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**The Effect of Cooperative Learning on Enhancing Students' Writing
Performance**

Case Study: First Year Master Students

English Department

At Chadli Bendjedid University -El Tarf-

Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in English Didactics

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Declaration

We hereby certify that this research paper, which we now submit for assesement of the programme of study leading to the award of the Master degree in English Didactics is entirely the result of our own work and has not been taken from the work of other researchers.

Further, we have acknowledged all sources that are used and have cited these in the bibliography section.

Signed:

Sabah Medkour.

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Dedications

*To my sweetest mother and beloved father who
supported me whenever I*

Was hanged by an overpowering sense of despair.

*To my beloved brothers Mounir and Islam for their
warm encouragements.*

*To all my friends who shared the good and bad moment
by my side.*

*To all my teachers for their guidance and precious
advice.*

Sabah

I warmly dedicate this work to

My beloved parents who supported and encouraged me.

My dear sisters Amel, Mounira and Karima.

My dear brothers Sebri, Yazid, Chams adin, Yaakoub and Zakariya.

My partner in this work Sabah

To you

I warmly dedicate this work

Saïda

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Abstract

Writing in English is not an easy task; most of EFL learners produce poor pieces of composition that teachers incorporate cooperative learning strategy in their writing sessions to cope with this problem. This study aims to investigate the effect of using cooperative learning as a technique to improve writing performance of first year EFL master students at the department of English at the University of Chadli ben Djedid in El-Tarf and to explore both teachers and students towards implementing this new technique in writing sessions. A descriptive approach has been carried out. In order to gather the needed data for achieving the aims of this study, two research tools have been utilized; questionnaires were handed for both teachers and students in addition to a test. This research has shown that cooperative work improve students writing performance, they are motivated and eager to work together in groups also teachers show positive attitude towards implementing this strategy in their classrooms. The main aim of this study is to raise both students' and learners' awareness about the importance of cooperative learning in enhancing their learning as well as their writing performance. This dissertation is split out into three main chapters; the introductory chapter deals with the literature review about the effect of implementing cooperative learning in improving students writing performance. The second chapter describes the methodology utilized by the researcher to answer the research question; research design, participants, data collection procedures and data analysis procedures. The third chapter discusses the findings and their interpretations, as well as some recommendations and activities are suggested to help learners to foster their learning.

ملخص

التعبير باللغة الانجليزية ليس عملا سهلا، فمعظم طلاب اللغة الانجليزية ينشئون فقرات ضعيفة، يرجع ذلك للتقنيات غير مناسبة التي يستعملها المعلم لتدريس التعبير الكتابي. للتعامل مع هذا المشكل قام المعلمون باستعمال إستراتيجية العمل الجماعي في أقسام التعبير الكتابي التي يدرسون فيها. إن هذه الدراسة تهدف لاستقصاء تأثير استعمال استراتيجيه العمل الجماعي في تحسين التعبير الكتابي لطلاب أولى مستر لغة انجليزية بجامعة الشاذلي بن جديد لولاية الطارف. حيث قمنا بدراسة وصفية , استعملنا فيها اداتين مجموعة من الإستبيانات موجهة لكل من المعلمين والطلاب بالإضافة لفرض كتابي. و قد اظهرت هذه الدراسة أن العمل الجماعي يحسن الأداء التعبيري للتلاميذ حيث يبدون متحمسين للعمل معا في مجموعات , كذلك أظهر المعلمون موقفا إيجابيا اتجاه استخدام هذه الاستراتيجية في أقسامهم. الهدف الرئيسي من هذه الدراسة هو زيادة وعي كل من المعلمين والطلاب بأهمية العمل الجماعي في تحسين تعليمهم إضافة لأدائهم التعبيري. تنقسم هذه الرسالة إلى ثلاثة فصول. الفصل التمهيدي يستعرض تأثير العمل الجماعي في تحسين إستراتيجية العمل الجماعي في تحسين التعبير الكتابي للطلاب. يصف الفصل الثاني المنهجية و تصميم البحوث, عينة الدراسة, و أدوات البحث و إجراءات تحليل البيانات. يقوم الفصل الثالث بتحليل النتائج التي تم الحصول عليها من البيانات التي تم جمعها. وعلى هذا الأساس قدمت مجموعة من الاقتراحات والتوصيات لاستخدام أفضل لإستراتيجية العمل الجماعي كأداة للتعليم. إضافة لمجموعة من التمرينات لتحسين أداء التلاميذ.

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List of Abbreviations

CL: Cooperative Learning

CLL: Cooperative Language Learning

EFL: English as a Foreign Language

FL: Foreign Language

Q: Question

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General Introduction

General introduction

Introduction

Writing is one of the basic skills that forms a core part in the syllabus of teaching a language and occupies a crucial position in second language acquisition that middle and high school pupils as well as students at university have to master it. However, in second language acquisition it is considered as the most critical and challenging of the four skills. Both teachers and learners have an ongoing battle over how to teach and learn writing skill. Even native speakers of a language suffer from many difficulties that deprive them from writing coherently and accurately.

1. Statement of the Problem

Since writing is a complex process, teachers have adopted several instructional frameworks for this productive skill and different strategies to teach it and enhance student's performance. In traditional classrooms, students are treated as passive elements and empty vessels to be filled with knowledge in the teaching/learning process, which hinder them from producing an adequate piece of writing as well as achieving their ultimate goal. Recently, research has shown that traditional approach is not suitable for many types of learners that lead to a gradual shift from teacher-centered approach towards learner-centered approach and different studies involve that cooperative learning have appeared as a significant area of social science among researchers at the international scale. Thereby, one way to enhance the intellectual ability of students is incorporating cooperative learning in teaching writing skill, where students are intended to achieve a specific goal and become more motivated to work with other peers in small groups rather than working individually.

2. Aims of the study

General introduction

This research paper seeks to investigate the effect of implementing cooperative learning in classroom to improve the writing performance of First year master students at Chadli BenDjedid University. Moreover, this study is designed to explore student's attitudes towards working cooperatively to complete a written task. Generally speaking, it attempts to help teachers to incorporate cooperative learning in their classrooms successfully in order to provide a supportive learning environment that allows students enhance their written compositions, encourage their participation in writing sessions and above all foster their academic achievements. The whole population of the study consists of first year master students who study English as a foreign language at Chadli BenDjedid University during the academic year 2016 -2017. The total number of population is fifty three (53) for the students and six (06) teachers, these participants were from Tarf . Data collection and analysis includes questionnaires for both teachers and students, a survey questionnaire was distributed among the subjects in order to determine their views about implementing cooperative learning for enhancing their writing. In order to determine the effects of using this approach to improve first year master student's writing performance; an experimental design was opted for, a test was administrated.

3. Research Questions

To conduct this investigation, the following questions are raised:

1-Does cooperative learning affect student's writing performance?

2-Do first year master students favor to write cooperatively to complete a written

Task?

General introduction

3-Do English teachers implement cooperative learning to enhance their students’

Writing performance?

4. Research hypotheses

To achieve the objective of the study the following hypotheses are engendered:

- 1- There is a positive effect on students’ writing performance when implementing cooperative learning strategy in writing classes, their works are likely to improve.
- 2- Students are more motivated to work together in small groups than working individually.
- 3- Teachers implement cooperative learning in their classrooms to enhance their students’ writing.

5. Research Methods and Tools

In order to conduct this study, a descriptive method is used in which quantitative data gathering tools are utilized, starting with surveys that are handed to both teachers and first year master students at the University of Chadli BenDjedid; in addition, a test is administrated to the students.

6. The structure of the Students

This study attempts to investigate the effects of cooperative learning approach in improving student’s writing performance as well as exploring students’ and teachers’ attitudes towards implementing this technique in their classrooms, this academic study embodies three chapters. The first chapter deals with the theoretical framework that reviews the literature and research on the

General introduction

effect of cooperative learning in enhancing students' writing performance, this chapter casts lights on writing as a skill including its nature, its process, followed by presenting the different types of this skill, a detailed description of writing difficulties is also taking in consideration. Last not least a number of writing approaches are briefly presented. Moreover, this overview reviews several issues and points related to cooperative learning, by identifying the three main structures of interaction, then we compare learner-centered approach to the traditional approach, it is also concerned with the basic elements of this technique. Furthermore, it develops an understanding of the different methods of cooperative learning and teacher and learner role. The second chapter describes the method used by the researcher, and tackles the objective of the study. To answer the research questions, an outline of the research method, research design and reasons for selecting them is presented with a detailed description of the participants and data collection procedure. Finally, the third chapter discusses the findings and their interpretations by summarizing the results of the test and questionnaires that help us to identify advantages and disadvantages of cooperative learning and some recommendations and classroom activities are suggested to teachers which help them implementing cooperative learning successfully.

**Chapter one: A General
Overview on the Effect
of Cooperative Learning
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Performance**

Chapter one: A General Overview on the Effect of Cooperative Learning on Students' Writing Performance

Introduction

Traditionally writing was considered as an effective means to back up the learning of other skills; grammar and vocabulary not as a dependent skill by itself. Nowadays, it is widely accepted that writing occupies an eminent position in EFL teaching and learning process, and it is viewed as an integral part of the syllabus. In addition, writing seems to be a difficult task to be taught and a challenging skill to be mastered.

1.1 Writing skill

Without doubt, the most valuable discovery in human history is writing, unlike other skills, it is the most critical and challenging task, this productive skill is regarded as a complex task that takes a lot of time and efforts for both teachers and learners. Writing also appears as a powerful instrument for students to gather ideas, thoughts, feelings and judgments and transfer them onto paper based on their knowledge of language conventions and the writing process to complete the task. It has always been utilized by learners to communicate their personal thoughts effectively. Therefore, SL/FL learners as well as native learners need to develop an understanding of the writing skill through extensive efforts and practice with an appropriate guidance on the teacher`s part, this will help them to master the skill and enable them to achieve a good level in writing.

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1.1 Definition of Writing

When we talk about the productive skill we mention writing, many definitions of it are variously stated by some scholars, writing as defined by Rivers (1986) “*the act of putting in conventional graphic what has been spoken*”(p. 242). Thus, writing refers to the activity of producing spoken language symbolically. Similarly, Trigan (1994) states that writing is the activity to create or draw graphic symbols which represents a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the language and the graphic symbols.

Byrne(1991) asserts that writing is arranging letters into words; he regards this productive skill as “*the organization of our sentences into a text into a coherent whole, which is as explicit as possible and complete in itself, that we are able or hope to be able to communicate successfully with our readers*”(P. 2). Byrne regards writing as a symbolic or graphic arrangement of letters or symbols on the basis of certain conventions to obtain words, these words also have to be associated to form sentences to gain a coherent text that enable the writer to interact successfully with his audience. Lines (2005) agrees with this claim by pointing out “*writing is the act or art of forming letters and characters on paper in form of printing or cursive. I may call as an arranging text.*”(p. 98).

In addition, widdowson (2001) reports “*writing is the visual medium to manifest the graphic logical and grammatical system of the language, that is to say, writing is one sense in the production of sentences or instances of usages*” (p. 62). Therefore, students need to have a full mastery of graphic and structural language systems in order to form a well-organized sentences as well as logical ideas.

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However, writing is more than producing graphic symbols, it can be considered as an effective means of communication; Sampson(1985) "*writing is clearly a system of human intercommunication by means of conventional visible marks*", states a similar point. (p. 13). Hayes (1991) affirms "*writing is social because it is a social artifact and is carried out in social setting*" (p. 5),this back up the idea that writing is considered as a social tool that is used by the writer to transfer a message to his audience that allows him to communicate effectively with his readers.

With respect to this, many researchers' views writing as a hard, complex task and a complicated process, as Nunan (1989) states "*it is easier to learn to speak than to write no matter if it is a first or a second language, since writing is a complex skill that engage the writer in a physical as well as mental effort*" (p.12).

Moreover, westood (2004) affirms that writing is a complex skill that engages the writer in a physical as well as a mental effort . Also, Byrne (1991) sheds light on the fact that writing is "*neither an easy nor a spontaneous activity*" (p. 1). According to Tierney (1989) its complexity lies on the fact that it is the cognitive skill that involves the learner to deeply apply the needed mental processes, techniques, verbal information as well as to become fully motivated.

Furthermore, Myers (2005) claims "*writing is an –action- a process of discovering and organizing your ideas, putting them on a paper and respecting them*" (P.2). This ensures that writing is the process of generating ideas, classifying them and using them to produce drafts and revise them to make any necessary changes before publishing it.

Based on the above definitions, writing skill can be defined as a cognitive skill as well as a communicative means that allows learners to interact with others and transfer their thoughts effectively through a recursive process by using graphic symbols. Writing

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by its nature can be considered as a solitary task that requires physical as well as cognitive efforts and enough allocated time to be fully mastered. It is also, a recursive process rather than linear one since it enables the writer to return back to earlier stages and make changes in his paper of writing.

1.2.1. The process of Writing

Writing is known as a complex process that comprises several stages. Hedges (1988) states "Good writers go through certain process, which lead to successful pieces of written work:"They start off with an overall plan in their heads ,they think about what they want to say and whom they are writing for, they draft sections of writing and as they work on them. They are constantly reviewing, revising and editing".Brookes et al. (2007) states that tackling one by one the elements which determine what we write down is what process writing is about. All students regardless of their levels in writing proficiency are introduced to writing process, in which each stage is vital and need taught explicitly. There are stages that are fluid and overlapping (Breiter & Scardmalia, 1983; Flower & Hayes, 1980; Murray, 1982).

Moreover, Tribble (1996) refers to writing as" a process that consists of main stages: pre-writing, drafting (which tends to be writer-centered), revising (the piece of writing tends to be reader-centered) and editing" (P.160). Furthermore, Ohima and Hogue (2006) Claim that writing is the process of generating, organizing and polishing. In the first step the writer creates ideas, in the second step he organizes and classifies them, in the third step he produces many drafts and in the final step he polishes his draft by revising his drafts and makes up his mind. Harmer (2005) refers to the writing stages as presented in this diagram:

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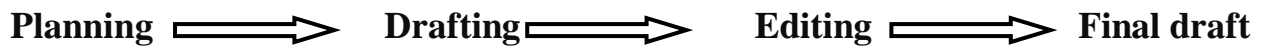


Figure 1: Process of Writing. (Harmer, 2004: 5).

This diagram is not entirely satisfactory, since it describes writing as a linear process rather than a recursive one. However, this contradicts the way writers really produce their piece of writing, in other words, writers plan, draft, edit, then often re-plan, re-draft and re-edit. They sometimes produce their final draft, and then they change their minds and re-planning, drafting, or editing.

However, Hylands summarizes several stages as shown in the following figure:

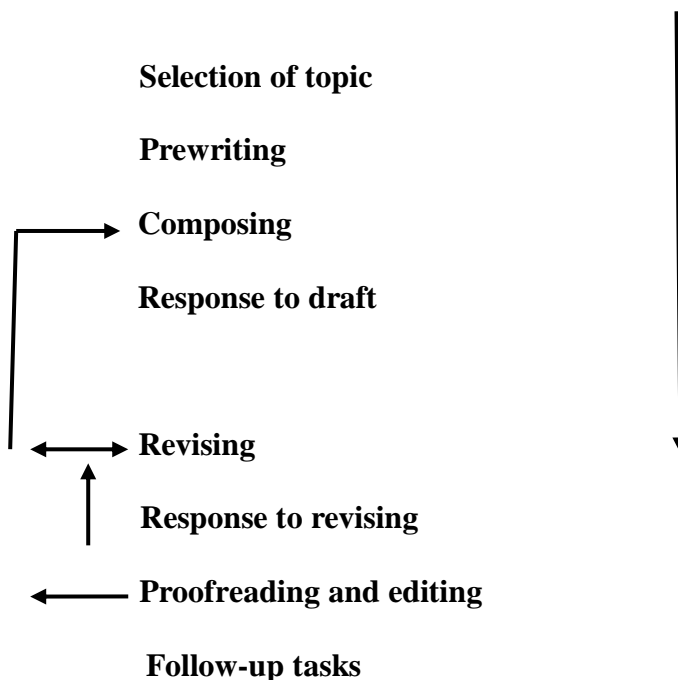


Figure2: A process model of writing instruction (Hylands, 2003).

This figure illustrate the fact that writing is recursive not linear in nature, since it allows the writer to return to earlier stages whenever he feels unsatisfied with his product and enable him to expand his ideas and makes significant changes to improve

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his writing .Considering the way writers really produce their products, the following process wheel clearly sheds light on the different directions that writers can follow either moving backwards, forwards around the rim or going up, and down the wheel's spokes. However, the final version can be considered as the final product only if the process accomplished its culmination.



Figure 3: The process wheel (Harmer, 2007).

1.3 The Types of Writing

Writing has many types all of them can be classified into several forms. According to Weaver (Cited in Tarigan, 1994) there are four forms of writing: Exposition, Description, Narration, and Argumentation (P.25).

1.3.1 Exposition

It is one of the main four rhetorical modes of discourse (Argumentation, Description, Narration, and Exposition).Exposition divided into definition and analysis.

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1.3.2 Description

It is one of the four rhetorical modes, this fiction writing theory transmits the mental image of the story. It includes presenting a place, event, action or a person that allows the reader to capture what is being described, and description mode comprises descriptive exposition and descriptive literacy.

1.3.3 Narration

Narration is regarded as recounting events that happened (a story), this mode shapes history since it includes the scene of events, and the story of what happened. It is divided into time organization, motif, conflict, point of view, and core of interest.

1.3.4 Argumentation

This theory also known as persuasion, it sheds lights on the appropriate use of logical reasoning to draw conclusions. It is concerned with debate, dialogue, conversation, negotiation, and persuasion. Argumentation includes induction and deduction.

1.3.5 Other Types of Writing

According to Walker, E.Shippen, Alberts, E.Cihak (2003) another types of writing can be identified including writing narratives, expository, passages, essays, directions, summaries, critiques, and letter writing as developmental writing skills are advanced. Hedge (1990), p.96 asserts that writing can be divided into personal, public, creative, study, social and instructional (P.96).

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1. 4 The Importance of Writing

Mastering the writing system is valuable when attempting to learn English successfully. However, EFL learners, especially those with elementary levels, including middle school pupils who are unaware about its usefulness in fostering their learning, since they are unable to write sufficiently, and remain incapable to cope with their writing deficiencies .As a crucial skill, it has many functions and advantages, it can be used to communicate effectively with others.

Hyland (2003) regards writing as a one of the basic ways for promoting coherent social, real environment to interact with others .In addition; students use this system to express their own thoughts and personal ideas freely and clearly to the world around them. In addition, some scholars agree that writing fosters language proficiency development (Boughy, 1996; Homstad & Thorson, 1996; Hyland, 2007). They regard this skill as an integrated system that encourages and supports learners to learn and use a language fluently.

However, Harmer (2007) reports that the importance given to writing differs from one teaching situation to another. Sometimes, it shares equal billing with other skills; in other curriculum it is used by learners to augment their ability to use vocabulary and grammar. In addition, he adds "*Writing can be used as an integral part of a larger activity, where the focus is on something else such as language practice acting out or speaking*" (p.31).Thus; this productive skill can be used to back up and test other language skills."*Writing has always been used as a means of reinforcing language that has been taught*" (p.32), and Grauberg (1998) asserts that writing "*can be used to obtain proficiency when learning the language*" in that, "*Consolidates and reinforce language learned orally*" (p.213). Since, the student`s oral proficiency is not

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easy to be sufficiently evaluated. Especially in large classes where the time allocated to assess each student, performance is limited. To cope with such barrier the teacher can deploy writing as a means to obtain a recognizable assessment.

Mc .Arthur, et al. (2008) points out that the importance of writing is augmented by its power in writing about one's personal emotions and experience that results in providing psychological and physiological benefits because it can reduce depression, lower blood pressure, and boost the immune system. So, writing necessity is obvious in its flexibility, it becomes more increasingly needed not only in academic settings but also in other fields. Clearly it is becoming more valued academically due to its benefits in fostering student`s oral mastery, since it is difficult to perform the language fluently. In respect, we should not neglect the need of using writing as a means to teach FL, because it can used as a key strategy by learners in oral classes, that it enables them to brainstorm ideas rather than coming up with instant fluent opinions, which learners with elementary levels find difficult and awkward (Harmer, 2007). Above all, it promotes learner's creativity through pushing his imagination to run freely, this is obvious in poems, novels, and plays.

1-5 Writing Difficulties

One of the main problems that EFL learners confront how to improve their writing abilities, as it remains the most difficult skill to master even for native speakers. Almost every student does not perform well in their native language tasks as well as FL assignment including writing compositions and essays. It is for that reason that the research team decide to highlight and identify the main problems, which deprive EFL

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learners from producing adequate piece of writing .On the other hand there are many types of problems that learners present now of writing.

In his research findings Imran (2011) points out that most of ESL learners do not feel relaxed to go through different writing stages when they have to use various grammatical, spelling, punctuation, and lexical items. It is obvious that lack of proficiency in producing an appropriate writing assignment is due to the implementation of the traditional method.

1.5.1 Major Issues Involved in Writing Skill

A .Conventional Issues

Harmer (2007) relates to conventional issues in English writing skills which includes using lexical items, punctuation, text format, spelling and syntax, by extensive practice these issues can be overcome. Broughton, Brumfit, Flavel, Hill & Pincas (2003) identify four main kinds of problems related to developing writing skills these include:

“(i) Mechanical problems with the script of English, (ii) problems of accuracy of English grammar and lexis, (iii) problems relating the style of writing to the demands of a particular situation, (iv) problems of developing ease and confront in expressing what needs to be said ” (p.116). These problems can be solved through effective planning and guided writing.

B. Issues at Intermediate level

Students at advanced or intermediate level have difficulties in developing coherent sentences and knitting them in a large text. At this stage, students also face problems in

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developing format and informal piece of writing. Writing skills also accompany many other skills, which help learners to construct their writing (Clemenston, 2005).

A composition according to Finacchiaro (1967) generally contains several paragraphs about the main theme, which is characterized by its own logical or chronological organization or presenting cause and effect. Each paragraph is about an idea and consists of supporting sentences to clarify and explain the topic. In addition, thoughts are associated with each other's through connective devices. Writing in this sense illustrates how cognitive and physical factors are connected together. This gives an opportunity to create ideas and information through graphic scripts or symbols taking into account this aspect of skill (Dong, 1998, Msun Jila, 2005, Tong&Hoa, 2008, You, 2012). Dong (1998) conduct a study that reveals that non-native speakers are not aware about the audience and genre, which he believes that these considerations must be addressed in early stage to enable students to understand the different social contexts of writing.

In addition, You (2003) states that these deficiencies are due to the methods are adopted by the teacher, that are connected with correct forms and test-taking than encouraging students to widen their thoughts. Furthermore, he points out that the second problem is financial; it is related to the need of money which demand an extra hours of work on the part of the teacher that hinder them from concentrating on each individual student's work, or expanding their studies on the field.

Msunjila (2005) identifies the major problems that encounter students when they write, this includes punctuation problems, inexplicitness, poor text structure, spelling problems and grammatical errors, he views all of these problems are due to pedagogical

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causes, thus he recommends that these problems can be reduced only if the learner can be taught by professional teachers.

Trang and Hoa (2008) conduct a study to investigate the major problems that hinder students from writing appropriately is the difficulty of implementing the suitable materials in teaching the sections, the second problem reveals the fact of the restricted range of student's vocabulary since they are unable to use the valuable, correct and relevant words. The third problem exposes to a prominent problem, which illustrates by students think in their mother tongue and transfer it into English, which will lead to the production of ungrammatical sentences. (Arapoff, 1967).

Farouq, et.al. (2012) also claim that student's main problems include limited vocabulary and poor mastery of grammar. Similarly, another problem can be identified which is L1 interfere since students rely to their L1 whenever feel themselves blocked and unable to express their ideas in FL. As a result, they transfer structures words and sentences in an incorrect way. As reported by Friend Lander's (1997) claim: *"writers will transfer writing abilities and strategies whether good or deficient from their first language to their second or third language"*. (p. 109).

EFL/ SL students when writing think in Arabic then translate it to the target language. This problem is the main concern of many scholars such as Harmer (2006), Kroll (1997), Sadek (2005) and so on so for. In addition, Friend Land (1997) reports *"writing knowledge transfer across languages; this means students writes use their strategies and knowledge acquired by their L1 to aid and help their L2 writing"*.

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1.6 Writing Approaches

Researchers classified writing approaches as shown in the following table; they can be categorized into three main approaches: product, text-oriented, process, cognitive-oriented, and genre-oriented.

However, (Hedge, 1998) asserts that the approaches are used to teach writing could be classified into two main groups: the product approach and the process approach. The table above shows the major writing approaches:

Author	Classification of approaches
Raimes (1983)	Controlled-to-free approach Free-writing approach Paragraph-pattern approach Grammar-syntax approach Communicative approach Process approach
Silva (1990)	Controlled composition approach Current tradition rhetoric process approach Academic-purposed writing approach

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<p>John (1990)</p>	<p>Process approach</p> <p>Interactive approach</p> <p>Social construction view</p>
<p>Tribble (1996)</p>	<p>Traditional text-based approach</p> <p>Process-based approach</p> <p>Discourse-based approach</p> <p>Reade-based approach</p>
<p>Hyland (2002)</p>	<p>Text-oriented approach</p> <p>Writer-oriented approach</p>

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	Reader-oriented approach
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Table 01: Pedagogical approaches to the teaching of writing.

According to Raimes (1983), writing approaches can be classified as follow:

1.6.1 The Controlled-to-Free Writing Approach

In the 1950's and the early 1960's, the audio-lingual method dominated in second language learning, this method concentrates on speech and writing to accomplish the mastery of grammatical and syntactic forms. Hence, teachers utilize some techniques to enable students to achieve this mastery. The controlled-to-free writing approach developed in gradual scale. Students are first given sentence exercises. Then, a paragraph to copy or manipulate grammatically by changing questions into; statements, present to past, plural to singular. Also, words to clauses or combine sentences, these controlled compositions promote opportunities to students to write without committing errors after attaining an intermediate level of proficiency, students can produce some free composition. This approach stresses on grammar, syntax, and mechanics. It focuses on accuracy rather than fluency or originality (pp. 6-7).

1.6.2 The Free-Writing Approach

This approach emphasizes quantity rather than quality; teachers who deploy this method provide vast amounts of free writing on given topics with only Minimal correction. In addition, the free-writing approach stresses content and fluency rather than accuracy and form. When ideas are written, grammatical accuracy and organization

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follow. Thus, teachers can start their classes by giving their students the opportunity to write freely without worrying about grammar and spelling for few minutes. Teachers do not correct these pieces; they only read them and provide their students with their own comments. Occasionally, students can share their works with some of their classmates by reading aloud their own writing, (Raimes, 1983, p. 7).

1.6.3 The Paragraph Pattern Approach

According to Raimes (19983), this approach stresses on the organization of writing rather than grammar or fluency of content. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements and choose to create an appropriate topic sentence or insert or delete sentence. It is based on the principle that in different cultures people construct and organize communication with each other's in different ways (pp. 7-8).

1.6.4 The Grammar-Syntax Organization Approach

This approach emphasizes on simultaneous work more than one composition feature. Teachers who adapt this approach maintain that writing cannot be seen as a composition of skills, which are learnt sequent. The student should have a clear understanding about how to pay attention to organization while they also work the compulsory grammar and syntax. This approach connects the purpose of writing with forms that are useful to convey the message (Raimes, 1983, p. 8).

1.6.5 The Communicative Approach

This approach starts from theory of language, as communication in language teaching. It aims to develop the term "*communicative competence*" which was

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presented by Hymes. In addition Nostartinia (2011) states that; a teacher could gain an understanding of his/her learner's strategy which is regarded as a good thing. Teacher must know the student's interest, motivation and learning style by behavior of student when learning a language. Teachers attempt to avoid boring and make match style in teaching to collaborate aim of students and teachers in a learning language. Teacher's motivation in teaching a language is important to motivate students when using a style in learning language and inform them about the advantages and disadvantages of the learning (p. 23).

Moreover, this approach emphasizes the purpose of writing and the audience for it. Students can put themselves in the shoes of writers in real life and ask themselves the core question about purpose and audience; why I am writing? Who will read it? Traditionally, the teacher has been the target audience for his/her student's work. However, some feel that writers perform well when writing is truly a communicative act with writers write for real reader. As such, the readership may be extended to classmate and pen pals (Raimes, 1983, pp. 8-9).

1.6.6 The Process Approach

The teaching of writing shifts from a concentration on written product to the process of writing, writers can ask themselves the following questions; how do I write? How do I get started? In this approach, students are taught to generate ideas for writing, and think about the purpose and audience, produce many drafts to present written products that support them to converse their own ideas. Teacher who utilize such approach provide students with time to express their ideas and have feedback on the content of their drafts, (Raimes, 1983, pp. 10-11).

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1.7 The Main Structures of Classroom Interaction

Classrooms are structured competitively, individualistically or cooperatively (Johnson, Johnson & Holubec, 1991). Each of these forms has a set of values that built into it. These forms are determined according to the social interdependence theory.

1.7.1 The competition structure

This structure is the most dominated approach in the teaching and learning process. A competition structure can be defined as Participants are so linked that there is a negative correlation among their attainments when one student achieves his or her goals, all others with which he or she is competitively linked fail to achieve their goals (Johnson & Johnson, P.229). This implies that this situation is built when a teacher structures his lesson competitively; his students are intended to compete each others in a competitive atmosphere where they work against other competitors to attain a desired goal individually without interaction with others. However, this goal is achieved only by fewer students or only by one student, and their outcomes are negatively connected. Competition is an interpersonal, complex learning portrayed by having negative goal interdependence where, when one student achieve others fail, it results on one winner and countless losers (Roger, Johnson, 1994). Thus students look for an outcome that is personally fruitful but unfavorable for others.

1.7.2 The Individualistic Structure

Individualistic structure is built when students are interconnected with each others; they are working to seek an outcome that is personally attained through their

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own efforts. When an individualistic situation is created; individuals are intended to work individually to complete a task, and above all to accomplish a desired goal, but without correlation among their goals achievements. Each individual is aware about the fact that he or she can attain his or her goal or personal benefits regardless whether other individuals achieve or do not achieve their goals.

1.7.3 Cooperation Structure

Cooperation is defined as working together to achieve a shared goal (Johnson & Johnson, 1989). When a cooperative situation is built cooperatively; individual's goal achievements are positively associated. They perceive that they can accomplish their goals only if their teammates achieve their goals too. Hence, they look for outcomes that are fruitful for all members of the group that are cooperatively linked with. *"Cooperative learning employs structured forms of small group problem solving, skills that incorporates the use of heterogeneous teams, maintains individual accountability, promotes positive interdependence, instills group processing, and sharpens social and leadership skills"* (Millis & Cotell, 1998, P.12). This situation is structured when students are working independently in small structured groups and help one another on a task, and they seek a shared outcome through sharing thoughts and experiences closely in small groups to gain and develop their social and leadership skills.

1.8 Traditional Approach versus Learner-centered Approach:

Traditionally, the teacher-centered approach dominated the field of teaching and learning. Within this approach the teacher plays the role of the leader and knower of the

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class, he spends most of the time class talking, while his students are listening passively and more attentive to take notes. The traditional role of the learner is illustrated with having students in rows listening to the teacher who stand in front of them (Harmer, 2005, P.114). The teacher provides his students with assignments that are used to be done individually; he directs the work through discussions and providing students with affirmations. This kind of instruction portrays the teacher as knowledgeable element in the classroom (Scrivener, 1994; p.15).

Good and Brophy (1987: cited in Richards and Lockhart 1996) state that in a whole-class: while instructing; the teacher initiates his class through asking a warm up questions to review the previous material, which paves the way to absorb the new materials, concepts, and skills smoothly and effectively, then students are engaged in recitation or controlled practice, afterwards the teacher assigns for a seat-work or homework to be done individually. Students keep silent all the time allocated for completing the assignment that makes silence. This form of instruction can be effective in saving time and efforts in undergraduate academic settings, where the teacher can teach a large number of learners at the same time(Richards & Lockhart *ibid*,148).

In large classes students have to cover a large amount of lessons in a limited time, the teacher remains unable to give attention to each student`s performance. Recently, a new teaching approach emerged as opposed to traditional methods (GMT, Audio Lingual...).

This new approach is known as Learner centered approach; it is based on having students working together in small groups to achieve a shared goal. This shift is from teacher- centered approach to learner-centered approach and from whole classroom

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instruction to group work instruction, also the teacher's role has transferred from the most knowledgeable element and monitor in the classroom to facilitator of learning. Burns (2002) states "*Learner-centered learning is believed to be further enhanced by positive classroom relationships and by ensuring that the learner's affective needs are considered*" (P.164), she points out that in learner-centered instruction the affective factors of students are taken into account, teachers have to provide a comfortable learning setting that enhances student's academic achievements. Cooperative language learning is a fruitful strategy that boosts student's motivation and participation. Additionally, it enhances low achieving students' performance when working closely with high achieving ones in small groups. Thus; high performing students will offer help to low performing ones, as a result both of them can benefit from this corporation, smart ones; this would augment their level of perception, and makes them socially correlated to attain their common goal.

Unlike traditional method, cooperative learning (CL) provides a pleasant learning atmosphere as well as equal opportunities for students to participate in the learning process. Competition can take the form of friendship, students are encouraged to cooperate in small groups and are supported to participate in a productive environment, as a result, they become the active element in the learning process (Kerameti, 2001; Lavasani&Kandan, 2011).

Teacher -centered approach became inferior to CL which represents a spirit principle that entails having students working jointly in small teams to accomplish a mutual goal. Within this strategy, classroom time can be tailored according to the needs of students, a cooperative educational setting can be created through arranging group exercises successfully, and providing learners with homework assignments, in such

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supportive atmosphere students play a crucial role in enlightening their peers and help them to bridge the gap knowledge that is resulting from relying on instructor-centered approach for a long period of time, this was strengthened by having the teacher encouraging students to ask for help and offer assistance to their classmates to gain a better understanding of the difficult subjects, these can be done through forming cooperative groups .

Because of its beneficial results, learner-centered approach gets an advantage over the teacher-centered approach and became the most recommended approach to modern day, and it asserts on the actual shift of the teacher`s role; within the new adapted approach he served as a facilitator than of tasks rather than lecturing and monopolizing all the classroom`s time as it was remarked in traditional educational settings.

1.9 The History of Cooperative Learning

In the first century; quintillion suggested that students could teach each other`s and obtain fruitful results. Also, in the late 1700`s, Joseph Lancaster and Andrew Bell used cooperative groups extensively in England. This new strategy was transferred to America where a Lancastrian school was built in New York in 1806. Prior to world War II, Scholars led by All port, Watson, Shaw, and Mead set up cooperative learning theory after recognizing its fruitful outcomes in quality and quantity compared to traditional method which involved students to work individually on an assignment this new strategy was regarded as a beneficial and effective method to solve traditional approach problems.

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In the 1930's and 40's several contributions to CL had been marked by many psychologists and philosophers such as John Dewey, Kurt Lewin, and Morton Deutsch. Dewey refers to CL as an eminent strategy that helped students to augment their achievements and maintained their social skills. Additionally, he proclaims that it is transferable to other context with respect to its use in academic settings. Moreover, it provides more opportunities for learners to be more engaged in the learning process as active elements through negotiating information and elaborating its meaning in different contexts with their teammates in a more structured interactive environment where they work together to complete an assignment jointly, and accomplish common goals than being passive elements in the teaching and learning process, where the teacher monopolizes the classroom.

Lewin focuses on the bond that illustrates the relationships between the group members and its importance to strengthen their social skills, whereas Deutsch emphasizes the element of positive interdependence that denotes that each member in the group is responsible for the group learning, they believe all for the one and one for all. In the late 1930's interpersonal competition emerges in schools, followed by extensive use of individualism in the late 1960's that schools began to implement CL.

In 1975, David and Rodger Jonson argue that CL allowed learners to be jointly linked; they seek mutual outcomes through working cooperatively in small groups. In 1994 Johnson and Johnson publish the five elements (positive interdependence, individual accountability, face-to-face interaction, social skills, and processing) these elements are considered as the key for incorporating group learning successfully, facilitating attainment, and promoting higher-order social, personal and cognitive skills (e.g., problem solving, , decision-making, planning, , and reflecting...).

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Moreover, Slavin views cooperative learning not only as a great strategy of learning but also as very rich field of research and analysis. He also suggests that cooperative learning can be used as an effective means to foster handicapped and disabled students learning. He points out that when these students are engaged in structured, communicative, and heterogeneous environments, they will become more involved to grasp knowledge; since being in such atmosphere will diminish anxiety and boost self- esteem. He has also adds lot of contributions in CL field of research as providing structured material that offer a great hand in establishing the basic principles of CL. He presents his great foundation the "Success for all" rendering its services towards cooperative learning, the Ultimate goal of the foundation is to maximize the academic achievement throughout the nation. It gives confirmed solutions to improve student's level of proficiency. Presently, there are four programs being offered by "*Success for All*" foundation which are: early childhood, elementary, middle school, and finally high school.

The foundation asserts that they can work freely regardless of the challenges and abilities of individual ones. The new strategy of CL is developed as an attempt to diminish the use of competitive structure in American classrooms, which James Coleman (1959) identifies as a negative component of the education system, because it results on one winner and countless losers. Based on his findings, Coleman reports that instead of encouraging competition in the academic setting, "*which effectively impedes the process of education,*" schools should implement a more collaborative approach to teaching.

Slavin (1994) carries out a research on a form of cooperative learning, he portrays as Student Team Learning. He defines cooperative learning as "*Instructional programs*

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in which students work in small groups to help one another master academic content”.

Moreover, he proposes that cooperative learning has the prospective to take advantage of *“the developmental characteristics of adolescents in order to harness their peer orientation, enthusiasm, activity, and craving for independence within a safe structure».*

Furthermore, Slavin explains that there are various methods for incorporating CL techniques into classes of all topics areas and levels; however, it entails students to work together and be responsible for each other's learning.

1.10 What is Cooperative Learning?

Cooperative learning is an instructional technique, in which students from different cultural backgrounds, ethnic groups, religion as well as social classes are arranged in well organized heterogeneous groups, where they are working together to complete an assigned task and accomplish a shared goal mutually. Researchers in the ambit of SL acquisition proclaimed that this new strategy fosters SL acquisition and develops student`s cognitive development. Thus they provide a few definitions on cooperative learning.

Slavin (1980) refers to cooperative learning as having students working in small teams and are received rewards and gratitude on the basis of the group`s performance.

Similarly, Johnson and Johnson and Holubec (1998) affirm that a cooperative group is *“a group whose members are committed to the common purpose of maximizing each other`s learning.”* Through working together as a whole team learners are dedicated to strive to realize their mutual goal and boost other individual`s comprehension of the learning material. Olsen and Kagan (1992) refer to CL as *“group socially structured exchange of information between learners in groups and in which*

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each learner is held accountable his or her own learning and is motivated to increase the learning of others". This definition implies that CL refers to a group of students work cooperatively in small teams, and improve their interaction through exchanging information between each other, every member is answerable not only for his or own knowledge but also he seeks to back up other members learning, understanding, and to make sure that they can complete it successfully.

Additionally, Salvin (1995, P.2) refers to it as a various instructional methods that is illustrated by having students working in small groups together to facilitate each other learning of academic content in classroom ;they are expected to back up each other current knowledge.

Furthermore, Woollfolk (2004) views cooperative language learning as *"arrangement in which students worked in mixed ability groups and are rewarded on the basis of the success of the group"* (P.492).

Many definitions have formed but the one the most widely utilized is that of Roger,Johnson and Johnson model, Roger T. Jhonson and David.W.Johnson (2000) define CL as a relationship in a team of students requires positive interdependence (sense of swim or sink together) ;individual accountability (each of us has a unique contribution) Interpersonal skills (communication, trust, leadership, how to make decision, and how to resolve conflicts) ,face-to-face promotive interaction , and processing (indicate how well group is functioning and how better they function later) . It is an instructional strategy that requires students working together in small teams to accomplish a shared goal under certain circumstances that include the following elements: positive interdependence, individual accountability, Interpersonal skills, face-to- face promotive instruction, and group processing.

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1.11 The Elements of Cooperative Learning

Cooperation will develop under a range of conditions that are demonstrated by social interdependence theory, these conditions are: positive interdependence, individual accountability, promotive interaction, social skills and group processing (Johnson & Johnson, 1989, 2005).

1.11.1 Positive Interdependence

Group members are aware that they are independent; coordinated with each other's. they need to work together to complete an assigned task and attain a joint goal, in this situation, they have two main responsibilities: the first one includes understanding the assigned task and the second one is about making sure that all group members understand it also. Those two responsibilities can be classified under the terminological term "*Positive Interdependence*" The teacher can establish this situation through creating mutual goals; students perceive that they can achieve their goals unless all teammates accomplish their goals too. This implies that each member's efforts are required for a mutual success; there is no free rider.

Johnson, Johnson and Holubec (1998) believe that "*Positive interdependence is the process of linking students together into groups that one member cannot succeed unless all group members succeed*" (p.p.4-7). Thus, a successful positive interdependence structure is portrayed by student's awareness about the fact that he cannot succeed unless all group members succeed. In addition the teacher must establish joint rewards (shared grades, for instance, gain bonus points), shared resources (individuals have different skills), and assigns different roles to his students (taskmaster, question commander, summarizer...).

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Moreover, Johnson, Johnson, and Smith (1991, P.3) describe positive interdependence by saying that cooperation is characterized by having team members striving for common outcomes, so that all of them profit from each other`s efforts, they are aware about their shared fate (to sink or to swim together) and that each participant`s performance rely mutually on himself and his mates and their sense of pride and celebrating their success jointly. There are many ways to structure positive interdependence such as: resources, role, reward, or for task responsibilities, to back up goal interdependence.

1.11.1.1. Positive goal interdependence

Each member in the group is aware about the usefulness of individual contribution to accomplish their shared goal; students are unified under one common goal, they cannot attain their desired goals unless all members of the group achieve their goals too. Thereby, they believe they “sink or swim together. Instructors have to establish a clear mutual goal which has to be considered as a part of the lesson.

1.11.1.2 Positive Reward Interdependence

Teachers are intended to establish joint rewards; it may take the form of shared grades. It is well known that students receive exam scores; they obtain bonus points if they score at or above a certain criteria.

1.11.1.3 Resource interdependence

This type of positive interdependence exists when each member has his own resources that may take the form of different expertise, and above all very useful to succeed. Resources are divided into manageable areas; and responsibility may be

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apportioned among students. Each individual is answerable for a part of the material that is needed to complete the task. Afterwards, all members resources have to be combined to attain the group's desired goal (this can be the case with the jigsaw procedure).

1.11.1.4 Role Interdependence

Roles are to be assigned, in which the teacher specifies different roles to group members in order to finish the assigned activity (these roles might be a recorder who takes notes while working on the task, a checker who is responsible to ask each teammate to explain the material being learned, a reader....) since the teacher rotates roles each time, he provides them with several opportunities to broaden their skills.

1.11.1.5 Task or Sequence Interdependence

This type occurs when the material is divided into portions. Thus, when one member in the group has to complete his work before the next portion of the work is to be completed. Positive identity exists when a mutual identity is created; this can be achieved through placing groups in a competitive atmosphere, where they are intended to compete with each others. Other fantasy interdependence can be established when students receive an assigned task that requires them to put themselves in the shoes of a hypothetical situation.

1.11.2 Individual and group accountability

The second element of cooperative learning is individual and group accountability. The group must be accountable for attaining its goals. Each individual student must be responsible for contributing his or her own portion of the work (to make

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it sure that no one “hitch-hikes” on the work of others) and showing a complete mastery of it. The group has to provide a clear image about its goals and be able to measure (a) its progress in accomplishing them and (b) the required efforts of each participant to take share in the job. Individual accountability exists when quantity and quality of each member`s performance is evaluated, and to make sure that every student has mastered the material.

The results are given back to make the group and the individual in order to determine who needs more help, support, and encouragement in completing the task. Moreover; Individual accountability promotes “equal participation”. A true cooperative learning atmosphere is highlighted by every participant contributes equally for his group`s success. “There are no “hitchhikers,” those who let the group carry them along for a free ride. And there are no “chauffeurs,” those who try to drive the team where they want to go. Teachers must take specific actions to ensure that there are no hitchhikers or chauffeurs on a cooperative team” (“Cooperative Learning”, nd.).

1.11.3 Promotive Interaction

The third essential component of cooperative learning is promotive interaction. . According to Johnson & Johnson (1999) Students need to place themselves in small groups, so they work closely side by side on a shared material which promotes face to face interaction abilities through eye- to- eye contact. Heterogeneous groups of two to five students are appropriate to provide sufficient opportunities for all members to participate, assist, back up, encourage, exchange the required materials, process information and praise each other`s efforts to understand the assigned activity. The teacher can use many ways to promote face-to-face interaction while students are working cooperatively in teams. One is to set up a comfortable physical atmosphere in

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the by arranging the desks so that no one is postured on a raised platform and no one monopolizes the group's talk as the head of the discussion.

A student who does not interact with other participants is often regarded as a "free-rider" or antisocial individual who shows a great reluctance towards working in groups cooperatively, also he does not offer help and support to other students as well as refraining to contribute to the team's efforts. They attempt to maximize their learning and be responsible to support other individual's leaning.

1.11.4 Interpersonal and small group skills

The fourth essential element of cooperative learning is teaching the needed interpersonal and small group skills to attain a group goal successfully. Johnson and Johnson say that teachers must not only grasp individuals accountable for *what* they contribute to their team, but also for *how* they contribute and interact with other teammates. In cooperative learning groups, students are required to develop their understanding about an academic issue (task work) and also to obtain the interpersonal and small group skills that enable them to function as part of a group (teamwork).

The designed tasks comprise positive interpersonal communication skills such as: active listening, exchanging, backing up, promoting, building consensus, appropriate use of eye contact and body language, confirming, and above all teaching members how to focus on the task and check if each other has a full understanding of the material. Team work skills should be taught precisely and decisively to group members. Since cooperation and conflict innately go hand in hand, the various processes and skills are used to cope with conflicts fruitfully. Thus, Team members must have a sufficient

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knowledge about how to afford effective leadership, built trust, make decisions, communicate, and handle conflict, and above all be motivated enough to make a beneficial use of the prerequisite skills.

1.11.5 Group processing

The fifth essential component of cooperative learning is group processing. After completing an assigned activity, group members talk about how effectively they perform as a team including their productivity as a cooperative group, and indicate whether they accomplish their goal or not (Johnson et al., 1994; cited in saban, 2005, P.192-193). This implies that after a group work session students can assess their work, they identify what member action is favorable and unfavorable and decide about future changes, they celebrate their success and sustain valuable group working relationships.

Thereby, Crandall (1999) denotes that after a group work session, learners discuss freely their mutual achievements, and how well they learn or purify different strategies that help them to monitor, to learn from other members, to exchange ideas, to share and experience various roles and above all use the language effectively. Strong group reflection is more likely to emerge when team members have built trust, share responsibility equally, respect each other, and are positively motivated to work together. While the instructor systematically observes his students working cooperatively, he/she achieve a window into how well they grasp the material, concepts, strategies and the basic elements of cooperative learning.

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1.12 The Types of Cooperative Learning

Cooperative learning is a new educational strategy which aims to organize classroom activities into intellectual and social learning experiences. Johnson and Johnson propose three main types of cooperative learning: Formal group learning, informal group learning, base group learning.

1.12.1 Formal Cooperative Learning

Formal cooperative is portrayed by having students work together for one class episode to several class sessions to accomplish a joint learning goal, they work together in small teams and backup each other efforts to complete a specific activities or assignments (Johnson, Johnson & Holubec, 2008). This type of learning is appropriate for any lecture material or assignment, and groups of two to six students can be formed, they work together for few minutes up to discussions lasting from a few minutes up to whole class period. Teachers may use various types of formal cooperative learning strategies such as: (a) Jigsaw technique, (b) assignments that are correlated with group problem solving and decision making, (c) laboratory or experiments, (d) peer review work.

1.12.2 Informal Cooperative Learning:

Informal cooperative learning 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 (Johnson, Johnson, & Holubec, 2008). During a lecture, informal cooperative learning can be utilized to grab student attention to the material to be learned, set a mood contributing to learning, assist in formulating expectations about

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what will be covered in a class session as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned. The teacher's role for using informal cooperative learning to keep students more actively engaged intellectually entails having focused discussions before and after the lesson (i.e., bookends) and interspersing pair discussions throughout the lesson.

Informal cooperative learning involves students to understand presented lecture effectively, It also offers sufficient time for teachers to closely observe and listen to students while working together, that can give him more opportunities to obtain evidence and insights into how well students understand the concepts and information being as well as augments the individual accountability of participating in classroom discussions.

1.12.3 Cooperative Base Group

In general, cooperative base groups are long-term, heterogeneous cooperative learning groups with steady membership (Johnson, Johnson, & Holubec, 2008). As a primary responsibilities, students are accountable to (a) ensure all members are marking good academic advancement (i.e., positive goal interdependence) (b) embrace each other answerable for striving to learn (i.e., individual accountability), and (c) provide each other with support, encouragement, and help in completing tasks(i.e., promotive interaction). In order to guarantee the base groups function effectively, usually teachers decide to teach the required social skills and have groups process how effectively they are functioning. Typically, cooperative base groups are heterogeneous in membership (especially in terms of accomplishment, enthusiasm and assignment meet regularly (for

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example, daily or biweekly), and stay together for the allocated period of the class (a semester or year) or favorably for several years.

1.13Types of cooperative Learning

The above table represents the major types of cooperative learning.

	Informal learning Groups	Formal cooperative groups	Cooperative base groups
Characteristics	<p>short-term less structured</p> <p>turn to your neighbor</p>	<p>stay together until the task is done</p> <p>structure facilitates 5 critical elements</p> <p>heterogeneous or homogeneous</p>	<p>long-term peer support</p> <p>heterogeneous</p>
Use	<p>-in any class size</p> <p>-focus attention prior to lecture - set</p> <p>-to break up lecture - "reset," check for</p>	<p>review homework</p> <p>-work through a problem together</p> <p>-review for a test</p>	<p>academic support study for test, make sure all are achieving</p> <p>-routine tasks - homework, attendance</p>

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	<p>understanding, review</p> <p>what was said,</p> <p>summarize the main points</p>	<p>-perform a lab experiment</p> <p>-write a report</p> <p>-do a project</p>	<p>-personal support - sympathetic listening, trust-building, cross-cultural relationship building</p>
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Smith, Johnson and Johnson (1992). Collaborative Learning. NCTLA.

Table 2: Types of cooperative learning.

1.13 Methods of Cooperative Learning

Different methods and models have been advanced over years by various scholars and are applied in the classroom successfully.

1.13.1 Jigsaw II

Jigsaw is originally designed by Aronson and his colleagues in 1978, and it is developed by Slavin in 1994. Materials have to be learned through dividing it into 4 parts with guiding questions. Students are intended to work in teams of four- or five-members as in STAD and TGT. Each pupil in a group is responsible of reading one portion of the materials. After the reading, an expert group of discussing materials is formed; composing of pupils from different groups with the same focus of learning materials. After the discussion task, each expert member teaches his/her teammates until

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they have mastered all the materials. Then students are tested individually, and are scored on the basis of the improvement score system of STAD, the group with the highest average will be rewarded.

1.13.2 Learning Together

David Johnson and Roger Johnson develop the Learning Together models of cooperative learning (Johnson and Johnson, 1998). The model is characterized by the 5 elements of cooperative learning. In the model, students are working on an assignment sheet in four or five member heterogeneous groups, they give back a single sheet but are rewarded on the basis of the group product. This method asserts team-building tasks before students start working together, and regular discussions about how well they are performing together.

1.13.3 Think-Pair-Share

Kagan (1989) develop the Structural Approach based on using 'structure' which is defined as 'content-free ways of organizing social interaction in the classroom. Structures usually provide a series of steps, which prescribe behavior at each step'. These content-free structures offer teachers with frameworks to be useful for any subject matter. Various learning outcomes can be attained from this structure. Teachers can select the suitable structure or a combination of structures that fit their teaching objectives or intend learning goals and implement them to a lesson in an appropriate sequence.

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1.13.4 Group Investigation

Group investigation is developed by Shlomo Sharan and Yael Sharan in 1992. It is regarded as general classroom organization plan in which students are intended to work in small groups, employing cooperative investigation, group discussion and cooperative planning and projects. In addition, it is proclaimed as one of the most student-centered methods that allows students to select their topics of interest for investigation freely, plan and perform it, present and assess the outcomes. It develops students' higher order thinking skills, for this reason, group investigation is applied in doing group projects in many key learning sections for instance English language and literature.

1.14 The role of The Teacher and the Learner in Cooperative Learning

1.14.1 The Role of the teacher

While implementing CL in classroom, teacher plays an important role when arranging students in small groups to work cooperatively on an assigned task. However; before starting working on a task, they have to identify: the size of the group, the group members, the time frame, and nature of the task, and potential roles for group members.

Jhonson and Jhonson (1987) point out five major concepts that teachers need to know before implementing cooperative learning in their class, (1) they have to specify the objective of their lesson, (2) they have to decide how to arrange their students in small groups before delivering the lesson to their students, and they have to allow groups to stay steady for enough time until they grasp the material effectively and solve the problem cooperatively, (3) moreover, they have to clear up the task, goal structure, and learning activity to their students, (4) then, they have to monitor the effectiveness of cooperative learning group and interfere to offer task assistance (e.g. answering

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questions, teaching interpersonal or group skill, reviewing task procedures and strategies), (5) they have to evaluate students' attainments and help them to discuss how they work together effectively. However, when implementing cooperative learning in the classroom, teachers have to ensure that each student within the group have a specific role, because assigning roles motivates them and makes them responsible to complete the task effectively, also they have to rotate students' roles each time to strengthen their range of skills.

1.14.2 The role of the student

During cooperative learning each student has a role to play, those roles assigned by the teacher, he has to rotate them among students. These roles can be identified as follow: a facilitator who looks to see that the group's reconstruction has the required characteristics of the text type, a checker who checks that each member can explain all the group's choices in creating their reconstruction, a conflict creator who generates debates through disagreement, a recorder who writes down group ideas and a language monitor who makes sure that the team members are using the second language, both teachers and learners may decide that the first language is sometimes appropriate.

Conclusion

As a result ,according to what have been included previously we come up to the following conclusion, that writing is one of the most challenging tasks both in academic setting as well as in other contexts. Students face many problems which deprive them from expressing their thoughts effectively, in order to cope with these endless constraints, teachers use a number of different strategies to encourage students and get them more involved in the writing task and above all improving their writing

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performance. Notably, most of the applied strategies don't succeed in solving writing issues, they look for more effective remedies .

Simultaneously a new strategy emerges on the ambit within the current shift from the teacher-centered approach to learner-centered approach which is cooperative learning strategy that seems as a remedial tool to resolve all writing deficiencies. Generally speaking, there is a recent appeal for implementing this technique in academic settings as a desirable method to teach all language elements, teachers consider it as the last remedy that may enhance their student's writing performance, so, they apply it in their classroom where students are given opportunities to write, revive and rewrite what they have written. Additionally, it has been proven as an effective strategy in fostering and deepening EFL academic achievements; this can be accomplished through the inclusion of its different methods in EF classrooms to teach different elements in general.

In order to solve writing difficulties, teachers rely on this new strategy as a temptation to improve their students writing performance through working together in heterogeneous groups to produce a writing text, they facilitate each other understanding of the topic and work together to complete this cooperative work on time, because of its fruitful outcomes both teachers and students show positive attitudes towards it. However, they need to embrace it.

Unlike individualistic and competitive structures, Cooperation structure is seen as a remedial strategy for major learning problems. It is also regarded as a practical mean with beneficial results on many levels, since it provides a supportive and social learning atmosphere for learners to work together in small groups on a joint task to achieve their desired outcomes. Moreover, each individual can take a part in the

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ownership of the lesson content as well as has more opportunities to improve his self-responsibility and maintains different social skills. To sum up cooperative learning seems to be a useful strategy in the teaching and learning cycle.

Chapter two: Methods and data collection

Chapter Two: Methods and Data Collection

Introduction

This chapter develops an understanding of the theoretical aspects of our study. Also, it describes the method adopted to gather information that will be discussed later on. It tackles the objective of the study, a general outline of research method, research design, and the reasons for choosing them, this chapter shed lights on the different data collection tools, procedures and participants. It provides a quick overview on the data analysis procedure and how they will be used in the previous chapter.

2.1 Research method

2.2 Objective of the research

This academic study aims to investigate the significance of implementing cooperative learning in classrooms to improve EFL students' writing skill; also, it seeks to tackle both students' and teachers' attitudes towards the inclusion of this technique in writing sessions.

2.3. Research design

The research adapts the quantitative research method. Manion and Morisson (2005) define methods as range of approaches that are used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction .In other words, methods are techniques and procedures are used to gather data. Thereby, the main purpose of this academic study is analyzing presupposes identification, we opt for the descriptive method since it seeks to study the effectiveness of cooperative learning as a method of enhancing students' writing performance, it is deemed appropriate to use an experimental approach ,the current study includes two groups ,the experimental cooperative learning group and the control group.

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2.4 Descriptive method

Burns and Gove (2001.P.82) state “*descriptive design helps to identify problems in current practice with a view to improve outcomes*”. Biggams (2008) refers to a research strategy as the one “*where you describe how you intend implementing your own research strategy, i.e., the strategy that you intend adopting to complete your empirical study*” (P.82). Descriptive method describes events and then organizes, tabulates, depicts and describes the data collection (Glass&Hopkins, 1984).

Most quantitative research falls in two areas: studies that describe events and studies that seek at discovering inferences or causal relationships. Moreover, descriptive studies aim at finding out “what is” so observational and survey methods are employed to gather descriptive data (Borg &Gall, 1984). It often utilizes visual aids such as graphs and charts to help readers in understanding the data distribution, thus, descriptive statistics are very important in reducing the data to manageable form. Additionally, it involves collections of quantitative information can be tabulated along a continuum in numerical form.

Furthermore, descriptive research often calls upon quasi-experimental research design (Campbell&Stanely, 1963). Three main purposes of descriptive research are: to describe, explain, and validate findings. The descriptive studies can yield rich data that lead to important recommendations.

2.5 Justifying the use of descriptive method

The purpose of using a descriptive method is to explore the real-life situation and to provide information of the elements as they occur. Moreover, it describes the current statistics .So, that one develops appropriate guidelines for future use. Since the main purpose of the research was to study the effectiveness of cooperative learning as a

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method of improving students' writing performance, it was deemed to use an experimental approach, as we mentioned before the descriptive method can call upon quasi-experimental research design. As we attempt to investigate students' and teachers' attitudes towards incorporating cooperative learning in classrooms, it was helpful to rely on statistics and visual aids such as charts and graphs to help readers understand our findings.

2.6. Participants

To obtain answers and test our hypotheses which seeks for the investigation of the effect of cooperative learning as a new strategy to enhance students' writing performance and to explore students' and teachers' attitudes towards the inclusion of this new techniques in their classrooms. To reach our purpose of conducting this research we worked on a representative sample randomly selected from a population which Pilot (2001) defines it "*as the entire aggregation of cases that meet a specified set of criteria*" (P.233). Our population contains fifty three (53) first year master students and six (06) teachers are teaching writing expression in the same department.

2.6.1 Students

Our population includes first year master students from the department of English at Chadli BenDjedid university of El Tarf. However, it is not possible to study the whole population because dealing with all students requires many efforts and much time, thus we chose randomly our subjects, this can be referred to as "sampling" Pilot (2001) states "*sampling involves selecting a group of people, events, behavior, or other elements with which to conduct a study*" (P.235).

When elements are persons they are known as subjects...selected from the delineated target population in a way that the individuals in the sample represent as

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nearly as possible. We distribute a multiple choice questionnaire to which they all answer, we explain and clear up questions to students. So, that it would go smoothly, they seem excited and motivated. One class is selected to carry up a test.

2.6.2 Teachers

To carry up this research study, six (06) teachers teach writing course in the same department are selected, they hold the magister degree, they seem to have a good mastery of the English language and have a good control of their classes ,that somehow knew their learners think and level which reassuring for reliability of their information. The number is restricted because of time constrains, we give them multiple choice questionnaire, they are pretty collaborative and helpful.

2.6.3 Reasons for selecting these participants

Before selecting the participants, we ask ourselves several questions: who can provide the best information? How many participants do we want to select? Both teachers and students provide us with the criteria needed for this study. We have selected first year master students to be our subjects for two reasons: the first reason that they had already studied at least three years at the university; this made them familiar with working in groups. The second reason is that their attitudes towards implementing cooperative learning may differ from one student to another which may provide diverse answers.

Whereas, teachers who are questioned have many years of experience in teaching writing skill, this implies that they are equipped enough with the appropriate experience that can help us to conduct this study. Students' class is heterogeneous; there are males, females, introvert and extrovert students which help to enlarge the diversity of the obtained data. In other words, the participants for this study have the ability to answer the research questions at hand.

Chapter Two: Methods and Data Collection

2.7. Data collection procedures

2.7.1 Data collection

Data collection is a means of gathering information, facts, statistics, and details from different sources. It is also defined as the process information is gathered and measured on already set variables in established systematic fashion. This then enables one to answer relevant questions and assess outcomes. Data collection components are transferable to all fields of study including social and physical sciences, business and humanities. While methods vary by discipline the emphasis on ensuring reliable and truthful collection continue the same. All data collection aims to capture quality evidence that then translated to sufficient data analysis and allows the building of convincing and credible answers to questions that have been posed (Data collection, nd)

2.7.2 Importance of data collection

Regardless to the field of study or preference of defining data (quantitative or qualitative) truthful data collection is crucial to maintaining the integrity of the research. The selection of the appropriate data tools (lately developed, accessible and modified) and clearly delineated instructions for their logical use decrease the possibility of errors occurring, inappropriate data collection leads to:

- 1- Failure to find accurate answers to the research question.
- 2- Inability to validate the research outcomes and make them repeatable.
- 3- Confusing other researchers to investigate worthless fields of research.

As the level of impact from inappropriate data collection process varies according to the fields of studies and the nature of investigation, there is probability to cause inconsistent damage when these research results are used to maintain public policy recommendations (Importance of data collection, nd).

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2.7.3 Quantitative aspect of the research

Quantitative data employs numbers to ensure information and establishes, confirms or validates relationships and develops generalizations that contribute to theory. This information is examined using statistical analysis which allows researchers to dig deeper into the data and seeking for greater significance. In this study surveys are used to collect views on the inclusion of cooperative learning in writing sessions.

2.7.3.1 Surveys

In data collection surveys are very practical, especially when soliciting information from people (large groups). It can be administrated in a variety of ways as personal interviews, telephone interviews and self-administrated questionnaire. However, they are always composed of two components: questions and responses, responses may take the form of” open-ended “this implies that respondents have to answer in a free flowing narrative form, whereas with “closed-ended “responses, they have to select from a range of predetermined answers are implemented.

Generally speaking, “open-ended” responses may be hard to code and entail more time and resources to handle than “closed-ended”. Ones which can be portrayed through a rating on some scale (e.g. rate a given statement from 1 to4 , on a scale from ”agree” to “disagree” or give categories from which to choose , or may involve estimates of numbers or percentages of time in which participants may engage in an activity.

2.7.3.1.1 Students’ and teachers’ questionnaires

We distribute multiple choice and open-ended questionnaires to both teachers and students in which we explore some important points on cooperative learning use and perception by those participants. We have selected to use questionnaire because it is

Chapter Two: Methods and Data Collection

powerful tool for gaining a great amount of knowledge about an area in the field of education. According to Singh (2006) *“the questionnaire affords wider geographical coverage; it makes for greater validity in the results through promoting the selection of a large and more representative sample”* (P.8).

We utilize them because they enable us to obtain more information and permit us to receive immediate responses from the participants, also, it lets us get in touch with a huge number of people and helps us to collect straight forward associated to people’s performance and behavior looking to at the essential attitudes of a group connecting to a particular issue. We distribute two kinds of questionnaires, one is addressed to students in which we treat some important points on cooperative learning use and investigate their attitudes towards the inclusion of this technique in their classrooms, the other is addressed to teachers to explore their perception of the new strategy and to obtain sufficient information about the effect of CL on their students’ writing performance.

Students’ questionnaire is made of ten (10) fixed choice questions whereas teachers’ questionnaire is made of ten (10) questions. Participants are required to choose from among various options that are presented to them, they are fixed crucial items, they can be analyzed rapidly, and they are proficient when examining a huge number of participants over a particular issue. One drawback is that creating multiple choice items will entail much efforts and time for writing review and revision.

2.7.3.1.1.1 Students’ questionnaire administration and description

The questionnaire is given to thirty four (34) first year master students from the department of English at Chadli BenDjedid university in El Tarf, we selected them randomly, and they answered the questionnaire in the classroom in the presence of the

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teacher .To get sufficient responses we read and explained some questions that seemed unclear for them and difficult to understand, they took just 15 minutes to answer.

The students' questionnaire was composed of ten (10) questions, at the beginning we asked them if they feel anxious when they write in English, and why they feel so? In order to explore their attitudes towards working in groups we asked them about their preference of performing in writing sessions (in pairs, in teams, or individually), and whether they feel motivated to work in groups or not, and whether writing cooperatively strengthen social relationships among group members. Also, we made a query on whether they are aware about each member contribution to their team work, their capability to ask for clarification during cooperative work and offering help to their mates in understanding the content of the work, and the effect of rotating roles on their range of skills. Then we tried to diagnose the impact of group work on their class participation and their ability to produce a well-organized piece of writing.

2.7.3.1.1.2 Teachers' questionnaire administration and description

The teachers' questionnaire has been administrated at the English department of Chadli BenDjedid University during a week; some of the teachers preferred to answer the questionnaire at home. As we mentioned before it was composed of 10 questions, it contained general questions about the teachers' gender and experience, and the major difficulties that students were facing, and teachers were required to state how they prefer their students to perform in writing sessions. We also made a query on teachers' preference in group composition structure, and the major constrains that may hinder them from incorporating cooperative group work successfully and what solutions they used to cope with these difficulties. We also asked them to describe their student's level after

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applying cooperative learning strategy, and to give their evaluation for both the inclusion of CL in writing and students' attitudes towards this new technique.

2.7.3.2 Test

The test is one of the newest and most suitable methods for checking and evaluation. According to Merriam Webster dictionary a test is “critical examination, observation or evaluation. It is also the procedure of submitting a statement to such conditions or operations as will lead to its proof or disproof, for its acceptance or rejection. In other words, it is something as a series of questions or activities for measuring the skill, knowledge, intelligence, capacities or aptitude of an individual or group.

We use a test because it provides broader scope and higher objectivity and allows the typical mistakes and difficulties of the student to be discovered, moreover, it presents an opportunity for self-study and self –evaluation. In order to investigate the effect of CL on students' writing performance, first master students were given a test in one writing session, they were asked to produce a piece of writing on a given topic (exercise n:1 page139) from Jeremy Harmer book “How to teach writing” . We had divided the classroom in two groups, a control group where each student had to work individually and an experimental group where students had to work cooperatively to produce a piece of writing. We tend to make a comparison between the two groups to see which one perform better than the other.

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2.8 Credibility and reliability

The principles validity and reliability are the core cornerstones of the scientific method, Merriam (1998) views that all types of research are concerned with presenting valid and reliable information in a good manner. According to Merriam (1998) internal, external validities and reliability are fundamental characteristic that a researcher have to focus on. Internal validity refers to the degree to which the outcomes are attributable to the reality. Leedy and Ormord (2013) declare that the internal reliability of a research study is the degree to which its design and the data yields permit the researcher to draw accurate conclusions about the cause and consequences and other relationships within data.

Arguably, the most critical characteristic of a test it is its quality or validity, simply, a test is considered valid if it measures what it was formed to measure (Borg and Gall, 1989). In relation to this research, internal validity deals with the question of whether the outcomes have captured all that surrounds the use of cooperative learning to enhance students' writing performance, and students' and teachers' attitudes towards the use of this new strategy. The external validity refers to the magnitude to which the results of a study are generable or transferable, most discussion of external validity spotlight exclusively on generalization (Campbell & Stanley, 1966). To guarantee the external validity of this research, the researcher has attempted to establish the typicality of the case study.

As Punch (2005) argues reliability is a core concept in measurement which is correlated with precision and accuracy. Reliability can be replaced by the concepts such as credibility, neutrality, confirm-ability, consistency, dependability, applicability, transferability, and trustworthiness (Cohen, et al., 2011). Reliability refers to the

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consistency with which test capitulates the same results for respondent across repeated administration (Borg & Gall, 1989). Bryman (2012) argues that there three main factors concerned when considering whether a measure is reliable through checking its stability, internal reliability and inter-observer consistency.

In this study our research design was pretty selected and created to suit the content at hand. We took time in collecting data and ensuring the honesty of our subjects' responses and performance. The test was undertaken in a naturalistic environment, and we took sufficient time in explaining questions and clearing up ambiguities to the students as well as the teachers to ensure the reliability of the answers, our data collection and analysis were completely neutral and objective.

2.9 Data analysis procedures

2.9.1 Quantitative data analysis

Quantitative data analysis is useful in evaluation since it acquires quantifiable and, manageable and understandable outcomes. It can be analyzed in through ways .In this study we utilize descriptive statistics to investigate the core aspects of our data. The students' and teachers' questionnaires results will be organized and tabulated on a continuum in numerical form that allows us to analyze it easily and draw general conclusions on the issue. Also, it will be displayed using a pie chart, which is a useful figure that enables readers to read quickly and understand the results successfully. We will review and interpret data and findings to recognize patterns in our research study. Whereas, the actual results of the test are organized in tables that indicate the committed mistakes, its category, as well as the correction.

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Conclusion

This chapter sheds lights on the main research methodology characteristics, and explains theoretically the procedures that are used in the practical part of this study. Also, it describes the methodology is applied to conduct this study as well as the research design that fit the aims of this study. In addition, a detailed description of the participants and data collection instruments is included briefly. It casts lights on the data analysis procedures that will be used in the next chapter.

Chapter three: Data analysis and findings

Chapter three: Data analysis and findings

Introduction

This chapter consists of the practical part of this study. It puts into practice what have been mentioned in the previous chapter. It starts with the collected data analysis by representing the results of quantitative research data including those of the students' and teachers' questionnaires in addition those of the test, it interprets these findings and draws conclusions to confirm or deny the research hypotheses.

3.1 Data analysis and interpretation

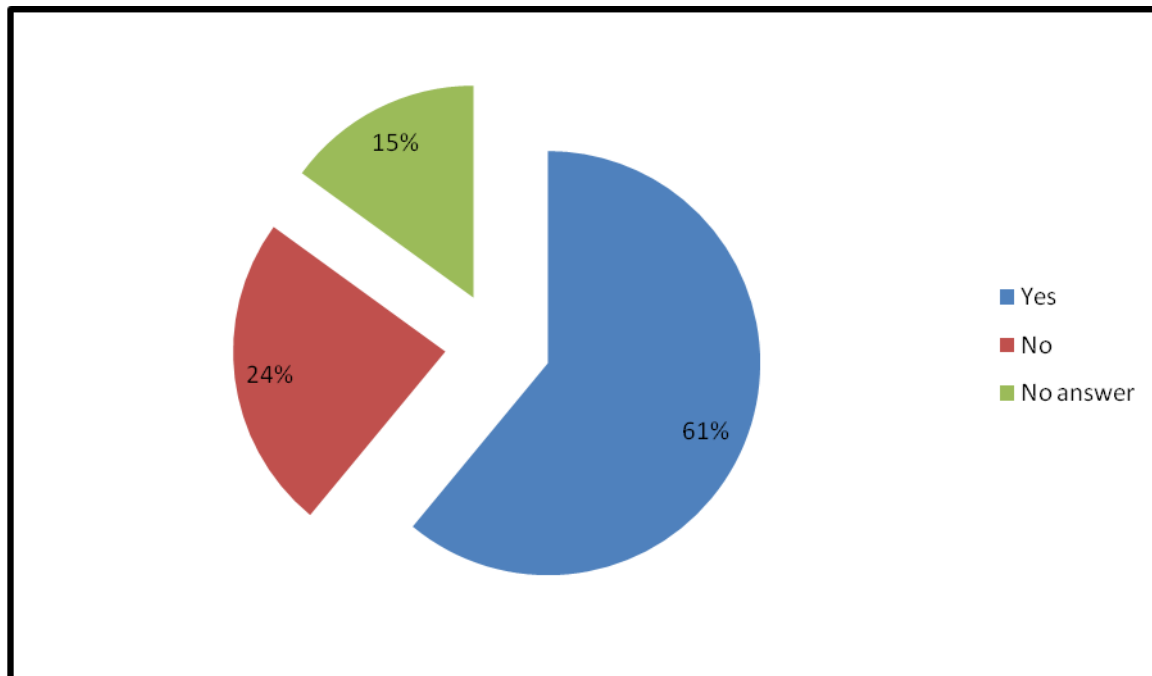
3.1.1 Students' and teachers' questionnaires analysis

The students' questionnaire attempts to investigate their attitudes towards implementing cooperative learning by their teachers in writing sessions, it contains ten (10) questions, we gave instructions about filling the questionnaire, they were expected to answer the questions by ticking the suitable answers. It took 15 minutes to answer and 20 minutes to analyze it .Whereas teachers' questionnaire are used to elicit the subjects' perception, attitudes and use of cooperative learning in their classrooms, it consists of ten (10) multiple choice questions, like students, teachers are required to answer questions by ticking the needed answers, some of them preferred to answer it at home, it took about 15 to analyze it. Both questionnaires aim to investigate the participants' perception and attitude towards the use of cooperative learning in writing classes and above all to study the effect of this new technique on enhancing students' writing performance.

Chapter three: Data analysis and findings

3.1.1.1 Students' questionnaire results

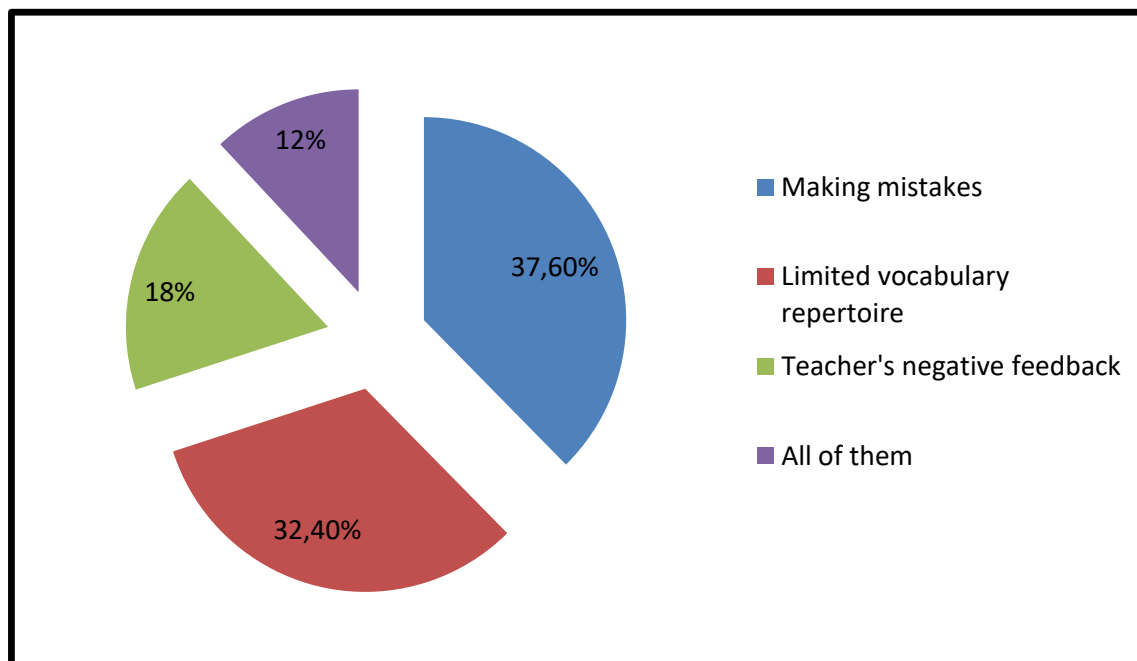
Q01. Do you feel scared when you produce a piece of writing in English?



Pie 01: Anxiety from writing in English.

The pie above reveals that (61%) of the students who answer with yes admit that writing is a complex task which makes them feel anxious, this anxiety can be traced back to the fact that English as a FL presents a great challenge for them to be mastered orally as well as graphically, since it involves a range of skills and efforts .While (24%) of them affirm that producing a piece of writing is an easy task for them. (15%) is the proportion for those who do not provide us with an answer for unknown reasons. When we ask those participants who answer with yes to justify, their arguments are different from one to another as shown in the following pie:

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Pie 02: Causes of students' anxiety.

Students who opt for yes provide us with various persuasive arguments, since their reasons differ from one student to another. (37, 6%) claim that they feel anxious when writing in English because of making mistakes which means that those students care about the form of their product and consider it as a crucial element to achieve a good writing, to cope with this, they have to identify the categories of their mistakes whether grammar or spelling mistakes and try to develop their understanding of these categories.

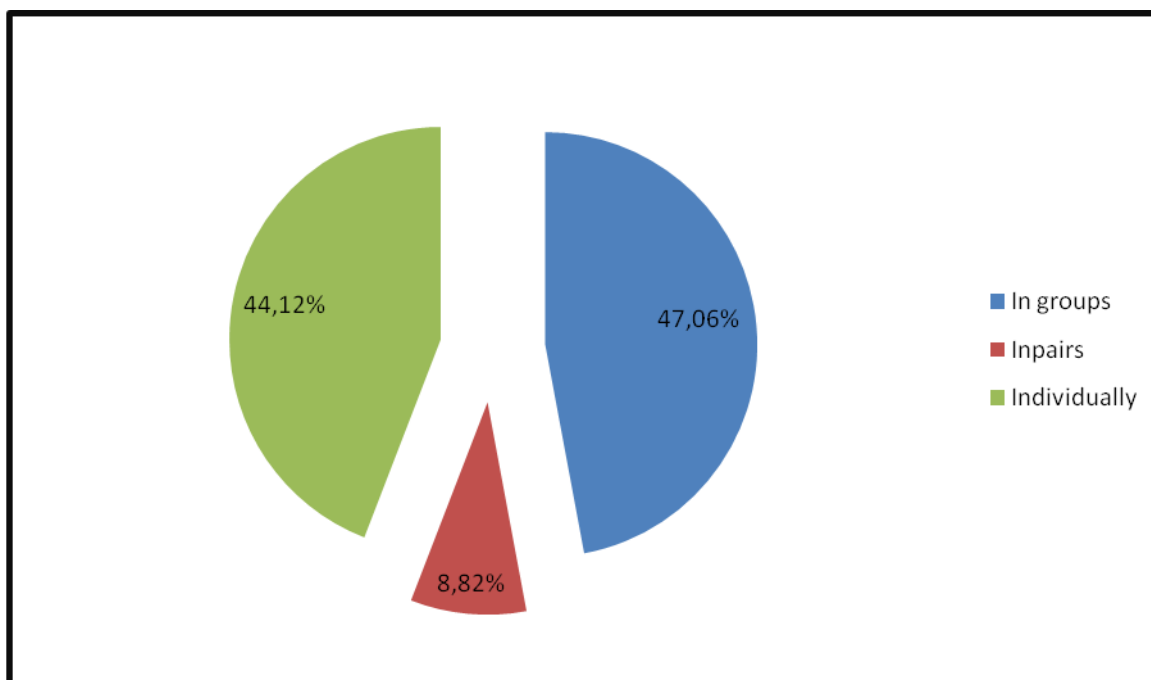
Moreover, (32, 40%) of the students who relate their anxiety with possessing a limited vocabulary repertoire that lead them sometimes to mis-selection of words that results in disastrous pieces of writing that may confuse the reader and guide him/her far from the line of their reasoning, also the limited range of vocabulary may be due to the lack of reading, or they may forget new vocabularies because of the lack of practice. So,

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as a suggested solution, they have to broaden their limited vocabulary through reading or engaging in fruitful discussions with their peers as well as native speakers to catch new vocabularies as well as idioms that can be used to enlarge their lexicon.

Furthermore, (18%) of students admit that their anxiety is largely associated with the teachers' negative feedback. Teachers sometimes are reluctant to provide negative feedback that may hurt deeply the student's self-esteem or make them unmotivated. So, teachers should always encourage students with positive feedback to raise their production in writing. However, (12%) of the students claim, that they face all of the mentioned difficulties.

Q02. How do you prefer to perform in the writing class?



Pie 03: Students' preference to perform in writing.

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When asking students about how they prefer to work in writing sessions, (47,06%) demonstrate that they prefer to work in groups rather than working in pairs or individually, they have justified their answers by providing some arguments; they claim that working in groups is a fruitful structure, because it helps them to enhance their learning as well as their writing performance through peer correction , others state that working with other students strengthen their social bounds and reduce the level of anxiety, they also can share their thoughts freely without being intimidated to be rejected by others. This will diminish the level of committing grammar, and spelling mistakes, also it minimizes mis-selection of inappropriate words and items, and this can be due to their limited vocabulary.

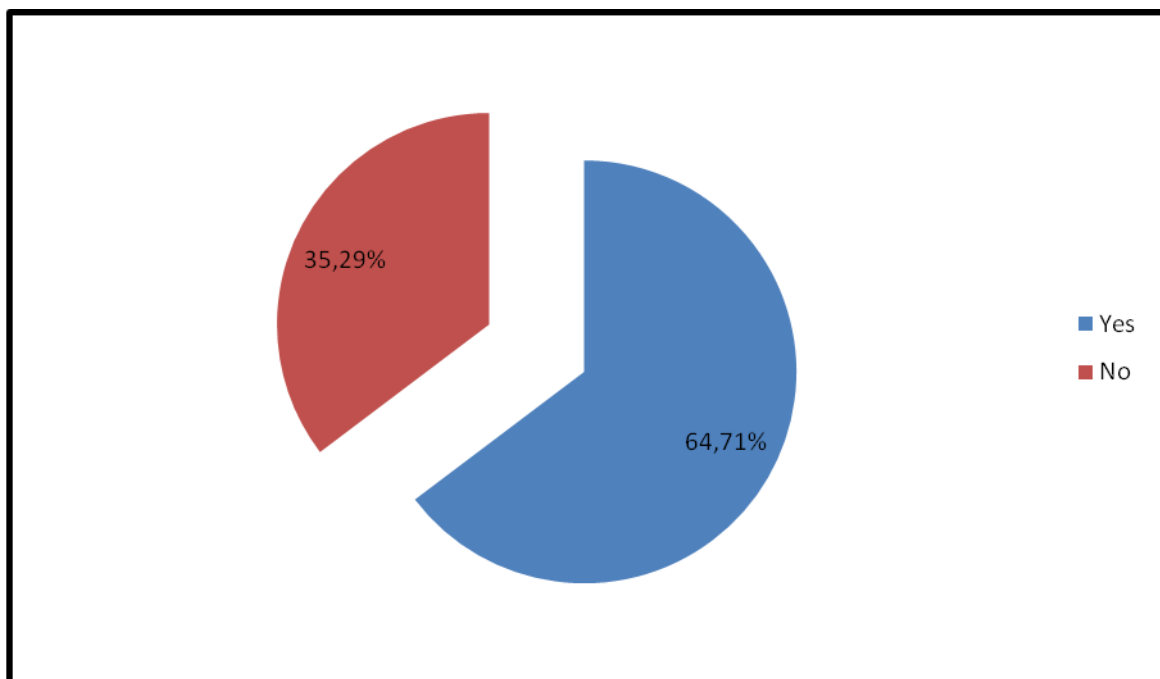
(8, 82%) of the students admit that working in pairs is more favorable for them, because it makes them highly motivated and engaged in the task, since they are performing in a comfortable atmosphere with low anxiety, they prefer to work in pairs because they have only one partner, this allow them to interact and discuss the topic in an effective way, since there is no other participants, their partner will be totally engaged in the activity, they can impress each other in a more efficient way without distribution.

However, the last category (44, 12%) likes to work individually, this result can be due to their own belief that writing is a personal issue, no one has the right to reflect on their own thoughts, they denote that working individually allow them to measure the degree of progress they make, and inform them about what will be maintained, and what need improvements. They declare that interacting with others will confuse them and makes them unable to express themselves in inappropriate way. They add that they have no desire to afford assistance to others anyway, because it will threaten their

Chapter three: Data analysis and findings

ultimate goal which is to be the number one. They view it as the source of conflicts, because members especially talkative ones among them spend time talking, they do not contribute to the team work any way, they can be recognized as destructive members, because their laziness may influence the main goal of their group, since writing is a personal creative issue that has to be done individually.

Q03. Do you feel motivated to work in groups?



Pie 04: Students' motivation to work in groups.

From the pie above, we notice that (64, 71%) of the informants feel motivated to work in groups, this can be due to many reasons; they assert that working with their classmates on a topic cooperatively will be beneficial for them, because it fosters their learning in general and improves their writing skills. It reduces anxiety and shyness among them; they also can gain a better understanding of the content of the assigned task

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through interaction with their peers, they add that they can exchange their ideas with their mates and maintain social relationship which provides them with opportunities to ask for help without being embarrassed, this will enable them to ask their friends freely, also, working together in groups will save time and efforts since high achieving students help low achieving ones to complete the task on time, they can correct their mistakes through peer review, they reveal that working with students of different levels can help them to enlarge their vocabulary repertoire, their understanding, grammar rules as well as different conventions of writing that may strengthen their style of writing.

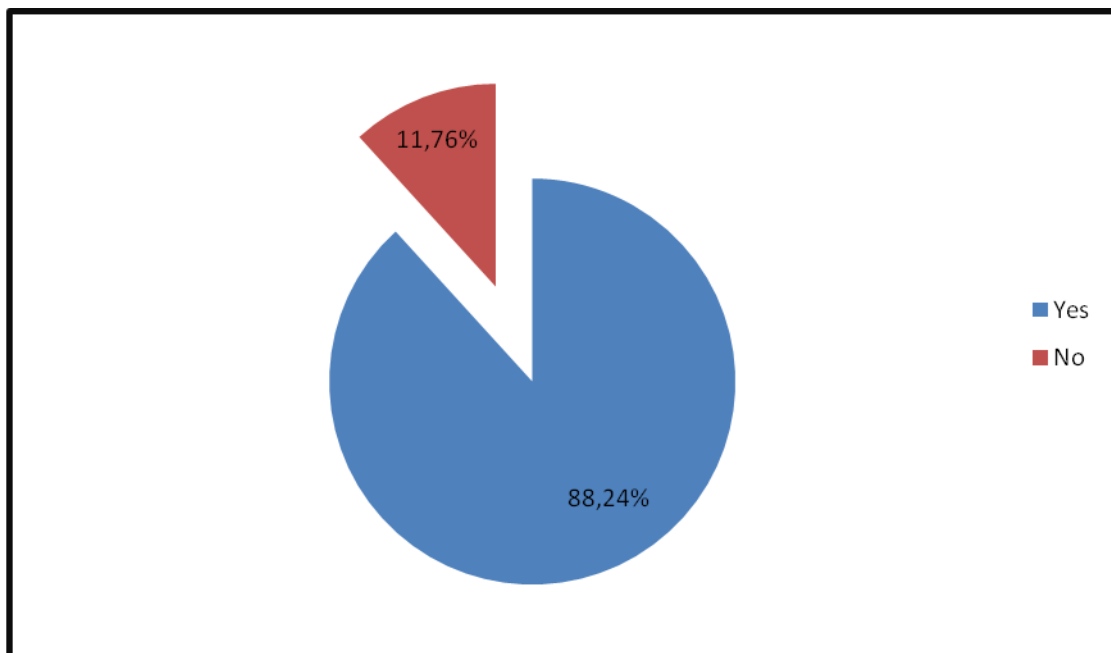
However, (35, 29%) admit that they do not feel motivated to work in groups. The reason for this can be due to their preference to work either individually or competitively with others. Their preference to work individually relates back to the absence of interdependence among them or their effective side of some of them cannot cooperate with others because of their shyness. For those who like to work competitively with others, through obstructing each other's efforts in order to be on the top. Their reluctance to work cooperatively in teams can be related to many reasons, thus they provide us with some reasons; they affirm that working in groups wastes their time and efforts, they believe that they are capable to work individually than engaging in worthless discussion with others.

Moreover, they refer to the group work as the main reason for noise, especially when they work with talkative students who are not serious enough to complete the task and spend the allocated time in chatting which annoy them and make them unable to focus on the task, some of them reveal that they become anxious and feel unpleasant to work with others especially high level students how monopolize the group discussion and oblige them to follow their line of reasoning. So, teachers should raise their awareness to

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the importance of this strategy in enhancing their learning through grabbing their attention to the fruitful outcomes of this strategy.

Q 04. Do you have a high sense of responsibility of working with others?



Pie 05: Students' sense of responsibility to work with others.

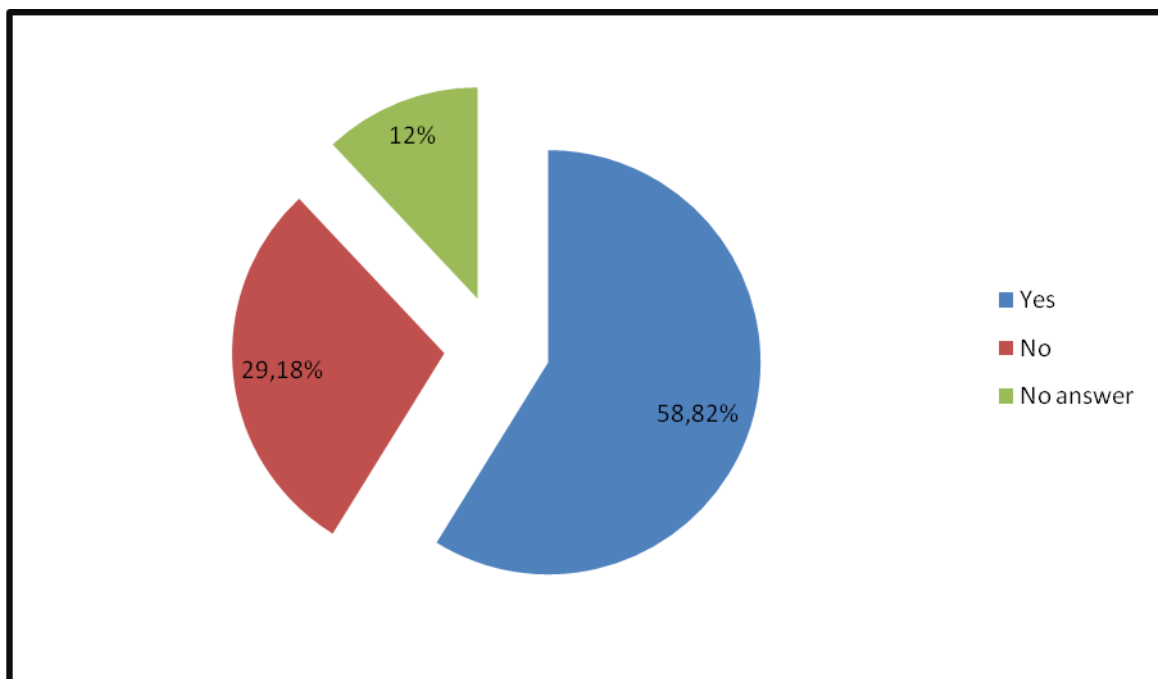
The majority of students (88, 24%) report that they have a sense of responsibility to work with others, which increase their accountability towards themselves as well as their team members; they are responsible for completing their portion of the task as well as helping and encouraging their teammates to complete their work too. They add that their reluctance from taking part in the cooperative work might be detrimental to their groups efforts, since, the success of a group is achieved through the success and efforts of all members, they believe that each participant is important, none left behind, thereby they encourage, assist and back up low achieving students to complete the assigned activity as well as accomplishing their desired

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outcomes, so, team's welfare is portrayed by collective efforts not individual ones. This is correlated with the second element of cooperative learning which is "individual accountability".

Only, some of them (11,76%) do not have self-responsibility towards their groups, they provide us with some reasons that lie behind their resistance to take part in the group work, some of them prefer to work individually, since they compete for grades and attempt to distract other's efforts. Sometimes, being arranged with low level students in the same group will make them less motivated to work with them jointly, so they seek to take a free ride. They proclaim that some personal problems with some team members may make them reluctant to work with them; the excellent members will do all the work and complete the task without seeking for help from low achieving teammates.

Q05. Do you think that working cooperatively strengthen social relationships among group members?

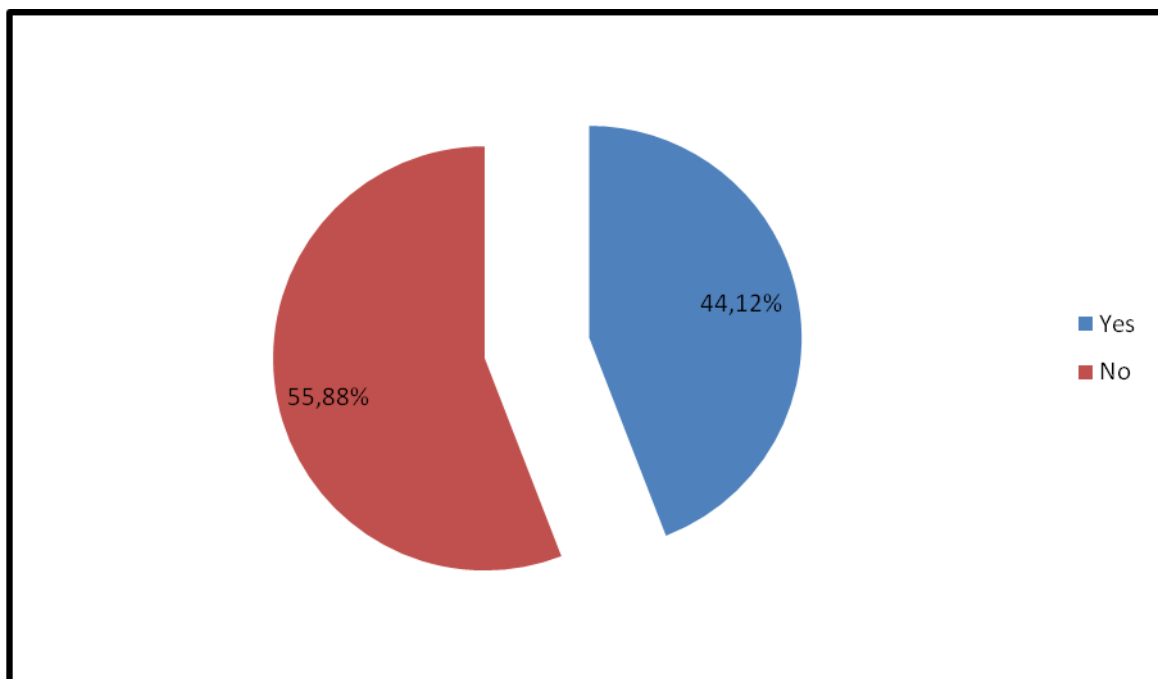


Pie 06: Students' views about CL in strengthening social relationship.

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The obtained results indicate that the majority of students (58, 82%) view that cooperative learning has an effective role in developing their social relationship with their peers because their interaction and communication are developed, they seem eager to listen to each other, also they share opinions and views with their teammates. While, (29,18%) of students point out that CL strategy does not help them to build strong relationships with their teammates, since communication still break down with conflicts and problems among members. (12%) of the participant do not respond to this question for unknown reasons.

Q06.During discussion, do you feel embarrassed to ask for clarification?



Pie 07: Student's ability to ask for clarification.

The pie demonstrates that (44, 12%) of the informants feel embarrassed to ask for clarification while working in small teams. They admit that sometimes they find it difficult to understand the main theme of the topic and things seems ambiguous to them,

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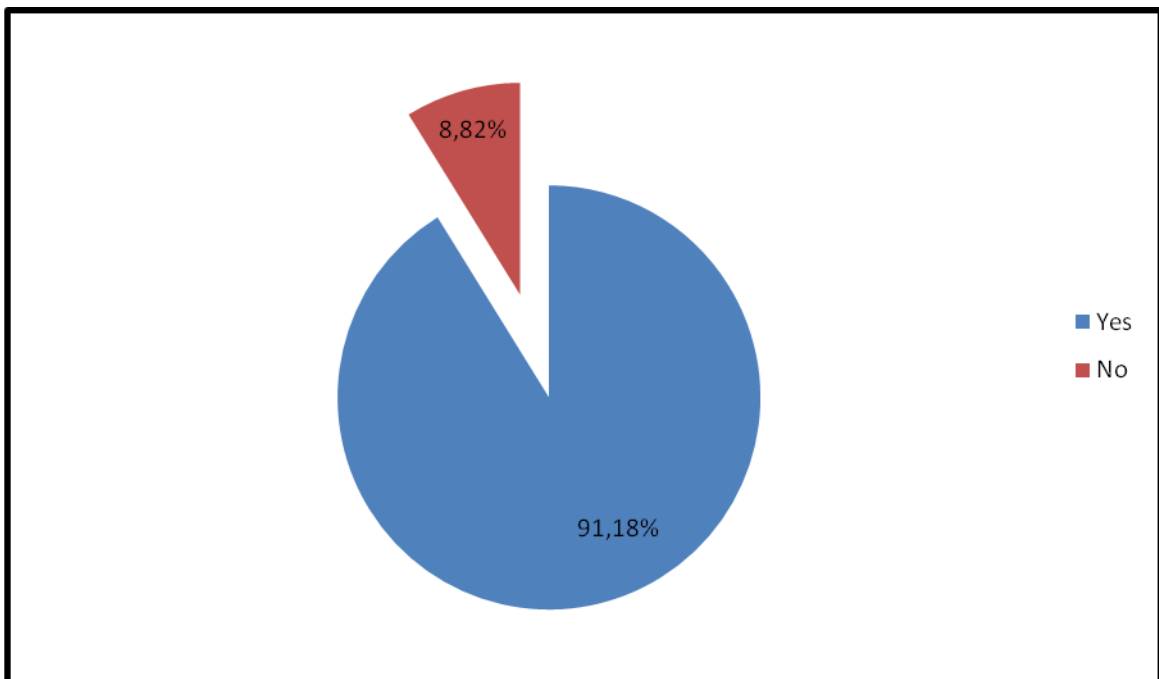
their temptation to have a full understanding of the assigned material end with total failure, in such situation it is obvious that they need help from their group members. However, they reveal that they avoid asking other members for help, this can be traced back to the old belief; asking others to afford them with support is bad and shameful behavior, they mention that when their teacher compose large groups in terms of size, the level of noise arguments which leads to internal conflicts between group members that results in establishing a distributive uncomfortable atmosphere to work in, under such conditions asking for clarification will annoy other members.

Moreover, they reveal that their low level in English as well as poor mastery of grammar rules may hinder them from asking questions, this result can be due to the fact of their fear of committing embarrassing mistakes that may make other members, especially excellent students kidding on them, few of them argue that their resistance against looking for help lies behind the fact that some members of the group are proud and do not like to offer help to other students, this can be due to negative interdependence that stresses subtracting other member's efforts to succeed.

Whereas the other category (55, 88%) of students affirm that they do not feel shy for clarification, despite the cultural norm that asking others is a sign of weakness and shame, they confess that they feel comfortable to work with others in small teams and feel confident to ask for encouragement, help as well as clarification. They go beyond the fact that no one born innately fulfilling with knowledge, each one has a different range of skills from other peers' skills, in order to achieve their linked goal as a unified group, they need to help each other without hesitating or adapting detrimental behaviors for the well being of the group.

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Q07. Do you help teammates to understand the content of the topic?



Pie 08: Students' assistance to their mates to understand the content.

The results in the above pie indicate that high proportion (91, 18%) of students affirm that they offer help to other peers in order to accomplish their linked goals, and push them to give their unique contribution to join efforts, this will result in promoting different social relationships among teammates and will reduce the level of stress and shyness ,also, it will augment their ability to work together, and to share relevant materials in order to complete the assigned material on time, they add that it establishes a strong social bound between students with different levels.

While working on the task they discuss multiple prescriptive and encourage shy members to ask questions for clarification or for exploring any ambiguous area. They assert that they have to clear up every segment of the material to celebrate a group success afterwards, they denote that such behavior maintains face to face interaction and

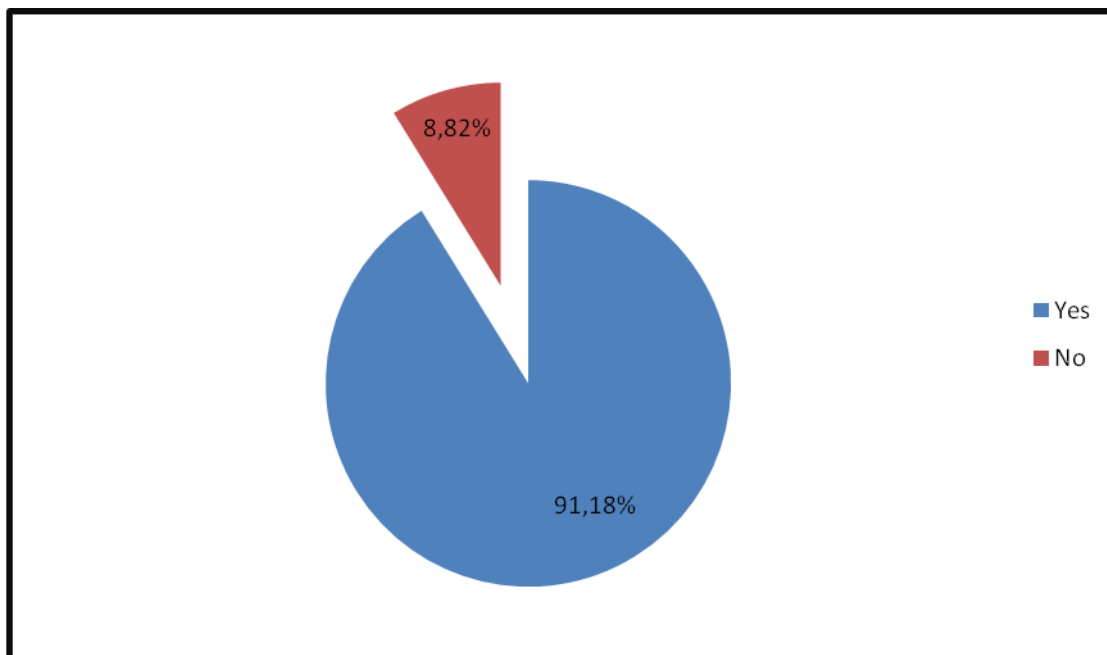
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helps them to improve social relationships between all sorts of students even those from different ethnic groups or different backgrounds. Furthermore, it offers more opportunities to socialize and have closer relationships, and to show good attitude towards groups and participations that they used to dislike as well as adjust themselves to others were not close to them.

However, the other category (8, 82%) demonstrates that clarifying things will be embarrassed to some members, especially low achieving ones who feel crashed and even unmotivated to take part among them, and it makes group work unfavorable to them, especially those with low self-esteem, others admit that cleaning up things to others may enable them to absorb the given material successfully, and they will present a real threat for them as a well-equipped competitors who may deprive them from achieving their individualistic goal.

Q08. Do you think that experiencing different roles (manager, question commander, task master, and recorder) will help you to broad your range of skills?

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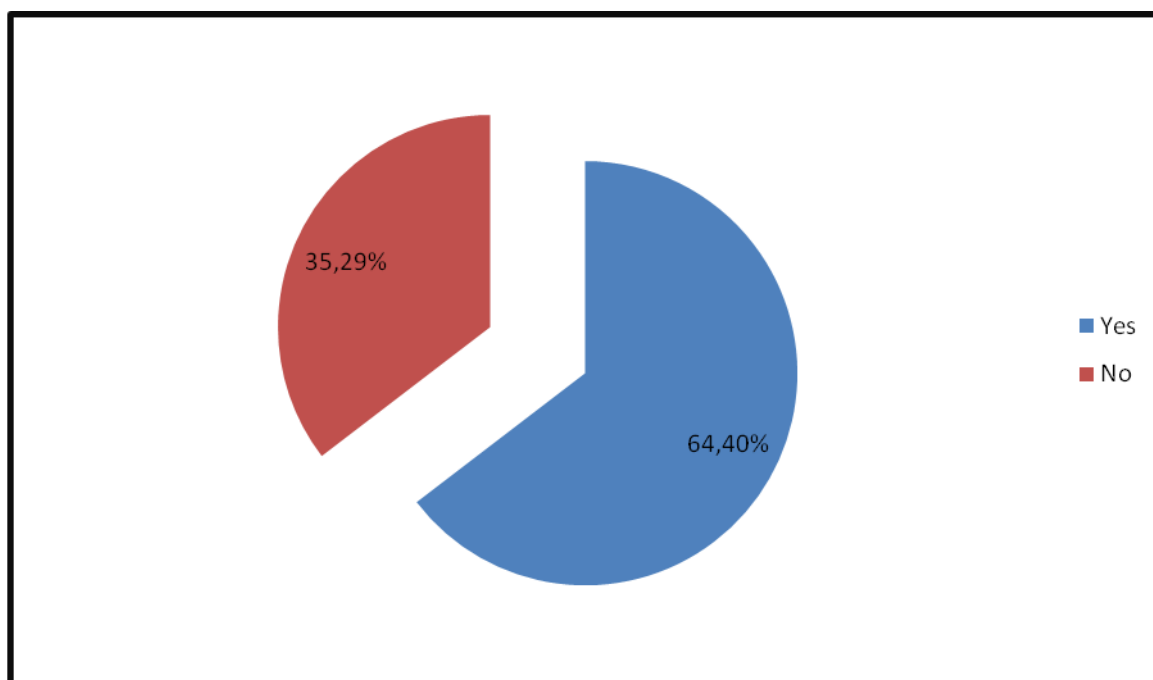
Pie 09: students' views of experiencing different roles in groups.

The findings in the pie above report that; (91, 18%) of the respondents believe that; experiencing different roles while working cooperatively in small groups helps them to develop their range of skills. In addition, they confirm that every student has a role which specifies his/her share of the task, for instance a student can take the role of a facilitator who makes sure that every member in his/her team comprehends the assigned material and facilitates what seems ambiguous for them, a student may take the role of a checker who checks to what extent they have learned the assigned material, some of them add that; when working with others in cooperative atmosphere, they are going to get more knowledge about group skills, including; planning, monitoring, guiding, resolving conflicts, developing their other skills as well as cognitive and meta-cognitive strategies, this is supported by Crandall (cited in Anrold, 1999, & Cohein, 1994), furthermore, roles should be rotated among group members.

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On the other hand, a fewest number of the students (8, 82%) reveal that experiencing different roles do not help them to enlarge their range of skills, they relate this to the responsibilities under the assigned role, and they confess that the roles of a leader and checker are the most challenging ones because there are many demanding complex tasks. Sometimes, they do not focus on the task and refraining from cooperating with their teammates; this is due to the fact that their roles do not suit their personal traits which subtract their efforts. Thereby, they do not prefer to take a part in the group work and taking risks. In order to solve this problem, teachers have to plan for a social skill course that covers the needed skills for a successful implementation of the group work.

Q09. In your opinion, does cooperative learning enhance your class participation?



Pie 11: Students' views about the effect of CL in their participation in the classroom.

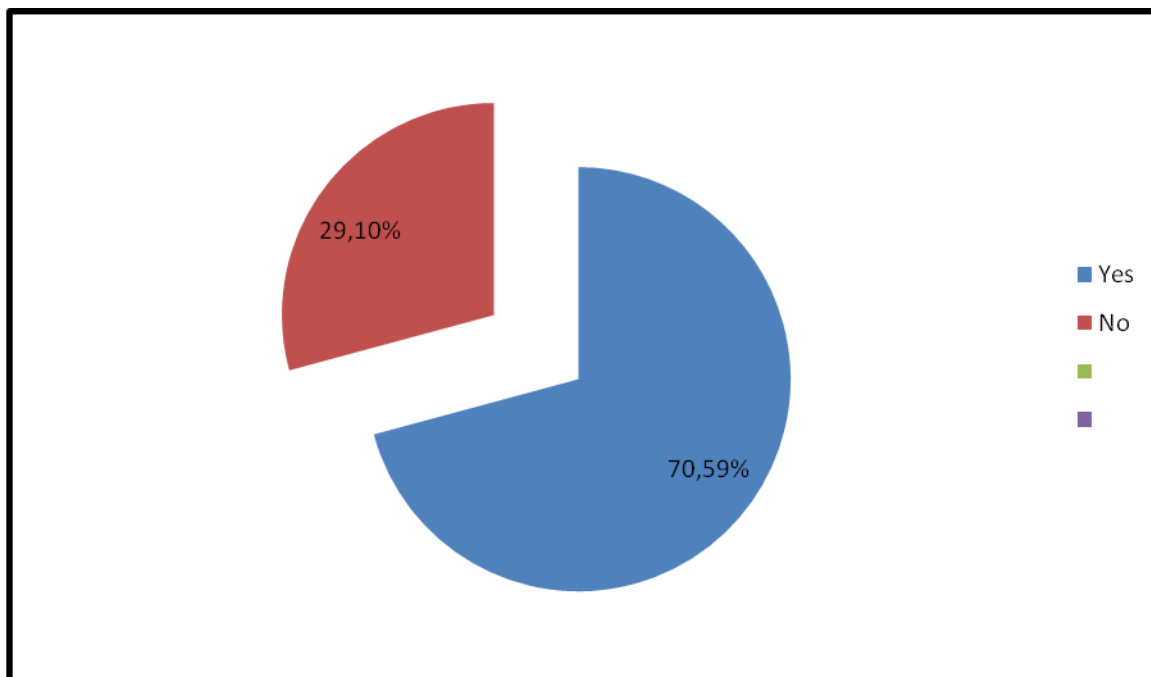
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The represented data in the pie show that; (64, 7%) of the participants point out that ;cooperative learning enhances their class participation; they affirm that when they are involved in team work they become totally motivated; which may provide a positive effect on fostering their learning and push them to attain their desired goal, their active participation is portrayed by their unique contribution to the joint effort of their team as well as their responsibility towards themselves and their group members. This can be strengthened by avoiding free rider structure, and establishing positive interdependence to their team members, and promoting individual accountability through providing reward on the basis of their individual work as well as the appropriate division of labor and the used materials.

The other category (35,29%) of the students proclaim that; cooperative learning does not improve their class participation, they provide us with some persuasive arguments, some of them reveal that; they do not participate in group work because they don't have a good mastery of language and their fear from committing mistakes in front of their teammates especially excellent ones. Other students assert that it is because of those over exuberant students who dominate the group work, and underestimate other students by referring to as less proficient or less effective participants and reflect from contributing to the mutual efforts. So, teachers should promote equal participation through raising students' awareness to the fact that; each member is answerable to his own goal as well as that of his/her group's members in order to emphasize equal participation by offering individual reward according to each member's contribution to the shared goal.

Q10.Does working in groups enables you to produce a well-organized piece of writing?

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Pie 12: Student's ability to produce a well-organized piece of writing in groups.

When we ask students if writing in groups enables them to produce a well-organized piece of writing, the majority of them (70, 59%) respond that; cooperative writing helps them to produce a well-organized writing; because working on a piece of writing with others will enable them to complete the task on time, also, it provides them with more opportunities to exchange ideas with others that result in producing an adequate piece of writing with a rich content, since it handles every member's touch. In addition, they can perceive peer correction including; grammar, spelling and mechanics of writing, they can get a clear understanding of the writing elements, they also assert that working with high level students may enable them to enlarge their lexicon and enhances their style of writing ,and helps them to understand how to go through different stages of writing to reach the final version, it also helps them to identify their weakness as well as their strengths while expressing themselves.

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Moreover, they feel safe to express their opinions freely in a more enjoyable, free-anxiety environment through teammates support and peers' feedback; they can develop their line of reasoning as well as their level of proficiency. Furthermore, they claim that such collective work will broaden their academic as well as social skills.

On the other hand, (29,1%) of the students report that writing in groups deprive them from producing a well-organized piece of writing; because they cannot determine their improvements, weaknesses or strengths, also, they cannot write freely since the level of noise destructs them, and makes them more confused. Additionally, some of them reveal that working with others often makes them stuck and become unmotivated which may affect their performance. Also, they regard groups as source of disagreement and conflicts.

3.1.1.2 Students' questionnaire interpretation

The findings of students' questionnaire disclose the following facts: first, students are somewhat positive to certain aspects of cooperative learning, they consider it as a fruitful remedy to their writing problems; especially their anxiety to write in English. They affirm that; they become totally motivated when they are engaged in cooperative work, because it develops their sense of self-responsibility, they become aware that they are not responsible for their own work as that of their team members. In fact a lot of them state that this approach offers them more freedom to learn to their own to their own, it gives them more confidence and courage to ask questions, and offer help to their teammates, they claim that no one was left behind.

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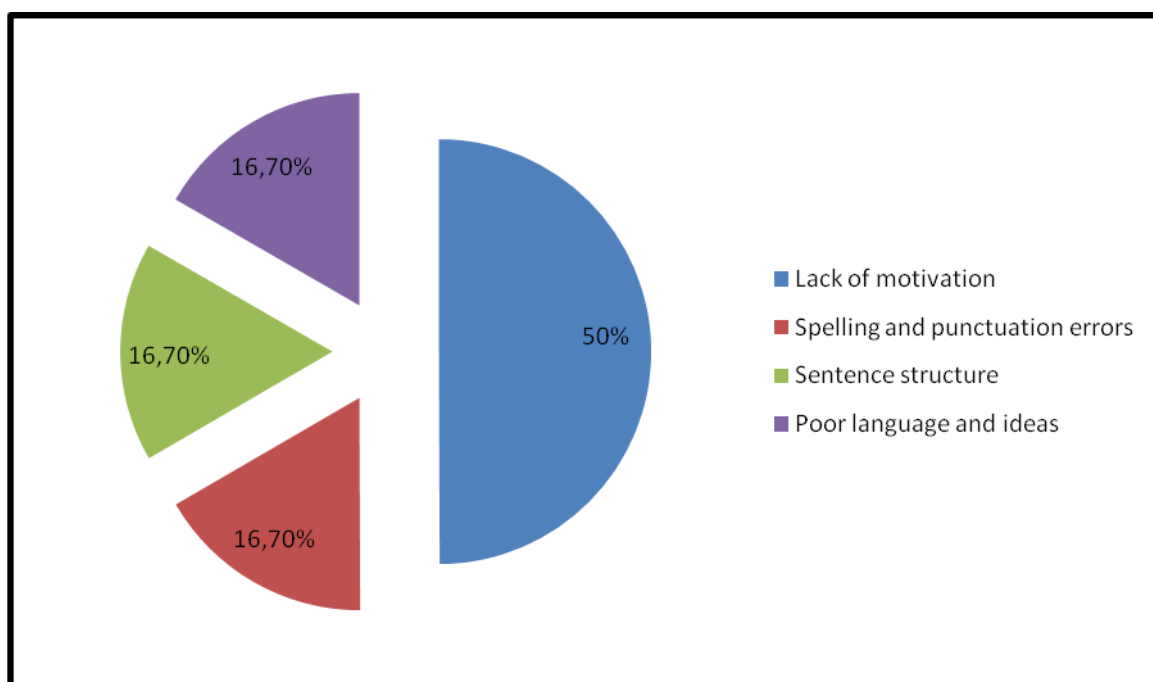
A lot of studies support the beneficial and fruitful role of cooperative learning in enhancing students writing performance, Dreikus and colleagues (1971) have maintained cooperative learning, they support the idea that working in teams offers learners more opportunities to grasp information, since they feel more accepted by others as well as enable them to develop their sense of responsibility towards other team members, this results in receiving certain sense of responsibility. Moreover, Kessler (1992) states that students , especially those of different levels of second language proficiency work together on specific assignments and all of them benefit from the interactive experience.

It was said that rotating roles help them to develop their range of skills, this is supported by Crandal (cited in Arnold, 1999 & Cohein, 1994) who claims that; through engaging in cooperative work learners are going to get more knowledge about group skills including planning, guiding, monitoring and resolving conflicts ,developing other skills as well as cognitive and meta-cognitive strategies. Furthermore, students produce a well organized composition when they write cooperatively, in this respect, researchers recommend the inclusion of this new technique to teach writing, students not only obtain academic benefits but also social benefits, since it promotes social interaction in language as students work together , ask questions, organize and select the appropriate concept to write an adequate piece of writing , and help each other to learn (Adayemi, 2008; Bermudez & Prater, 1993; Kagan & High, 2002). Because of each wide range of advantages of cooperative learning students must be used as a remedy to their writing problems.

3.1.1.3 Teachers' questionnaire results

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Q1.What is the most challenging difficulties that face your students in writing?



Pie 13: Students' difficulties during writing.

The obtained data show that; teachers notice that a large number of their students (50%) suffer from many problems when writing in English; especially the lack of motivation. One of the teachers claims *“writing is the most demanding skill, unfortunately students did not manage the skill in an encouraging way”* which means that teachers have to support their students to write and re-write even if they commit mistakes, they should keep trying. Also, they need to explain for students why they have to spend time on that writing task; by providing a meaningful context for the activity with respect to the course content. Teachers have to ensure the importance of writing to their students, and how it can improve and develop their level in general. Many teachers state that; their students consider writing only as a support tool for learning grammar

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and new vocabularies, that's why they seem unmotivated to write, also it is known that the way we deal with students' writing affects the way they feel about writing.

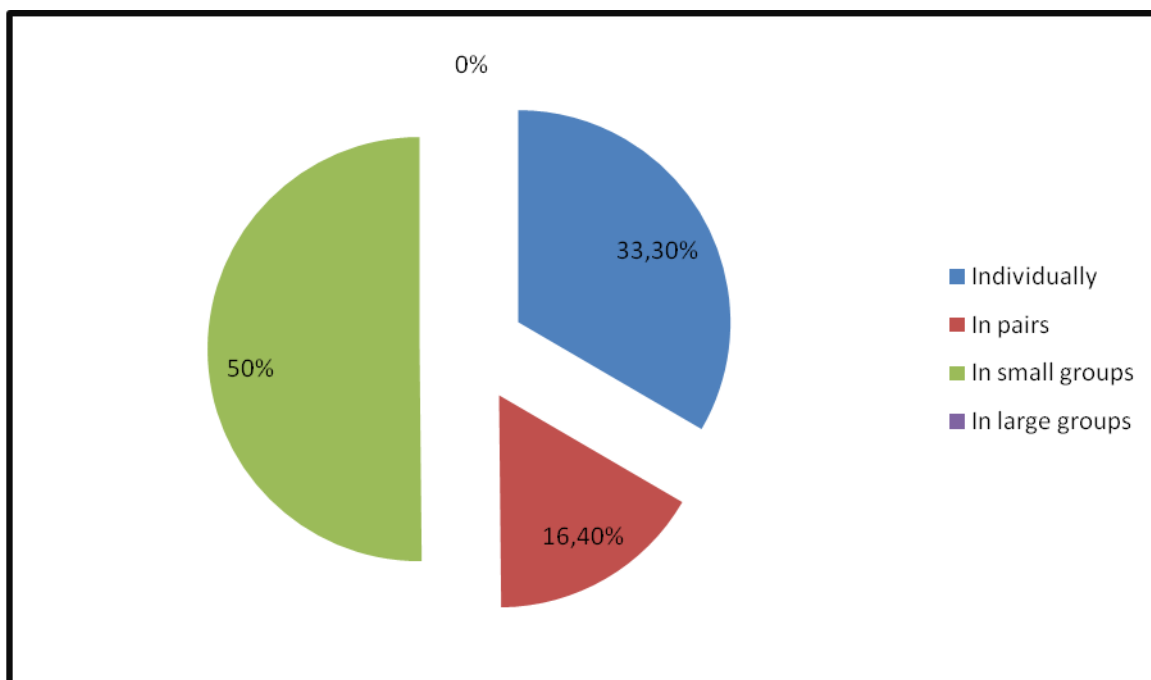
Moreover, teachers reveal that; the most of their students "lost for words", this is why they enter the classroom prepared with suggestions; in order to offer help whenever students feel stuck. In addition, (16, 7%) is the proportion of teachers who reveal that spelling and punctuation similarly with sentence structure and poor language, are the major challenging difficulties for their students. Firstly, concerning spelling and punctuation errors, it hinders students from producing an adequate piece of writing, they provide us with example of homophones (words that sound the same but differ in spelling, for instance; sum and some, write and right), these words constitute a big challenge for many students, teachers affirm that; the best way they often follow to help their students to learn how to spell is; to have them read as much as possible. In the other hand, teachers complain that students are unable to use correct punctuation; they have problems with capital letters, commas and full stop; which make the text difficult to understand. A teacher claims *"if we want our students to be good writers, we should take care about punctuation and teach them how to use punctuation conventions correctly"*.

The third problem that teachers notice it in their classrooms is "sentence structure". One teacher points out that ; students ignore how to make well-structured sentences and paragraphs, students have to learn and practice the art of putting words together in well-formed sentences, paragraphs and texts, one teacher says *"to overcome this difficulty, I often provide my students with parallel writing, where I ask them to follow a given model"*. Moreover, teachers complain about the poor language and ideas of some students who need help when they seem stuck or bored, teachers intervene to

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help them, but sometimes giving them a word or two is not enough, they need to dictate half sentence to get the idea.

Q02. When you assign an activity, do you prefer your student working?



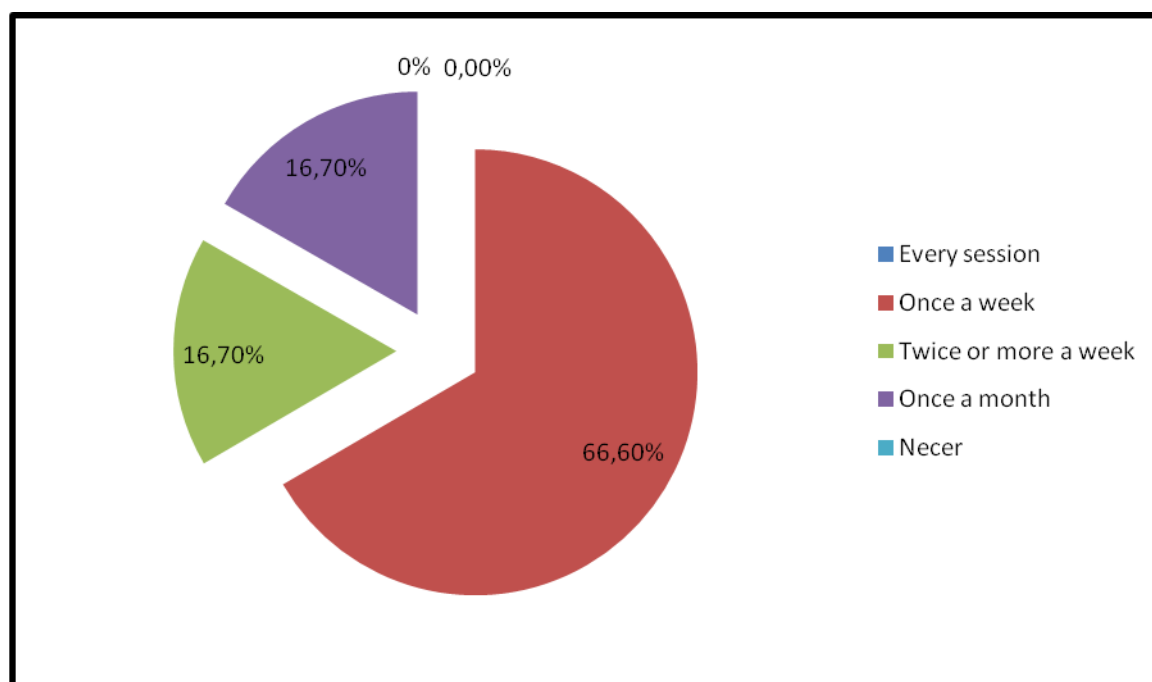
Pie 14: Teachers' preference in setting students during writing.

Among the teachers who accept to fill this questionnaire, (50%) of them state that ;whenever they give an assignment to their students, they ask them to work in small groups; because it is easier to coordinate efforts and schedules among fewer people. Also, the contribution of each student will be greater; they claim that smaller groups can usually do the task more quickly with less group management; additionally, they reduce the number of students for the teacher to monitor compared to large groups which are not preferable for any teacher.

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Moreover, (33, 30%) of teachers like their students doing the activity individually, they claim that; this allows them to see the performance, production and ability of each student, and they could maintain writing rules successfully to be aware of each student needs and weaknesses. Moreover, they claim that group work is often time consuming and noisy. (16, 40%) is the proportion of those teachers who prefer to have students working in pairs, they view it as a useful way to share ideas with less noise , they reveal that; the majority of their students seem motivated to work in pairs, because it reduces their anxiety and helps them to achieve good results. In general, all of our teachers state that they organize students according to the type of the activity.

Q03. How often do you implement cooperative learning in the classroom?



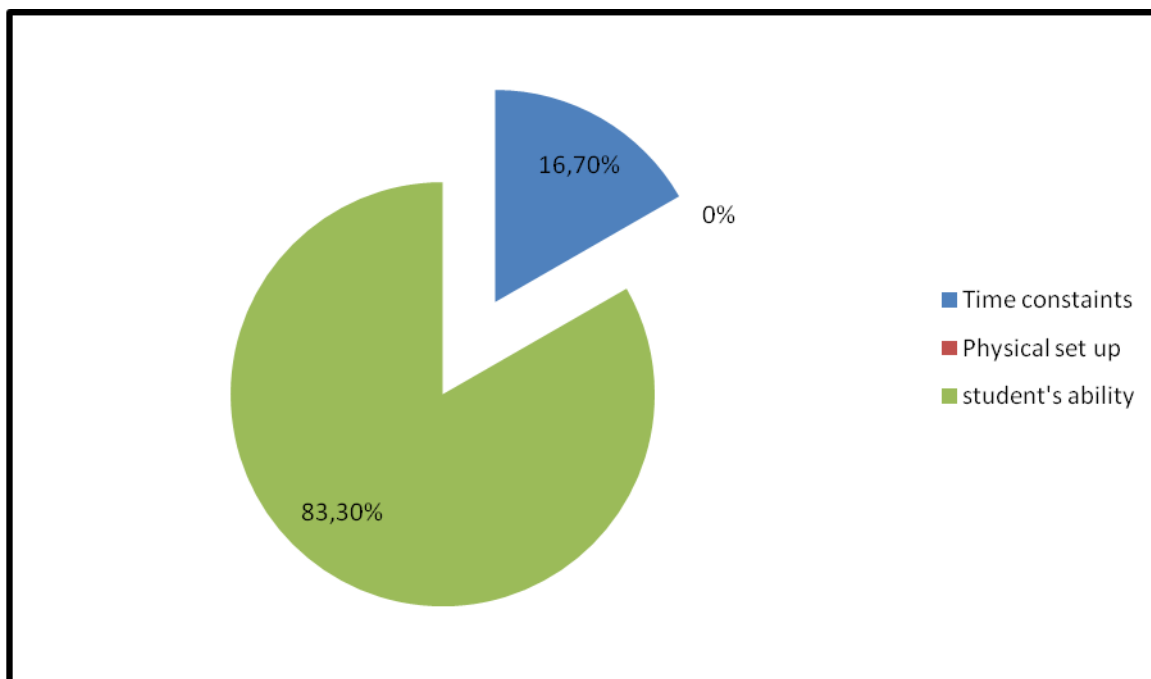
Pie 15: Teaches' implementation of CL in classroom.

The pie above indicates that; the majority of teachers (66, 60%) implement cooperative group work in their classroom once a week, teachers say "*it depends on the*

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time constraints and course objectives”, while (16, 70%) is the proportion of teachers who use cooperative learning (CL) twice or more a week similarly to once a month. The conclusion that we can draw; implementation of CL is limited by time constraints; because groups require much time for group managements such as composing groups, discussing groups, and peer or teacher evaluation, all of these are essential steps that need more time to decide on.

Q04. In your opinion, which one from the following constraints hinders you from implementing cooperative learning successfully?



Pie 16: Teachers' opinions about CL constraints.

The collected data show that; the majority of our teachers (83, 30%) find difficulties with student's ability; they claim that most students don't like or feel embarrassed to have their peers less proficient than them, and they tend to disagree with

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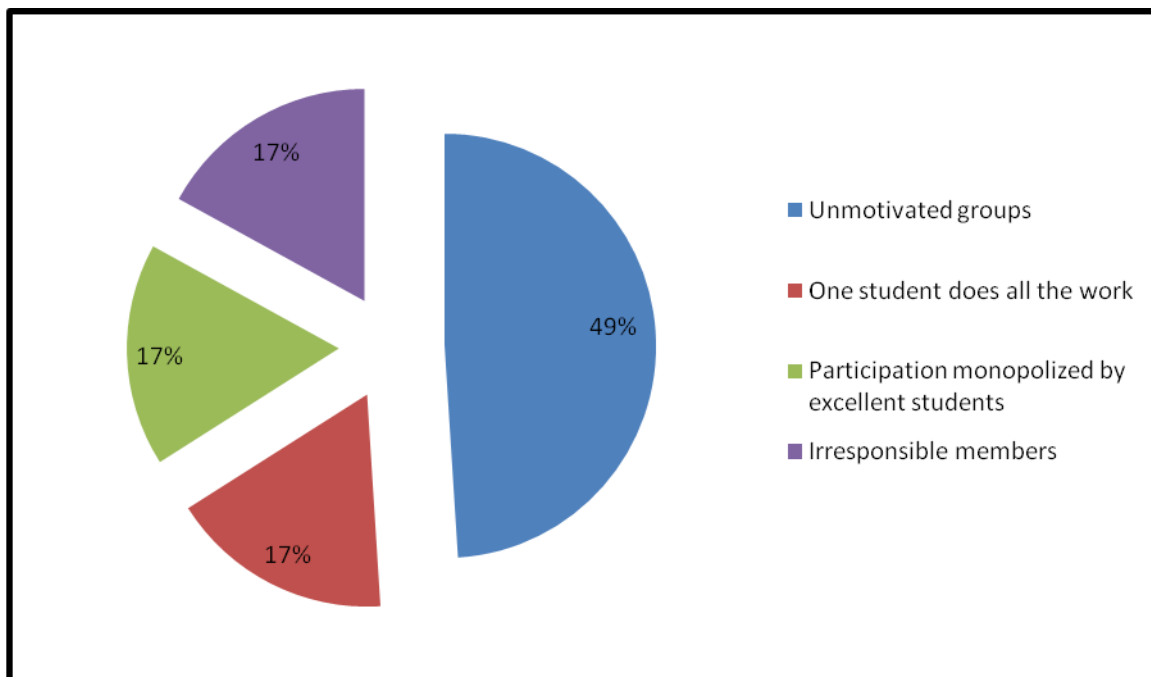
the teacher's choice. Moreover, each student seeks to work with excellent ones, so that the final product would be perfect. While one teacher reveals that time constraints hinders him/her from incorporating CL successfully, he/she claims "*I often select activities on topics that don't require too much time to select a work for the whole class as a model to give feedback and correction*". It means that, topics should be easy not complicated to allow students producing an adequate piece of writing, also the lack of time distracts teachers' efforts, they still struggle to define and develop good pedagogical strategies in which time will not be a big constraint. They need to form a curriculum that suits the allocated time. In the other hand, no teacher complains from the physical set up.

Q05. Do your students encounter problems when engaging in writing cooperatively?

All of the teachers (100%) reveal that their students face many difficulties, when they are engaged in group work, they complain that when implementing cooperative learning, it is difficult to get the class's attention, especially when the noise level become too high, teachers claim that; in order to cope with such difficulty, they often select a student in each group as the noise monitor, other teachers state that usually some students disagree to work in group. One teacher says "*when a student complains from working in groups, I often allow him/her to work individually, and then he/she sees how the groups are enjoyable so, will ask the permission to join the group*".

-The noticed problems:

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Pie 17: Teachers' noticed problems.

As the above pie shows, the majority of our teachers (49%) complain about unmotivated groups, they state that some groups lack the capability to complete an academic assignment; because of their limited or missing basic skills, such students cannot be expected to be motivated or be successful unless they have taught these weak or absent essential skills explicitly. Teachers reveal that they often do their best to motivate those groups by bringing new interesting materials, providing adequate explanations, and checking each student understanding by asking frequent questions every time. The same proportion (17%) is marked for all teachers who state that they notice the following: Irresponsible members, participation monopolized by excellent members and one student do all the work, this happens especially when the teacher does not intervene during group discussion to overcome any problem

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. Moreover, class participation is made up with only excellent students, may be because low level students don't take part in finishing the task they mainly don't understand the content so they cannot respond to the teacher's questions. In the other hand, irresponsible members are a result of their laziness or may be the topic is not of their interest.

-Solutions to cope with such problems

The solutions are offered by the teachers differ from one teacher to another, according to their style of teaching. However, all of them agree on the point that; the teacher plays an important role when implementing cooperative learning activities in the classroom; he has to be responsible and to be ready to offer help and overcome different difficulties. Teachers mention that they often try to discuss with students the benefits that can derive from working in groups such as: having more fun compared to individual work, one teacher claims "*participation can be monopolized by controlling turns*" so; each member is expected to talk and take part in the discussion phase where students become more responsible.

In addition, other teachers claim that these problems are a result of the traditional classrooms; students ignore how to be self-constructors of their knowledge, and find more effective ways to share that knowledge with their peers in groups. So, before incorporating cooperative learning strategy, learners have to learn the basic principles and skills that are required in group work, also, teachers agree on the point that the main cause of irresponsible members may be related to the teacher when the group members are not properly rewarded, as a result, they will be lazy and don't contribute to the work, they will just rely on their peers to complete the assigned task.

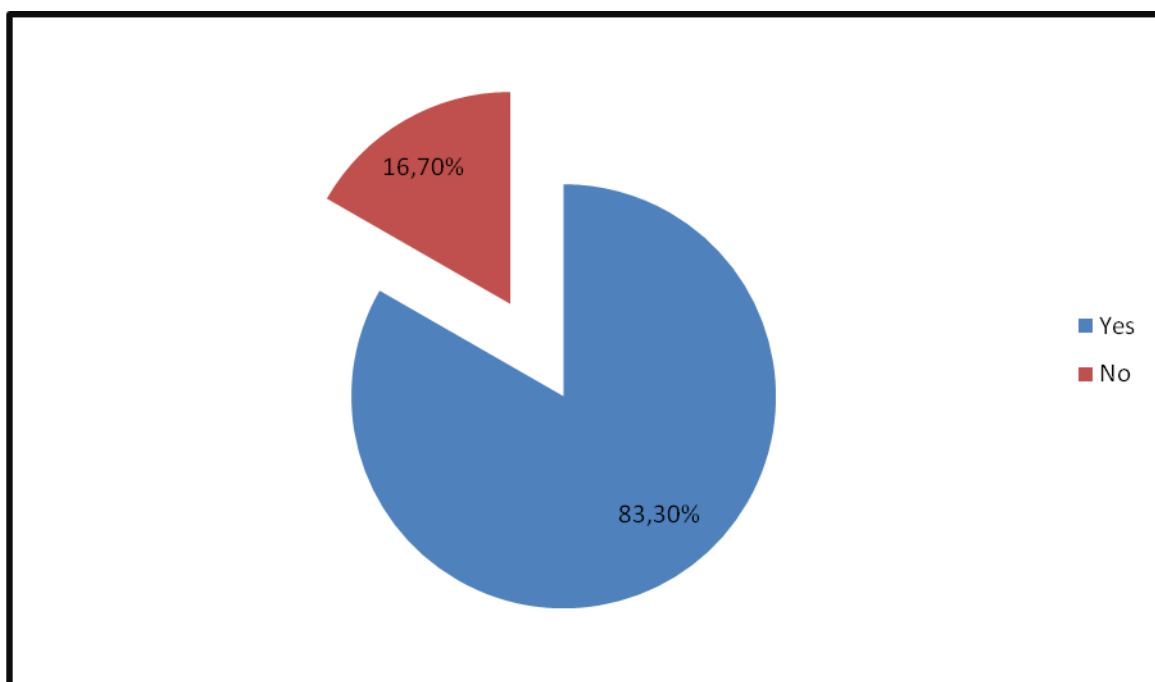
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Moreover, unfair evaluation establishes bad and negative attitudes in the group; this may kill their motivation, and interest to work cooperatively, that's why teachers have to be always a source of motivation, and help and encourage their students.

Q06. Did your student's writing performance improved after applying CL?

All teachers (100%) claim that cooperative learning has a positive effect on their students' writing performance, because they notice that students become able to produce an adequate and well-organized pieces of writing whit only few mistakes compared to individual work which is full of mistakes. Moreover, within cooperative learning students have finished their pieces of writing in a short time where there will be many ideas and suggestions; they have done everything perfectly on the first draft. In addition, students' pieces of writing are satisfactory in multiple ways such as; rich grammar, vocabularies, and syntax with clear organization, strong reasoning and arguments.

Q07. Does writing cooperatively develop your student's social skills?



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Pie 18: Teachers' evaluation to social skill of students.

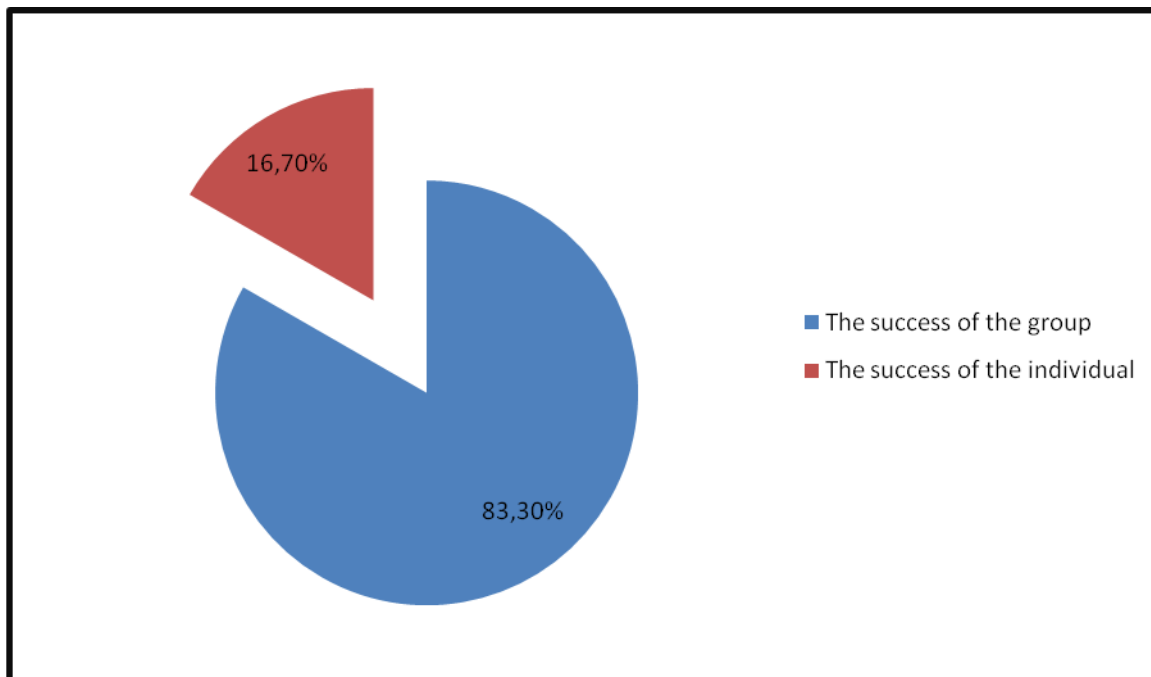
The obtained results show that; the majority of our teachers (83, 30%) notice that their students' social skills are developed through writing cooperatively. They claim that their students interact, communicate, solve problems and work together in a successful way with their peers in small groups. In addition, each member takes turn in participation and explains his opinions freely, they seem eager to listen when others are speaking. One teacher claims *“social skills are not only crucial in the classroom, but they are lifelong skills that are necessary for students to have in their future careers”*. This teacher points out that; part of the teacher's role is to develop social skills in groups in order to promote interaction and communication. However, only one teacher reveals that cooperative learning does not improve and develop social skills among group members. He/she reveals that students are not able to exchange information and insights; they don't correct each other mistakes. Moreover, students look uncomfortable to share their opinions; they seem embarrassed to ask their peers for help when it is necessary.

Q08. Do you evaluate your student's cooperative writing activities?

There is a total agreement (100%) among teachers. We notice that all teachers evaluate their student's cooperative writing assignments. This is extremely important to motivate their students motivated to work cooperatively. Moreover, teacher's evaluation allows students to know their mistakes and errors, thus they'll avoid committing them in the future .Evaluating students' work offers constructive feedback to them without being burdensome to faculty, evaluation in general intend to improve student's writing performance.

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Q09. Do they are rewarded on the basis of:



Pie 20: Teachers' criteria in rewarding.

This obtained results reveal that; the majority of teachers (83, 30%) reward their students depending on the success of the group, this will encourage all the group members to contribute to the group product, there will be equal participation, interaction and contribution in doing the task. By rewarding the group as a whole, teachers seek to avoid conflicts and problems in groups. On teacher states, "*individual reward discourage some students to make their own contribution, they will rely on other mates*". However, only (16, 7%) of teachers point out that they prefer to reward students individually, because this way will make each member a stronger individual in his/her own right, also ,each student will compete to gain the reward. So, there will be a high level of competition, as a result the final product will be perfect.

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Q10. In your opinion, does cooperative learning strategy foster students' academic achievement?

All of our teachers (100%) support our hypothesis that Cooperative learning strategy fosters students' academic achievements. They justify their opinions by claiming that; after applying this strategy, students gain better results than working individually. Moreover, all of the group members benefit from their classmates knowledge, they feel like there are a challenge between them, so they will offer their best. In addition, one teacher says "*academic achievement occurs for all students in the group, when there is equal distribution of responsibilities for learning*" another teacher reports "*when students enjoy working in groups, they will often attend the course which promotes academic achievement*". The conclusion, that we can draw, is that cooperative learning strategy can be implemented successfully that it increases self-esteem, self concept and academic achievements.

3.1.1.4 Teachers' questionnaire interpretation:

What we can understand from teachers' questionnaire that; they are not against using cooperative learning in their classrooms, they are aware that their students suffer from many difficulties when they write in English including: grammar, vocabulary, organization mistakes as well as limited vocabulary, they attempt to improve their writing through using Cooperative learning, despite the fact that there are a range of constraints that hinder them from incorporating it successfully, they try to overcome them smoothly, moreover, when they engage their students in cooperative writing , problems begin to raise which presents another challenge that may threaten the

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implementation of this technique, however, teachers still believe in the significance of this approach in improving their students' writing performance as well as maintaining their social skills.

On this ground Kagan (1994) asserts that; it helps students to enhance skills in spoken statement, enlarges their social skills, boosts their self-esteem and helps them to encourage positive race relation. Moreover, teachers' evaluation to their students' work offers constructive feedback to them without being burdensome to faculty; evaluation in general tends to improve students' writing performance, backs up their learning and maintains positive interdependence. This is consistent with Johnson and Holubec (1987) findings in which it is clarified that a group reward is one way to emphasize the need for collaboration and it establishes peer encouragement and support for learning. Furthermore, providing group reward is an effective way to promote positive interdependence and create motivation to work.

The outcomes of this study judge that, cooperative learning is a successful strategy that improves develops students' writing proficiency in English, and promotes smooth communication between them. These findings seem to be in agreement with Gooden-Jones and Corrasquillo (1998), Amare and Nolin (2003), Ismail and Massum (2009), Sisikhun (2000), Chitmana (2005), Yinsiri (2005), Bhurisobhit (2008), and Mulmanee (2009), all these studies show improvements of students' achievements in learning writing by using cooperative learning methods, they reveal that students perform better after cooperative language incorporation in writing classes. Thus, teachers should use cooperative learning where it is possible to improve their students' writing performance as well as to foster their academic achievements.

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3.1.2 Results of the Test

We undertake a test with a group of First year master students that contains nineteen (19) students, ten (10) of them have to perform individually and the rest of them have to work in groups that are composed of three (03) students. We select only that number because of time constraints and reluctance of students to participate in this study.

In the following, we are going to analyze students' pieces of writing on the basis of these criteria:

1. In terms of grammar: verb tense and formation, the use of articles, plural, adjectives and sentence structure.
2. In terms of mechanism: punctuation and capitalization
3. In terms of vocabulary: missing word, spelling mistakes, and mis-selection of words.

Mistakes	Individual work	Group work
In terms of	<p style="text-align: center;">Student 01</p> <p style="text-align: center;">A wonderful places: a wonderful place.</p> <p style="text-align: center;">Meet that polite people: meet those polite people.</p> <p style="text-align: center;">My expectation a nice: as I expected.</p>	

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<p>grammar</p>	<p>Student: 02</p> <p>No grammatical mistakes</p> <p>Student: 03</p> <p>The days there: days there</p> <p>Passed very rapidly: passed rapidly</p>	
	<p>student: 04</p> <p>They invite: they invited</p> <p>What can say: what can we say</p> <p>Student: 05</p> <p>Its the generosity and kindness: It is the generosity...</p>	<p>They</p> <p>Did</p>

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	<p>Respect: respected</p> <p>Which made us to feel: which made us felt</p> <p>But, since, my father had: because my father had...</p> <p>Student: 06</p> <p>I decide: I decided</p> <p>We get up: we got up</p> <p>Our self: ourselves</p> <p>We prepare: we prepared</p> <p>We go: we went</p> <p>Some photos of the animals: some photos of animals</p> <p>The workers there respect the visitors: workers</p>	<p>Not make</p> <p>Grammatical</p> <p>mistakes</p>
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	<p>there</p> <p>respected visitors</p> <p>It is a long journey: It was a long journey</p> <p>Student: 07</p> <p>The English department decided group holiday: the English</p> <p>Department decided for a group holiday.</p> <p>We had visited for month: we had visited for a month</p> <p>It has a lots of parts: it has a lot of parts</p> <p>A lots of space: a lot of space</p> <p>Canada is a desirable place to live: Canada is a desirable place to</p>	
--	--	--

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	<p>live in</p> <p>Student: 08</p> <p>I have been in New York, recently: recently, I have been in New York</p> <p>Interacting with native add so much to my English: interacting</p> <p>with native speakers enhances my English</p> <p>Places were all awesome: all places were awesome</p> <p>We could have been together: we have been together</p> <p>Student 10</p> <p>I hope you are enjoy: I hope you are enjoying</p>	
--	--	--

Table 03: Individual and group mistakes in grammar.

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The results in the table above reveal that students committ many mistakes in grammar whenever they work individually, for example, students confuse between the past tense and present tense, when they are intended to use the past tense they use the present to recall a past event such as:

- I decide: I decided
- I take: I took
- We get up: we got up

In addition, students cannot use articles appropriately (a lots: a lot, the people: people), whereas students who write in groups do not make grammatical mistakes, because they help each other and facilitate each other learning and correct their mistakes through discussing the main topic together, when they are confused about whether to use past tense or present tense, their teammates ensure that they must use past tense to provoke past events.

Mistakes	Individual work	Group work
In terms of punctuation	<p>Student01</p> <p>...,It was at the level: It was at the level...</p> <p>All that moment I fell: All that moment, I feel</p> <p>Canada: Canada</p> <p>Again. Because: again, because</p> <p>Because I have seen: Because I</p>	

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	<p>have seen.</p> <p>Student02</p> <p>Last week I went...: last week, I went</p> <p>...amazing moments and I really wished: ...amazing moments, and I really wished</p> <p>Student03</p> <p>I miss you too in this holiday and I promise...:I miss you too in this holiday, and I promise...</p> <p>The days there. Passed: Days there passed.</p> <p>Student04</p> <p>...a very nice journey, First, we...: a very nice journey. First, we...</p> <p>...a lot of photos there after that:</p> <p>...a lot of photos there. After that</p> <p>Student05</p> <p>...hot valleys, In addition, we saw...: hot valleys. In addition, we saw</p> <p>...had work we are obliged to:</p>	<p>Only one mistake: don't put a full stop at the end of their paragraph</p>
--	---	--

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	<p>...had a work, we are obliged to</p> <p>Student06</p> <p>First of all we get up...: First of all, we got up</p> <p>...with my friends and I take some photos of ...</p> <p>With my friends, and I take some photos of ...</p> <p>The workers there...: workers there</p> <p>Student07</p> <p>It was the first time in our university. That ...: It was the first time in our university that...</p> <p>Canada: Canada</p> <p>Student08</p> <p>There is no mistakes in terms of punctuation or capitalization</p> <p>Student09</p> <p>...,it was wonderful I never experienced: ...it was wonderful, I never experienced</p> <p>...visited the busfor and old cities</p>	
--	--	--

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	<p>and castles: ...visited the busfor, old cities, and castles.</p> <p>Student10</p> <p>There is no mistakes in terms of punctuation or capitalization</p>	No mistakes
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Table 04: Mechanism: punctuation and capitalization mistakes.

From the correction of students' products, we notice that most of them have problems with punctuation and capitalization. When they work individually, we pick out many mistakes in terms of punctuation and capitalization (the confused use of full stops and commas) and, we recognize that group work releases these mistakes, team members raise each others' awareness about the appropriate use of punctuation and capitalization, and the role of such issues in distracting their piece of writing.

Mistakes	Individual work	Group work
In terms of vocabulary	<p>Student01</p> <p>Mis-selection:</p> <p>Expect: Exceptional</p> <p>Spelling:</p>	

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	Kidnes: kindness Grate: great Repet: repeat Student02 Mis-selection So much fun: a lot of fun Selling mistakes Imagin: imagine Realy: really Student03 A wonderful place which is located: a wonderful place	They commit only one mistake (enjoying: joy) mis-selection
--	---	---

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	that is located	
	See: sea	
	Student04	
	People there we civilized:	Less mistakes, only
	People there were civilized	one mistake can be
	Finaly: Finally	recognized: it's
	What can say is ...: what can I	country: its country
	Say is...	
	Student05	
	Which take my attention:	
	That grab my attention	
	My father had a work: my	

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	<p>Father was busy</p> <p>To go home: to return back</p> <p>Home</p> <p>Student06</p> <p>I liked this journey a lot: I</p> <p>Enjoy this journey a lot</p> <p>The workers there respect the</p> <p>Visitors even if they are</p> <p>Children, and told you to ask</p> <p>them if you need something</p> <p>(unclear)</p> <p>Student07</p>	
--	--	--

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	Excelent : excellent	
	Manth: month	
	Student08	
	Truely :truly	
	Student09	
	Wonderfol : wonderful	
	Student10	
	No mistakes	

Table 04: Student's individual and groups vocabulary mistakes

The obtained results, demonstrate that students have some problems in vocabulary, they commit many spelling mistakes, they mis-select the appropriate words.

- Spelling mistakes:

Kidness: Kindness

Grate: Great

Imagin: Imagine

Finally: Finaly

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- Mis-selection of words

Seen: visited

So much fun: a lot of fun

In group work, students make fewer mistakes, because when working together they foster their learning through promoting and encouraging each other's efforts to learn, and they have more opportunities to correct their mistakes through discussion, and peer review.

3.1.2.1 Test interpretation

Based on descriptive statistics we make a comparison between cooperative group work and individual work, the analysis of the above findings indicate that students perform better when working cooperatively in small groups than working individually. This proves that the implementation of cooperative learning has culminated positive results in improving the students' writing skill. They do not only perform better in groups however, they also illustrate enhanced performance in the three components of writing which are grammar, vocabulary, and mechanics.

The impacts of cooperative learning in developing students' performance have been proven in various studies as well as in this study. The components and consequences of this new strategy have made it sufficient for the students to perform better in their writing, after they have practiced cooperative learning as a unified team.

When students reach the group discussion phase, they discuss various opinions and share ideas, they are able to understand the content better and what their peers think. Students who work individually seem confused, mind blocked, and stuck. Moreover, cooperative learning gives the chance for students to learn the material

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effectively, that results in producing a well organized piece of writing. When interaction and communication among group member start, students begin brain storming different ideas and suggestions, as well as providing help to each others to understand the content of the assigned task.

Based on the comparison between cooperative work and individual work, it can be concluded that the implementation of cooperative learning can enhance students' writing skill which enables them to produce an adequate pieces of compositions that are satisfactory in multiple ways from rich grammar and syntax to clear organization to strong reasoning and arguments. They also have fun to work with friends and exchange ideas and views, communicate and get more opportunities to know their friends better. This findings is consistent with Inmalay, Ismail and Maasum (2009) findings that show the positive effect of cooperative learning in writing performance not only on the composite scores, but also in the five components of writing (content, vocabulary, organization, grammar and mechanics).

3.2 Advantages and disadvantages of cooperative learning

Numerous advantages emerged from the implementation of cooperative learning:

- Cooperative learning help poor learners receive from other members.
- Cooperative learning make students more interested to write in English.
- Cooperative learning helps students to exchange ideas with other groups.
- Cooperative learning helps learners to have more participation in the learning process.
- Students focus not only on the individual efforts, but also on collective efforts.

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- When working cooperatively students will be more responsible to their teams.
- Writing cooperatively saves time and allows learners to complete the task on time.
- Students will be able to cope with problems and conflicts in their groups.
- Cooperative learning helps learners to have closer relationships with others.
- Cooperative learning enables students to write accurately.
- Students will enlarge their range of skills.
- Learners will have good attitudes towards those who used to dislike.
- Students will know how adjust themselves to others who are not their close friends.

However, there are some disadvantages of cooperative learning:

- When engaged in cooperative work some students are more talkative than workable.
- Big size groups make students uncomfortable to complete the assignment successively.
- Some learners refuse to share their ideas with those who were not close to them.
- Working in groups maintains the idea of conflicts among team members.
- Highly achieved learners did all the work.

3.3 Suggestions and recommendations

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3.3.1 Recommendations

Our study try to provide a deeper understanding of the impact of incorporating cooperative learning as a new strategy to improve first-year master students' writing skill. According to what we have seen, the following recommendations are made for further research:

-Teachers should make students aware about the important role of writing skill, and they should support them to write more even if they commit mistakes. Also they should find more useful strategies and methods of teaching to enhance writing proficiency in classroom.

-.Cooperative learning strategy should be adopted as a useful learning strategy in order to enhance student's writing performance, social interaction skills and foster academic achievement.

-It is hereby recommended that, the teacher is responsible to improve student's writing proficiency by organizing an appropriate classroom management.

-This study is about only the writing skill, it would be interesting that, this strategy be employed with other skills like reading or oral because cooperative learning helps to collect suggestions and ideas from different team members, so the issue become easily and clear for all students. Moreover, teachers must have a proper training that helps them implement cooperative learning successfully, furthermore, they should intervene to teach collaborative skills and task skills in order to compensate for their lack of these skills and help teams to function more effectively, they should compose homogenous groups to help students master academic skills, social skills and self improvement.

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3.3.2 Classroom cooperative learning activities

In order to help teachers and paves the way to them for a smooth and successful incorporation of cooperative learning; Salvin (1990) suggested the following activities:

Activities for a climate setting and group formation as think, pair, share activity which tends to maximize discussion within a team, it takes 20 minutes, students have to share information on and filling a feeling about situation, insert case or question here, they have to think about the situation and its implications, insert case, situation or question here in pairs and discuss the situation and their thoughts around the situation. Group success is portrayed through having both people explain their point of views of the other. For the accountability, it is emphasized through having students share their personal feelings about something. Students could identify how discussing the situation added to how well they could express their feelings to the situation and recognize how well sharing information added to how well they know the material.

Activities for developing and implement a coach plan, it takes 55 minutes, these activities attempts to develop a coach relationship with a particular person and its main objective is to develop action plan to coach another person and practice coaching another person and receive feedback on his coaching behaviors, the student has to observe coaching behaviors and provide feedback on another person's coaching behaviors, the equipments and techniques that can be used to implement such kind of activities are caching work sheet, monitor and encourage participation and to exchange ideas, in groups of three or four with one person

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coaching ,one person being coached and one or two persons observing, person (1) coaches person(2) on a specific behavior for 3 to 5 minutes while the observer observes, he gives feedback for 2 minutes on what they have seen ,person(2) gives feedback for 2 minutes on how the coaching was for them, person(1) listens and adjusts their action plan to reflect the feedback each person in the team rotates through each position all team members .Group success is portrayed through having each member in the group has practiced coaching and adjusting their coaching plan being coached and observed.

Group activity for group function, as constructive communicative activities, it seeks to practice positive communication skills, and takes 20 minutes, students have for instance to finish a project that finish in presentation by the group. In base group they have to discuss and give examples of ways to back up constructive communication and experiment with positive communication methods and its effectiveness in the individual groups. Group success is achieved when everyone in the group can recognize the communication methods.

Conclusion

To sum up, this chapter discusses the fruitful outcomes of this academic study which shows that cooperative learning is a beneficial strategy that solves students' writing problems and provides a supportive learning environment that allows producing accurate pieces of writing and above all it stimulates their academic learning. Moreover, the majority of them show a favorable attitude towards implementing this successful method in writing sessions, teachers' position towards the incorporation of this strategy was positive; they embrace it as a successful tool to solve their students' writing problems .Furthermore,

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advantages and disadvantages of this new technique are included briefly with a range of recommendation are presented to teachers to help them to incorporate cooperative learning in their classrooms successfully, in addition to some fruitful activities mentioned by Salvin (1990) that might involve students to write more accurately.

General Conclusion

General Conclusion

Writing is not an easy skill to master; it is one of the macro skills that require time, efforts; and sufficient practice to be a proficient writer. Thus, many students are striving to produce an adequate piece of writing; because of the lack of sufficient experience, results in disastrous product. This can be traced back to fact of the inclusion of the inappropriate strategies by writing teachers to deliver the lesson for them, in order to cope with these difficulties, their teachers take risks of embracing cooperative learning (CL) as an effective method to implement it in their classrooms to provide a supportive learning atmosphere that enable them to communicate their thoughts as well as opinions freely with their peers and above all to produce an appropriate written product. Through this study we seek to investigate the effect of implementing CL to improve students' writing performance.

We utilize two main instruments: teachers' questionnaire and students' questionnaire, these questionnaires aim at gathering information about teachers' and students' attitudes and their points of view towards implementing CL in classrooms to enhance writing performance .We also use a test, that requires students to produce short paragraphs, some of them have to write in group, while others have to write individually. Afterwards, we compare the obtained differences between the products of groups and those of individuals.

The obtained findings in this study prove that writing is a crucial language element that must be mastered. Moreover; they indicate that CL strategy is an efficient tool to encourage student's participation and communication with others and improve their writing. Furthermore; the obtained responses of questionnaires confirm our hypotheses that students are motivated and eager to work together in small groups than working individually; also it reveals that teachers have positive attitudes towards implementing CL in their classes. This study attempts to raise both students' and

General Conclusion

teachers' awareness about the importance of CL in fostering their learning as well as enhancing their writing performance.

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Appendices

(A)

**The Students'
Questionnaire**

Appendices

Dear Students,

This questionnaire is part of a dissertation that aims at investigating the effect of using cooperative learning to enhance student's writing performance. We request your help in answering the following questions, put a cross (×) in front of the right choice, more than one choice is sometimes possible.

Directions

Please place a (√) in the box that corresponds to your answer.

1. Do you feel anxious when you produce a piece of writing in English?

- Yes
- No

If yes, is it because:

- Your limited vocabulary repertoire
- Your fear of committing mistakes
- Teacher negative feedback
- All of the above

2. How do you prefer to perform in the writing class?

- In groups
- In pairs
- Individually

Whatever your choice is, please specify

.....
.....

3. Do you feel motivated to work in groups?

Appendices

➤ Yes

➤ No

Please, say why?

4. Do you have a high sense of responsibility of working with others?

➤ Yes

➤ No

5. Do you think that working cooperatively strengthen social relationships among group members?

➤ Yes

➤ No

6. During discussion, do you feel embarrassed to ask for clarification?

➤ Yes

➤ No

7. Do you help teammates to understand the content of the topic?

➤ Yes

➤ No

8. Do you think that experiencing different roles (manager, question commander, task master, and recorder) will help you to broad your range of skills?

➤ Yes

➤ No

9. In your opinion, does cooperative learning enhance your class participation?

➤ Yes

➤ No

10. Does working in groups enable you to produce a well-organized piece of writing?

Appendices

➤ Yes

➤ No

Please, say how?

(B)

The Teachers'

Questionnaire

Appendices

This questionnaire is designed to collect data about incorporating cooperative learning as an effective strategy to improve student's writing performance in EFL classroom. Your contribution as a participant will provide us with sufficient information for the study we are conducting. We would be so grateful if you could answer the following questionnaire.

Directions: Please, place a (√) in the box that corresponds with the answer's choice.

1. You have been a teacher of written expression for:

- 0 to 2 years
- 3 to 5 years
- 6 years or more

2. What are the most challenging difficulties that face your students in writing?

Whatever your answer please explain.....

3. When you assign an activity, do you prefer your student working:

- Individually
- In pairs
- In small groups
- In large groups

Whatever your choice is, please explain.....

4. How often do you implement cooperative learning in the classroom?

- Every session
- Once a week
- Twice or more a week
-

Appendices

➤ Once a month

➤ Never

If never, please say why?

5. In your opinion, which one from the following constraints hinders you from implementing cooperative learning successfully?

➤ Time constraints

➤ Physical set up

➤ Student's ability

➤ Other factors

Whatever your choice is, please explain and how to cope with it?

.....

6. Do your students encounter problems when engaging in writing cooperatively:

➤ Yes

➤ No

If yes, have you notice these problems:

➤ Unmotivated groups

➤ One student does all the work

➤ Participation monopolized by excellent students

➤ Irresponsible members

If there are others, please mention them.....

How do you cope with such problems?

Appendices

.....
.....

7. Did your students' writing performance improved after applying cooperative learning strategy

➤ Yes

➤ No

Because

8. Does writing cooperatively develop your student's social skills?

➤ Yes

➤ No

9. Do they are rewarded on the basis of:

➤ The success of the group

➤ The success of the individual

10. In your opinion, does cooperative learning strategy foster student's academic achievement:

➤ Yes

➤ No

(C)

The test

Appendices

Exercise n: 1 page 139.

You have gone on a group holiday to a place that you have never been to before, you have just handed it the place. Write an e-mail to an English-speaking friend.

Describe:

- The place.
- The journey there.
- What you think of the other people you are with?
- How do you feel at the moment?

