cooperative group is mainly qualified by two students, if possible three or four are typically optimal. But group greater than four can be problematic *"Group of 2 or 3 maximize the involvement and help create a sense of interdependence and accountability."* (Smith, 2000: 8). There are many ways of forming the groups; teacher chooses the groups from several configurations: student self-selection, choosing groups randomly, grouping by similar ability or mixed ability and selection by gender. Also, Kagan (1994) suggests that the most team formation used is that of heterogeneous teams; contain high/ medium /low students and mixing of gender and ethnic, *"The rationale for heterogeneous groups argues that this produces the greatest opportunities for peer tutoring and support as well as improving cross-race and cross-sex relations and integration."* (Kagan, 1994. Cited in Dotson, 2001: 8).

Likely, Roger and Johnson (1994) notice that creating cooperative learning groups helps to develop the heterogeneity of the student in small groups. Students should be placed

in groups that are mixed by academic skills, social skills, personality, race, and sex it is much better than to let them select themselves or selecting by learning ability stronger with stronger and weaker with weaker. Similarly, (Alderman , 2004: 221) agrees that “*Cooperative learning groups are organized heterogeneously (mixed according to gender, ability and ethnicity)*”. Shindler (2010) indicates mixed abilities in grouping provides opportunities for stronger students to take on the role of peer tutor and weaker students to benefit from having the stronger students in their groups rather than select them randomly ,because it often lead for no control over the groups ;therefore, it produces relatively desirable results. However, Harmer (2004) argues that the easiest way which demands little pre-planning is forming groups of students by chance by grouping students who are seating near or next to each other without reason of friendship, ability or sex.

As soon as the groups are structured and each student take specific role in activity like checker, writer, reader, summarizer... in order to make every member of the group responsible of the work (Shindler, 2010). At that time teacher enhance students working together through listening students’ opinions sharing their ideas, and monitor them during the task by asking them if they have finished or not or if they need help as (Westwood, 2008: 46) suggests *that teacher should monitor closely what is going on during group activities and must intervene when necessary to provide suggestions, encourage the sharing of tasks.*”. In other words, he/she should give suggestion and praise them in order to motivate and encourage the sharing of tasks between them.

1.8.3. Evaluating and Assessing

Evaluation of students in cooperative learning is not an easy task, teachers work to design appropriate evaluation method for cooperative learning activities. “*Effective evaluation of cooperative learning in inclusive classroom must focus on both the content and the process of the group experience.*” (Roger and Johnson, 1994: 18). Therefore, the process of grading the group work discourages cooperation among students because of classmates’ disabilities who could cause the failure of the group. So, (Roger and Johnson, 1994: 18) claim that “*Teachers must be careful that the structure of group evaluation accounts for differing abilities.*”

Teachers should follow a method how to assess their students and evaluate those who work together “*Cooperative learning provides an opportunity for students to complete an*

activity with an emphasis on group dynamics and interpersonal skills as well as the academic goals of the lesson.” (Roger and Johnson, 1994: 18). In addition, many different types of activities are appropriate for the evaluation of students who are working in CG; Dipping (1992) recommends that evaluation of students’ work can be processed in such activities: *“Group reports, problem solving, seminars and debates, and simulations and role-plays.”* (Cited in Roger and Johnson, 1994: 19).

During cooperative learning both teachers and students are accountable for evaluating and assessing the work. Teachers use direct observation to judge students’ performance whether all members of the group have talked or not (Shindler, 2010). Crandall (1987) advises that involving learners in assessment and evaluation can be a good strategy to maintain students’ responsibility and feedback; but some students may not appreciate this method. Similarly, (Shindler, 2010) notes that peer assessment and evaluation can be problematic in some cases when *“The reliability of the ratings are usually suspect due to social dynamics, and putting students in the position of rating one another is often perceived as unfair or uncomfortable.”*(Shindler, 2010: 237).

Nevertheless, self-assessment is also an important process to make students reflect and make efforts. But it could be problematic when trying to promote responsibility (Shindler, 2010). That is, when the evaluation is translated into grades students feel hurt and angry about one another assessment. In fact, there are many teachers who are aware of the effectiveness assessment and evaluation as a strategy for recognizing and shaping the quality of student performance. While, other teachers do not incorporate assessment and evaluation in their teaching operation because they neglect its worth.

Conclusion

We conclude this chapter by saying that cooperative learning is a beneficial method that boosts students’ achievement in learning a language especially learning a foreign language from the activities that are implemented through it. In addition to the teachers good and appropriate selection of those activities, students will achieve the desired goals by reducing anxieties, encouraging interaction, supplying comprehensible input and output, increasing self -confidence or self -esteem, and motivation. Finally, we conclude by giving some strategies for facilitating cooperative learning.

Chapter Two: The Writing Skill in Foreign Language Classrooms

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Chapter Two: The Writing Skill in Foreign Language Classrooms

Introduction

Teachers often begin the teaching operation firstly with listening, speaking, and then reading lastly writing. Those four skills are the core and the basic of learning a foreign language. When we make a comparison between the writing skill and the other skills we notice that writing is the most difficult one since it is a fundamental part in gaining a foreign language. Learners have to make big efforts to master well this competence without neglecting the role of the teacher in implementing the appropriate techniques that make the students more comfortable and satisfied. In this chapter, we will present the nature of writing and its components. Also, we will speak about how to build this difficult skill in foreign language classrooms. Then, we will present the role of the teacher from demonstrating to evaluating students writing skill. We end this chapter with the main approaches of teaching a foreign language on writing.

2.1. The Nature of Writing

In the twentieth century, the spoken language was accepted; in contrast to the case of the written language that was neglected. Because, in that era the origin of the written language was the spoken one; therefore, it was rejected. In language teaching, this negligence of written form with preferring the spoken form was claimed by many linguists like De Saussure to Chomsky. But this assumption of considering spoken language is the origin of written one is only when a teacher makes the activity of dictation or recoding a tape. (Grundy, 1998: 1)

In the early years, the Audio-lingual approach is the dominance, so using the spoken language dominates and there is the whole absence of writing. The focus of that era is on applied linguistics that implements theories of scientific linguistics in which the focus is on the spoken language. The opposite reaction towards writing in second language learning which means literary texts, the phoneticians as Sweet (1899/1964) and Passy (1929) claim the idea that phonetics must be the essential base of both theoretical and practical studies of language which means linguistics and written form goes after the spoken one. The

importance which is given to spoken language is under the cause that writing is an orthographic representation of speech. The emphasis is that spoken language is before written language effects on a lot of parts of the world. The neglect was almost in the United States until Leonard Bloomfield and Charles organize or institutionalize speech. (Kroll, 1990: 16)

Nunan (1989: 36) points out that writing is not just a pen and paper; in fact it is a complex mental activity. Learners have to master the writing skill to form paragraphs and texts. Teachers have to control and evaluate students writing about the content, format, sentence structure, vocabulary, punctuation and spelling. Thus, we support the researchers' ideas by saying that it is true that the spoken language has appeared before discovering the written language. In addition to each one is considered, as a skill: writing skill and speaking skill and there is no neglecting of any one.

2.2. Components of the Writing Skill

Writing in English academically is not easy, it should follow some important criteria of writing according to Starkey (2004) an effective piece of writing should include organization, coherence, clarity, with accurate language, and word choice.

2.2.1 Organization

Organization is the first step in writing process. The information should be organized in a structured format to readers which help and guide the writer to be direct in the writing process. According to Starkey (2004) organization helps the readers to show how the points are linking together and how they support your thesis. Starkey (2004: 2) states that "*The direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead.*"

Organization is determined through some important techniques that show the value of the writing process which are pre-writing technique which includes free writing and brain storming. According to Starkey (2004) the prewriting technique in organization is the planning of the work which came after reading and gathering the information from the prewriting. According to (Galko,2002: 10) "*Brainstorming is to let your ideas flow without judging them*". So, brainstorming is an effective technique in order to develop your piece of

writing. However, free writing according to Galko (2002) is writing what they come to your mind without stop with focusing on specific topic. According to (Starkey, 2004: 10) “*Free writing might better be called “flow writing”, because the most important aspect to this prewriting technique is the flow, or momentum, that comes when you stay with it*”.

2.2.2. Clarity

Clarity is the essential part in writing. The learner’s goal in writing is how to convey information including the fact that you are able to write well. In other words, the learner’s writing should be readable and clear in order to make readers understand what you means as Starkey (2004) mentioned

Clarity as a fundamental element in making writing easy to be read and accurate according to Starkey (2004) the learner’s writing should be:

- 1) *Eliminate ambiguity*: the learner should avoid using ambiguous words or phrases that have more than one interpretation in order to help the reader understand what you mean.
- 2) *Powerful, precise adjectives and adverbs*: the learner’s writing is clear when he uses adjectives and adverbs in order to make it accurate and help him to convey his message.
- 3) *Be concise* according to (Starkey, 2004: 15) states that “*There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using the active (as opposed to passive) voice whenever possible.*”
- 4) *Avoid unnecessary repetition*: (avoiding wordiness) the learner should eliminate repetition of information and ideas.

2.2.3. Coherence

“*Coherence is perhaps the single most important element in any kind of writing*” (Murray & Hughes 2008:45). Kane (2000) and Creme and Lea (2008) agree that coherence has a great role in making a good piece of writing. The learner’s writing should present the ideas clear, valuable and understood to the readers . (Murray & Hughes, 2008: 45) notice that “ *A good writer ‘sticks’ their ideas together so that they act as links in a chain, each*

link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.”

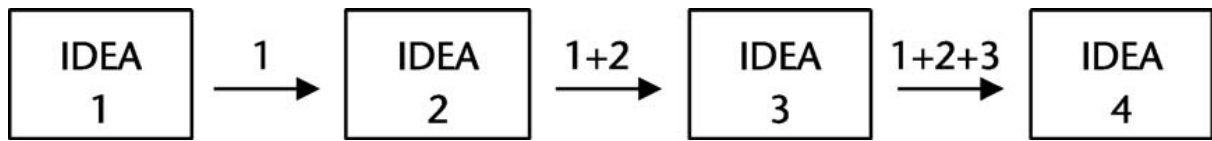


Figure. 1. Sequences of Ideas by (Murray & Hughes 2008:46)

Figure 1 illustrates that there are a sequence of ideas that comes to your mind one after the other (idea 1 leads to idea 2; ideas 1 and 2 lead to idea 3; ideas 1, 2 and 3 lead to idea 4 etc. Therefore, the reader is able to understand the writer’s ideas if the ideas are connected together with harmony (Murray & Hughes, 2004: 46) notice that

One of the main reasons writers fail to make themselves understood is because they take too much for granted and do not connect their ideas together clearly enough. As a result, the reader is unable to make sense of them and is therefore unable to evaluate them favorably.

2.2.4 Word Choice

According to Starkey (2004) Word choice which displays the learner’s style of choosing the lexical items and structures in order to convey his message. According to Starkey (2004) there are two aspects the learner should consider while choosing the words to be used: denotation and connotation.

Denotation is “*literal meaning, of the word.*”(Starkey 2004:22). Learners should make sure of the correctness of their words.

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

Connotation involves emotions, cultural assumptions, and suggestions. Connotative, or, implied meanings can be positive, negative, or neutral. Some dictionaries offer usage notes that help to explain connotative meanings, but they alone cannot be relied on when trying to avoid offensive or incorrect word choices. Keep in mind that using a word without being aware of its implied meaning can annoy your reader or make your message unclear.

Denotation and connotation must be included when making word choice, but the learner should be aware of choosing the words because it may confuse or insult or annoy the readers *“That means being aware of inclusive language, and avoiding slang, clichés, and buzzwords.”* (Starkey, 2004: 24).

2.2.5. Mechanics

The word mechanics refers to the appearance of words, how they are spelled and arranged on paper. (Kane, 2000:15). Starkey (2004) notices that the learner should express himself through the written word in clear and accurate way which help him /her to succeed in his/her writing. Starkey addressed that written mechanics in these terms of grammar spelling, punctuations, and capitalization. . Brooks and Penn (1970: 20) states that *“For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation.”*

Grammar is essential element in writing .the learner must be knowledgeable of the rules of grammar and how to manipulate them in order to be skilled of the writing process. Such as; pronouns, adjectives adverbs, prepositions...etc.

Capitalization is necessary both for specific words and to start sentences and quotes. (Starkey. 2004).Capitalization must be used in academic writing and the learner should follow the rules of using capitalization and be careful of using it in the right way.

Punctuation is necessary part in English academic writing. With proper punctuation your writing will be more polished and technically correct, and you will convey your voice more directly (Starkey, 2004). (Murray and Hughes, 2008) states that punctuation indicates pauses and sentence boundaries also helps the reader understand what is written.

Capitalization and punctuation marks are important parts of writing according to (Murray and Hughes 2008:185) state that

They indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers.

2.3. Building the Writing Skill in Foreign Language Classrooms

To build the writing skill is not an easy task for any one especially in a foreign language writing as our case with the English language. In this part we will mention some steps that are followed in building the writing skill.

2.3.1. Building Confidence and Enthusiasm

Among students who are willing to write in English there are many students who are not able and not willing to write. In fact, those students actually have problems such as anxiety and fear about their writing .Because they make spelling mistakes, they have a difficulty in punctuation and they do not know how to construct sentences or paragraphs. Those problems are the main obstacles that affects negatively on students in completing writing tasks successfully.

In addition to the previous obstacles, when students are asked to write they feel reluctant because the writing skill is rarely practiced even in their mother tongue. Hence the task of writing seemed strange and alien. Moreover, when students have nothing to say they lose the will to write.

Harmer (2004: 61) notes that the role of the teacher is to pay attention to students who suffer from poor self-esteem, lacking in familiarity and needed enthusiasm. In addition, he/she provides an appropriate climate in the classroom to make the students feel like writers of English by the sense of belonging and feeling comfortable. This way of building the writing habit enhances the teacher in varying tasks of writing and choosing the acceptable activities. Furthermore, he provides a clear explanation about the tasks that are given to facilitate and succeed the completion of activities.

- **Selecting Writing Activities**

Teachers have to interest on learners' needs. So, when requirements are available especially in selecting the appropriate activities. Therefore, students will be more motivated and interested. Tasks and activities are varied, some enhances the success of learning but the others are in the opposite side. Thus, choosing tasks is very important. In other words,

motivated and interested tasks are those that affects positively on thoughts and behaviors of students.

Students are different from each other as learning styles are different. Each member among students has a preferable way of learning. For instance, some are visual, some are auditory and others are kinesthetic. Teachers must be aware of each student's style of learning in order to know how to select and provide the acceptable writing activities. (Harmer, 2004: 61-62).

- **Students Requirements**

Students in the writing skill face problems, so they require or need solutions. The role of the teacher is to fulfill their needs by providing the following points.

- **Information**

Teachers have to explain the writing tasks clearly for students. Because learners need to understand what does the task aim and how to do it. Through their well understanding they will answer and complete the activities easily. For example, when they are asked to write a poem they have to grasp a clear idea about the topics that will be involved. If students are writing together (collaboratively) they require understanding very well the topic that is writing about, who is going to write, and what is to be written, also how to develop the writing sequence.

- **Language**

“If students need specific language to complete a writing task we need to give it to them (or help them to find it) this may involve offering them phrases, parts of sentences or words.” Students always have no rich vocabulary, therefore in dealing with a writing task they find a difficulty in using words in the appropriate place, or they do not even find the word. (Harmer, 2004: 62-63)

2.3.2. Instant Writing

Instant writing is taking a short period of time such as ten minutes and it is considered as a short writing process. It is not like a long piece of writing and the teacher uses it when he sees it is appropriate. If it is appropriate it enhances and increases self-confidence of each one. The following activities are examples of instant writing.

- **Sentence Writing**

Teachers ask the students to write sentences as practicing a language or preparing for the next exercise. The following activities are used for their purposes to make learners more confident and comfortable.

- **Dictation of Sentences for Completion**

Dictation is an easy way to make students create and continue the rest of sentences; for instance, we can dictate: “*My favorite time of day is...*’ and students have to write the morning, or the evening etc.” This way of writing is beneficial for students to practice their vocabulary; therefore, they do not forget it forever.

- **Writing Sentences**

Teachers can ask students to write two or three sentences about any topic they are interested in or they have studied before. For example when students have been studied about a topic of hopes and ambitions they can write two sentences about how their lives will be in the future. (Harmer, 2004: 63-70)

2.3.3. Collaborative Writing

When teachers implement collaborative writing with giving positive outcomes it helps the students to take information and learn from each other. Moreover, students share every idea and knowledge goes in the mind to others. As the collaborators share any good idea or success as they share their shortcomings. (Harmer, 2004)

- **Using the Board**

Writing on the board has a great impact on increasing students' collaborative writing. This way makes collaborative writing successful. In addition, it enhances students to move from their chairs to the board in front of everybody in the classroom. This technique of teaching is suitable for those who are courageous and have confidence; also their preferable learning style is kinesthetic. It gives also the opportunity for everyone in the classroom to see and notice what is going on.

- **Writing in Groups and Pairs**

The activities of writing in groups and pairs are several. Some students use the scribe to write the final draft of text. Another way of writing in groups and pairs is that every member among the group writes his version of the text. For example, students will concentrate more on vocabulary and language that is used. And they give their opinions and judges about what they have written. This way has also short comings; for instance, not all students practice the writing skill. Hence, a scribe gives not a whole contribution to build and construct a text. The main objective in making groups is to make students sharing ideas together in other words to create a good and acceptable written text as the actual writing is. In fact, the role of the teacher is to make sure about all students are taking the scribe role in the course of an activity. Therefore, the problems are reduced and avoided at all. (Harmer, 2004: 73-75)

2.3.4. Writing to Each Other

Writing to each other is another way that engages students to write in classroom. This way of writing does not take only the form of text but also it may take the form of interaction. This interaction through writing to each other informs students indirectly about the lesson like when the teacher asks each student to write a question for his/her classmate like where are you from? The answer will be for example Iam from America. Therefore the student learns how to write a question and its answer. (Harmer, 2004:79)

2.4. Stages of the Writing Process

There are five elements of writing process which are: prewriting, drafting, reviewing/revising and editing. The five steps are described by Donald Graves (1983).

2.4.1. Prewriting

Prewriting is successful technique to explore and develop the learner's ideas. According to Gallo(2001) notices that there are many useful strategies included in prewriting that make learner approach his writing and develop his ideas such as; brainstorming, free writing, asking questions ,mapping, journaling and listing. Similarly, Zamel (1982) argues that skilled writers spend much time in planning but unskilled writers do not follow this stage. (in Nunan, 1995)

Prewriting is an important stage as (Parson ,1985: 115)says” *Students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to ‘get to work’ on their writing without this kind of preparation.*”

In writing classrooms, it is important to make students aware of the value of the prewriting stage. Before started to write, learners should select their topics of writing and it is always helpful that the learners take a moment to think about the topic by using prewriting activity including brainstorming reading, drawing ,talking ,note-taking, and clustering ,it could be practiced in groups or with the whole class. In other words, teachers are advised to give more time to students to think about writing the topic in order to make students productive.

2.4.2. Drafting

“Drafting means writing a rough, or scratch, form of your paper. It’s a time to really focus on the main ideas you want to get across in your paper.”(Galko. 2004: 49). Hedge (1988: 89) defines drafting as the stage where the writer *“Puts together the pieces of the text [through] developing ideas [into] sentences and paragraphs within an overall structure.”* Also, (Johnson 2008:193) describes drafting as *“Where students make the first attempt to capture their ideas on paper.”*

When the learner records his ideas, drafting is the first step writing in the learner's paper, it may be correct or not. (.Murray, 1978: 87) define this strategy as "*Discovery drafts*" it helps learner to discover what he wants to say by writing down his ideas in the draft paper without make attention of spelling, grammar or punctuation mistakes, he/she just write what he thinks about the topic freely, and he focus only on the content rather than the form, also he should make notes in order to help him to relate and explore his ideas and the content of the compositions, drafting it should not be final because It's not the version that you show it to the readers. "*It's start, though. And it will form the foundation for your final paper*". (Galko, 2004:49).

2.4.3. Reviewing/Revising

Reviewing or revising is the third stage after drafting. Which means revising what you have written to rearrange your writing by revising the content of what the learner means, also the structure if it is organized or not and the mechanics that includes spelling, grammar, punctuation. In this stage, learners revision' is finished when students feel that their writing is correct. Here, (Galko, 2004: 75) sees that reviewing must be done with basic steps which are:

1. *Read your paper very carefully and very critically as if you were the intended audience.*
2. *Content Revision Checklist.*
3. *Decide what needs to be done.*
4. *Make the needed changes.*

Grenville (2001: 153): "*[as you revise] you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move.*" In this stage, revision can be revised by the teacher, groups, or the whole class because it is helpful when students read your compositions and react, suggest and comment what they like or ask questions for clarification. According to Nunan (1991) in this stage the competent writer revise all the levels of lexis, sentence and discourse through the composing process and use revision to make the meaning clear .In addition, the teacher's revision is

useful according to (Sommers ,1982:150) suggests that teachers 's role is help students to understand the purpose of revision by commenting and suggesting, after the revision students get their feedback and decide what they change, delete. In other words, revising stage is the essential part of writing because it helps students to give them the awareness of their writing and to find the structure or the most appropriate form in order to keep them developing then editing.

2.4.4 Editing

Editing is the final stage before the learner' publishes his final draft. In this stage, students and teachers work together to correct spelling, grammar and punctuation and other mechanical errors, because the teacher's role here as editor to help student correct their errors. According to Smith (1982) "*The aim of editing is not to change the text but to make what is there optimally readable*".According to Johnson (2008) notices that in editing stage student 's writing should be clear and simple by using appropriate spelling, grammar, and punctuation. To shed more light on the drafting technique (Johnson 2008: 167) quotes that

Basically 'editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to read-way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

2.4.5 Publishing

Publishing is the final stage in writing process which involves sharing or publishing the student's writing to the teacher. (Johnson, 2008: 199) states that publishing as "*Having an audience responds to your writing makes it comes alive*". (Harmer, 2004: 5) describes publication as final version in how students produce their final writing. Publishing can take many forms; publication may be oral by reading aloud what they write, or written by letters, report or visual by sharing data show.

The role of the teacher in this stage is responding the student's writing and evaluating by providing their inputs about their writing. After students receiving the reaction

of teacher, students will be able to evaluate their own writing and get benefits of teacher's suggests and comments (Harmer, 2004).

2.5. The Role of the Teacher in the Process

(Harmer, 2004: 41-42) identifies five roles of teacher before and during and after students writing which are:

2.5.1. Demonstrating

Teacher here helps students learning how to write in better way, as soon as students must use the language correctly, in other words, to be aware about conventions such as, (focus on punctuation, spelling, capitalization, grammar and usage, dictating, correct broken paragraphs...) which help them knowledgeable about the language rules in order to to be good writers.

2.5.2. Motivating and Provoking

The teacher's role is motivate students writing skill through guiding them and help them when they feel themselves lost in writing, teacher here help students to feel themselves comfortable. teacher helps students find their ideas when they are doing their tasks by asking and checking their responses, giving them guidelines how to start writing and how relate their ideas, killing their anxieties and fears which make them motivated and convincing them that they are able to be good writers.

2.5.3. Supporting

Supporting students is the main role of teacher. Teachers should be supportive with students when they are doing their tasks in classroom with help them to involve in writing tasks with giving them ideas and means because students always need encouragement and help in order to be better writers.

2.5.4. Responding

It is the teacher's reaction to student's piece of writing. When teachers respond to students writing, teachers give suggestions and comments about content and form, also

teacher gives comments of their errors and their use of language and make suggestion for its improvement.

2.5.5. Evaluating

Evaluation of students is an important tool to determine whether students are benefiting from the teaching practices when the teacher evaluate students in tests, the teacher evaluates their writing mistakes and gives marks and grade them in order to improve their writing skill and respond them as a reader not as grader, This will help students to realize what effect their writing, as soon as teacher must ask questions to students that help them to develop and improve their writing skill.

2.6. Approaches of Teaching a Foreign Language

We are going to define some approaches that are followed in the process of teaching:

2.6.1. Communicative Language Teaching

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). This approach is called communicative because teaching a language is not for teaching the aspects and structures of a language. But it means that learners must know the real functions of a given sentence rather than its surface structure. According to (Savignon, 2002: 4) “*Communicative language teaching derives from a multidisciplinary perspective that includes, at the least, linguistics, psychology, philosophy, sociology, and educational research.*” When students have a plenty of opportunities to practice and use a language they will be competent in the rules of a foreign language.

Teachers who apply communicative language teaching method their students will focus on the success of a task performance not on a language itself. In the communicative language teaching activities, learners must have the intention or aim in communication, and then their concentration must be on content more than form moreover they have to vary sentences. Communicative language teaching is a term that has an essential use in learning and it conveys a purpose for learners to be skillful in communication. Unlike the old method that makes learners study only rules of a language instead of communication. (Harmer, 2005: 84-85-86). According to (Nunan, 2004: 7)

The basic insight that language can be thought as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of disparate groups of learners.

2.6.2. Task Based Instruction

Teachers provide tasks to students for completion. After they complete a task the teacher makes a correction. It is suggested that the task based methodology has three basic stages pre-task, task-cycle, and language focus. In the pre-task stage the teacher explain the whole task to learners with using such vocabulary to make the task clearer. During the task-cycle stage teacher is controlling when the members of the group or pairs are performing a task then they plan to tell the classroom what is happened before with oral performance or written. In the third one language focus stage, the text that is written or read learners among the classroom make a discussion on specific features of text; teacher also can intervene the discussion.

Task based learning has a clear cue that it leads a teacher from control that exists in the old way of teaching to students-teacher discussion and interaction with each other. (Harmer, 2005: 87)

2.6.3. Competency Based Approach

According to Chelli (2010) *“The competency based approach is very popular approach which focuses on measurable and useable knowledge, skills and abilities.”* It consists on organizing the content of the curriculum according to the objectives which is developing the competency of students in learning foreign language. Richards and Rodgers (2001) notes that CBA seeks the learner feedback defining exactly what students expected to do not only to learn, in other terms the knowledge of the learners will be described and measured Knowing a language is not knowing just its rules and its surface structures, but learners have to know the real functions of a language in daily life settings of communication.

When learners communicate they will be able to say or talk about their problems. Therefore they will think and talk in English for solving their obstacles. Learning a language

is not only learning what it has written in the textbooks. In fact it is learning through social interaction among all learners.

At the end, the competency based approach is a cognitive approach like the bloom's taxonomy. In other words, this approach deals with thinking, emotions, values, attitudes to learn a language. (Riche, 2005: 11-12).

Conclusion

In conclusion we can say that, writing is not an easy skill; it needs more attention and knowledge from both teachers and learners. This chapter clarifies the nature of writing or its origin and its components. In the second section we have presented how to build the writing skill through motivation, choosing tasks, and providing students' needs. In addition to how learners collaborate in writing tasks. In the third section, we have included the stages of the writing process. Then, the role of the teacher for guiding learners to be competent in writing. Concluding, with describing the three main approaches in teaching foreign language.

Chapter Three: Analysis of the Questionnaire

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Chapter Three: Analysis of the Questionnaire

Introduction

In EFL classrooms, it seems appropriate to give students the opportunity to express their ideas through questionnaire. In any investigation the questionnaire should be designed and developed so that it can provide global analysis of students' needs and realize language learning objectives. In this respect, we aim to gather information from first year LMD students of the English department at Biskra University. Our purpose is to collect data about students' needs and to identify problems that students encounter in terms of cooperative learning as a motivational factor in enhancing students' writing skill.

3.1.1. Description of the Questionnaire:

The questionnaire for students was distributed to 50 students of English of first year LMD at Biskra University. This questionnaire includes two types of questions: multiple choices and Yes /No question. The questionnaire is also divided into three sections. First section is about students' general information (Q1-Q4); (gender, level, their opinions toward using cooperative learning in writing tasks...)

The second section investigates Students' attitude towards writing in general (Q5-Q19); which includes questions about the role of teacher as a motivator to enhance their students write. Also, questions deals with the way of students writing.

The third section deals with Students' attitudes toward cooperative learning in writing tasks (Q26-Q34). The first two questions are about students' opinion toward cooperative learning as compared to individual work. Then, students are asked about their teachers' use of group work, and their role, the problems that students can encounter, also students are asked about their feeling toward group work. The last question asks students about what they benefit from cooperative learning.

3.1.2. Analysis of the Questionnaire:

Section One: General Information

Item.1 Gender

Options	N	%
Male	6	12
Female	44	88
Total	50	100

Table 3.1: Students' Gender

Table 3.1 shows that females are (88%). However, males are (12%). When we compare between the percentage of females and males we find that females are numerous than males. The reason is that females have a tendency to study languages more than males and these results add to our topic that females like working in groups.

Item.2 In your opinion the written expression module is:

Options	N	%
Interesting	29	58
Obligatory	18	36
Boring	3	6
Total	50	100

Table 3.2: Students' View about the Module of Written Expression

From the table of students' view about the written expression as a module we see that (58%) of students said it is interesting, (36%) of students said it is obligatory, and 6% of students said it is boring.

These results indicate that almost the majority of students are aware about the importance of writing as a productive skill which they have to master in order to learn a foreign language perfectly. Moreover, students are interested about the writing skill because they have a background about its importance.

Item.3 How Do you evaluate your level in written expression?

Options	N	%
Excellent	2	4
Good	40	80
Bad	6	12
Total	48	96

Table 3.3: Students' Level in Written Expression

The table above shows the percentage of students' level in written expression. (4%) of students are excellent, (80%) are good and only (12%) of students are bad in written expression.

We notice that a considerable number of students who think that their level is good in written expression which means they do not find difficulties in writing activities. Objectively, these results do not reflect the real level of students and we cannot take them into account.

Item.4 Do you think that cooperative learning improve students' writing skill?

Options	N	%
Yes	42	84
No	8	16
Total	50	100

Table 3.4: Students' Opinion Towards Cooperative Learning in Improving their Writing Skill

Students who think that CL improves their level of writing are (84%). However, (16%) of students are against. the former, they seem to be aware of its importance, and consider that CL is a motivating and effective strategy that helps learners to ameliorate their level in writing. But the latter, maybe they prefer individual work. These results demonstrate that CL is required in teaching-learning process and teachers should implement this technique in classroom activities.

Section Two: Students' Attitude towards Writing in General

Item.5 How do you find the writing tasks?

Options	N	%
difficult	11	22
medium	25	50
easy	4	8
Total	40	80

Table 3.5: Students' Attitude towards the Difficulty of the Writing Tasks

The table above of students' attitudes towards the difficulty of writing tasks reveals that (22%) of students said that writing tasks are difficult, (50%) of students said it is medium and only (8%) of students said it is easy. From the results we notice that writing tasks are not easy for all students, but it is easy only for those who have an excellent level. Also the percentage of students who said it is difficult is fewer than who said it is medium.

We conclude that half of the sample finds writing activities medium in meaning that teachers are aware about their level of learning and their capacities; as a result they have to choose appropriate tasks to enhance them to write properly.

Item.6 Does your teacher help you to see the benefits of the writing skill?

Options	N	%
Yes	24	48
No	16	32
Total	40	80

Table 3.6: Students' Perception of the Benefits of Writing Skill

Table number 3.6 shows that (48%) of students said that their teacher helps them to see the benefits of the writing skill. Conversely, (32%) of students said that teacher does not help them to see benefits of the writing skill.

From the results we find that students are aware about benefits of the writing skill which reduce their anxiety and fear and improve their ability of writing.

Item.7 Does your teacher try to make you feel confident and enthusiastic when writing?

Options	N	%
Yes	23	46
No	17	34
Total	40	80

Table 3.7: Teachers' Effort in Making Students Confident and Enthusiastic when Writing

The students' responses to the question if the teacher tries to make his students confident and enthusiastic when writing are (46%) of students said yes. However, (34%) of students said no.

From the results we notice that building confidence and enthusiasm is not an easy task for the teacher because it is psychological aspect of language teaching. Normally all teachers should induce this affective strategies in order to motivate students to develop their writing skill.

Item.8 Does your teacher encourage you to write cooperatively?

Options	N	%
Yes	29	58
No	21	42
Total	50	100

Table 3.8: Teachers' Enhancement to Write Cooperatively

This table shows that (58%) of respondents agree that their teachers enhance them to write cooperatively. Whereas, (42%) said that their teacher do not use this technique.

Consequently, we can say that more than half of respondents claim that their teachers encourage them to work in groups to perform written activities in order to prepare them to accept this technique. For example, teachers explain the importance and benefits of collaborative writing.

whereas the remaining informants who claimed that their teachers do not motivate them to write in groups, perhaps because they neglect its usage .seriously, teachers should induce cooperative writing to prepare students for better engagement in classroom activities.

Item.9 Do you feel afraid to write?

Options	N	%
Yes	30	60
No	20	40
Total	50	100

Table 3.9: Students' Fear from Writing

The table above illustrates that (60%) of students feel afraid to write. Whereas, (40%) of students do not feel afraid when they write. From the results we conclude that learning English as a foreign language with all its skills causes fear and reluctance among students. Consequently, teachers should investigate this behavior and try to come with solutions. The following question seeks about students' fear.

Item.10 If yes, is it because of:

Options	N	%
Making grammatical mistakes	15	50
Do not having rich vocabulary	10	33,33
The fear of teacher's negative reaction	5	16,66
Total	30	100

Table 3.10: The Reasons of Students' Fear

From the previous answers (50%) of students said that the main reason for their fear is making grammatical mistakes. (33, 33%) of students find difficulties to express their ideas. Whereas, (16, 66%) are afraid of teacher's negative reaction.

The previous results reveal that half of the informants focus on aspects of the language and their teachers insist on them to write without grammatical mistakes. However, the other students fear from writing because they lack rich vocabulary. Teachers' negative reaction is considered as depressing behavior especially for the remaining respondents because they feel inhibited and demotivated to write.

Item.11 Does your teacher encourage peer assessment in writing?

Options	N	%
Yes	15	30
No	35	70
Total	50	100

Table 3.11: Teachers' Use of Peer Assessment in Writing

From the table 3.11 we find that (30%) of students said the teacher encourages peer assessment in writing. However, a great majority (70%) of students said the teacher does not encourage peer assessment in writing. Consequently, we notice that this method is not implemented yet by most of teachers or they prefer to avoid it; maybe it is due to problems between students.

Item.12 In writing, what is the most important component for you?

Options	N	%
Organization	26	52
Spelling	9	18
Clarity	7	14
Punctuation	8	16
Total	50	100

Table 3.12: Students' Opinion about the Important Component in Writing

The table 3.12 shows more than half of the sample (52%) claims that organization is the most important in writing however, (18%) of students chose spelling, (14%) of students chose clarity and (16%) said punctuation.

These results reveal that organization is the important component in writing maybe because the most difficult task is how to organize ones ideas. We notice that all components are needed to be involved in writing composition: organization, spelling, clarity and punctuation, which means that they are all interrelated and we cannot separate one from the other.

Item.13 In writing tasks do you?

Options	N	%
Start immediately to write	3	6
Take a moment to think about which ideas to involve	33	66
Write down your ideas into sentences or phrases	9	18
Make an outline and follow it	5	10
Total	50	100

Table 3.13: Students' Techniques in Writing

The table above shows that (66%) of students said that they take a moment of time to think about which ideas to involve. (18%) follow better method which is writing down their ideas into sentences or phrases. Fortunately (10%) of students make an outline and follow it.

The previous results indicate that students who claim that they take a moment to think about which ideas to involve maybe because students need time to generate ideas, organize them, and remember their background of previous knowledge. But the other students who begin by writing their ideas into sentences and phrases, and make an outline to follow it, those students are systematic and organized in their work. In the other hand, there are fewer students who start immediately writing which is wrong method of writing.

Item.14 Do you follow the right stages when you write?

Pre-writing, Drafting, Revising, Editing

Options	N	%
Yes	30	60
No	20	40
Total	50	100

Table 3.14: The Stages of Writing

The question that investigates whether students follow the right method of writing process reveals that (60%) of the informants are using the right steps. We find (40%) of the respondents answered they do not follow the stages of writing process.

Consequently, the first rate means that most of our students are systematic and organized in their work though the writing process is not an easy task. In the other hand, the other students who said that they do not follow the stages perhaps because they do not care and maybe they lack practice.

Item.15 Do you think that following the writing steps will help you to produce better composition?

Options	N	%
Yes	45	90
No	5	10
Total	50	100

Table 3.15: Students' Attitude about the Stages of Writing

The table above reveals that the majority of students (90%) are aware about the way to achieve better composition. Whereas, few students (10%) are against.

The results reveal that most of students know that any piece of writing should be organized under specific stages therefore it will be proper work. Whereas the latter perhaps they ignore the advantages of writing stages and neglect them.

Item.16 Does your teacher enhance writing by using materials?

Options	N	%
Yes	7	14
No	43	86
Total	50	100

Table 3.16: The Use of Materials to Enhance Writing

From the table above we notice that (86%) of students agree with the idea that teacher enhances writing by using materials. But few percentages (14%) of students do not agree with this idea. Consequently, almost all students think that using materials is very important to facilitate lesson absorption and enjoyable feedback. But others who are against, perhaps they think that the teacher's fluency and skillfulness are able to enhance them to write.

Item.17 If yes which one?

Only one student answers the question .he finds (data show) is the most useful material that helps him to write. Data show is a modern means of technology that has many properties to help students in their studies. Indeed, Teachers should vary the materials to motivate them to learn.

Item.18 Does your teacher enhance using internet in writing tasks?

Options	N	%
Yes	6	12
No	44	88
Total	50	100

Table 3.17: Teachers' Use of Internet in Writing Tasks

Almost the majority of the respondents (88%) said that their teachers do not use internet in their teaching. However, only (12%) of students said that their teachers use internet. This indicates that many teachers ignore the value of using the new means of technology to facilitate and motivate their learning, and keeping students' knowledge up to date. Normally with advanced learners, teachers should be aware of using technology in their teaching and enhancing students to exploit it in their studies for improving writing tasks.

Item.19 If yes, which one of the following activities does he/she use?

Options	N	%
Web quest	0	0
Google document	4	66,66
E-mails	1	16,66
Blogs	0	0
Personal web sites	1	16,66
Total	6	100

Table 3.18: The Internet Activities Used by the Teacher

The students who answered that their teachers use internet (66, 66%) of them mentioned that their teachers use Google documents perhaps because they find it more useful and safety. Whereas the same percentage (16, 66) is divided between two options emails and personal web sites, maybe teachers use them to communicate with their students because they are accessible and well known among students. However, we notice that activities such as, web quests and blogs are not used by teachers perhaps they ignore their usage.

Section Three: Students' Attitudes toward Cooperative Learning in Writing Tasks

Item.20 Do you think that cooperative learning is beneficial technique?

Options	N	%
Yes	38	76
No	12	24
Total	50	100

Table 3.19: Students' Attitude toward Cooperative Learning

Approximately the majority of students (74%) are agreeing that CL is a beneficial technique and only (24%) of the respondents who think that this strategy is not beneficial .The conclusion we can draw is that CL is preferable by students who are aware of CL importance and advantages.

Item.21 When you are working in class, do you prefer?

Option	N	%
Working individually	14	28
Working in pairs	12	24
Working in groups	24	48
Total	50	100

Table 3.20: Students Preference of Working Techniques

The result of this question shows that (24%) of respondents generally preferred to work in groups. Whereas; (28%) prefer working individually and only (24%) like to work in pairs.

This result signifies that almost half of respondents enjoy working in groups to better exchanging ideas and learning from one another. In contrast, those who prefer individual work perhaps they find some freedom and concentration when they work alone.

Item.22 Does your teacher ask you to work?

Options	N	%
Individually	18	36
In pairs	11	22
In groups	21	42
Total	50	100

Table 3.21: Teacher’s Techniques of Working in Classroom

The results of this table point out that teachers often set students in groups (42%), however, (36%) of respondents answer that teacher lets them to work individually. A relatively small number of students (22%) claim that teachers often ask them to work in pairs.

These results reveal that teachers who set students to work in groups they may think that it is the best way for better results for students’ engagement in classroom activities, such opportunity of using competition between groups leads members of the same group to cooperate. Because some teachers find this technique increases competition among learners. However, individual work seems to be preferred by some teachers, perhaps they want to avoid noise and conflicts among students.

Item.23 How often does your teacher ask you to work in groups?

Options	N	%
Always	4	8
Sometimes	36	72
Never	10	20
Total	50	100

Table 3.22: Frequency of Using Group Work

This table indicates that more than half of students (72%) in the sample maintain that their teachers sometimes set them to work in groups because cooperative learning should not

applied in any task it depends on the type of activity. However, (20%) of respondents said that their teachers never ask them to work in groups this indicates teachers neglect using this technique and ignore its values.

Item24. Does your teacher setting the groups on the basis of:

Options	N	%
Gender	3	6
Proficiency	1	2
Students' choices	40	80
Randomly	6	12
Total	50	100

Table 3.23: Students' Perception of Setting the Groups

This table indicates that the majority (80%) of respondents answer that teacher lets them to choose their peers with whom to work. (12%) of students said that teacher does not pre-plan the groups and find it easy to set them randomly. In fact, few students (6%) said that their teachers set them according to their sex. Also, (2%) of students claim that the teacher does not prefer setting the groups only with high ability students.

The first rate indicates that teacher gives them freedom to work with whom they prefer in order to avoid sensitivity problems. Because group outcomes will vary widely, in which competent students will lose the opportunity to work with some students. Therefore, CL will be not effective. The second rate signifies that it is easy for teacher to set them randomly without pre-plan. However, the third rate reflect the students desire to work in mixed groups (males and females), the last rate indicates that rarely teachers set the groups according to their proficiency.

Item.25 When your teacher sets the groups does he/she?

Options	N	%
Monitor the groups	10	20
Check that students are doing the task	32	64
Does not control the groups	8	16
Total	50	100

Table 3.24: Students' Perception of the Teacher's Role in Classroom

In this table more than a half of our respondents (64%) say their teachers check those students on the task. (20%) say that teachers monitor the groups. The rest of respondents (16%) reported that their teachers do not control the groups.

The first option indicates that teacher is doing his task and controlling every member whether they are participating or not. However, in the second option signifies that some teachers monitor the groups and help students by giving suggestions when necessary. Finally the third option indicates a negative behavior of teachers who do not do their duty of motivating CL.

Item.26 Does your teacher explain to you the benefits of cooperative learning?

Options	N	%
Yes	20	40
No	30	60
Total	50	100

Table 3.25: Students' Perception of the Benefits of Cooperative Learning

We deduce from the table that there are a considerable number of students (60%) who respond that their teachers do not explain them the benefits of CL. In contrast (40%) of informants who claim that their teachers explain to them the importance and the benefits of CL.

The first rate indicates that students remain confused about the purpose of the teacher by setting them in groups and its importance. The second rate means that teachers are following the strategy of preparing the groups in order to raise the students' attention to the importance of CL.

Item.27 Does your teacher enhance peer assessment when working in groups?

Options	N	%
Yes	6	12
No	44	88
Total	50	100

Table 3.26: Students' Perception of Peer Assessment in Group Work

Almost the majority of our respondents (88%) answer that the strategy of peer assessment is not applied in their classrooms. whereas, few students (12%) say yes, to say it in other words, that those teachers do not vary the techniques of CL and rarely teachers implement this strategy.

Item.28 Do you have problems when working with your peers?

Options	N	%
Yes	18	36
No	32	64
Total	50	100

Table 3.27: Students' Perception of Problems in CL

It seems from the table that peers working together do not create problems. We notice that more than a half of our respondents (64%) say no, Whereas some students (36%) who have problems working with other peers .This signifies that while working together students like to exchange each other ideas and learning from each other. but in the following question explains the reasons of encountering problems.

Item.29 If yes, it is because of:

Options	N	%
having difficulty to express my ideas to the member of the groups	4	8
disliking someone corrects my mistakes	2	4
feeling anxious with others' comments	3	6
Total	9	18

Table 3.28: Students' Problems when Working in Groups

The students who said yes when working cooperatively their reasons vary: the first main reason (8%) they have difficulty to express their ideas to the members of the group maybe because they like independency in their ideas. The second reason (6%) who feel anxious with other students' comments because of the sensitivity between the members of the group. Finally, the reason which is not great problem (4%) among the group is that students who dislike someone correct their ideas.

Item.30 Does your teacher try to solve problems when you are working with your peers?

Options	N	%
Yes	24	48
No	26	52
Total	50	100

Table 3.29: Teachers' Involvement in Solving Students' Problems in Cooperative Learning

The table shows that more than a half of students (52%) said that their teacher does not try to solve problems encountered in groups, (48%) opted yes. The first answer means that it is negative attitude from the teacher to neglect the students' behavior. Therefore, students feel bored when their problems are not solved. While the second answer means that those teachers are aware of students needs and try to motivate them working in groups.

Item.31 When your teacher asks you to work in groups, are you?

Options	N	%
Motivated	24	48
Neutral	20	40
Demotivated	6	12
Total	50	100

Table 3.30: Students' Reaction Toward Cooperative Learning

The aim of this question is discovering students' attitude toward CL. Fortunately, the results show that almost half of the students (48%) are motivated to work in groups and (40%) are neutral. However, (12%) of informants are demotivated to work with other peers.

The first answer indicates that those who are motivated the reason is CL raises the interaction between members of the group; therefore, they find it enjoyable and teaches them new skills. While the second rate indicates that those ignore the benefits and importance of CL. Ending with demotivated students, perhaps they do not feel comfortable, and some high ability students control over the group that is they do not find opportunity to express their ideas.

Item.32 How much did you learn from group work?

Options	N	%
Much	24	48
Little	18	36
Nothing	8	16
Total	50	100

Table 3.31: The Amount of Learning from Group Work

Almost half of the respondents (48%) state that that they learnt a lot of group work. conversely, (36%) state that they learnt a little from GW. but only (16%) claim that they learnt nothing from GW.

From the results, we can state that CL is a beneficial strategy which helps students to learn new skills for almost half of the informants. Concerning the ones who learnt little, perhaps they prefer working individually to prove themselves and need some independence. Ending with ones who said they learnt nothing, maybe they find it disgusting way of learning. We can deduce from the results that CL is useful strategy from many students and a motivational factor in learning new skills.

Item.33 When you are working in groups, do you feel that?

Options	N	%
You are satisfied with yourself	18	36
You are confident with yourself	23	46
You are not confident	6	12
You are embarrassed to make mistakes	3	6
Total	50	100

Table 3.32: Students' Feeling toward Cooperative Learning

The results illustrate (46%) about confidence is the main factor that students feel when working in groups. other students (36%) feel satisfied with themselves. However, (12%) of students are not confident and (6%) they embarrassed to make mistakes.

In fact, those students, who feel confident, like working with their peers to show their competence and their high ability. But the other students like to work cooperatively and

they do not have problems when working in groups. However, some students may have negative feeling about members of the group .the last option; few students are reluctant and feel anxious about students who correct their mistakes.

Item.34 Do you think that working in groups help you to?

Options	N	%
Learn different ideas and information	23	46
Increase your motivation	16	32
Decrease your anxiety and fear	3	6
Interact with others	8	16
Total	50	100

Table 3.33: Advantages of Cooperative Learning

This table indicates that the most opted answer (46%) is to learn different ideas and information. (32%) of our respondents state that GW helps them to increase their motivation to learn. (16%) of students find the CL helps them to interact with others. but a little number (6%) of students who claim that CL decrease their anxiety and fear.

Indeed CL, for many students, depends on exchanging ideas and opinions between the member of the group which raises the cooperation and collaboration among the groups. And for others, it is their source of motivation. But, for some informants CL is beneficial in the way they communicate with each other through discussion and communication. The last option seem not attract the students attention perhaps they rarely feel anxious and troubled in group work.

3.2. Questionnaire for Teachers

Introduction

In this chapter we are going to describe and analyze teachers' questionnaire. The aim of our questionnaire, to collect data from our teachers of written expression, and analyze the real situations to diagnose the teaching /learning of writing with its strengths and weaknesses by giving solutions to the real problems that are lived by students when writing. The contributions of our teachers in this questionnaire have a great importance because they

are aware about when and how students succeed or fail in implementing cooperative learning to enhance the writing skill.

3.2.1. Description of the Questionnaire

The questionnaire consists of (31) questions yes/no, open ended, and multiple choice questions. It is divided into three sections:

Section one: General information (Q1-Q5) This section includes general information about each teacher's gender, their academic degree. It also consists of their previous experience in teaching. It also includes a question about the methods that teachers follow in teaching.

Section two: The teachers' attitude towards cooperative learning (Q6-Q19) this section includes only questions about cooperative learning. It seeks if they implement cooperative learning or not, in which skill exactly they implement and if they explain its values to students, in addition to how often they implement cooperative learning. This section also includes a question to choose which is better than the other one learning individually or cooperatively with teachers' explanation. There is a question how do they divide and set students. We are also curious if our teachers check students doing the activities or not, then their enhancement of students peer assessment. This section informs us about if students face problems when they work in groups. And also we want to know that cooperative learning increases the sense of involvement or not.

Section three: Teaching writing (Q20-Q 32) this section includes questions about the way they teach writing tasks cooperatively or individually and if they use peer assessment to enhance writing with reasons. It includes a question to seek they are motivated to write, with choosing their level. Then we have asked them that if the mistakes are reduced through group work or not in both cases explanation is needed. We want to know in writing tasks if teachers make students enthusiastic and confident or not with describing how. The last questions are about using the internet when teaching writing lessons.

3.2.3. The Analysis of the Questionnaire

Section One: General Information

Item.1 Gender

Options	N	%
Male	1	10
Female	9	90
Total	10	100

Table 3.34: Gender Distribution

As it is shown in table 3.34 males are (10%), and females are (90%). From the results that are obtained we notice that our sample is almost females. However, just one teacher is a male.

Item.2 What degree do you hold?

Options	N	%
PH.D	0	0
Magister	5	50
License	5	50
Total	10	100

Table 3.35: Teachers' Qualification

From the table above we see that the percentage of doctorate is (0%), (50%) are magister, (50%) are license .We can say that our department suffers from lack of doctors. There is an equivalence of teachers' number between magister and license degree. Our department suffers from lack of teachers.

Item.3 Have you ever attended a teacher training program?

Options	N	%
Yes	3	30
No	7	70
Total	10	100

Table 3.36: The Attendance to Teacher Training Program

Table 3.36 shows (30%) of teachers who have attended a teacher training program. (70%) of teachers who have not attended a teacher training program. From the results we can say that our department also suffers from providing opportunities for teachers to train because all teachers have to be trained.

Item.4 If yes, when and where?

There are three teachers who chose yes, inform us when and where they attended a teacher training program. One teacher states that It was during his 4th year program it was in a secondary school. And after when she was a teacher at secondary school she has attended session at university.

Another teacher stated that during her graduation at a high school.. Also another teacher stated that he attended teaching program from 1998 to 2006 (about 20 years. when he was teaching in secondary schools) (Batna, Biskra, Constantine, Ouedsouf...) (About 6 years, here in Algeria and aboard).

Item.5 Which method do you follow in teaching English?

Options	N	%
a) The Audio lingual method	0	0
b) The Total physical response	0	0
c)The Communicative language teaching	3	30
d)The Suggestopedia method	0	0
e) The Electic method	3	30
f) The Competency –based learning	0	0
g) TheTask based learning	0	0
h) The Silent way	0	0
C+ d+ e+f.	1	10
C+e+ g	1	10
C+ d+ g	1	10
C+ g	1	10
Total	10	100

Table 3.37: The Methods that Teachers Follow in Teaching English

From this table 3.37, we notice that (30%) divided between communicative language teaching and Electic method. In the other hand, (40%) of teachers mix the methods; and this percentage is divided to 10% of each teacher who uses mixture of methods; the use of communicative language teaching and task based learning. From the results we notice that the two methods: total physical response, silent way are not used at all.

Section Two: The Teachers' Attitude towards Cooperative Learning

Item.6 Do you adopt cooperative learning?

Options	N	%
Yes	10	100
No	0	0
Total	10	100

Table 3.38: the Implementation of Cooperative Learning

From the table above, we notice that all teachers (100%) implement cooperative learning. From the results we can say that cooperative learning is beneficial technique and we notice that all teachers have positive attitude towards cooperative learning, perhaps they find it as a solution to decrease students' anxiety, fear, shyness. Furthermore, cooperative learning motivates learners to increase and to engage social interaction in order to fulfill classroom activities.

Item.7 If yes, in which skill among the following do you often implement cooperative learning?

Options	N	%
a)Speaking	1	10
b) Reading	0	0
c) Writing	1	10
d)Listening	0	0
A+ c	5	50
A+ c+ d	1	10
C+ d	1	10

A+ b+c +d	1	10
Total	10	100

Table 3.39: The skills that often implement in cooperative learning

From this table 3.39 we see that (50%) of teachers implement cooperative learning on both skills speaking and writing, (10%) of speaking and (10%) of writing. In fact, Teachers do not apply cooperative learning only in writing; they often implement cooperative learning on productive skills (speaking and writing) because those skills are difficult in their production without working cooperatively.

Item.8 Do you explain the values of cooperative learning to your students?

Options	N	%
Yes	5	50
No	4	40
Total	9	90

Table 3.40: Teachers' Explanation of the Values of Cooperative Learning

As it is shown in table 3.40, (50%) of teachers chose yes; and one teacher added sometimes. However, (40%) of teachers chose no. From the results we can say half of our teachers claim that they explain the values of cooperative learning to their students. Nevertheless, there are some teachers who ignore its benefits although they support this technique but they do not try to make their students aware of its advantages and benefits.

In my opinion, teachers should prepare students before grouping them by explaining to them cooperative learning values and advantages in order to make them aware about its importance and motivation for gaining their participation in classroom activities.

Item.8 How often do you implement cooperative learning in classrooms?

Options	N	%
Always	3	30
Sometimes	7	70
Rarely	0	0
Never	0	0

Total	10	100
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Table 3.41: Frequency of Using Cooperative Learning

Table number 3.41 shows that a huge rate of (70%) from teachers opted sometimes. Whereas, (30%) of teachers chose sometimes. From the results we can say that the majority of teachers implement sometimes cooperative learning in classroom. Because this technique should not be implemented in every task, thus some tasks should be implemented individually. Those teachers are aware of their use. We can say that it is better to implement cooperative learning from time to time and keeping its use occasional but systematic.

Item.10 If rarely or never, why?

Item.11 Do you think that implementing cooperative learning is better than individual learning?

Options	N	%
Yes	8	80
No	2	20
Total	10	100

Table 3.42: Teachers' Opinion toward the Implementation of Cooperative Learning

As it is shown in table 3.42 we see that (80%) of teachers opted yes. Conversely, (20%) of teachers agree that individual learning is better than implementing cooperative learning. From the results we can say that almost all teachers agree with our topic and they enhance the idea that cooperative learning is better than individual learning. The next question explains teachers' reasons and opinions.

Item.11 In both cases explain please

There are eight teachers said yes and they indicate their reasons; there are two teachers stated that students are less shy to interact with their classmates, they can learn from each other, build their personality, get rid of anxiety and get into an atmosphere of competition. Besides, two teachers said that CL helps in motivating students to break ice also, gives them opportunity to participate but with peers.

One teacher claims that this method will hone students to develop their negotiation skills, their communication skill. The rest of teachers said that this technique is a successful teaching strategy in which small teams, each student of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning achievement students work together the assignment until all group members successfully understand and complete it.

In the other hand, there are two teachers who opted no they argue that CL is not better than individual learning, but what fits best; teachers find it sometimes easier to adopt a CL strategy than assigning individual tests. The other teacher stated that we must not turn a blind eye on the individual learning in order not to neglect the students' individual capacities.

Item.12 In implementing cooperative learning, how do you divide your students?

Options	N	%
In pairs	1	10
In groups	4	40
A+ b	5	50
Total	10	100

Table 3.43: Teachers' Technique of Working in Classrooms

The table above shows that (10%) of teachers divide their students in pairs, (40%) of teachers organize their students in groups when they implement CL and (50%) of teachers divide students both in pairs and groups

From what we obtain we can say that teachers have a tendency to organize students in groups when implementing cooperative learning. They probably believe that making 3 or 4 students in each group enable them to do their task successfully; the group mates help each other to complete the task. Therefore, perhaps they aim to give their students the opportunity to exchange their own information and ideas, also maybe it makes learning more enjoyable to them.

Item.14 How do you set the groups?

Options	N	%
Randomly	4	40
Sex	0	0
Proficiency	0	0
Students' choice	5	50
A+ d	1	10
Total	10	100

Table 3.44: Teachers' Method of Setting the Groups

Table 3.44 shows that (40%) of teachers set the groups randomly, (50%) of teachers set the groups on students' choice. One teacher chose randomly and students' choice. From the results we notice that half of teachers give them freedom to choose with whom to work; those teachers aim to establish a relaxed atmosphere so that group mates would feel comfortable and motivated to learn. Moreover, those teachers are well considered and aware about the psychological side of learners as a purpose to avoid sensitivity problems. Whereas, some teachers who set their students randomly, maybe they find it easy without pre-plan the groups. The remaining teacher varies this technique between setting them both randomly and students' choice.

Item.15 Do you check if your students are doing the activities?

Options	N	%
Yes	10	100
No	0	0
Total	10	100

Table 3.45: Teachers' Role in the Classroom

As it shown all (100%) of teachers check their students when they are doing the activities. From the results we notice positive attitude from teachers who indicates that all of teachers are aware whether their students are serious or not in doing their activities, this signifies that all teachers are doing their task and controlling every member whether they are participating or not.

Item.16 If no, why?

Item.17 Do you enhance your students peer assessment?

Options	N	%
Yes	7	70
No	3	30
Total	10	100

Table 3.46: Rate of Enhancing Peer Assessment.

As it is shown in table 3.46 the majority of our teachers (70%) enhance peer assessment. Whereas, (30%) of teachers do not enhance this technique. From the results we observe a positive attitude from teachers who enhance using this technique because enhancing peer assessment would make students feel independent and responsible in their learning. Apart from that, they will be motivated in engaging in classroom activities. However, some teachers neglect using this technique perhaps they want to avoid problems between students, also maybe they aim to avoid students' frustration.

Item.18 Do you think that students face problems when they work in groups?

Options	N	%
Yes	4	40
No	6	60
Total	10	100

Table 3.47: Teachers' Attitude of Students' Problems in Group Work

Table 3.47 shows that (40%) of teachers said that students face problems when they work in groups but one teacher added sometimes, (60%) of teachers are against students facing problems when working in groups. From the results we notice that almost of students like working in groups and they do not have problems when they work with their peers, which signifies that cooperative learning is preferable technique from students.

However, some teachers who claim that students face problems when working in groups; It is naturally happen problems between students. For instance, some students who have negative feeling toward other classmates which totally make cooperative learning disappear. Besides, we find some students unsociable and they prefer working individually.

Item.19 Do you think that cooperative learning increases the sense of involvement?

Options	N	%
Yes	10	100
No	0	0
Total	10	100

Table 3.48: The Role of Cooperative Learning in Increasing the Sense of Involvement

From the table 3.48 all teachers it means (100%) they think that cooperative learning increases the sense of involvement. The results support our topic that cooperative learning is beneficial for students in increasing the sense of involvement and motivate them to participate in classroom activities.

Section Three: Teaching Writing

Item.20 How do you teach writing tasks?

Options	N	%
Individually	4	40
In pairs	1	10
In groups	3	30
A+b+c	2	20
Total	10	100

Table 3.49: Kind of Grouping in Writing Tasks

The table indicates that (40%) of teachers prefer teaching their students writing tasks individually, whereas (30%) of teachers set their students into groups and only (10%) of teachers who set them in pairs. Also there is a percentage of 20% of teachers who claim that they vary the strategy of structuring their students.

We remark that the biggest percentage is the teachers who practice teaching writing individually maybe their purpose is to know the real level of each student's capacities. But in general there is not wide distance between teachers who prefer individual work and teachers who prefer group work when teaching writing activities, because teachers value both strategies for their advantages and each technique is applicable in particular tasks or situations concerning the writing tasks.

The rest of teachers (20%) opted a+ b+ c that is they use the three techniques and try to involve their students and make them learn how to manage along the three strategies. those teachers are conscious and aware about teaching writing tasks according to the nature of the activity.

Item.21 Do you use peer assessment to enhance writing?

Options	N	%
Yes	6	60
No	4	40
Total	10	100

Table 3.50: Teachers' Use of Peer Assessment

The results show that (60%) of teachers use peer assessment to enhance writing. Whereas, (40%) said no. The following question investigates their justifications.

Item.22 If yes explain please.

Three teachers who use peer assessment claim that this strategy helps students to exchange the product among each other and evaluate their writing without referring back to teachers' assessment. Another teacher answered that peer assessment helps students to get rid of any kind of obstacles, and it will burst their motivation. One teacher states that students learn from the mistakes of others' classmates. The last teacher answered that she gives students checklists and elaborate the points together. When finishing writing she asks students to exchange their production.

Conversely, there are four teachers answered that they do not use this technique because: two teachers claim that students never accept their peer assessment because it creates problems in terms of self-confidence, even teachers must be keen enough when assessing their students to avoid frustrating them.

Another teacher states that peer assessment is where students work is judged by fellow students. This can motivate learners and raise the level to write. However, lack of time, tools and large groups prevent teachers to use this way in teaching writing. Ending

with teacher justifies her answer by saying simply because we are still adopting teacher – centered approach.

As we have just seen, teachers' answers are varied. We notice that more than half of teachers encourage the technique of peer assessment because it helps students to engage in process of teaching. Moreover, when peers correct one another feel more responsible and independent in their learning.

Item.23 Are your students motivated to write?

Options	N	%
Yes	8	80
No	2	20
Total	10	100

Table 3.51: Students' Motivation toward Writing

The table above shows that (80%) of teachers state that their students are motivated to write. Whereas, 20% said no. Concerning the (80%) of teachers who said yes, there are two teachers who claimed that their students are motivated but not always (sometimes, somehow). These positive results maybe it is due to some reasons. For instance, students seek to improve their level in the writing skill through writing essays. Also students want to learn and practice the English language. However, the following question investigates the answer of two teachers who claim that their students are not motivated to write.

Item.24 If no what are your reasons?

The first teacher states that some students seem naturally enthusiastic about learning, but many need or expect their instructor to inspire, challenge, and stimulate them. Students get used to receive rather than to produce. The second teacher argued that students usually have difficulties when it comes to writing. The main cause is lack to master the language.

Item.25 Among the following which one describes your students' level in writing?

Options	N	%
Good	1	10
Medium	8	80
Low	1	10
Total	10	100

Table 3.52: Teachers' Perception of Students' Motivation in Writing

The results show that (80%) of teachers describe that their students' level in writing is medium. Whereas an equal rate (10%) is divided between good and low level. Consequently, we can say it is a logic result. Because, those students are first year classes they have not enough experience yet in writing activities. Writing process is a difficult task which is systematic and organized, that is, students should maintain the writing stages including the mastery of language forms (spelling, punctuation, vocabulary, grammar,...etc.)

Item.26 Are the mistakes of students' writing reduced through group work?

Options	N	%
Yes	10	100
No	0	0
Total	10	100

Table 3.53: Teachers' Opinion toward Group Work

The table above shows that all teachers (100%) agree that GW reduce the students' mistakes in writing. The following question investigates the teachers' point of view.

Item.27 In both cases explain please.

There are five teachers who explain that mistakes are reduced through group work. Students discuss, explain and exchange ideas through this simple experience students can learn effectively. Other two teachers state that students ask each other to understand something ambiguous rather than asking their teacher.

Two teachers claim that when students cooperate, this helps them to benefit from competence of each member in group, so they complete one another. The last teacher argues

when students write in groups this can motivate and involve them so that they can remember their mistakes.

Item.28 Do you try to build enthusiasm and confidence when students are writing?

Options	N	%
Yes	10	100
No	0	0
Total	10	100

Table 3.54: Rate of Building Students' Enthusiasm and Confidence

As it is shown in the table, all teachers (100%) adopt the method of building enthusiasm and confidence among students when they are writing. To know how, the next question teachers explain their methods.

Item.29 If yes, how?

There are three teachers answered that they build enthusiasm and confidence among their students by providing them with the necessary writing strategies and techniques. Also by motivating and providing them with some vocabulary items about the topic they are dealing with. Two teachers stated that their method is to give positive remarks and focus on the positive aspect of students' writing and give them remarks without offending them.

While other two teachers said that they usually encourage students to write by using students' own expressions which are beautiful and well - structured and they congratulate those students who write good pieces. But there are three teachers fulfill this answer.

Item.30 Do you support teaching writing lessons by using internet?

Options	N	%
Yes	7	70
No	3	30
Total	10	100

Table 3.55: Teachers' Use of Internet in Writing Lessons

The table shows that (70%) of teachers support writing lessons by using internet. Teachers tend to motivate their students to write by using modern means of communication. While, (30%) do not enhance using internet when teaching writing; perhaps it is because of lack of internet, space and materials in addition to the huge number of students in classrooms.

Item.31 If yes, which type of activities do you use?

Options	N	%
a) Web quests	0	0
b) Emails	0	0
c) Blogs	0	0
d) Google documents	0	0
e) Web sites	0	0
C+ D+ E	1	14.28
B+ D	3	42.86
D+ b+ e	2	28.57
B+ c	1	14.28
Total	7	100

Table 3.56: Types of Activities Used by Teachers

From the table we notice that teachers in concern with using technology and internet in writing tasks. There are three teachers' opted two activities (Google documents, Emails). Whereas other two teachers opted three activities (web Quest, emails, web sites). One teacher opted also three activities (Blogs, Google documents, Web site), and the last one teacher opted two activities (emails, blogs).

Strategies of learning such as writing in English by using web quest, Emails, Blogs, Google documents and Web sites are helpful in part they are accessible and bring variety of opportunities to meet different needs and styles of learning. Moreover, internet is very useful because it helps both teachers and students to be in contact with up-to-date information.

Results: Interpretation and Analysis

In general, the results obtained in this research reveal that students have various difficulties in writing. Section one in which general information shows that females dominate our classrooms because in our statistics we find females is (88%) more than males who are (12%). This result reveals that students are in the medium because they are not skilled writers. The last results in this section shows that (84%) of students are with the idea of cooperative learning improves the writing skill. From the results we notice that students prefer writing collaboratively.

When we speak about the writing skill, we find that (50%) of students who find writing tasks medium in difficulty. We can give our opinion as an advice to our colleagues to be patient with working hard in facing such problems to gain success. This section includes (48%) of students' perception the benefits of the writing skill from a teacher. We advise the teachers to show a good react to students to gain respect and love, and then students will like the module even if they do not share anything about the benefits. In this part of section two we notice (46%) among students are confident and enthusiastic during tasks of writing. There are many factors which influences on a persons' confidence and enthusiasm such as a society; therefore, teachers have to be always encouraging students. In addition, we notice that (58%) who said that their teachers enhance them to write cooperatively, the results support our topic with a considerable rate but it is not satisfactory. We find that (60%) among students who feel afraid when writing; teachers can find solutions to avoid this obstacle. The related and continuing part of the last results is (50%) of students who said that they feel afraid to write because they are making grammatical mistakes. We are educating and no one is perfect in this life, we do not take it as a sham, but when you learn from mistakes you will be good writers. From (table 3.11) we find that (70%) of students who do not agree with teachers using peer assessment in writing. So teachers may implement this technique and may they face problems; that is why they almost avoid it at all. We notice also that (52%) who consider organization as the important component in writing it seems that they find a difficulty in organizing ideas to be coherent in fact all the components are very important.

From the results we notice that (66%) of students take a moment before they begin to write. It is an excellent way to understand well a topic what it will talk about and to remember the appropriate vocabulary. We notice that (60%) of students are following the stages of writing, but the rest they do not follow the stages of writing; how students do not

follow the stages and they want to write well without difficulties? To be a skilled writer you have to follow first the writing stages. Next, we find (90%) are with the idea that following the writing steps will help in better composition; students are aware about the outcomes when following writing stages. (86%) of students said that teachers do not use materials at all. From the results we can say that the problem is lack of materials. Just one student who answers the question of if your teacher uses materials, which one he uses? He answers by data show. Data show is a good material which helps students' learning. (88%) said that teachers do not use internet in writing tasks because there is a lack of materials. Moreover, we found (64%) of students have no problems when working with peers in the opposite it is a good way and helpful. The next is about students who answer yes and they choose the reason why? we notice that (8%) of students have difficulty in expressing the ideas to the member of the groups this means that they feel anxious, in this case the solution is to the teacher who creates the sense of involvement. Students who said that teachers do not solve problems when they work with peers are (52%), it is the teacher's role in organizing, controlling, and solving problems between students. Therefore, the results demonstrates that (48%) of students are motivated when working cooperatively; these results support our topic in that cooperative learning is as a motivational factor. Also, it supports our topic in that working in groups increases confidence and self-esteem. In addition, (46%) of students who work in groups are learning different ideas and information. The results of our study support our topic that cooperative learning is a motivational factor in enhancing EFL students writing skill. However; still they have such problems like anxiety, fear, lack of experienced teachers, lack of using materials etc....

The results of the first section which is about general information reveals that (90%) of teachers are females and just one teacher is a male. Each teacher has to be trained many times to be experienced and cultured. Item (4) shows that one teacher have trained during his study at secondary school, another one in a high school also during her graduation, then the third one was trained in Algeria and in the broad. From what we have been discussing we see that our teachers need more and more opportunities for training in the broad. Table (3.37) demonstrates that (30%) of teachers implement communicative language teaching as the Electic method that takes the same rate. We notice that they do not implement the up to date method competency based approach.

In the second section we find that all teachers (100%) are implementing cooperative learning because they have a positive attitude towards cooperative learning and it has positive outcomes on students. From table (3.39) we see (50%) of teachers implement

cooperative learning on the productive skill writing and speaking because productive skills are difficult and need more collaboration. As it is shown (50%) of teachers explain the values of cooperative learning. From that all teachers have to make students aware about the benefits of cooperative learning. (70%) of teachers implement cooperative learning sometimes because implementing it always becomes boring or as a game to students. (80%) of them enhance the idea of cooperative learning is better than individual learning. The next answers are linked to the previous one; teachers who chose yes argues that to avoid shyness, you have to interact with each other, get rid of anxiety, and improving their skills. For those who chose no their argument was that it is not CL is better than individual learning, but sometimes CL is appropriate than learning individually. From table (3.43) we see that teachers have a tendency in making groups of more than pairs because they gain good outcomes from forming groups. (50%) of teachers set the groups according to students choice it is good for students to work with whom they want to feel at ease. All teachers (100) are controlling students when they do activities. From the results we demonstrate (70%) enhance students peer assessment this way is beneficial in learning from each other's mistakes. As it is shown (60%) of teachers think that students do not face problems when working in groups, in fact they increase their self confidence and self-esteem. All teachers (100%) are with cooperative learning that increases the sense of involvement. It is viewed like this but our teachers do not implement cooperative learning as it is desired.

In section three we find that (40%) of teachers teach writing tasks individually in order to know each student level in writing. (60%) enhance writing by using peer assessment. Who are with peer assessment argues that they learn from each other mistake. In the other opinions who said no they argue that peer assessment makes problems between students. Table 3.51 shows that (80%) of students are motivated to write because they want to practice the English language and to learn from their mistakes. Two teachers are against the idea of students are motivated by arguing that students get to receive more than produce, and the second teacher they lack mastery of language. The majority of students according to teachers are in the medium because the writing skill is not easy to be an excellent learner. When students work in group the mistakes are reduced it is what is said from all teachers ((100%) the arguments of teachers are about helping each other by discussion, explaining, motivation, and involvement. (100%) all teachers try to build confidence and enthusiasm when students are writing by providing the appropriate techniques and strategies, by providing vocabulary items, and to congratulate those who write good pieces of writing. There are some techniques that are forgotten like working cooperatively and varying the

ways to learn the appropriate tasks. From the results it seems that (70%) of teachers support writing tasks by using the internet; teachers motivate writing by using the internet. And the results show that (42, 86%) of teachers use E-Mails and Google documents. Using internet in learning is a precious thing for both teachers and students to benefit and learn.

Conclusion

This chapter is concerned with getting a real data about students' attitudes and opinions and teachers' perception concerning learning and teaching writing, as well as, about implementing cooperative learning (group/pair work) in teaching and learning writing. As we have mentioned before, the analysis of both questionnaires showed positive results but there are some problems. After having analyzed students' questionnaire, we found that although most of students state that writing is an interesting module. However, they are afraid to write, their reasons are fear of making grammatical mistakes and the lack of vocabulary. After analyzing the teachers' questionnaire, we notice that the majority of teachers do not use cooperative learning effectively and they do not explain to them its advantages and values and they neglect using peer assessment when they use group work. Furthermore, teachers do not try to build students' confidence and enthusiasm when they write. In addition, classrooms lack the use of materials. To sum up, the results of questionnaires showed positive outcomes which confirm that cooperative learning is beneficial and preferable from both teachers and students.

General Conclusion and Implications

This research is based on studying the effective strategies in implementing cooperative learning to enhance students' motivation to write concerning first year LMD English students at Biskra University. This study has almost interpreted the hypothesis stated i.e., If teachers apply cooperative learning in enhancing students writing, they would improve students' motivation and social interaction, and they would elicit an effective quality of students' engagement in classroom activities.

The procedures carried out in this research are divided into two parts; theoretical part of cooperative learning in foreign language classrooms and writing skill, in addition to the practical study. In the first part of the dissertation, we presented background information about cooperative learning starting with stating the nature of cooperative learning, and we tried to demonstrate its main characteristics and activities. Besides, we tried also to identify the main reasons for using cooperative learning as a motivator in decreasing students' anxiety and encouraging interaction because cooperative learning teaches students how to interact with other people and learn from one to another. Also, cooperative learning fosters students 'motivation to engage in activities and helps them to increase their self-confidence and self-esteem. Moreover, we discussed the teacher's role in fostering students' motivation to engage in writing activities. Then we specify the learner's role in learning different skills when engaging in group work. For instance, gives each one of the group member's role as writer, reviser, corrector, checker... Concluding a whole chapter by stating some prominent strategies for using cooperative learning.

In the second chapter, we presented a theoretical literature about writing and how student learn writing in affective way by starting with giving the nature of writing, then we moved to its necessary components of the process besides illustrating how students build their writing skill .in addition, we have stressed the idea of the significance of the different stages of the writing process, namely prewriting, drafting, revising, editing and publishing. In other words, we tried to prove that all the stages are significant, crucial and helpful in the activity of production and that they are not just a time-consuming sequence of procedures. Moreover, we tried to present the importance of the teacher in the process as demonstrator, motivator, supporter, responder and evaluator. We conclude this chapter by mentioned the three common approach in teaching a foreign language.

The second part of this dissertation is devoted to the practical study which divided into two parts; questionnaire for students and its results and questionnaire for teachers' and its results and analysis. From the results of two questionnaires showed that writing is not an easy task to learn, it is a challenging skill that most of students find difficulties and obstacles and the most of them are afraid to write. Also, the results confirm that teachers are aware about students' motivation to learn by trying to decrease their anxiety and fear in writing and raise their confidence and self –esteem to make them more motivated to write properly. Nevertheless, some teachers do not enhance peer assessment in writing. Besides, they do not support using internet in teaching writing lessons which signifies that those teachers' techniques to support their learners are somehow limited.

Concerning using cooperative learning, the results showed that both teachers and students have positive attitudes toward cooperative learning. Precisely, the most of students like to work in groups. Nevertheless, the most of teachers do not explain their students the benefits of cooperative learning. Although, they use group work but they do not apply it effectively.

We conclude, by saying that cooperative learning is necessary in teaching learning process, and its implementation in academic contexts is gaining more and more success. Cooperative learning is equally beneficial and helpful for teachers to use in various modules and especially in oral and written expression modules in order to ameliorate their students' learning.

As we have said before, cooperative learning is necessary in teaching learning process. However, not all group work is cooperative, group work is the first step to involve students in groups it is an initial step. After analyzing the students' questionnaires and teachers too, we are going to give some suggestions for teachers to use cooperative learning effectively.

First of all, teachers should explain to students the values and benefits of cooperative learning in order to make students more interested to the issue of the activity and to motivate them to engage in classroom activities. Second, teachers should not use cooperative learning in every task it depends on the kind of the activity and it is better to keep it occasional but systematic. In other words, simple tasks are better done individually; whereas more complex ones are left to groups. Moreover, the group size pair/ group is better to keep it small; 3 to 4 so that to be organized also, teachers should be aware of the preferable type of forming groups that their students desire in order to avoid problems between them.

Two main problems that students reported in the questionnaire are the students' fear from writing and the absence of using materials and internet in teaching. These two problems can be solved if teachers enhance students writing by helping them to build their confidence and enthusiasm in order to be well mastered the writing process. In addition, using such motivational materials. For instance, pictures, data show, internet... which help them to be more motivated in engaging in classroom activities.

To the end, using cooperative learning effectively not only enhance students' writing skill therefore, they learn different skills such as, asking and responding to questions, listening to others actively, turn taking, evaluating each other's performance...as a result, it helps teachers to control the improvement of students at all levels, affective, academic and social.

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Appendix 1

Questionnaire for Students

Dear students,

We would be so grateful if you could answer the following questions about your opinions concerning the use of cooperative group work when learning and your attitude and perception about the writing process.

Your answer will be very helpful for the research project we are undertaking. Please choose the appropriate answer to express your opinion; you are required to put a tick in the box correspondent to your answer.

Thank you in advance

Section One: General Information

1. Gender

Male

Female

2. In your opinion, written expression module is :

Interesting

Obligatory

Boring

3. How do you evaluate your level in written expression is :

Excellent

Good

Bad

4. Do you think that cooperative learning improve students' writing skill?

Yes

No

Section two: Students' Attitude toward Writing in General

5. How do you find the writing tasks?

- Difficult
- Medium
- Easy

6. Does your teacher help you to see the benefits of the writing skill?

- Yes
- No

7. Does your teacher try to make you feel confident and enthusiastic when writing?

- Yes
- No

8. Does your teacher encourage you to write collaboratively?

- Yes
- No

9. Do you feel afraid to write?

- Yes
- No

10. If yes, is it because of:

- Making grammatical mistakes
- Do not have rich vocabulary
- The Fear of teacher's negative reaction

11. Does your teacher encourage peer assessment in writing?

Yes

No

12. In writing, what is the most important component for you?

Organization

Spelling

Clarity

Punctuation

13. In writing tasks do you?

Start immediately to write

Take a moment to think about which ideas to involve

Write down your ideas into sentences or phrases

Make outline and follow it

14. Do you follow the right stages when you write?

Prewriting, Drafting, Revising, Editing

Yes

No

15. Do you think that following the writing steps will help you to produce better composition?

Yes

No

16. Does your teacher enhance writing by using materials?

Yes

No

17. If yes which one?

.....

.....

.....

18. Does your teacher enhance using internet in writing tasks?

Yes

No

19. If yes, which one of the following activities he uses?

Web quests

Google document

E-mails

Blogs

Personal web sites

Section Three: Students' attitudes toward cooperative learning in writing tasks

20. Do you think that cooperative learning is beneficial technique?

Yes

No

21. When you work in class, do you prefer?

Working individually

Working in pairs

Working in groups

22. Does your teacher ask you to work:

Individually

In pairs

In groups

23. How often does your teacher ask you to work in groups?

- Always
- Sometimes
- Never

24. Does your teacher set the groups on the basis of:

- Gender
- Proficiency
- Students' choices
- Randomly

25. When your teacher is setting the groups does he/she:

- Monitor the groups
- Check that students are doing the task
- Does not control the groups

26. Does your teacher explain to you the benefits of cooperative learning?

- Yes
- No

27. Does your teacher enhance peer assessment when working in groups?

- Yes
- No

28. Do you have problems when working with your peers?

- Yes
- No

29. If yes, it is because of:

- Having difficulty to express my ideas to the members of the group
- Disliking someone corrects my mistakes
- Feeling anxious with others' comments

30. Does your teacher try to solve problems when you are working with your peers?

- Yes
- No

31. When your teacher asks you to work in groups, are you :

- Motivated
- Neutral
- Demotivated

32. How much did you learn from group work?

- Much
- Little
- Nothing

33. When you are working in groups, do you feel that :

- You are satisfied with yourself
- You are confident with yourself
- You are not confident
- You are embarrassed to make mistakes

34. Do you think that working in groups help you to :

- Learn different ideas and information
- Increase your motivation
- Decrease your anxiety a
- Interact with others

Appendix 2

Questionnaire for Teachers

Dear teachers,

We are preparing a research about cooperative learning as a motivational factor in enhancing students writing skill and we would be so grateful if you answer this questionnaire to help us in the accomplishment of our research. Please use a cross (x) to indicate your chosen topic and justify your answer where needed

Thank you in advance for your collaboration

Section One: General Information

1. Gender:

Male

Female

2. What degree do you hold?

PH.D

Magister

License

3. Have you ever attended a teacher training program?

Yes

No

4. If yes, when and where?

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

5. Which method do you follow in teaching English?

- The Audio lingual method
- The Tool physical response
- The Communicative language teaching
- The Suggest pedia
- The Electic approach
- The Competency- based learning
- The Task based learning
- The Silent way

Section Two: The teachers' Attitude towards Cooperative Learning

6. Do you adopt cooperative learning?

- Yes
- No

7. If yes, in which skill among the following do you often implement cooperative learning?

- Speaking
- Reading
- Writing
- Listening

8. Do you explain the values of cooperative learning to your students?

Yes

No

9. How often do you implement cooperative learning in classroom?

Always

Sometimes

Rarely

Never

10. If rarely or never, why

.....

.....

.....

11. Do you think that implementing cooperative learning is better than individual learning?

Yes

No

12. In both cases explain please

.....

.....

.....

.....

13. In implementing cooperative learning, how do you divide your students?

In pairs

In groups

14. Do you set the groups in the basis of?

Randomly

Sex

Proficiency

Students' choice

15. Do you check if your students are doing the activities?

Yes

No

16. If no, why?

.....

.....

.....

17. Do you enhance your students peer assessment?

Yes

No

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

Yes

No

19. Do you think that cooperative learning increases the sense of involvement?

Yes

No

Section Three: Teaching Writing

20. How do you teach writing tasks?

Pairs

Individually

Groups

21. Do you use peer assessment to enhance writing?

Yes

No

22. If yes how? If no why?

.....

.....

.....

23. Are your students motivated to write

Yes

No

24. If no what are reasons?

.....

.....

.....

25. What do you notice when you correct writing tasks?

High improvement

Middle improvement

Low improvement

26. Among the following, which one describes your students' level in writing?

Good

Medium

Low

27. Are the mistakes of students' writing reduced through group work?

Yes

No

28. If yes or no please explain.

.....

.....

.....

29. Do you try to build enthusiasm and confidence when students are writing?

Yes

No

30. If yes how?

.....

.....

.....

31. Do you support teaching writing lessons by using internet?

Yes

No

32. If yes, in which type of activities do you use?

Web quest

E-mail

Blogs

Google documents

Web site

ملخص

مهارة الكتابة بلغة أجنبية هي مهارة من الصعب جدا للمتعلمين لأن المعلمين لا تنفذ على النحو المناسب الطرق يصل إلى تاريخ في مجال التدريس. المشكلة الأساسية التي تجعل من الطلاب الضعفاء في اتقان مهارة الكتابة هي نقاط الضعف في النحوي وانهم قلقون حول بنائها من الجمل وال فقرات. ولذلك فانها تعاني من عدم وجود الحماس والرغبة. وبالتالي، فإنها لا تستطيع إنتاج قطعة الصحيح للكتابة. في هذا البحث، ونحن نهدف إلى إظهار أن التعلم التعاوني هو أسلوب مرغوب فيه للحد من مشاكل المتعلمين مثل القلق والخوف، وضعف الثقة بالنفس. ونحن نهدف إلى التحقيق في كيفية المعلمين أثارا إيجابية في مهارة الكتابة من خلال اتباع بعض التوصيات التدريس في التعلم التعاوني. وبالإضافة إلى ذلك، ونحن تعزيز المعلمين لمتابعة النهج يصل إلى تاريخ في مجال التدريس. لقد افترضنا أن تطبيق التعلم التعاوني في تعزيز الطلاب كتابة، فإنه سيتم تحسين الطلاب الحافز والتفاعل الاجتماعي، وسوف تدار الجودة الفعالة للطلاب المشاركة في النشاطات الصفية. في هذا البحث، وسوف نمضي قدما من خلال المنهج الوصفي الذي يوضح حالة والحقائق من تعلم اللغة ديهم موقف إيجابي نحو التعلم التعاوني ودفعم وتعليمها. وأظهرت نتائج الاستبيان أن الطلاب من طلاب السنة الأولى للانخراط في كتابة الأنشطة من خلال التعاون. ، وذكرت ان معلمهم لا تحفز لهم فوائد التعلم التعاوني. ومع ذلك، استبيان المعلمين يوضح أنه بالرغم من أن جميع المعلمين من خلال كتابة تعزيز التعلم التعاوني لكنها لا تطبق على نحو فعال. بحلول نهاية هذا البحث، ونحن نفترض لإظهار أهمية التعلم التعاوني لتحفيز الطلاب الانخراط في النشاطات الصفية من الكتابة، وبالإضافة إلى ذلك، ودمج التعلم التعاوني ليتم تطبيقها ليس فقط في الكتابة، ولكن أيضا في وحدات أخرى مثل التعبير الشفوي .

