

Appendices

Appendix1: Teachers' Interview

Interview

The interview submitted to the teachers of written expression .I would like to answer to me those questions; my topic is about « The Effectiveness of Group Work on the Writing Skill. »

Questions

1. Does group work increase the performance of students in the written expression?

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2. Is it an effective way for students and teachers for improving the level of writing skill?

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3. In your point of view, what are the advantages and disadvantages of group work?

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4. Does group work encourage students to write better and make them aware of what they write, and increase participation and cooperation among students?

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5. As a teacher, what do you suggest to develop and enhance student's writing through group work?

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الملخص

الدراسة الحديثة في مجال تدريس اللغة أكدت على أهمية عملية التعليم و الدور الوسيط للمتعلم, و من هذا الدور أصبحت أقسامنا تركز كثيرا على الطالب, و لهذا, هذه الدراسة تهدف إلى التحقيق في أهمية استعمال العمل الجماعي كتقنية في تعزيز مهارة التعبير الكتابي لطلاب أقسام اللغة الانجليزية كلغة أجنبية, خاصة طلبة السنة الثالثة من نظام ال-ام-دي في قسم اللغة الانجليزية من جامعة بسكرة . كذلك التركيز على فعالية هذه التقنية التعليمية في تسهيل الكتابة . و بالإضافة إلى ذلك, من اجل استكشاف على أهميتها في خلق جو جيد و ايجابية فعاليتها في الأقسام الانجليزية لاعتبارها لغة أجنبية , أيضا من اجل التقليل من القلق و الخوف عند الطلبة, رفع الاحترام بالذات, و الزيادة في الثقة بالنفس . و لكي نتحقق من هذه العلاقة و كيفية مدى قوتها في تعلم اللغة قمنا بطرح الفرضية التالية: إذا كل من الأساتذة و الطلبة استعملوا العمل الجماعي بطريقة جيدة و فعالة , فسوف يحصلون على نتائج جيدة في انجازات الطلبة في مهارة الكتابة . أما المنهج المستخدم لهذا البحث هو المنهج الوصفي ; حيث يحاول وصف العمل الجماعي و أهميته في تحسين مهارة الكتابة لدى المتعلمين .المعلومات المحصلة عليها من مقابلة الأساتذة الذين يدرسون التعبير الكتابي في قسم الانجليزية في جامعة بسكرة من السنة الدراسية 2014-2015 , و ثانيا اختيار عشوائي ل18 طالب كعينة من اجل إجراء ملاحظة ميدانية لهم و ذلك من اجل التحصل على رؤية واضحة للطلبة لدى انضمامهم في العمل الجماعي في الأنشطة الكتابية في دروس التعبير الكتابي . النتائج المتحصل عليها لكلا الوسيلتين أثبتت

على اهتمام الأساتذة باستعمال العمل الجماعي في تدريسهم التعبير الكتابي لاعتباره طريقة مناسبة لتحفيز الطلبة في إشراكهم في الأنشطة الكتابية . و أخيرا تم طرح بعض التوصيات التي من الممكن أن تقود الأساتذة و الطلبة في تطبيقهم لهذه التقنية في تدريسهم و تعلمهم مهارة الكتابة.

Dedication

In the name of God, Most Gracious, Most Merciful .All the Prays is due to God alone, The Sustainer of all the worlds, who gave me the capacity for doing this research.

This work is dedicated to the memory of my favorite and beloved grandmother “Khadidja”.

This dissertation is dedicated to my wonderful and dearest persons to my heart; my father “Ismail” and my mother “Amaria” for their encouragements and for their help to achieve my dream.

I would like to dedicate this work to grandmother “Rabiaa” who is the source of happiness and for her support and love.

My dedication goes to lovely sisters: Fouzia, Djannet, Rokaya, and sweet Nadjeh.

My special thanks for dear brothers: Mohamed Sedik, Hamza, Tarek, Lahcen, Nacer, and Abd Allah.

I would like to express my deepest thanks to brothers’ wives: Nawara, Hanane ,Farida.

Also I would like to dedicate this work to sisters’ husbands: Youcef, and Khaled

Great dedication for the two families: Charrouf, and Abd Alkani.

The dedication also extends to my favorite friends who have a source of motivation : Hassiba , Madjda , Aicha, Soumia , Yassmine , Randa, Nadjla, Khaoula, Souad , Zaineb, Imane, Sara,Lamia,.....And sorry for all who I did not mention their names but they are in my heart .

For all who knows and believes in Selma. Thank you so much.

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I wish to express my thanks also to all the teachers of the English Department of Biskra University who offered me the opportunity to conduct this research.

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Special thanks to all my colleagues who study with me from the primary school till the university for help, support friendship, collaboration, and encouragement. Thank you so much.

Abstract

Recent studies in the field of language teaching emphasize the importance of the learning process and how the learner has a great significance in learning a language that lead our classrooms to focus more on the learner and his /her role in learning a language .For that, this study aims to investigate the significant of using group work as a technique in enhancing students' writing skill in EFL classes , especially third year LMD students at the English Department of Biskra University to focus on the effectiveness of this learning technique to facilitate writing. Moreover; to explore its importance in establishing a comfortable and positive effects in the EFL classes, to reduce learners' anxiety, to have high self-esteem, and to increase self-confidence .In order to check this relationship and how it is strong for learning a language, we hypothesized that if the teachers and students use group work in an effective way, they will have a good results in the students' writing achievements. The method of this research is descriptive method, which attempts to describe group work and its benefits in improving learners' writing skill. The data gathered through an interview administrated for teachers who have taught written expression at the Department of English at Biskra University in the academic year 2014-2015.And classroom observation for 18 students who were randomly selected from a whole population that they assigned to get a clear vision about the students when they grouped for doing their tasks in the classroom especially in the written expression courses. The findings of teachers' interview and the classroom observation have shown that teachers are interested in using group work in the classrooms and it is considered as an appropriate way for motivating students to engage them in the writing activities .Finally, we have proposed some

recommendations that guides teachers and students for applying this technique in the EFL classes in teaching and learning writing skill.

List of Abbreviations

1. **EFL:** English as Foreign Language
2. **ESL:** English as Second Language
3. **G W:** Group Work
4. **L1:** First Language
5. **LG:** Learning
6. **LMD:** Licence –Master-Doctorate
7. **Q:** Question
8. **T:** Teacher
9. **TG:** Teaching

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Chapter One
Background of the
Writing Skill

Chapter Two
Implementing
Group Work in the
Writing Skill

Chapter Three

Field Work

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



The Effectiveness of Group Work on the Writing Skill

A case study of Third year students in the English Branch of Mohamed Kheider University, Biskra

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Submitted by:

CHARROUF SELMA

Supervised by:

Dr. N. BETKA REZIG

Board of Examiners

Mrs. Bakhouché Rym

President

Mr. Laala Youcef

Examiner

Dr. N. Betka Rezig

Supervisor

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General Introduction

Introduction

Improving the learning process for EF learners is the greatest aim that any teacher wishes to realize. To achieve this aim, it is very important for learners to master the four skills of language (reading ,speaking ,listening ,and writing) .One of the most significant and effective skills to be improved is the writing skill which requires more effort and practice on learners' to achieve and develop it and that by using various techniques and ways that are used by the teachers to promote students' writing process .One of the appropriate ways or solutions that the teacher used to improve his /her student's level in writing is by providing them with different group work activities in the classroom that help them to enhance their writing process and to be more competent in this skill. In addition to that involve them in group helps them to interact and communicate in order to exchange ideas , share their opinions with each other , and by cooperating in groups ,they encourage them to produce an effective writing .

1- Statement of problem

It is noticeable that EFL students suffer from different issues in their writing which lead them to have a low grasp in the written expression and those problems that students encounter are; the lack of participation , produce a poor writings , a lack of vocabulary, punctuation , and so on .So that, for improving the level of EFL students and to give them a good opportunity in learning especially in the writing skill, it is necessary to develop more communication among students to enhance their writing in the classroom and that by involving them in groups to improve their writing. So that, we are going to investigate the effectiveness of group work on developing students' writing skill.

2- Aim of the study

The importance of this study is to relieve the problem by the application or adaptation of communicative activities which is the use of group work in the EFL classrooms, and to make students aware of their achievement in the writing process and to involve them in group work activities that help them to improve and develop their writing skill and to be effective writers in the future.

3- The significance of this study

Our study based on certain significant that are:

- Increase the participation and concentration of students in the groups in the classroom.
- Applying the group work in EFL classroom in order to increase students' production and achievement.
- Make students build interaction in the classroom.
- Increase opportunities for students to discuss and share ideas in groups for doing their tasks.

4-Problematic (Main Questions)

This study will answer the following questions:

1. How could EFL teachers develop students' writing skills?
- 2- Is group work consider as an effective communicative strategy in EFL classroom?
3. What are the effects of using group work in the EFL classes during the written expression?
4. Does group work really improve the writing performance of students?

5-Hypothesis (Expected Answers)

The present research is based on two hypotheses that shall be tested a verified.

1. We hypothesize that if the teachers and students use group work in effective way, they will have good results in the students' writing achievement.

6-Methodology

The researcher intends to use of descriptive approach in order to gather data, and that includes two main tools: The first one is an interview for teachers of written expression in the Department of English at Biskra University in order to investigate the use of group work activities in the writing process and how well it is an effective in developing students' writing skill .And the second one is classroom observation which focuses on the third year LMD students at English Department of Biskra University and how they deal with their activities when working in groups.

7-Structure of the Dissertation (The organization of the study)

The dissertation consists of three chapters which are:

-Chapter One: Deals with a Background of the Writing in Foreign Language Classroom: we start by giving the nature of the writing skill and its origin. Then, the importance of learning and teaching writing .Next, its relationship with other skills. Besides to that the stages for developing the process of writing .Moreover; the main approaches of teaching a foreign language writing. We sum up by mentioning the collaborative writing to relate the first chapter with the second one.

-Chapter Two: Is about the Implementation of Group Work in the Foreign Language Classroom: It investigates various definitions of group work, its types .Then, the basic

elements of using group work .Next, is the advantages and disadvantages of group work in the classroom .Furthermore; the teacher's role and student's role while applying group work in the classroom. Finally, teaching writing through group work.

-Chapter Three: Field Work: And it is divided into two instruments for gathering data for the research which are; a teachers' interview, its description, its analysis and results and the second one is classroom observation, its description, and its analysis and results.

Chapter One:

Background of the Writing Skill

Introduction

1.1. Nature of the Writing Skill

1.1.1. Definition of the Writing Skill

1.2. The Importance of Writing

1.3. Writing with other Skills

1.3.1. Writing and Speaking Skills

1.3.2. The relationship between Writing and Reading

1.4. Stages of Writing Development

1.4.1. The Planning Stage

1.4.2. The Drafting /Writing Stage

1.4.3. The Revising Stage

1.4.4. The Editing /Proofreading Stage

1.4.5. The Publishing Stage

1.5. Approaches to Teaching the Writing Skill

1.5.1. The Product Approach

1.5.2. The process Approach

1.5.3. The Genre Approach

1.5.4. The Creative Approach

1.5.5. The Cooperative Approach

1.6. Collaborative Writing

Conclusion

Chapter One: Background of Writing Skill

Introduction

In English learning classroom, the teacher's aim is to develop learners' four skills; the ability to listen and understand, to speak, to read and to write. Those four skills are considered as the core and the basics of learning a foreign language. Developing writing proficiency is the most challenging aspect which requires considerable efforts from learners to practice and to master writing well. Moreover; Encouraging learners to practice writing effectively makes them aware about what they write, also make them feel more comfortable and satisfied in their writing. In this chapter, we will present the nature of writing and its importance in teaching and learning language. Also, we will speak about writing and the connection between other skills. Then, we will present the stages that are behind the process of writing, in addition to that the main approaches of teaching foreign writing. In the end of this chapter, we will cast some light on teaching writing on collaborative or group way that give students a chance to work together that enables them to produce an efficient piece of writing.

1.1. The Nature of Writing

In the past human being was been focused more in the spoken form more than writing one because the main one in his growing .As Harmer (2004:3) stated *“long ago writing really started, it has remained for not of its history a minority occupation .This is in part because although all human beings grow up speaking their first language “*.In addition to that, Kroll (2003:16) claims that because of the importance of audiolingual approach writing had a lack attention especially in the mid 20thC. So the focus was on the spoken

language more than written one, because writing was considered as an orthographic representation of speech .For that the priority was given to the spoken one.

Consequently, dealing with language was focused more on the spoken of language and they neglected the written form .And they were used writing for such activities for instance; taking down dictation or transcribing a tape (Brookes &Grundy; 1998:1) .In this case writing was necessary to be taught, and spoken language as natural that a child had to acquire while writing is as something to be learned in a conscious way. (Harmer; 2000:3) So, writing because as process which has to be learned consciously. Also, writing considers as a means of communication which is needed in academic situations for instance; writing your home works, write dissertations, written exams in all modules, and so on.

1.1.1. Definition of the Writing Skill

Writing is one of the major skills for using language through which one can convey his thoughts, ideas, and feelings .Writing considers as a way of communicating that depend of system visual marks produced on certain kind of surface. (Crystal; 1995:257) .Writing is also a complex process of different operations and stages in order to develop it and to produce effective writing .Hedge (2000:124) states that:

It involves a number of activities : setting goals , generating ideas, organizing information , setting appropriate language ,making draft, ,reading and reviewing , then revising and editing .It involves a complex process which is neither easy nor spontaneous for many second language writers .

In addition to that, writing is considered as a cognitive activity which received a written message, and then you stored and when you need it you referred back, and you can control it .As Bell &Burnaby (1984, cited in Nunan; 1989:36) pointed out “*writing is an extremely*

complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously”.

1.2. The Importance of Writing

Broadly speaking, that there are two ways which the human beings used to communicate between each other; by speaking or by writing .Concerning writing, it has a crucial role because of the use in higher education such as; writing thesis, or in work place for instance; business letter because it considers as a significant way to express themselves in order to be able to communicate appropriately with professors, employers, and so on. Besides, writing includes many reasons to teach it for EFL learners which are; reinforcement, language development, learning style, and most importantly, writing as skill. Harmer (1998:79) illustrates those reasons to teaching writing in the following:

-Reinforcement: Some learners acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down.

-Language development: The mental activity learners go through, in order to construct proper written texts is all part of the ongoing learning experience.

-Learning style: For many learners, producing language in a slower way is something they appreciate .Writing provides time and ease for learners more than face to face communication does.

-Writing as a Skill: Learners need to know how to write essays , how to put written reports together and how the writing system operates (for example; in terms of conventions such as; punctuation , paragraph structure constructions) just as they need to know how to pronounce language appropriately .In addition to that, writing has a great role of communication in society .Hyland (2002:69) states that “*writing is one of the main ways*

that we create a coherent social reality through engaging with others both personally or professionally”

1.3. Writing with other Skills

1.3.1. Writing and Speaking

When we discuss about writing and speaking , we will depart rapidly the differences and similarities .Firstly ,there are many differences between speaking and writing whom Brookes &Grundy (1998:1-2) have showed that writing characterized by conscious of corrections it means that the reader returns back to your writing , also in writing you find text –types , whereas in speech you do not discover it .In addition that , writing- systems may differ from the spoken one in language communicating .Furthermore; Harmer(2004:6) stated “ *despite the fact that the differences between the two forms are often very marked*”. As Grabowski (1996, cited in Weigle; 2002:4) notes that:

Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction .Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one’s rights and duties ... the fact that writing is more standardized than speaking allows for higher degree of sanctions when people deviate from that standard.

Moreover; Hyland (2002:50) had distinguished between writing and speaking (speech) that writing is more subordinations and passives and it contains longer sentences .In addition to that ,writing is characterized by explicitness and it is more formal which structurally elaborated . However; speaking does not pay attention on spelling and punctuation and it relies on using gestures and paralanguage , in addition to that , it is more formal and it uses turn-taking . Besides, speech focuses on context which deals on shared knowledge and situation. Also, it is less planned and relies on feedback. (Hyland; 2002:69).

1.3.2. The Relationship between Writing and Reading

Writing and reading are two skills which seen to be separately because of that writing is a productive skill while reading is a receptive skill .However, they relate and complement each other reading really helps students to write well and became better writers and that by enriching their prior knowledge , information , and to have more vocabulary . Therefore; the good writer who needs both writing and reading abilities in order to achieve specific communicative objectives .So, according to Farrell(1977,cited in Flippo &Caverly; 2000:166) “*reading and writing affect how people communicate ,what they think is involved in communicating, and what they think as involved in thinking* “. Moreover; reading and writing have a great role in strengthen and urge the learning a language, and to be more evaluation as a literacy skills and to become as a factor in acquiring language abilities (Kroll; 2003:242). Consequently, writing and reading are two skills which need each other .As Krashen (1984, cited in Kroll; 2003:247) “*one is the argument that extensive reading directly improves writing abilities*”. As a result, reading and writing are interconnected skills, and this relation helps the writer for improving his writing effectively .As Celce –Murcia (2001:244-5) argues:

At the very least, readings provide models of what English language texts look like, and even if not used for the purpose of imitation, they provide input that helps students develop awareness of English language prose style.

Furthermore; the two skills complement and they are similar processes, in addition to that, both consist; generating ideas, planning, drafting, and revising and so on. As Tierney &Pearson (1983, cited in Flippo &Caverly; 2000:151) claimed that “*reading and writing involve similar , shared , linguistic ,and cognitive elements .As readers read and writers compose, both plan ,draft, align , revise, and monitor as they read and write.*” In addition

to that, the two skills have a correlation between each other. According to Stotsky (1983) in a survey about L1 correlational studies found that:

-There are correlations between reading achievement and writing ability. Better writers tend to be better readers.

- There are correlations between writing quality and reading experience as reported through questionnaires .Better writers read more than poorer writers.

-There seem to be correlations between reading ability and measures of syntactic complexity in writing .Better readers tend to produce more syntactically mature writing than poorer readers.

For that, it is true that writing is productive skill whereas reading is receptive skill, but they are two aspects of literacy, and in spite of their different characteristics, the two skills complement each other .In other words; the two skills are best learnt when not taught in isolation.

1.4. Stages of Writing Development

As have been said that writing is a learned skill through practice. Furthermore; learning writing as a process helps learners to use writing rather than just produce it that aims on helping learners to be conscious and aware of what they are working on. In other words; students need to follow a such different stages included in the writing process, it means that the learner should go through a series of steps in order to have a correct product in the end .For that; As Haughes (1989:75) stated that the appropriate way for knowing the ability of people in writing is to involve them in writing .For this reasons teachers have to encourage their students to practice writing a lot in order to develop it. Also , Starkey (2004:14) argued that learners take into consideration that an effective essay does not

appear in the first writing ,and the main aim of the writer is to know how to practice this task not to have a final or finished product .Besides to this a process approach consists 5 stages which are : planning , drafting , revising , editing , and publishing .

1.4.1. The Planning Stage: Planning is the most important step in the process of writing, where the writers to plan what they are going to write .According to Harmer (2004:4) “ *experienced writers plan what they are going to write .Before starting to write or type , they try and decide what it is they are going to say* “. In addition to that , Strauch (1998:11) before starting writing , writers have to plan what they are going to write and organize their ideas , there are some writers who prefer to organize them in their minds, but an effective way for a writers to organize their ideas on paper ,that means the writer tries to generate ideas and collects information about what he decides for his writing .In this stage the writer tries to prepare what he is going to write in advance .Furthermore; Brown (1988:7) added that writing involves preparation , that means what you do before you begin to write , who are your readers , determine your purpose , and the content of your writing .In addition to that Harmer(2004:4-5) stated that in planning that the writers have to focus on three main issues which are; the purpose of their writing , audience or readers , and the content structure of what you are writing . Besides to this, planning consists of pre-writing stage; it considers as sub-step in the planning.

The pre-writing used methods and techniques in the writing process, the most important techniques for generating ideas are: brainstorming, clustering, and free writing. First of all; Brainstorming, which means to mention all the ideas that related to your topic and list your ideas which come to your mind and you write them quickly (Oshima& Hogue; 1997:68) explained that brainstorming is to get your ideas and you write them quickly to save your time for the rest stages of the writing process. The following figure is exemplifying a brainstorming technique by Brookes &Grundy (1998:100)

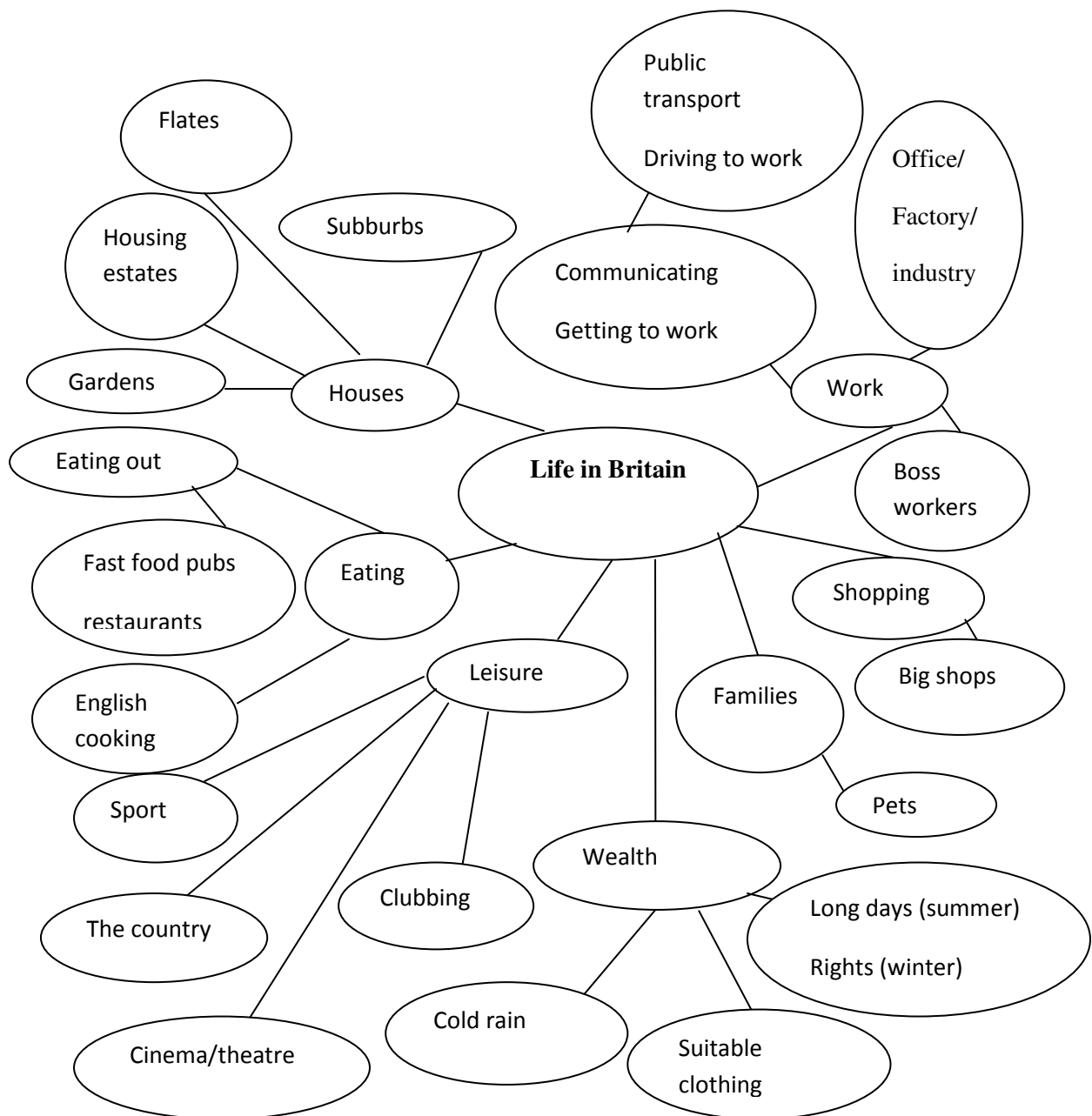


Figure 01: An example for brainstorming technique.

Secondly; Clustering is a pre-writing technique which is used by writers in order to collect ideas .When you cluster your information that you put your topic into a circle in the middle of the paper, then you try to gather ideas and you put them in smaller circles which related to the first circle, and may those ideas are in small circles they produce another ideas, and so on. (Oshima &Hogue; 1997:48) .Also, they represented the following model of the clustering technique:

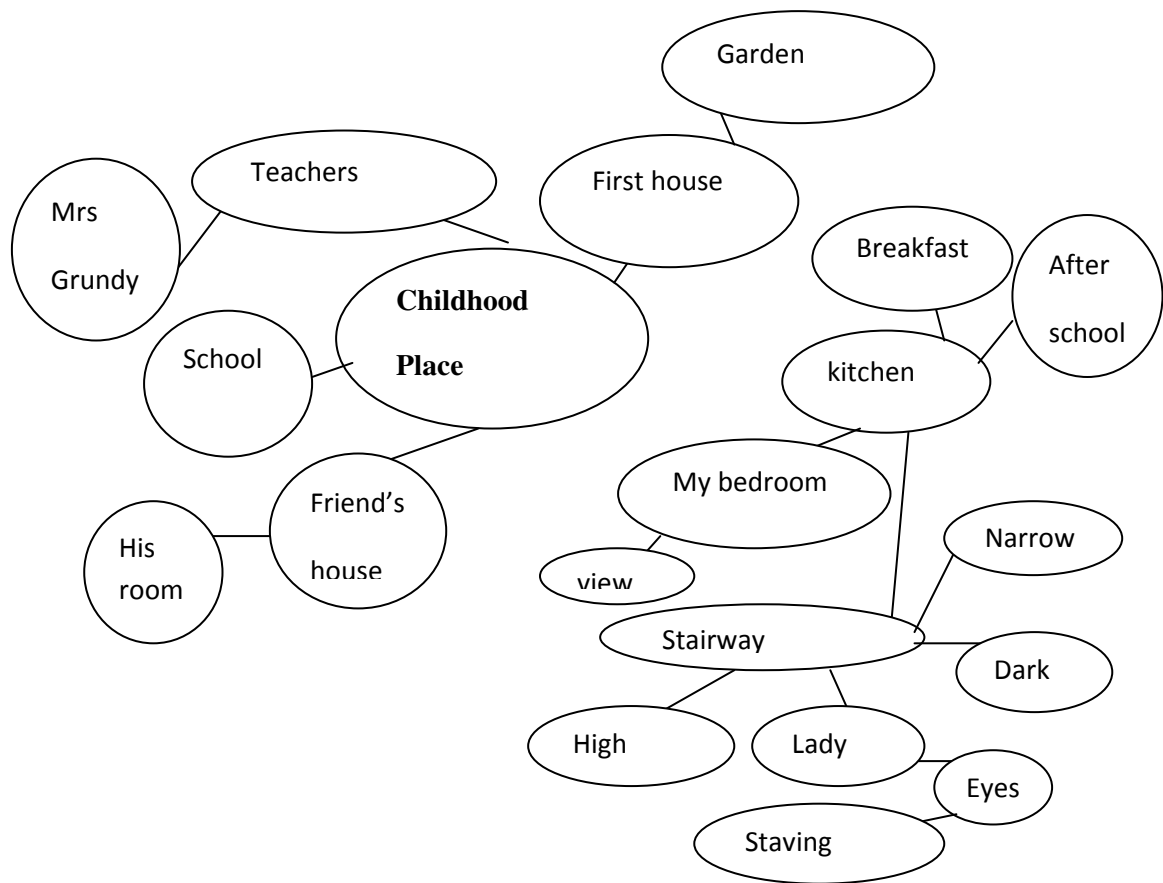


Figure 02: clustering topic: A place from my childhood

Third one, is Free writing is also called speed writing or quick writing that means you write as quickly as possible in order to gather information which focus on the content not on the form . (Hedge; 2005:66) .Moreover; free writing is to write what you have in your mind for a such topic without stopping and you do not care about errors or mistakes that you make it. Williams (2003:109) defines it as:

This technique involves non-stop for 5, 10, 15 minutes. During this period, students keep generating words, even if they can not think of anything meaningful to say. The rational is that, eventually, they will produce ideas that they can develop into an effective paper.

1.4.2. The Drafting /Writing Stage: it is the second stage in the writing process .As Strauch (1998:14) claimed that drafting is to start writing which you concentrate on the content and organization of your piece of writing rather than on grammar .So writing the first draft is to take down your ideas on paper, and to organize them in a logical way, and

try to develop your topic with a meaningful details which support your topic. Besides, Brown & Hood (1989:14) said “*the drafting stage is where you really begin writing .The most important thing here is to get words onto paper .It is not the time to worry about spelling, grammar, punctuation, or the best wording*”.

Writing the first draft, it is the next stage for the writer to take step in his piece of writing .Also, learners try to jot down their ideas and information in order to be well ordered, and they have to bear in mind to develop the topic with efficient details regarding the readers and the purpose for writing.

1.4.3. The Revising Stage: When you want to revise your draft means that you will check or you will re-look at your writing again .As Brown & Hood (1989:20) defined revising that considers as one of the important stage for the process of writing that involves to check the clarity and appropriateness of the content and the purpose for the reader in specific writing situation .Besides to this, it consists of different strategies for instance ; arranging , changing , adding ,omitting some words , and so on .In addition to that ,Hedge (2000:306) states “ *additions , deletions ,and rearrangements can be made in order to improve the writing* “. Furthermore; Mather & Jaffer (1899:509) reported that when learners revise their draft they focus on the clarity of their messages and that by starting their ideas and information , in this stage you follow such strategies and it abbreviated (A.R.R.R) ; A:Adding , R:Rearranging ,R:Removing , R:Replacing .

So that, revising stage is to pay attention on improving the content of your writing and if it is clear for the reader.

1.4.4. The Editing /Proofreading Stage:

The writer focuses more on checking grammar, spelling, punctuation, in order to improve his draft, this stage considers as a final check that the writer makes it .Also

Mather & Jaffer (1899:507) stated that the editing step the writers proofread and correct errors and worry about punctuation, capitalization, spelling, and the use of them. Furthermore; Strauch (1998:17) has defined “*proofreading means looking for errors. Editing means correcting the errors (Some people use these two terms interchangeably)*”. Consequently; when discussing about editing/proofreading, the writer has to take into consideration correcting his spelling, punctuation, and grammar of his draft.

1.4.5. The Publishing Stage:

It is the last stage in the writing process. In this stage the writer produces the final draft for represent it to his audience. As Harmer (2004:5) claims that this stage is where the writer generally is ready for share what he writes with his readers. Moreover; the students should bear in mind that when they finished their piece of writing, they try to involve their readers on what they write such; classmates, parents, and friends.

1.5. Approaches to Teaching the Writing Skill

A number of approaches have emerged to develop and enhance practice in writing skill, even in the classroom or outside it. And each one of these approaches brings its goals, methods, techniques, and so on for studying the second language writing and that depending on the objectives of what we want our learners to do; if we want them to concentrate more on the production of writing or its process, or whether to encourage them to write creatively in a cooperative or individual way.

1.5.1. The Product Approach

In this approach, the students focus on the imitation and duplication of the teacher’s model. Also in the product approach the students have to pay attention of well produced composition and that by emphasize of correct grammar, appropriate vocabulary, well

organized , and the use of cohesive devices .In addition to the use of vocabulary ,correct grammar, and without forgetting ;spelling ,punctuation, and content ,and organization. (Brown; 1988:320). Besides; Nunan (1989:36) claimed “*the product approach to writing focuses on the end result of the act of composition ... that the end product is readable, grammatically correct and obeys discourse conventions relating to main points. Supporting details and so on*». Hence , the teacher role to produce a text for his students and they try to imitate this model , then the teacher responses to writing in this approach is by correcting ,identifying the problem, and adjusting it ,and that by bear in mind the student’s control of the language system. Moreover ; the product approach is given attention how well the writers knows the structure of the language , also writing is an imitation of the teacher’s texts that he has produced .As supported to that point , Badger &White(2000:7) regard the product approach:

[...] product- based approaches see writing as mainly concerned with knowledge about the structure of the language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.

1.5.2. The Process Approach

The process approach has emerged at the end of 1960 as a reaction to the product approach , which focuses more on the way of writing rather than the final product ,it means that the foundation in the teaching writing as it stresses writing as process and de-emphasizes it as product .And this approach includes four main stages :pre-writing , composing /drafting , revising , and editing . (Terrible;1996:39) .In other words; this approach helps the writer to focus more on these stages , and the other most used techniques which are setting goals, generating ideas , organizing your information , choosing an appropriate language ,drafting ,revising ,and writing (polishing it). So, this

approach shifts the fundamentals of teaching writing from the product to the process approach with more fluency, and expression .According to Oshima& Hogue (1999:3) claim that:

It important to note that writing is a process not a “product”. This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class, is never complete that is, it is always possible to review and revise and review and revise again.

The following figure shows the steps which the writer has to follow it to produce a text:

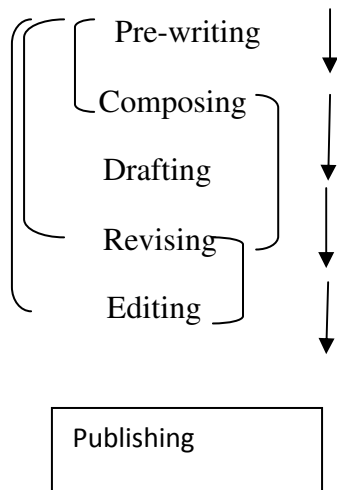


Figure 03: the Process Approach (Adapted from Terrible; 1996:39)

In addition to that this wheel represents directions or stages of the writing process

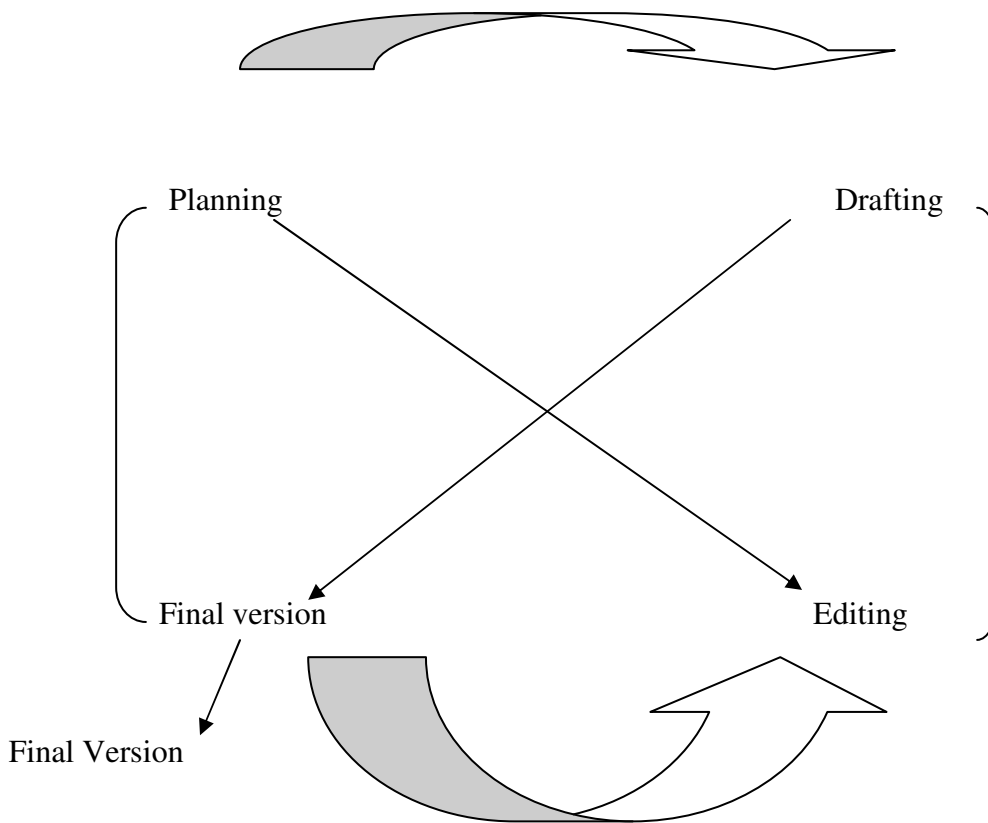


Figure 04: The process wheel of the process approach (Adapted from Harmer; 2004:06)

So that the process writing is an efficient approach in language teaching and the process approach plays a crucial role on the writing process which focuses on the fluency rather than accuracy .This table provides a comparison between these two approaches:

Product Approach	Process Approach
<p>This is a traditional approach, in which students focus on the study of model text. Accuracy is given priority and conventions are taken from the mode. The following stages have been identified:</p> <p>1.Texts are read and features of the genre</p>	<p>This is the new trend of teaching writing , which concern is given to fluency .It is mainly based on the identification of the steps a writer goes through when engaging in the act of writing .He has to be conscious of them so that he can gain</p>

<p>are analyzed. For instance; if studying a business letter, students should focus on the terminology and grammar constructions specific to this type of letter.</p> <p>2. This requires a controlled practice of the underlined features which usually done in isolation .So, if students are studying a formal letter, they may be asked to make formal requests in which they practice the ‘I would be grateful if you would ...’ structure.</p> <p>3. Organization of ideas .This stage is very important .Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as equally important as the control of language.</p> <p>4. At the end of the learning process , students have a variety of writing tasks. They choose one and individually they use the skills , structures , and vocabulary they have learnt to produce the text; to show what they can do as fluent and competent users of language.</p>	<p>control of them. These steps are:</p> <ol style="list-style-type: none"> 1. Generating ideas by brainstorming and discussion .It are students who carry out this task. Thus, the role of the teacher in this approach is restricted to provide only language support if required so as not inhibiting students in the production of ideas . 2. Students extend ideas and assess their quality and usefulness. 3. Then, they organize the ideas using different forms like maps, spider diagrams and others .This phase is crucial as it helps students establish the chronological order of ideas and hence, they find it easy to structure their texts. 4. After establishing the hierarchical relationship of ideas, students move to write the first draft .This is usually done in class and often in pairs. 5. Students exchange and read each other’s drafts .By responding as readers , students become aware of the fact that a writer is producing something to be read , and this can improve their own drafts.
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	<p>6. Drafts are returned and improvements are made on the basis of peer feedback .</p> <p>7. A final draft is written.</p> <p>8. Students once again exchange and read each other 's work and perhaps this time write a response or reply.</p>
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Table 01: Comparison between the product and the process approaches (Adapted from Nemouchi, 2008)

1.5.3. The Genre Approach

The genre approach to teaching writing appeared in the 1980s which focused on the social function, as Terrible (1996:37) pointed that:

In this approach, writing is seen as an essentially social activity in which texts are written to do things, the assumption being that if the reader can not recognize the purpose of a text, communication will not be successful.

Furthermore; the aims of this approach is to increase students' awareness about various factors such as; information about the topic , the style of the genre , and the content of your writing .According to Harmer (2001:258)" *In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing* ".

So, the students use different genres in order to fulfill particular functions in addition to achieve specific objectives on a social context .In other words ; when students are going to write a text , firstly they should study the genre of this text and to look for different models, for instance ; when you are going to produce a narrative text , it is preferable to

look at particular examples of such narrative texts , and then you start to produce your own writing .Moreover ; it focuses on context and audience, Hyland (2004:5) states that :

The concept of genre enables teachers to look beyond content, composing processes, and textual forms to see writing as an attempt to communicate with readers, to better understand the ways that language patterns are used to accomplish coherent purposeful prose.

In addition to that, use different genres of texts are created and distinguished writer's purpose, audience, and message of his piece of writing. (Hyland; 2004:12). Although the genre approach is especially appropriate for students of ESP because it is useful for students in general English and it helps them to compose texts that are meaningful, well-structured, and understood by readers .That is why it has been called: English Academic Purposes or English for Specific Purposes.

1.5.4. The Creative Approach

Writing creatively means to allow learners to write beginning from their own experience and this approach focuses on imaginative tasks for instance; writing poetry, stories, and plays, in other words that writing is represented their own views and experiences as well as their self-awareness .According to Ur (1996:169) "*most people feel pride in their work and want it to be read*". In order to promote the product pride you need to provide an appropriate reader , audience .A part from a teachers you can use friends , parents , and include class magazines even websites. And the main aim behind this is to give the students a chance to practice a language and make them show their abilities to use the language in such way that to be appropriate for their own needs, and wants.

1.5.5. The Cooperative Approach

Writing cooperatively can be greatly motivated for students because involves not only writing but research, dissertation, peer evaluation, and work in group, pride in group accomplishment .So, it is great benefit that can be achieved from writing as a cooperative activity, and the group's research is broader than individual's one because they work collaboratively to gather more information about what they write about Indeed, Brookes & Grundy (2001:12) claim that:

We often suggest that students should work in pairs or groups .There are two reasons for this .the first is to raise the students' awareness of the writing process by planning their work in the particularly conscious way that writing collaboratively involves. The second is to make writing a less lonely or secretive activity than it sometimes appears to be.

1.6. Collaborative Writing

Writing collaboratively gives positive outcomes because it helps the students share knowledge and learn from each other , in addition to that , they can do different activities in groups for instance; they can discuss about how to write their draft , or they can brainstorm their topic together and it is a way where students participate more and to give students a chance to contribute and collect information together .All of that lead to lowering anxiety .As Crandall(cited in Arnold ;1999:233) "*In cooperative classrooms , students learn to rely on each other and also have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class*". It means that, all members have to contribute in improving their learning and others' understanding when using groups to produce an effective piece of writing. Also, Harmer (2004:73) argues that:

Successful collaborative writing allows students to learn from each other .It gives each member of the collaborative access to others' minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating and in the end, although the collaborators may have to share whatever glory is going (rather than keep it for themselves in individually).

So it is a successful way for learners to work together in the writing, because it gives a power for a group member to work and discuss about their ideas in order to produce something new and present a good writing.

Conclusion

As a conclusion to this chapter, that writing is not a simple skill; it needs attention and knowledge from both teachers and learners .Also teaching writing is gaining crucial importance in language instruction since it is a basic skill that foreign language learners should master together with such skills, and it also considers as a system of communication. This chapter clarifies the nature of writing and its origin .Furthermore; its relation with other skills, and what are the stages which help the students to develop their writing .Besides to that the various approaches that enhance their writing in order to be effective .Finally, dealing with writing in a collaborative way which encourage students to work in groups for improve and to motivate them to be proficient writers.

Chapter Two:

Implementing Group Work on the Writing Skill

Introduction

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Conclusion

Chapter Two: Implementing Group Work on the Writing Skill

Introduction

The main principle for EFL/ESL teachers is to enable learners to acquire language in an interactional environment in order to facilitate learning and foster the acquisition process for them. Also the interaction and engagement in groups can raise their learning and have better language development, in addition to that to ameliorate their academic achievement. So that, involving students work in groups considers as an effective teaching and learning for both teachers and learners that provides opportunities to improve the acquisition of the foreign language , and students performance in EFL classrooms .Besides to that , group work in EFL classes helps students to work together in order to improve their writing skill and to produce an effective writing .In this chapter ; we are going to define firstly group work , and the different types of it .Then ,an overview for the elements that shapes using group work .Next ,we will discuss about the advantages and disadvantages that are behind improving learning language .In addition to that , both roles; teacher's role and student's role that increasing the opportunity for enhancing students writing in groups .We conclude this chapter by teaching writing skill through using group work

2.1. Group Work Definition

Learning in groups is known as cooperative or collaborative learning and it has been shown that students who get actively involved in what they are studying for learning more than those who are passive , and group work is considered as an important factor to improve learners' communication .As, Johnson ,and Johnson and Smith (1991:15) "*group work , in language class , is a co-operative activity ,during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pairs*". In other

hand; Woolfolk (2004:492) argues that “*Group work is the first step towards getting students to work cooperatively*». Furthermore; group work considers as a meaningful and useful activity since students’ main objective is on exchanging information and meaningful negotiation and that it is through interaction between each other , and it is so important on setting students to work in groups and working together is helpful way to fulfill shared goals .In addition to that ,in group work is effectively for students to listen to each other’s thoughts, ideas , and opinions , also it gives them the opportunity to speak and interact between the members of group .As Richards &Lockhart(1996:152)said:

Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a non threatening situation and use them to complete different kinds of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.

So that , group work can play great role in developing higher level in language skills , and it improves the performance of different students especially weaker students and that when they grouped with higher achieving students , in addition to that it is appropriately in EFL classes to address various learning styles among students.

2.2. Types of Group Work

Involving students working in groups gives the students a chance to work cooperatively and help each other .Moreover; group work has three types which are: Informal learning groups, Formal learning, and Base groups.

2.2.1. Informal Learning Groups

According to Johanson et al(1998b,citedin Gillies et al;2008:29) stated that “*it consists of having students work together to achieve a joint learning goal in temporary, ad-hoc*

groups that last from a few minutes to one class period “. It means that students form randomly in order to achieve particular goal , and it is useful specially during a lecture. Informal learning groups used for such purposes ; to make students concentrate on the material they are learned , put the class in appropriate way for learning , helps for make some expectation about what will going to study , and to make sure that students practice what they taught in the classroom , and summarize the prior knowledge in order to facilitate the next session , and to provide a closure to instructional lecture .(Gillies et al;2008:29) .On the other hand ,informal learning groups make students to be more active that encourage them to discuss before and after the lecture .As Johnson and Johnson (1999:30)” *Informal cooperative learning groups are often organized so that students engage in three –to-five minute focused discussions before and after a lecture and two-to-three minute turn to your partner discussions interspersed throughout a lecture*”. So that, informal learning groups considered as practical way since the groups can be organized and formed at any time that needed in order to know the students’ understanding of the lesson and also to give the students opportunities to practice more.

2.2.2. Formal Learning Groups

This type ,students work in groups or pairs for shared goals .As Johnson et al (1998a,b cited in Gillies et al; 2008:25) pointed out “*Students working together , for one class period to several weeks ,to achieve shared learning goals and complete jointly specific tasks and assignments* “.And that by for instance; writing report or survey , read a story , a book ,and so on .In other words ,the learners’ groups are worked cooperatively in order to achieve positive outcomes and to take whole responsibility for their work. As Harmer (2005:21) states “*decisions are cooperatively arrived at, responsibilities are shared* “.For that, the main purpose is to help students to create an effective position to work and gain

experience for improve their skills, and to have good writing and to create an appropriate writing production.

2.2.3. Base Groups

Base groups mean last for long- term which keep the same members of group .As Johnson et al (1998a, cited in Gillies et al; 2008:31)” *Base groups are long –term heterogeneous cooperative learning groups with stable membership*”. In addition to that, Gillies et al (2008:31) sets such responsibilities which are:

- a- To ensure all members are making good academic progress (positive interdependence)
- b- Hold each other accountable for striving to learn (i.e., individual accountability)
- c- And provide each other with support, encouragement, and assistance in completing assignments (i.e., promotive interaction).

Besides, this type gives students opportunity to interact and help each other and support each other in order to achieve academic objectives and to present the attendance of the students .Moreover; when students cooperate to do their tasks and each participant takes his /her role, he/she will have the chance to contribute in the group and produce something effective and complete.

2.3. Basic Elements of Group Work

There are several elements that help group work to be improved and to make students achieve their learning a language which are: Positive interdependence, Face to face interaction, Individual accountability, Development of small group, Group processing.

2.3.1. Positive Interdependence

It is an important concept that students try to play their roles in order to achieve their group goals. As Good & Brophy (2008:191) stated that positive interdependence means all of these traits: 'goal interdependence', 'task interdependence', 'resource interdependence', 'role interdependence', and 'reward interdependence'. In addition it makes students feel that what is good for one member of a group is good for all and vice versa, it means that if the group succeeds or fails is related for all the members of the group. In other words; if any team member fails to do their part, everyone suffers the same consequences, and the success of each is tied to the success of all the group. According to Richards & Rodgers (2001:196) claim that "*Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all*". So that, students need to access to activities that they learn from each other as they ask for help and cooperate with each other.

Moreover; Gillies et al (2008:21) add a various ways for establishing positive interdependence in a group work and make it cooperated:

- 1- Positive goal interdependence: learners may have higher achievement and produce positive outcomes if they attain their goal and work in group.
- 2- Positive reward interdependence: in the group all members are rewarded in equal way because they reached a same goal, while individuals attain higher achievement when they work to obtain a reward or to avoid losing it.
- 3- Positive resource interdependence: it means that group participants are given as one part of the resource, for that they have to join together in order to reach their shared goal aims.

- 4- Positive role interdependence: group members had complementary roles which needed to complete a particular task.
- 5- Positive task interdependence: this way involves dividing the work among group members, which makes individual completes his /her role or responsibility to let the floor for the next member to do his /her responsibility in an appropriate way.
- 6- Positive identity interdependence: it involves for individuals to define themselves with a group name, and to share a common contribution with a team.

In other words; Jolliffe (2007:3) states that *“Pupils are required to work in way so that each group members needs the others to complete the task”*. It means that positive interdependence is working in collaborative way, in other words; one for all and all for one.

2.3.2. Face to Face Interaction

Another element of group is the emphasis of interaction how it is important for teachers and students. Crandall (1987, cited in Arnold; 1999:227) *“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”*. So, it is needed for students to be active in learning a language and that by for instance; explaining, arguing, elaborating, and linking the new learning material to previous knowledge or what had been learned before .So that, this element encourages students to transmit information to the other group members, solve their problems, and checking their information all that is by interacting to each others. So, interaction appears to encourage and facilitate each one’s efforts to achieve the group’s goals. (Gillies et al; 2008:23)

2.3.3. Individual Accountability

Students are held individually accountable to do their share of the work, Gillies et al (2008:22-23) state that:

Individual accountability exists when the performance of each individual member is assessed, the results are given back to the individual and the group to compare against a standard of performance and the member is held responsible by group mates for contributing his or her fair share to be group's success.

It is also means each one of the group has to be responsible of his /her personal performance and this element is result from positive interdependence .Archer-Kath et al (1994, cited in Gillies et al ;2008:23) found that “*Increasing individual accountability perceived interdependence among group members may also be increased* “ .Moreover ; each member of the group is responsible for completing of the task and work together in order to share their work .As Ellis (2003:271) states that “ *Each student needs to be made accountable for his/her own contribution to the completion of the task*”. So that, the mission of the group is that each member is responsible to learn and help the rest to learn also. Individual accountability is helpful element which evaluates the quality and quantity of each one of the group and its contributions in addition to the results to the group individual. (Johnson, Johnson, and Smith; 1998:1)

2.3.4. Development of Small Group Social Interaction

Working in small groups needs a crucial key which is social skills for the development and the powerful of cooperative group. Furthermore; social skills are efficient for developing and enhancing students' cooperation and interaction, and it is a way for the members of group to give them the opportunity to talk, communicate, and increase trust, and build respect among each other. Arnold (1999:3) stated “*Skills in negotiating (clarifying, seeking clarification , checking for comprehension , problem for more*

information) as well interaction skills in turn taking ,listing ,encouraging , helping , disagreeing “. Consequently, the more social skills are, the more students are to be motivated and increase the participation and participant’s achievement among the group members. (Gillies et al; 2008:25). Social skills are significant and these skills are useful for students to learn them and also are positive to create interaction between the members of the group.

2.3.5. Group Processing

Group processing exists when group members discuss well they are achieving their goals and maintaining effective working relationships. In addition to that, group processing defines by Gillies et al (2008:24):

As reflecting on a group session to (a)describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change .The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the joint efforts to achieve the group’s goals.

Moreover; students reflect and influence between each other and to develop the cooperation Crandall (1987, cited in Arnold; 1999:128) stated that “*Learners also need to reflect upon their group experience, noting how group members interacted doing that task*”.

Besides; group processing requires members of group working together and the way they could improve their work and to be successful and efficient completion of their task. In other words; the aim of this concept is to develop the cooperation and to facilitate and enhance learning a language and contributes the collaborative efforts. So that, group processing involves members reflecting on the group’s work and to clarify and improve

efforts to achieve group goals and maintain effective working relationships, it also focuses on positive behaviours and actions rather than on negative ones.

Generally, these five elements are characterizing the group work (GW) that each element has an effective role and is interdependent for other one.

2.4. Advantages of Group Work

A number of studies have showed the advantages of using group work and how it is powerful in EFL classes and it has a positive contribution in improving students' achievement and productivity. In addition to that, it gives the students an opportunity for communication .These advantages are associated with academic achievement, sociological dimension, and psychological dimension.

2.4.1. Academic Achievement

When students work collaboratively, they may have many chances to develop and enhance their academic language and that through various cooperative activities. According to Kessler (1992, cited in Arnold; 1999) cooperative group activities have a sequence to the development of both social and academic language. In addition, when students cooperate and work together for example; to organize, to plan, solve their problems, and to make decision. Johnson &Johnson (1990:121) asserted that:

In a cooperative learning situation, student goal achievements are positively correlated, students perceive that they can reach learning goals if and only if the other students in the learning group also reach their goals. Thus, students seek outcomes that are beneficial to all those with whom they are cooperatively limited.

2.4.2. Sociological Dimension

Working together has positive social affect in teaching language .Williams (2003:139) argues that teachers who:

believe that their job is to prepare young people for successful lives in a functioning society have little difficulty recognizing that cooperation and collaboration have social and educational benefits that make work groups an important part of the classroom experience.

So that, students raise interaction among them and that by working cooperatively between each other and between the teachers. As Woolfolk (2004:41-42) emphasizes that *“In order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems “*. Besides, she states that *“communicating with others makes students use, test, and sometimes change their thinking abilities “*. Consequently, students who work in groups and pairs have a great opportunity since they help each other, interact and exchange information and this collaboration between members of group is useful and meaningful more than when individuals just interact with a teacher because they do not express all their ideas to the teacher but when they join to groups the interaction between the members is better and successful to negotiate and discuss in groups.

2.4.3. Psychological Dimension

Another advantage is related to psychological one .Brown (2000:145) states that *“No successful cognitive or affective activity can be carried out some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity”*. In other words; doing *activities* in groups in a cooperative way has a numerous of *benefits* such as; higher degree of self-esteem, it increases confidence, decreasing in anxiety, and the learners have strong motivation.

2.4.3.1. Increasing self-esteem and self-confidence

Involving students to work in groups has a positive affects that makes students have a high self-esteem because when they work in group is not a same when they work alone. According to Woolffolk (2004:71) that self-esteem has a positive reaction that aid you to judge yourself .In fact students who have a high academic achievement is because of they characterize by high self-esteem .Myers (1999:22) stated that “*Children with high self-esteem tend also to have high academic achievement* “. Besides, students with high self-esteem have a chance to develop a sense of participation and support each other, and it has positive influence on students .Moreover; students who have a self-confidence on themselves have a great impact on improving and developing their writing, as Neman (1995:5) stated that an effective writing needs two elements; knowledge of your writing, and to have self-confidence to examine it. Consequently, cooperative with each leads you to have higher self-confidence and higher self-esteem.

2.4.3.2. Motivation

Working in groups motivates students to engage in the learning a language and to be willing about their learning skills, also to make contribution for a group .Dörnyei (2001:101) claims that that “*Cooperation is also motivating because the knowledge that one’s unique contribution is required for the group to succeed increases one’s efforts* “. Students with an increasing motivation have a great influence on students’ contribution and in the group itself.

2.4.3.3. Decreasing anxiety

The fear of failure considers one of the most factors that face students and it hinders students’ success, also it makes them stressful .On the contrary, in cooperative environments it is possible for students who working on groups have the opportunity to

reduce their anxiety on learning a language and that by the need for participation and involving on the class tasks and to contribute in the discussion that happen in the classroom. Also Dörnyei comments in this point that cooperation is regarded as one essential factor in reducing anxiety, he points that” *Cooperation situations generally have a positive emotional tone , which means that they generate less anxiety and stress than other learning formats*”. (2001:101)

2.5. Disadvantages of Group Work

Although, there are a number of advantages and benefits that are behind the use of group work. However, still there are some disadvantages of group work for instance; some students may not like the people they are grouped or paired with. (Harmer; 2005:21). It means that there are some learners who do not prefer to collaborate with others , and all the learners like group work or feel at ease on the groups .In addition to that , there are some students who seem to be passive and they rely on the other active students .As Salvin (1995:19) stated that “*If not properly constructed , cooperative learning methods can allow for the "free rider " effect , in which some group members do all or most of the work while aggressive students go along for most of the ride “* .

Moreover; the overcrowded classes which the EFL classes face it considers one of the disadvantages of group work (GW) because it makes the class very noisy, and the teacher takes a longer to organize it ,also for such students ; they feel comfortable when they write or do their tasks alone .

2.6. The Role of Teacher

The teacher has a crucial role when he/she comes to prepare students for group activity Harel (1992:169) defined the teacher’s role in the classroom as follows:

During this time the teacher interacts , teaches, refocuses , questions , clarifies , supported , expands, celebrates, and empathizes .Depending on what problems evolve ,the following supportive behaviours are utilized .Facilitators are giving feedback , redirecting the group with questions , encouraging the group to solve its problems , extending activity , encouraging thinking conflict, observing student and supplying resources.

Furthermore; the teacher can perform as a group member, it means that he /she sits with them and discuss about the task (Ellis; 2003:271). Also, the teacher has an essential role in helping group members do their task and play their functions in well way. As Edge (1993:70) pointed out that his/her role is not to lose control in using pair or group work, but he/she is to examine the control when uses pair and group. Also, the teacher has to create a comfortable and interaction atmosphere in the EFL classes and to be helpful for students to communicate between each other and exchange ideas that relate to their topic in order to produce and participate in effective way .Rivers (1983, cited in Choudhury; 2005:78) claims that:

Real interaction in a classroom requires the teacher to step out of the line light, to cede a full role to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate.

Moreover; Richards &Rodgers (2001:199) shows the teacher's role in adopting group work instruction in the classroom for teaching (tg) and learning (lg) a language:

The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials and time.

Another role for the teacher is encouraging them to participate in their activities and help them by purpose for them suggestions about how doing their task (Sárosday et al; 2006:27). Consequently, teachers in EFL classes have a special role in forming students in pairs and groups and how to organize them in groups and how doing their activities, and he/she considers as an essential factor that motivates, help the learners to interact to exchange information, and encourages them to share their tasks between them and that by gives them such positive ways for instance; suggestions, advices, praises, and rewards and so on.

2.6. The role of Student

In a very real sense, learners have to participate in different classroom activities that proposed by the teacher. They have to have a strong self-confidence when they interact with other group members and to communicate on the group. So, group work involves students to communicate in pairs and groups in order to develop their learning (Richards & Rodgers; 2001:174). It considers as one of the important techniques that encourages students to learn from each other, and it enables each member takes his/her role in the group activities. In other words; the first role for learner is that he/she belongs to a such group and he or she has to collaborate in the group activities , also learners perform a various roles in groups such as; directions, planners, monitors, evaluators for their own learning , for that learning needs students being actives, participants.(Richards & Rodgers;2001:199).

In other words; group members have to motivate, help, and encourage their friends'. In addition, they have to share information and resources among them, respect each other's opinions, ideas. Also, listen to each other in order to ameliorate and to improve their results. Moreover; students have to pay attention to the teacher's instructions because it

helps them to produce something effective in the end. The following table shows different roles of students that can characterize by it:

Role	Description
-Encourager	-Encourages reluctant or shy students to participate
-Praisers / Cheerleader	-Shows appreciation of other's contribution and recognizes accomplishment.
-Gate Keeper	-Equalizes participation and makes sure how one dominates.
-Coach	-Helps with the academic content, explains concepts.
-Question Commander	-Makes sure all students' questions are asked and answered.
-Taskmaster	-Keeps the group on task.
-Recorder	-Writes down ideas, decisions and plans.
-Reflector	-Keeps group aware of progress (or lack of progress).
-Quiet captain	-Monitors noise level.
-Materials monitor	-Picks up and returns materials.

Table02: Possible Students ‘Role in Cooperative Learning Groups. (Kagan, 1994 inWoolfolk; 2004:496)

2.8. Teaching Writing Using Group Work

Using group work in teaching writing considers as a beneficial technique that students of the group may discuss and share their ideas in order to produce something appropriate. In addition to that, students who are working in groups engage in different writing activities such as; brainstorm together, discuss between each other for choosing the appropriate vocabulary or words, and are the significant ways that helps you to write the first draft, also to revise and edit their drafts with each other. As Harmer (2001:260) Writing in groups is beneficial in teaching writing especially in the process and genre approaches, such as; reviewing and evaluating .He also states that writing in groups can be motivate students in their writing, and it is not only writing, but involves research, discussion, peer evaluation and group pleasure in group accomplishment, and writing in group makes them learn more, and help them to enhance their writing .Therefore; Clarck et al (2003:85) states that:

The most useful method of helping students generate ideas for a writing assignment is to have them discuss the topic in pairs, small groups, or with the whole class .Sharing ideas with enabled students of all levels to engage with a topic, fostering insight that will stimulate the imagination.

Moreover; working in groups on the writing process creates cooperative interaction among students and makes them practice in different activities of the writing process for example ; planning writing the first draft , editing , revising , publishing .Besides ; brainstorming , clustering , and exchanging ideas, and so on . So that ,writing in groups encourages learners to develop their writing and it helps them to pay attention on the different aspects of the writing skill or process and to make students aware about written

communication is generate and how to improve it , to explore more about how it is an effective way to involve students in group for produce efficient writing .

Conclusion

To conclude, group work (G W) is a beneficial method that is used by teachers to develop students' in learning a language in general and writing in particular .Furthermore; how students learn jointly for achieving specific goals, and to enable passive learners to involve in groups and to interact with other members to be more active participants. Moreover; it tends to promote productivity and to have opportunities for interacting and communicating in the classroom .In addition to that, through group work students can develop and promote their writing skill, and to make students aware about their production .So, applying group work in the EFL classes helps students to improve their writing and to encourage them to work cooperatively in order to increase students' achievements in learning a language and to develop their writing. This chapter explores different points. Firstly, the definition of group work and its types. Secondly, the basic elements of group work which facilitate and aid students achieve various purposes. Besides to that the advantages of group work which have a great benefits on the learners such as; academic achievement, promoting interaction on the classroom, raise students' self-esteem and self-confidence in learning language increase their motivation, and reducing students' anxiety. Although the disadvantages of group work .Furthermore; the teacher's role and student's role in applying group work in the classroom .Lastly, teaching writing using group work. For that . Students working in groups can help them to become more responsible and confident and it is suitable for learners to develop and it has positive contribution for facilitating learning writing skill.

Chapter Three: Field Work

Introduction

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Chapter Three: Field Work

Introduction

In the previous two theoretical chapters, we have presented a literature review about the importance of using group work as a technique to enhance students' writing skill in the EFL classes .For that to determine this work, we look for something practical for investigating the use of group work .This chapter divided into main instruments .Firstly; An interview for teachers which distributed in order to obtain data for the research. Secondly; A classroom observation is done to observe the students' progression during making or involving in groups in the classroom .The objective of this study is to gain deeper understanding and to see its effects in learning and teaching writing skill.

3.1. Population and Sample

The whole population of the study consists of Third year LMD students English as a Foreign Language (EFL) at Department of English at the University of Biskra during the academic year 2014-2015 , and is composed of all written expression teachers at the same department .Moreover; the number of the students' population is three hundred and seventy two (372) and they divided into ten (10) groups , and the teachers' population is sixteen(16) teachers .Although students are characterized that they are differing in many factors such as; socio –economic background , different specialties in previous studies in the secondary schools , and also in the geographical regions in Algeria or outside Algeria. Besides to that, not all of them have a same gender , it means that there are male and female students ,their level of knowledge ,personality , and so on .The teachers are varying according to their degrees , and years of work experience at department of English at University of Biskra.

The sample population as mentioned above consists of one group which is randomly selected for the classroom observation. And five (05) teachers of the written expression whom we are selected them randomly for the teacher's interview in order to gather sufficient information for the research and to have more credible for our work.

3.2. Means of Research

This study aims to find out and understand the impact of using group work in the EFL classes in order to improve and develop students' writing skill. Thus, we have choose the descriptive method to affirm our hypotheses .The first tool for this research which represent this method is an interview for teachers in order to collect and gather data for our research , and to know how it is an effective technique is group work that is used by teachers in EFL classrooms .And the second tool is classroom observation that is implemented to observe how well the group work is more cooperatively and helpful to be efficient for students solve their writing activities together that lead them to enhance their writing skill.

3.2.1. Teachers' Interview

3.2.1.1. Description of Teachers' Interview

This interview is given to the teachers of the written expression in the department of English at the University of Biskra for the purpose to know their opinions about incorporate group work in teaching (tg) this module, and to know also their impression when they use this technique .The teachers' interview consists of five (05) questions .the first question is a closed question ; the answer of this question is by "Yes" or "No" that the teachers are asked if G W increases the performance of students in the written expression or not. The second question is a closed-opened question ;to know that if it an effective way

for both teacher and students for improve the level of students writing , and give their justifications of their answers that was by (“Yes” /”No”). The third one is an opened question, it seeks clarify about the advantages and disadvantages behind using group work as a technique in the written expression classes .Then , the fourth question is a closed question ,and its answer by “Yes” or “No” in order to examine if this technique considers as a good one that encourages students to write better and to make them aware of what they write , and if it increases the participation among students .Lastly, is an opened-question that investigates the teachers to give a suggestions to develop students’ writing through group work .

3.2.1.2. Analysis of Teachers’ Interview

The analysis of this interview is analyzed as follows:

The Questions:

Q1: Does group work increase the performance of students the written expression?

-All teachers answered by “Yes” .However; even if the question was closed but they justified their answers as the following:

T1is pointed out that it is really that group work increases the performance of students in the written expression because it considers as a very good and effective technique. Moreover; **T2** stated that because it is a helpful strategy for students to do their tasks in written expression in a smooth way. Next, **T3** answered that because through this technique students can share and exchange ideas, also they can cooperate to generate ideas and organize them in the best way, besides it gives them the opportunity for participation while editing their work together .Furthermore; **T4** said that it gives the opportunity for learner to practice peer-correction and it helps them to overcome feelings such as;

inhibition and low self-esteem .The last one is **T5** who answered that it is good technique on certain extent.

Q2: Is it an effective way for students and teachers for improving the level of writing skill? Why?

-Four teachers answered by “Yes” with different justification, and just one teacher who answered the question that “Not totally an effective way “. According to **T1** replied that because it helps the learners to develop their writing especially at the level of post-writing stage (Peer revision can be beneficial) .In addition to **T3** stated that it is an effective because of students are more motivated to work in groups and it raises the students’ desire to achieve better which leads them to improve the level of writing .Besides , **T4** justified that it is a helpful especially in a large classes since it provides teachers to practice written tasks and give feedback. For **T5** commented that it is a technique which students with a weak level benefit from other good students .However; **T2**found that it is not always considers as an effective way because when students do their written activities, he noticed that some of students rely on other members of the group and do not take the group task in serious way.

Q3: In your point of view, what are the advantages and disadvantages of group work?

-The teachers proposed some advantages and disadvantages of GW which enhance the writing skill. In this question, there are two (02) teachers who set some advantages of group work and the other three (03), they gave advantages and disadvantages. **T1** claimed that it is a useful for both learners and teachers which used in certain stages and tasks. In other hands ; **T5**stated that working in groups helps students to improve their level and to have a high motivation .Although **T2** set some advantages which are ; there is cooperation among students , it is technique that students can practice in English classroom, and it

encourages them to be flexible that makes students closer to each other , and it reduces anxiety .However; there are also some disadvantages while using G W for example ; having different perspectives , varying attitudes , and there are incompetent students who rely on the other students. Moreover; **T3** listed that using GW has a high motivation among students, more cooperation and interaction, more peer-feedback, and more responsibility. But some students stay passive and do not involve themselves in the work, also the class becomes noisy .In addition to that, **T4** emphasized that G W increases the amount of participation of students, there is a greater chance of different opinions and varied contributions .However; it is noisy, some teachers can lose control over their classes during G W sometimes some students are passive whereas others may dominate, and it can take a longer to organize group.

Q4: Does G W encourage students to write better and make them aware of what they write, and increase participation and cooperation among students?

-The answers of this question are as follow; that the majority of teachers answered ”Yes”; four (04) teachers opted “Yes” and the fifth one answers by “It is not totally”.

So, those who stated “Yes”, they justified their answers that because of it is beneficial for tasks and assignments , has a sense of encouragement , awareness, motivates , them to participate and it cooperates at high rates , and students feel that are involved and responsible of the success of end-product , and while learners involve in groups , it increases students’ high self-esteem and self-confidence in the process writing that they will more aware for writing and makes them to be need collaboration to perform the writing skill in successful way such as (planning ,generating ideas , brainstorming, and so on.) .While for the fifth one , not totally because most students prefer to work individually.

Q5: As a teacher, what do you suggest to develop and enhance student's writing through group work?

-Each teacher gave each own suggestion in somehow they were close to each other, these suggestions are listed below:

T1 stated that as a suggestion that he /she advises teachers to use it in the written expression classes .For **T2** suggested that teachers should pass among the groups to see the progression, and to correct mistakes of the learners if there, also to give students some hints or help which relevant to their tasks and relate to their topic .In addition to that; encourage students to share ideas and communicate with each other. According to **T3** claimed that this technique is better solution for large classes because in large classes sometimes will be impossible to correct and provide effective feedback or students' writing. **T4** viewed that it is really considered as a good technique but we should not exaggerate in using this kind of forms because there are individual writing which has an impact on student's writing .Finally, **T5** suggested that using G W is an effective technique for different tasks that help students in improving their level in the writing process, and interested students to cooperate in the classroom.

3.2.1.3. Results and Findings of Teachers' Interview

Interviewing teachers of written expression courses in English Department of Biskra University .We deduce that all teachers are implementing group work in the EFL classes. Also , they argue that G W as a technique is beneficial and effective way since it encourages and motivates students to write and to develop their writing more .In addition to that , it crates cooperation , responsibility , and participation among learners. In other hands ; this technique involves students in different writing activities for instance ; sharing ideas , generating ideas , organizing them , editing ,and revising ,and so on. Furthermore;

it is a way for communication between students to interact among the classroom .also, it has a great impact on students' achievement, even if group work has some disadvantages for instance ; noisy , passive students rely on active students .However; the benefits and its successfully of G W cover its disadvantages that may hinder its role. Moreover; teachers consider group work as a best method which enhance students' writing skill and to give them the opportunity to participate and to involve in various writing tasks that encourage them to cooperate and interact in order to produce something meaningful that make them proud about their production and achievement.

3.2.2. Classroom Observation

3.2.2.1. Description of Classroom Observation

This classroom observation is conducted between March and April 2015, on one (01) group from ten (10) groups of third year LMD at English Department at Biskra University, and it selected randomly from a whole groups population .This group consists of thirty nine (39) students and we choose eighteen (18) students randomly in order to gather data for the research. The observation is divided into four (04) sessions each session is contained hour and half during four weeks and it is shaped as a checklist that designed to observe how students interact in the written expression module .Besides to that , to see how they perform their work during the writing activities , and how they solve their task on groups or on pairs .Also its aim to the students' role and if they prefer to be involved in groups or they prefer individual work .In addition to that to observe them if they are more practical during G W activities or not .

As mentioned above that the observation is as a checklist .This checklist is in term of table, this table consists of four (04) columns .The first column is for “learner “, it means the learners whom we choose them from the group. The second is for “presentation “; in

other words is to the attendance of the learners of this group. For the third one is “individual work” into five (05) columns; Firstly, for asking questions .Then, teacher’s feedback .Next, answering questions .Then, teacher’s feedback for the fifth one is for the learner interaction with each other. Lastly, the fourth column is for group work, it means the learners who use group work in the classroom .Also, it contains of five columns .And it is the same division as individual work.

This checklist is just to put a tick (√) for the appropriate one for what we observed, and (+/-) for teacher feedback, is it negative for learner or negative.

3.2.2.2. Analysis of Classroom Observation

As mentioned before that during classroom observation, we have attended four sessions; each session has its checklist in order to see the progression of the observation on the written expression courses.

-The elements of the checklist

1- Learner

This element relates to the students that we have chosen them it means that(18) students whom are as a sample from whole group in order to have more credible for our observation and to see them if they use G W when they practice writing or they prefer individual form.

2-Presentation

Throughout the observation time, In the attendance of the learners whom we observed that in the first and third all of the numbers of sample have presented their sessions .However; in the second session attended seventeen (17) of students just one student who was absent.

While, in the fourth session only four (04) students were absent it means that they attended fourteen (14) from (18).

3-Individual Work

We noticed that in all the sessions dealt with writing essays (as writing an introductory paragraph, body, concluding, and when they finished they wrote all the essay.) .As an observation that all the students interact with question and they formed themselves. In this case four (04) out of eighteen (18) prefer to work individually and those four students answered the question of the teacher , and they tried to interact with their teacher while was correcting their drafts , and the teacher' feedback was positively for three(03) students only one students got negative feedback from the teacher .In addition to that , in the second there were five (05) from seventeen (17) whom prefer to work individually , and there answered the teacher' task but only one of the three had a positive feedback .However, the two who work individually to check their answers ,one had a positive feedback from the teacher whereas the other one had a negative feedback because the teacher was somehow not satisfied of his/her work. Furthermore; In the third session , three(03) students from 18 worked individually and they answered the instruction that was given by the teacher and they obtained positive feedback from their teacher .Last session , we noticed that just two (02) who used to work in individual way , and they were answered the teacher instruction. Besides to that they got positive feedback from their teacher for their work and he /she was satisfied about their writing.

4-Group Work

During the classroom observation, we observed that a great number of the class prefer to work in-groups and that by noticing them from the forms of students in the classroom. As in the first session one ,fourteen (14) out of 18 sat in groups between (3to4 students in

small group) , four (04) students of them sat in pairs .Moreover ; all the students answered the teacher' question and they have different feedback from their teacher , two groups got negative feedback from the teacher because of their work was not informal , and their ideas not organized .Although ,the groups are characterized by interaction between the members of the groups and that what we have noticed that there is discussion about their ideas, what are the appropriate information that we have uses to produce good essay, and they were exchanging ideas and opinions .In the second session , as mentioned before that 17 of students attended this session. Consequently, the majority of them stayed in groups; it means that 12 of them forms in groups but two of them worked in pairs. Also, students were answered the question of the teacher about writing an essay .Only two groups of students that had negative feedback about their work and the teacher gave them some advices in order to used it in their writing which helps them to improve it well, and to produce something good in the next time. For the third session of the written expression fifteen (15) of students worked in groups .In addition to that, they interacted between each other and that deduced when they answered the teacher's instruction , most of them obtained positive and satisfaction from their teacher about their participation on the topic. Lastly, concerning the fourth session contained of fourteen (14) students have grouped in the classroom .Some of the groups had negative feedback from the teacher because of their work and others got a positive feedback for their production.

3.2.2.3. Results and Findings of Classroom Observation

To conclude that, observing EFL students in the classroom is not an easy task for the researcher who requires sufficient information and efficient data for his/her research. In other words; classroom needs more concentration of what is going around you and precision during the observation in order to have a well-results about what you are observed, and to get credible for your work .Also to be satisfied for your results that you

have obtained from this observation .In the classroom observation of the group from third year LMD in the Department of English at Biskra University that it is true that there are some students who feel comfortable when they work or practice their activities individually .However; a number of students who supported to work cooperatively , to discuss between each other, collaborate in different writing , exchanging ideas ,and they are motivated , confident, and they participate to increase their achievement , interacting together and help each other during grouping in the classroom .Moreover; Teachers of the written expression effort themselves for getting students understand and to make them involved in the classroom writing tasks .Besides to that ; they advise , evaluate , provide feedback in order to improve students' writing skill.

Consequently; Classroom observation is a beneficial tool for the researcher to conduct much information for his /her research.

Conclusion

In conclusion to this chapter ,it has shed light on the improving students' writing skill through using group work, and how it is a good technique in teaching writing .Also , students' and teachers' role toward implementing group work in teaching and learning .

In general information, most of teachers who responded to our interview have shown a great interest towards positive effects of group work in teaching writing skill and its beneficial and preferable technique for learning writing that has an impact on students to be proficient in the writing process. In addition to that, the results from group work in the EFL classroom of written expression courses have showed that most of students involved on the group work have great benefits of using this technique in developing the writing skill through the interaction that happen in the classroom between them (for example; exchanging ideas, learning from each other and it reduces shyness and anxiety, and so on.)

The positive results showed in this study concerning the importance of using G W in improving students' writing .Also, the strong relationship between group writing and group proficiency.

General Conclusion

The present research attempted to investigate the impact of group work on students' development of their writing skill in the third year LMD students at the English Department of Biskra University.

This research is divided into two parts: Theoretical part of writing skill and the application of group work in foreign language classrooms. In addition to that the practical study of the research .For the theoretical part; is also composed of two chapters: chapter one explored a background of the writing skill which contained better understanding of the nature of the writing skill and its significant in learning and teaching a language. Also, we dealt with the relationship between the other skills .Besides to that the approaches and stages from teaching and learning it, and how collaborative writing is important in enhancing writing. The second chapter is about implementing group work on the classroom that has a positive effects on students' achievements, and this chapter tackled; the definition of group work and its types .Furthermore; the different elements that characterized the group work .In other hands, the advantages and disadvantages of group work, and the various roles of teacher and student during implementing group work. Lastly; is teaching writing using group work. The last chapter of this dissertation is devoted to the practical study which divided into two main instruments; an interview for teachers of written expression, its analysis and its results and findings .And the second instrument is the classroom observation, its analysis and the results that conducted when using this instrument. From the results of the practical work, that has shown that writing is an important skill that students should acquire .And for this reason , implementing group work on the EFL classrooms has a great effect for learners to enhance their writing which encourage them learn from each other , raising self-esteem and self-confidence that make

them more motivated to write effectively .In addition to that , this technique has a beneficial sides ; that it is an enjoyable and interesting and meaningful for students to work and cooperate between each other and to have an opportunity to improve their writing by communicating and interacting for practicing their activities .

Recommendations

According to what have seen, we recommended that:

- ❖ Give students the opportunity to work in groups because it helps some students when they work together they understand more some techniques or steps that were ambiguous or they did not catch it when the teacher explained to them
- ❖ Group work as a technique teaches students to work together and cooperate in the classroom for example exchanging ideas, share information, and so on.
- ❖ Teachers should explain to their students that group work not just stay together speak but they have to know how it is important in learning a language , and they have to take the responsibility in learning writing through working with each other; it means that all the group share the same success and the same failure.
- ❖ Group work helps students to promote and develop their writing and that by interacting with each other, and they involve and practice various activities together such as: writing first draft, brainstorming, editing, revising, peer evaluation, and so on.
- ❖ Students should be aware of the importance of this skill for effective learning, and how it is very useful in teaching and learning in the EFL classes.
- ❖ Teachers have to know how it is a meaningful and useful way for students to work in groups and collaborate with each other not only share ideas but also make a good relationship with each other.

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