

Chapter One

Introduction to the Study

Introduction

Learning English Language requires the mastery of the four skills: listening, speaking, reading, and writing. Writing down is considered as one of the productive skills and a necessary tool for communication, though it is seen as a complex process which necessarily requires a cognitive analysis and linguistic synthesis. As a matter of fact we think it will be interesting to study the effectiveness of classroom management in enhancing pupils' writing skill. This current chapter includes the statement of the problem, the research questions, the aims, the hypotheses, the methods and organization of the study in addition to the conclusion.

Statement of the Problem

Improving pupils' writing skill is essential for learners' improvement in learning the target language, even though, most of English learners find the writing skill one of the most difficult and complex tasks ever. The teacher is compelled to provide learners with the appropriate techniques and gear the most suitable atmosphere in the classroom ; since a well-managed classroom can provide an exciting and a dynamic learning experience environment. In order to achieve the mastery of the writing skill , many techniques are concerned to overwhelm all restraints of the writing process . A teacher may depend on involving pupils to write individually , on pairs and small groups that they can promote each others and give a self assessment which is already based on teachers' feedback .

Aims of the Study

The present study makes an attempt to analyze the role of classroom management in enhancing pupils' writing ability for second year scientific stream pupils at Baghdad Ahmed Secondary School-El Taref focusing on how will both the teacher steering and also the pupil-pupil interactions, either in pairs or in small groups productions, facilitate learners to form well written items.

Significance of the Study

The rationale of this study is to make second year scientific stream pupils at Baghdad Ahmed Secondary School more capable of producing an accurate piece of writing through classroom management and by using and depending on interactions between both the teacher and the pupils or between the pupils themselves either in pairs or in small groups.

This research can be a future source of information for both students and teachers to apply as appropriate techniques in enhancing the writing skill.

Research Questions

In this research, we are going to investigate how can classroom management provide knowledge and reveal its learning effectiveness as a learning tool to enhance and boost pupils' writing ability? Thus, the following research questions are raised:

Question 01: In what way does classroom management enhance pupils' writing skill?

Question 02: Do second year pupils at Baghdad Ahmed Secondary School have positive attitudes towards pair and group work technique in the writing assignment?

Hypotheses

Many secondary school teachers are bewildered about finding a way in order to boost their pupils' writing skill. It is believed that counting on classroom management techniques within the written assignment in room sessions will solve such issues.

Hence the following hypotheses can be formulated :

Hypothesis 1 :When teachers vary their writing assignments depending on individual , pair and small group techniques, students' writing ability will be improved.

Hypothesis2 : Second year pupils at Baghdadi Ahmed Secondary School would show positive attitudes towards using both pair and small group writing assignments .

Methodology

Participants

This research was carried out with second year scientific stream students at the secondary school of BaghdiAhmed in El Tarfduring the Academic Year of 2017/2018 . In administrating the corpus test, we dealt with 32 students from two classes of second year who are about 100 students as the total population .The participants were aged between 16-19 years old.

Data Collection Instruments

In order to check the proposed hypotheses, two research tools were used to collect data: corpus tests and classroom observation. As far as the corpus test is concerned, the investigator administrated three corpus tests conducted at completely three different sessions .The purpose of using corpus tests is to obtain necessary information about the current study as well as to achieve more reliable results and to draw a comprehensive picture about the efficiency of classroom management in enhancing pupils' writing skill. In

this sense , the corpus tests would be a useful tool for higher understanding of pupils' needs in the writing skill.

The second instrument was the classroom observation through which the researcher will be able to provide transparent view concerning pupils' attitudes towards the writing skill depending on classroom management.

Study Design

The aim of this study is to indicate the importance of exploiting classroom management in developing secondary school pupil' writing skill. This study advocates a descriptive qualitative research design in order to attain the research objectives. This research consists of two main variables . The independent variable is classroom management and therefore the dependent one is the writing skill.

Limitations

The most limitation of this study is the short amount of time in conducting it .In effect , though the time dedicated to the written assignment seems sufficient (three hours) but there have been no equal opportunities for every pupil in practicing in the written assignments due to the pupils' different linguistic competences while practicing in groups .

Organization of the Dissertation

This dissertation is divided into five chapters; the first introductory chapter consisted of the statement of the problem, the aim of the study and its significance, the research questions and hypotheses, the methodology adopted (study design, participants, and data collection tools), the limitations of the study, and finally, the organization of the dissertation.

The second chapter deals with the literature review related to this research work and it is composed of two major components. The first one is the writing skill including

its definition and major techniques. The second part of this chapter is dedicated to the classroom management. It provides a definition for this former adding to all individual, pair, and groupworks. Also, it sheds lights on the three major sorts of feedback .

The third chapter is devoted to the methodology employed in this research. It includes clarifying the participants of this study , the instruments used in collecting the data . The fourth chapter lightens the analyses of the data. Whereas, the fifth chapter introduces the results' discussions and proposes some suggestions and recommendations to other researchers to conduct further studies on the utilization of classroom management techniques in enhancing pupil's writing.

Conclusion

Being able to entrench and transmit our thoughts in an accurate written form , is one amongst learning a foreign language major targets . However, several EFL academics thirstly struggle to decide on a well-dependent technique to enhance pupils' writing skill.

This chapter introduces the foremost vital steps of this study , which might offer considerable ground for alternative researchers to conduct future studies on the employment of classroom management techniques in EFL classroom . This chapter , hence, includes the statement of the problem, the research questions and hypotheses . This latter state that the correct and applicable use of classroom management techniques in writing sessions will definitely boost students' writing ability.

This chapter , also , contains the aims and significance of the study in addition to the methodology adopted.

Chapter Two

Review of Related Literature

Introduction

Writing is among the most complex human activities; it is both a physical and a mental act. The physical one is the process of delivering words and the other act is the mind's work of presenting knowledge and discovering ideas. This chapter is divided into two main parts, the first part is devoted to the writing skill; it starts with the writing skill definition then it gives a focus to major techniques in teaching writing. The second part of this chapter deals with the classroom management in which it gives a precise definition to this latter. Also, it provides a clear definition to all of individual, pair and group work, in addition to feedback definition and its major types.

Definition of the Writing Skill

Writing is the use of graphic symbols that are called letters. Writing becomes more complicated when it involves producing clear and meaningful pieces to carry a message in any language. Winddowson (2001) stated that "*writing is the use of the visual medium to manifest the graphological and grammatical system of the language*" (p.62). Consequently, pupils must be competent enough in mastering different aspects of language such as the graphic system, grammatical structure and the selection of appropriate terminologies (mechanism of writing) concerning the subject matter. Another definition was given by Crystal (1999) in which he stated that "*Writing is not merely a mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of graphic potential of a language – a creative process – an act of discovery*" (p.214).

Furthermore, Richards and Schmidt (2002) supported this idea stating "*Writing is viewed as a result of complex processes of planning drafting reviewing and revising*" (p.529). The following quotation shows that writing is viewed as "*a robust tool; although writing is not this explosive, it is one of the human kind's powerful tools. But*

they are sometimes confused about the source of its power” (MC Arthur , Graham , & Fitzgerald , 2008 as Cited in Ghothben , 2010,p.54).

Major Techniques in Teaching Writing

Finding Enough Topics for Learners

English language teachers work hard in thinking up for a topic to write ; the more pupils tussle with the subject, the more their command of the necessary vocabulary and idioms develop ; the more they read on a topic ; the more they learn about organisational and sentence structures and the more they discuss topics , the more they develop ideas. (Raimes, 1983). Actually, the real problem is not about finding topic, but rather developing enough tasks from the good topics we have. Unfortunately , good topics are not always plentiful . Students themselves and their interest are the source that is often overlooked. We find out about these from class discussion or when we ask students to write daily notes or to do ten- minutes in class free writing . The first thing we should consider wherever we originally get a topic from pupils , from a book or from our invention is not which assignment will be best but how many assignment can improve so that our learners can explore to topic as fully as possible.(Ibid)

As pupils do the tasks that the teachers assign, they thus learn both about the target language and the topic or the subject that the language is dealing with. So, for English languageteachers, finding enough topics means finding a few excellent topics of interest to their learners and building a whole series of assignment around them.(Ibid).

Classroom Group Work Writing Assignments

Once the teacher has established the whole topic, purpose, audience and some integrated language activities, he/she has to think of class time and what guidance and shall he/she give to pupils. Shall learners' conduct the activity individually, pairly, in small groups or as a class? Will they work in class or at home? How will the class actually move along once the subject matter of writing has been introduced? (Raimes, 1983).

Group work in the classroom has been shown by scientific stream pupils at Baghdadi Ahmed Secondary School to be worthy for native speakers who are learning to write. Experienced learners are less fearful when a few of their peers read and comment on what they write, they like to discover what peers produce; they welcome the exchange of ideas that happens in a small group. For foreign language learners, who need more time and opportunities to practice using the language with others, group is especially wholesome. The problem is that the teacher may feel that in group work interaction, there may be a lack of control in the class from the side of the teacher. To some extent, it probably is. But when control means that is mostly the tutor who is speaking and asking questions. (Ibid).

Teachers must realize how drastically pupils' participation and involvement drops. The pupil is the one who is meant by the practice in language use. Teachers' planning should take that into account and consider the following two questions (Ibid).

- The assigns a writing topic, such as "The Sport's Role in our Daily Life" to his pupils' clarify how will they conduct their writing piece and what are they actually required to do while writing in a period of thirty minutes.
- Or he asks a question, such as "What is the Role of Sport in our Daily Life?" and claim learners to debate about, either pairly or in small groups.

During the discussion, the teacher may walk around the room, in which he contributes to the group discussion, helping pupils in terminology problems and asking leading question to

motivate silent pupils to participate in the discussion . One student in each group takes notes and keeps an account of the discussion and later reports to the whole class so that other pupils can comment and ask questions .While each group is reporting to the class , one of the pupils writes notes on the board .(Raimes, 1983).

In the first situation ,students listen to the teacher and then dive into the writing.They are totally dependent upon their own resources , for both content and grammar . In the second situation, they try to rectify the topic, in which they get ideas from hearing others and they seek to make a connection and this after using content , vocabulary, grammar and sentence structure that they already know.(Raimes,1983)

The Audience

Traditionally , a teacher was an evaluator and a judge more than a reader for his pupils' writings , in which he corrects errors in grammar and spelling and gives comments like "very good " or " could be improved " adding to rewriting his pupils muddled sentences.This is why pupils found writing less important than syntax and grammar .

One problem that arises from this is that pupil writers rarely see that their writing is a piece of reading for someone else in which it should be clear and interesting to the reader . This reader who is just a reader and not a judge supports the writer establishes his writing goal : communication with the reader.(Ibid).

According to Raimes (1983, p.17-18), for each writing task we should specify one or more of the following readers :

- 1) The teacher, helping in the process by reading and communicating on drafts and not correcting errors, as distinct from the teacher as test-giver and evaluator, judging and making the final product.
- 2) One other pupil in the class exchanges and communicates with his draft.

- 3) A group of pupils in the class read a draft or listen and comment on it.
- 4) A real outside audience: such a reader is addressed by, for example, a class magazine of pupils' writing displayed on a bulletin board, a letter to a pen pal or a description of a national custom for a school in another countryman
An imaginary outside audience: with this type of reader, pupils engage in simulation game, a role-play activity in writing.
- 5) The pupil himself, writing a poem, a few notes or a draft for his eyes alone.

Ensuring that the pupils know they are writing for is an important step in the planning of any class.

Individual Work

Individual work in classroom begins with interest, engagement, and motivation of the learner. Both of teacher and learner must act as a team in which a teacher provides opportunities for discovery and connections to be made by personalizing the exchange of ideas. Inquiry into the why and the how creates lasting and profound comprehension. Independent learning delivered through dynamic, multy-sensory instruction which takes into account a person's unique brain, experiences, life, and even life that lead to true understanding. (Dascalu, 2014)

If the teacher makes learning personal, engaging, and funny this can help to build dynamic and well motivated learners.

Pair Work

Pair work means that one pupil teaches another. PairWrok maximizes pupil's accomplishments via maximum utilization of all resources available to the school or university like teacher's and pupils' capacities and educational exhibitions. Pair learning

does not discard other learning formats, and self-education, rather it improves and strengthens their accomplishments. It is literally a good luck to any pupil as the natural environment of development for their talents. Pair work provides learners with multiple liberties : in time ,in pace of work, in topic of learning ,in choice of a comfortable place of learning.(Dascalu, 2014)

Experts say that using one of these liberties provided by Pair Work to the students is a sufficient motivator to learning. This is why it solves the problem of motivation completely. Pair Work improves knowledge, skills and capacities and also enables pupils to acquire strong communication skills and reliable social competence. Hence, it is clear that these features are "the must" for good team work (Dascalu, 2014).

Group Work

Group writing is co-authoring of a text by two or more writers (Stortch, 2013). It has emerged from Vygotsky's (1978) sociocultural theory which states that as learners are social beings cognitive development takes place in social interaction. Allen et al. (1987) defines group writing as "*collaborators producing a shared document, engaging in substantive interaction and shared decision-making power and responsibility for it*" (p.601). Students writing in groups share knowledge of vocabulary, grammar, and ways of expressing ideas with each other. Hence, pupils are likely to improve each other's language skills (Stortch, 2013) . For example, Weissberg (2006), point out that group writing, where speaking and writing go hand-in-hand, may be more conducive to language learning than writing alone.

Classroom Management and Feedback

Definition of Classroom Management

Evertson and Weistein (2006) refer in their definition of classroom management to actions teachers take to create a supportive atmosphere for the academic and social-emotional learning of pupils. They describe five types of actions. In order to get a good classroom management quality, teachers must (1) develop caring boosting relationships with and among pupils and (2) organise and execute instructions in a way that optimize pupil's access to learning. Additionally, Evertson and Weistein (2006) state that teachers should (3) support pupils' engagement in academic tasks depending on group management methods. Teachers must (4) promote learners' social skills and self-regulation development. In a nutshell, Evertson and Weistein (2006) admit that teachers should be able to (5) provide suitable involvements to help students with conductance problems. The last two actions proposed by Evertson and Weiston (2006) indicate that effective classroom management improves student behaviour. Hence, classroom management is an ongoing and a persistent interaction between teachers and their learners. Brophy (2006), presents a similar definition "*Classroom management refers to actions taken to create and maintain a learning environment conducive to successful interaction (arranging the physical environment, establishing rules procedures, maintaining students' attention to lessons and engagement in activities)*" (p.17).

Definition of Feedback

Duly, Burt and Krashen (1982) provide a general definition of feedback, stating that "*feedback generally refers to the listeners' or readers' response given to the learners' speech or writing.*" (as cited in Marek, 2009, p.65). Feedback means to give information

about learners' performance or realization in different aspects (speaking or writing). Hence, due to feedback, students learn to repeat and give a value to the different perspectives of composing a written piece.

Indeed, Russel(1998) defines feedback as "*letting trainees know what they have done that has reached the standards*"(p.25). Adding to that, He claims that due to feedback we can realize or achieve development. So, in his point of view, progressing is related to the existence of feedback.

Hattie and Temperley (2007) posits that feedback is "*information provided by an agent (e.g , teacher, peer,book, parent, experience) regarding of one's task performance* "(p.81).

Donohue (2009) views the written feedback as a helpful means because it creates an enrollment for every student's development. Here , she considers feedback as a monitor tool which focuses on the developmental record of the student.

Types of Feedback

Peer Feedback

Many researchers referred to peer feedback using numerous terms such as:peer evaluation, peer responses, peer editing ...,etc. All of the given names , however, concern the same sort of activity which focuses on the peer pupils' role in the process of writing . Waishing (2000) states that peer feedback shows some kind of cooperation between learners with each reading his peers' paper and asking responses to it as a reader.

Leki (1990as cited in Lounis , 2009) conducted a study investigating pupils' beliefs about the advantage of using peer feedback. Two questions were proposed to twenty pupils who had been receiving feedback from their peers over a period of time :

- 1) How useful was it to you to read other pupils' papers ?
- 2) How useful was it to you to read / hear other pupils' comments on your paper .

Replying to the first question ,Leki reported that just seventeen responded negatively and the rest sixteen gave positive answers . Relating to the other question it revealed more medly answers with fifteen positive and five negative answers and the rest of two pupils were reported to give either positive or negative answer.Depending on her own findings'observations, Leki identified some problems relating peer feedback including directive commenting on drafts and papers .

Rollinson (2005) agrees that peer feedback is beneficial for collaboration and communication among learners . He states that peer feedback can support and boost a collaborative conversation since it has a high potential grade ofresponse and interaction between the two sides of feedback (reader and writer).

Conferencing

Different studies have referred to conferences using variant names : one-on-one Strategy , one-to-one activities face-to-face activities . Conference , is a conversation between the teacher and his trainee.It is one of the best strategies for guiding pupils in order to help him for producing a well- arranged piece of writing .(Anderson, 2010)

Hylland (2003) , states that conferencing offers for teachers to give insights into their pupils' needs and clarify all ambiguities . Being an active participant is the major factor that guarantees a successful writing conference.This cannot ever be achieved without giving learners opportunities to discuss , negotiate and ask questions relating their pieces of writings' strengths and weaknesses.

Anderson (2010) gave many concepts of term conferencing or conferringand they are asfollows :

- A point of writing conference is a conversation.
- A point of writing conference is to help pupils become better writers.
- Writing conference have a predictable structure .
- In coferences , teachers and pupils have predictable roles.
- It is important to communicate to pupils in conferences that we care about as people and writers .

Indeed ,Aderson (2000) gives the roles of both teachers and pupils when conferences take place between them . He draws a table that includes all the previous roles.

The Teacher’s Role	The Student’s Role
In the first part of the conversation	
<ul style="list-style-type: none"> • Invite the child to set an agendafor the conference • Ask assessment questions. • Read the student’s writing • Make a teaching decision 	<ul style="list-style-type: none"> • Set the agenda for the conferenceby describing his/her writing work. • Respond to his/her teacher’s research questions by describing his/her writing work more deeply.
In the second part of the conversation	
<ul style="list-style-type: none"> • Give the student critical feedback. • Teach the student. • Nudge the student to “have-a-go”. • Link the conference to the student’s independent work. 	<ul style="list-style-type: none"> • Listen carefully to his/her feedback and teaching. • Ask questions to clarify and deepen the understanding to his/her teacher’s feedback and teaching. • “Have-a-go” with what the teacher taught him/her. • Commit to trying what the

	teacher taught him/her after conference.
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Table 1: *The Role of Teacher and Student in a Writing Conference (Anderson, 2010)*

Group Feedback

Group feedback is concerned with how well the group is formed ? Have group members involved enough skills for working together to accomplish the task’s goal ? What decision-making procedures are group members effectively using ?(MC Intyre& Salas, 1995).

At this level , feedback can have impact on members’ attraction to the group. Undoubtedly , this kind of feedback increases group members’ motivation to improve their performance and the more they work together in conducting a piece of writing the more they boost their writing skill level and they will raise their feelings of involvement and self-esteem.

It is important that the group receives both task feedback , which is related to technical or functional task activities of the team , and team work feedback that concerns groups’ interactions and members’ relationships , cooperations and coordinations. (Intyre&Salas , 1995).

Depending on both tasks and team work feedback , a group can actually improve its writing skill development over time.(Keyton , 2006 , p.270)

Conclusion

Teaching and learning a Foreign Language is one of the most important subjects in education . Generally , the main goal of teaching language is developing the four skills : listening , speaking , reading and writing. This latter is one of the four skills which requires

a big awareness and attentiveness , alot of practice and much more constructive as the toughest and the most significant skill among all the other ones because it needs a lot of vocabulary , grammar mastery and a pretty awareness of the writing process. Writing in an accurate way plays a vital role in transmitting our thoughts effectively and this is one of the most common challenges in which secondary school learners face while trying to write proficiently.

Teachers are in constant search of what may help their learners improve their writing proficiency level .They seek to provide many techniques , strategies and even a lot of activities which may be individual, peers or small groups . In this study, we are going to investigate how conducting classroom management techniques can help in inhancing English learners' writing skill.

Chapter Three

Research Methodology

Introduction

This chapter includes the research methodology of this thesis. So, it will be dedicated to the research institution, including its location, history, number of students and their levels and speciality. Moreover, the description of the participants will be provided, including their level, number, age and gender. Then, the research instruments will be presented which are corpus test and classroom observation. Finally, the chapter will deal with the research design and procedures.

Research Institution

This research was conducted in Baghdadi Ahmed Secondary School, Chbaita Mokhtar-El Taref. This institution was established in 2009. It consists of four main specialities which are scientific, literary, mathematics and management streams. This institution contains 28 teachers and 250 pupils in the academic year of 2017/2018.

Participants

The participants of this study are second year scientific stream pupils at the Secondary School of Chbaita Mokhtar-El Taref, Algeria, who are enrolled in the academic year 2017/2018. Their age range from 16 to 18. The participants have studied English for six years as a course: four years in middle school, and two years in secondary school.

Research Instruments

Corpus tests

A corpus test is one of the used data gathering tools in this dissertation. It is a body of knowledge and evidences that is used as a basis for the descriptive analyses of this research. Through directing this test, the researcher seeks to check the pupils' level in writing skill depending on individual, pair and group work assignments, which are conducted as follows:

- Individual writing assignment : is meant to check pupils' writing skill level while conducting the assignment individually.
- Pair writing assignment : this task seeks to check pupils' writing performance while working in pairs. Then , the research will later compare this latter work with the former one conducted individually.
- Small group writing assignment : this section aims to get information about pupils writing skill level while conducting the assignment in small groups in a comparison with the previous writing assignments done both individually and in pairs.

Description of the Copus Test

The corpus test is conducted to gather data regarding pupils abilities in the writing skill.

The test process is divided into three sessions : the test was conducted individually, then in pairs and in small groups.

- Individual writing assignment : it is meant to collect information about pupils' individual writing skill capacities.
- Pair writing assignment : this session seeks information about the effectiveness of using pair writing assignment in enhancing the learners' writing skill.
- Small group writing assignment : this is dedicated to gather information about how can the group work be efficient in boosting pupils writing capacities.

Classroom Observation

In addition to pupils' corpus tests, a classroom observation was another tool used for collecting data in this research. The purpose of class observation was to get more insights about pupils' writing attitudes in conducting the assignment individually, in pairs and in small groups. Moreover, as we try to check learners' improvement in writing with relation to the teacher's instruction while using those techniques.

Description of the Observation

In addition to pupils corpus test, a classroom observation was another tool of data collection used in this research. The purpose of classroom observation was to get more insights about pupils' writing performance in conducting the assignment individually, in pairs and in small groups. Moreover, we try to check learners' improvement in writing with relation to the teacher's instruction while using those techniques.

Research Design

This study is an action research; it is a process in which the researcher (the teacher herself) attempts to examine her pupils' own educational practice systematically and carefully, using the techniques of research. (Watts, 1985). This research was conducted with second year scientific stream pupils at Baghdadi Ahmed Secondary School. It consists of two main variables : one independent variable which is embodied in the techniques used in the writing assignments represented in individual, pair and small groups writing tasks, and one dependent variable which is the writing skill.

Research Procedures

This study was conducted with second year scientific stream students who were enrolled in 2017- 2018 Academic year and who were invited to be part of this study. From the start, we explained to them the aim of the study, which is exploring the role of classroom management with its major practical techniques in enhancing students' writing skill. Hence, the research conducted three different tests alongside classroom observations that were devoted during the three sessions of the writing assignments.

Conclusion

This study was carried out in the Secondary School of Chbaita Mokhtar-ElTaref, Algeria. The participants were second year scientific stream students at this secondary school. In this current chapter, we started by providing an overview of the research design and the methodology adopted, as well as the participants and the research instruments. This chapter provided also a short view about the procedures used in order to analyse the collected data. The study under investigation has two variables: independent variables which are the techniques used in the writing assignments that are represented in individual, pair and small group writing tasks, and the dependent variable which is the students writing skill performance. The following chapter will deal with the analyses and the results of the gathered data.

Results

Introduction

This research investigates the effectiveness of using classroom management techniques in boosting the writing skill of second year Scientific Stream pupils at Baghdadi Ahmed Secondary School in Chbaita Mokhtar El-Taref, Algeria. Thirty two participants were involved in this research and they were asked to conduct some writing assignments over three separate stages: individually, in pair and in small groups. Moreover, the researcher carried out observations during the writing assignments. The sought results aim to answer the following research questions :

Question 01: In what way does classroom management enhance pupils' writing skill ?

Question 02 :Do second year EFL pupils have positive attitudes towards pair and group work technique in the writing assignment ?

This chapter is formed of two main sections. The first section deals with the analysis of the individual, pair and small group corpus tests. The second section discusses the results obtained from the observation of pupils writing performance during the writing assignments.

Analyses of the Corpus Test

This research carried out three corpus tests with a group of second year scientific stream pupils containing 32 participants. These tests were conducted individually, in pairs and in small groups in which the written pieces that are written by the participants are about expressing the role of practising sports in peoples daily life. In our analyses we did not mention each pupils individual mistakes, but rather we depended on identifying the mistakes in which pupils perpetrated during the three different writing assignments.

In the following, we are going to analyse pupils' writings in term of some criteria which are as follow :

1. Grammar : verb tense, plural verb and adjectives formation, the use of article and sentence structure.
2. Vocabulary : missing word, spelling mistakes, and word choice.
3. Mechanism :punctuation and capitalization.

Analyses of the Corpus Test

❖ Individual Writing Assignment

Grammar	
Verb tense	<ul style="list-style-type: none"> • The sport is a grand role in our life. The sport has a great role in our lives.
	<ul style="list-style-type: none"> • It's protected. It protects.
	<ul style="list-style-type: none"> • Itgivetoyourbody. It gives to your body.
	<ul style="list-style-type: none"> • The sport is protected our life. The sport protectsour lives.
	<ul style="list-style-type: none"> • Iammaked . Iammaking.
	<ul style="list-style-type: none"> • It can helps us. It canhelpus.
	<ul style="list-style-type: none"> • We will enjoyed. Wewill enjoy.
	<ul style="list-style-type: none"> • Does not. Did not ;talking about past event and using present tense.

Plural	<ul style="list-style-type: none"> • In my lifes. In mylife.
	<ul style="list-style-type: none"> • Sport are important. • Sportisimportant .
	<ul style="list-style-type: none"> • These activity. Theseactivities.
	<ul style="list-style-type: none"> • Sport gives we energy and a strong health. Sport gives us energy and a strong health.
	<ul style="list-style-type: none"> • Differentvitamin. Different vitamins.

	<ul style="list-style-type: none"> • It is very obligation. It is very important.
	<ul style="list-style-type: none"> • Have fun time.

Verbs and adjectives formation	Passing funny moments.
	<ul style="list-style-type: none"> • They see sports make. They see that practising sport ...
	<ul style="list-style-type: none"> • The happy. The happiest.
	<ul style="list-style-type: none"> • Daily sport practice is seen as necessity activity. Practising sport daily is a necessity.
	<ul style="list-style-type: none"> • Swimming is favouring kind of sport. Swimming is the favourite kind of sport.
	<ul style="list-style-type: none"> • Practising sport is really enjoy. Practising sport is really enjoyable.

Articles and sentence structures	<ul style="list-style-type: none"> • Meeting a new people. Meeting new people. (No need to use article.)
	<ul style="list-style-type: none"> • Very important in all people. It is very important for all people.
	<ul style="list-style-type: none"> • Sport is a thing important in our life. Sport is an important thing in our lives .
	<ul style="list-style-type: none"> • Good brain is in the good body. (Arabic thinking.)
	<ul style="list-style-type: none"> • Meeting new friends can bring happy to us. Meeting new friends brings us happiness .

Table 2 : Individual Pupil's Mistakes in Grammar

From the above table, we noticed that pupils make different mistakes when they work individually relating to grammar. In some paragraphs, we found that some pupils talked about present events but they used the past e.g., It is protected : it prtotects, does not :did not, we will enjoyed : will enjoy, people was practising : people were practising. In the last case, the student was confused between the singular and the plural in using the verb "To be".

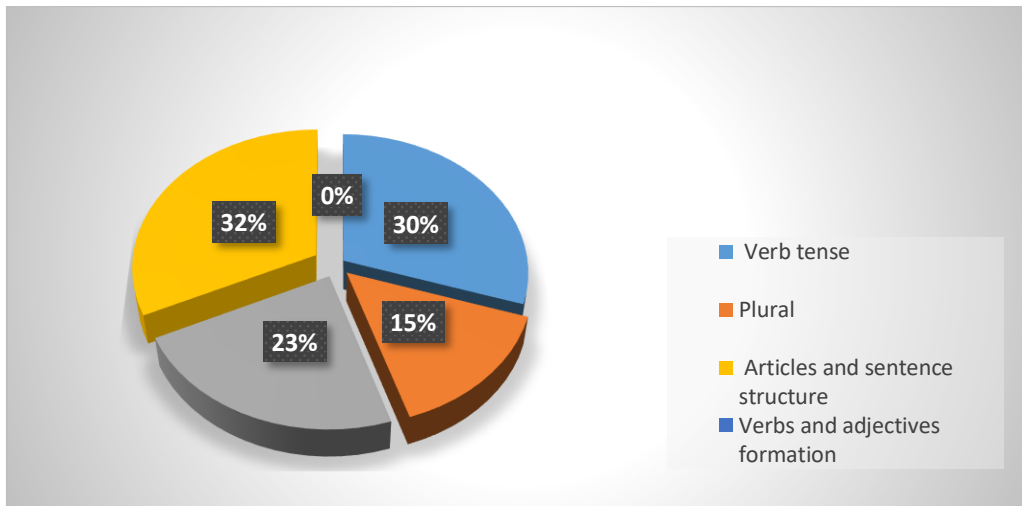


Figure.1: Pupils Individual Mistakes in Grammar

In what follows are pupils' individual mistakes in vocabulary.

Vocabulary	
Word choice	<ul style="list-style-type: none"> When you participate sport. When you practice sport.
	<ul style="list-style-type: none"> Collectif entre les joueurs. collective team work.
	<ul style="list-style-type: none"> Sport it give to your body new look. Sport gives a perfect and a healthy body.
	<ul style="list-style-type: none"> All the people love sport because it helps him our studies All people enjoy practising sport because it helps them to feel more comfortable which supports them to study better.
	<ul style="list-style-type: none"> In on lives. In our lives.
	<ul style="list-style-type: none"> The sport is important because you help. The sport is imortant because it helps you.
Missing word	<ul style="list-style-type: none"> The sport important because you help. The sport is important because it helps you.
	<ul style="list-style-type: none"> The sport good for our life. The sport is good for our healths.
	<ul style="list-style-type: none"> I prefer walking the morning. I prefer walking at the morning.
	<ul style="list-style-type: none"> I practice sport two hours everyday. Everyday I practice sport for two hours.
	<ul style="list-style-type: none"> Healt ; health.

Spelling mistakes	• Terdly ;Therdly.
	• Beleive ; believe.
	• Helpe ; help.
	• Pepole ; people.
	• Develloperment ; development.
	• Practicip ; practice.
	• Complite ; complete.
	• Elemente ; element.
	• Stydieys ; studies.
	• Empertent ;imporatant.
	• Sociality ; society.
	• Jim ; gym.
	• Miny ; many.
	• Pratique ; practice.
	• Neigatif ; negative.
	• Bady ; body.
	• Humain ;humain.
• Positif ; positive.	
• Inargy ; energy.	

Table 3 : *Individual Mistakes in Vocabulary.*

From the pupils written pieces, we noticed that pupils have many problems as far as vocabulary is concerned. They made many spelling mistakes, they lacked vocabulary and they did not put the write words ; pupils have a problem of L1(mother tongue) and L2 (French) lexical interference in writing concerning collocation,plural words, general meaning and even literal word translation, because pupils do not have adequate knowledge about the target language in terms of lexical concepts taught.

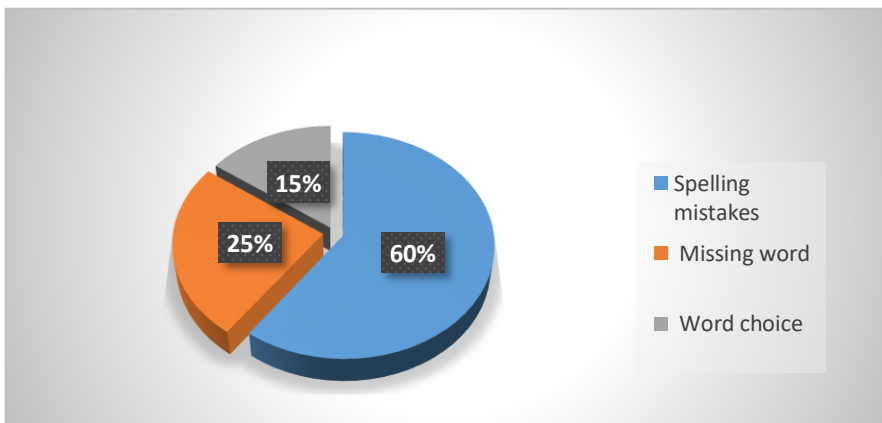


Figure.2: Pupils’ Individual Mistakes in Vocabulary

In the following table, there are the common mistakes that pupils make in writing individually concerning punctuation and capitalisations.

Mechanism	
Punctuation	<ul style="list-style-type: none"> • Then, the sport Good... Then, the sport is good...
	<ul style="list-style-type: none"> • Therdly, The sport... Thirdly, the sport...
	the sport is important in the life ; and human body. <ul style="list-style-type: none"> • The sport is important in our live since it protects human body.
Misuse of capitalization	<ul style="list-style-type: none"> • Its very important in All the people. It is important for all people.
	<ul style="list-style-type: none"> • We will Get the Best. He will g et the b est.
	<ul style="list-style-type: none"> • So It help Him. So it helps him.

Table 4 : Individual Pupils’ punctuation and Capitalization Mistakes.

From the above table, we noticed that learners have a problem in dealing with punctuation and capitalization. They put commas everywhere and some of them put the example they give inside quotation marks reckoning that they can focus more on the given idea. Also, they put capitalized letters in the middle of sentences while trying to attract the readers attention to the word. Adding to that, they did not respect the paragraph structure in which some of them did not use indentation at all.

While writing , pupils do not give a lot of attention to both capitalization and punctuation because they think that it is least important than writing itself. They are not enthusiastic to learn grammar .Also, punctuation does not have a fundamental place in classroom. Another reason that is behind pupils’ mistakes relating mechanisms is some how

a new issue; informal writing such as, facebook texting opens the door for informal spelling and gives less attention to both punctuation and capitalization.

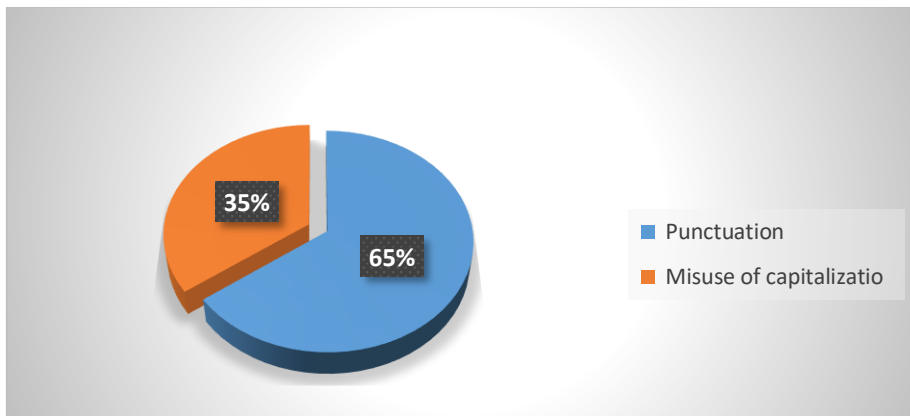


Figure.3: Pupils' Individual Mistakes in Mechanism

❖ Pair Work Writing Assignment

Grammar	
Verb Tense	<ul style="list-style-type: none"> It take car. It takes care.
	<ul style="list-style-type: none"> Sport help. Sport helps.
	<ul style="list-style-type: none"> It hold. It holds.
	<ul style="list-style-type: none"> You must practices. You must practise.
	<ul style="list-style-type: none"> This activity is relaxing the nerves. This activity helps the relaxation of the nerves.
	<ul style="list-style-type: none"> It activit circulating blood. It activates blood circulation.
	<ul style="list-style-type: none"> Will be have good health. Will be in a good health.
	<ul style="list-style-type: none"> There are many ways preserves our health. There are many ways to preserve our bodies health.
	<ul style="list-style-type: none"> You tells. You tell .
	<ul style="list-style-type: none"> It ignore. It ignores.
Plural	<ul style="list-style-type: none"> Womans. Women.
	<ul style="list-style-type: none"> Peoples becomes more friend.

	People become more friendly and sociable.
Verbs and adjectives formation	<ul style="list-style-type: none"> The sport is an activity involving physical exertion and skill. The sport is an activity which involves a body's physical exertion.
	<ul style="list-style-type: none"> It makes us stress. It makes us less stressed.
	<ul style="list-style-type: none"> So we must practicing sport. So we must practise sport.
Articles and sentence structures	<ul style="list-style-type: none"> The sport is good get health. The sport is important for a healthy body.
	<ul style="list-style-type: none"> The sport is stop the problem social Practicing sport helps us to solve social problems.
	<ul style="list-style-type: none"> Many people prefere to practice sport. Many people prefer practising sport.

Table 5 : *Pair Work Mistakes in Grammar*

From the above table, we noticed that learners make different mistakes when they work in pairs. In some written pieces we find that pupils face a problem in dealing with the third personal pronoun in which they forget about the (s) while using simple present such as, Sport help : Sport helps./ It hold : it holds.

Also, some of them find a difficulty in giving the plural of some words, instance: womans ; women. Hence, learners need more guidance and practice to be able to transfer their knowledge of grammatical concepts from oral to written language. Research suggests that the most effective way to help pupil's improve their command of grammar in writing is to use pupils' writing as a basis for discussing grammatical concepts. Furthermore, most of pupils see writing as a challenging and a complex task, which makes teachers obliged to prioritize and provide most efficient instructions relating to grammatical constructions that may effect learners' abilities to write effectively.

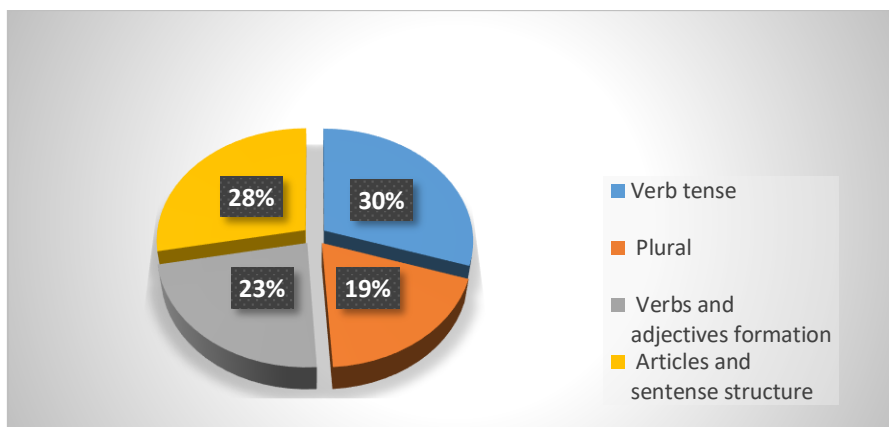


Figure.4:Pupils’ Pair work Mistakes in Grammar

The following table shows the vocabulary mistakes committed by students in pair work.

Vocabulary	
Word choice	<ul style="list-style-type: none"> The sport is getting the strong body and good health. Practising sport helps us to protect our bodies and our healths.
	<ul style="list-style-type: none"> Sport is best means for get a good life. Practising sport gives us a healthy body.
	<ul style="list-style-type: none"> The sport have very much advantages. The sport has a lot of benifits.
	<ul style="list-style-type: none"> Maladis instead of diseases.
	<ul style="list-style-type: none"> Sport is the good for wamansbecause of the help of the weight. Sport is helpful for women to loose weight
Missing word	<ul style="list-style-type: none"> No Mistakes
Spelling mistakes	<ul style="list-style-type: none"> Get rad ; get red
	<ul style="list-style-type: none"> Accedate ; accelerete
	<ul style="list-style-type: none"> Problemes ; problems (French Interference)
	<ul style="list-style-type: none"> Difficultys ; difficulties
	<ul style="list-style-type: none"> Humain ; human
	<ul style="list-style-type: none"> Auther ; other
	<ul style="list-style-type: none"> Raisons , reasons (French Interference)
	<ul style="list-style-type: none"> Difforont ; different
<ul style="list-style-type: none"> Secont ; second 	

	• Happi ; happy
	• Pratique ; practice
	• Pwer ; power
	• Helpe ; help
	• Domaine ; domain
	• Djust ; just
	• Simple ; simple
	• Blod ; blood
	• Therd ; third
	• Acteivity ; acitivity
	• Néccesary ; necessary

Table 6 :*Pair Work Mistakes in Vocabulary*

From the pupils ‘written paragraphs, we noticed that learners have some problems in vocabulary about both word choice and spelling mistakes. During the pair work assignment, learners faced difficulties of putting words together and making meaningful sentences ;and this is typically related to students’ poor grammatical usage and a lack of cohesion and coherence when expressing their ideas. Another reason, is that pupils are still finding writing unfamiliar and intimidating cause of many reasons as harsh criticism, unhelpful feedback and even grades that may make them feel less confident when writing compositions. However, if the teacher involves his pupils in cooperative writing assignments as in pair writing this may help them overcome their fears and weaknesses, and become well accomplished writers.

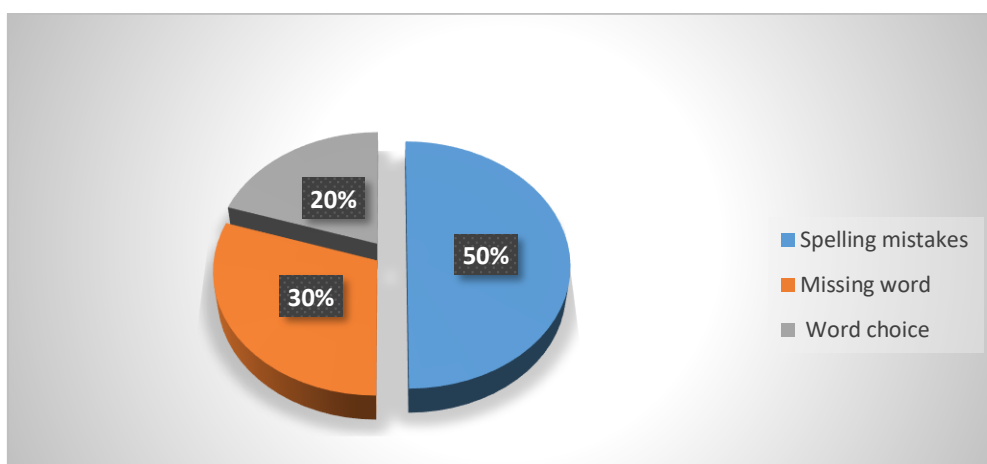


Figure 5: Pupils' Pair work Mistakes in Vocabulary

In what follows are the pupils' mechanic mistakes committed during pair work task

Mechanism	
Punctuation	<ul style="list-style-type: none"> Secondly ; Secondly , (The use of a semicolon instead of a comma.)
	<ul style="list-style-type: none"> To conclude ; To conclude ,(The use of semicolon instead of a comma.)
	<ul style="list-style-type: none"> Firstly ;The sport is ... Firstly , the sport is
Capitalization	<ul style="list-style-type: none"> the importance of the sport. (Giving a title without first words' letters capitalizations.) The Importance of Sport.
	<ul style="list-style-type: none"> The sport, It is Very Necessary...(Putting unnecessary capitalization.) The Sport is very necessary...
	<ul style="list-style-type: none"> It Gives Satisfaction (Putting unnecessary capitalization.) It gives satisfaction.

Table 07 : Pair Work Mistakes in Mechanism

We notice from the table that learners find a difficulty while dealing with punctuation and capitalization. They put commas everywhere without knowing its real role in the sentence. Also, they sometimes replace it by a semicolon.

Furthermore, learners put capitalization for words at the middle of the sentence and even in the concluding sentences. However, others write the title without any capitalization of every word beginning. All of these pupils' mistakes are due to both lack of the proper use of mechanism in writing pieces, either from the pupil or even from the side of the teacher in which s/he gives less importance for both punctuation and capitalization in

conducting written pieces or it may be related to the lack of constructive practice in classroom.

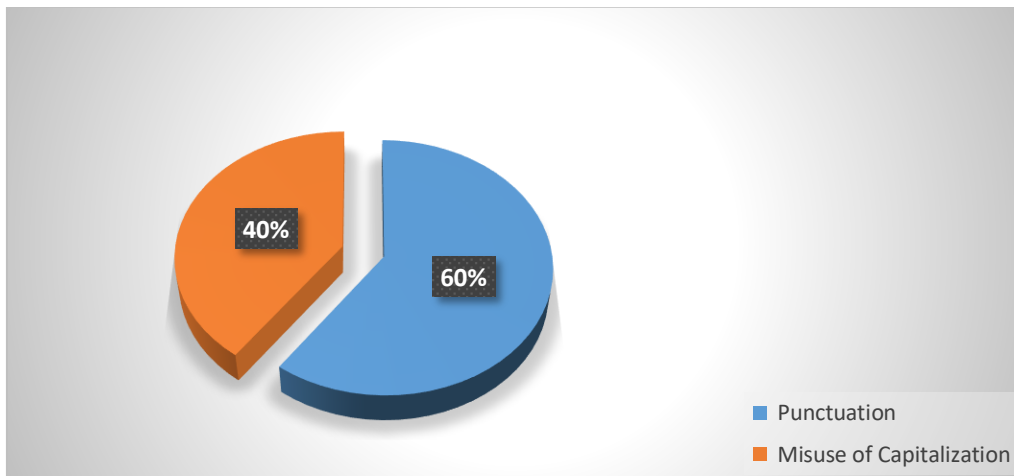


Figure 6: Pupils' Pair Work Mistakes in Mechanism

❖ Group Work Writing Assignment

Grammar	
Verb tense	<ul style="list-style-type: none"> It contribute , instead of (It contributes.)
	<ul style="list-style-type: none"> It help to promotes, instead of (It helps to promote.)
	<ul style="list-style-type: none"> Sport play a great role in our life, instead of :Sport plays a geart role in our lives.)
Plural	<ul style="list-style-type: none"> Sport is a best means for our health. Sport is the best mean for improving our health.
Articles and sentence atructure	<ul style="list-style-type: none"> No mistakes.
Verbs and adjectives formation	<ul style="list-style-type: none"> The important of sport.(Using an adjective instead of a noun.)
	The imortance of sport. <ul style="list-style-type: none"> The sport is relaxing the muscles. Practising sport may help muscles relasation.
	<ul style="list-style-type: none"> Sport make people social. Sport makes people more sociable .

Table 8 : *Group Work Mistakes in Grammar*

We notice from the table that the learners make some mistakes in grammar, relating to all of verb tenses, plural and verbs and adjectives formations. Pupils made some mistakes with the (s) of the third personal pronoun and they make some mistakes in forming adjectives. Whereas, there were no mistake about articles and sentences structures.

Hence, group work hepled students to improve their writing capacity in which they make less grammar mistakes comparing to both previous writing assignment (individual and pair work).

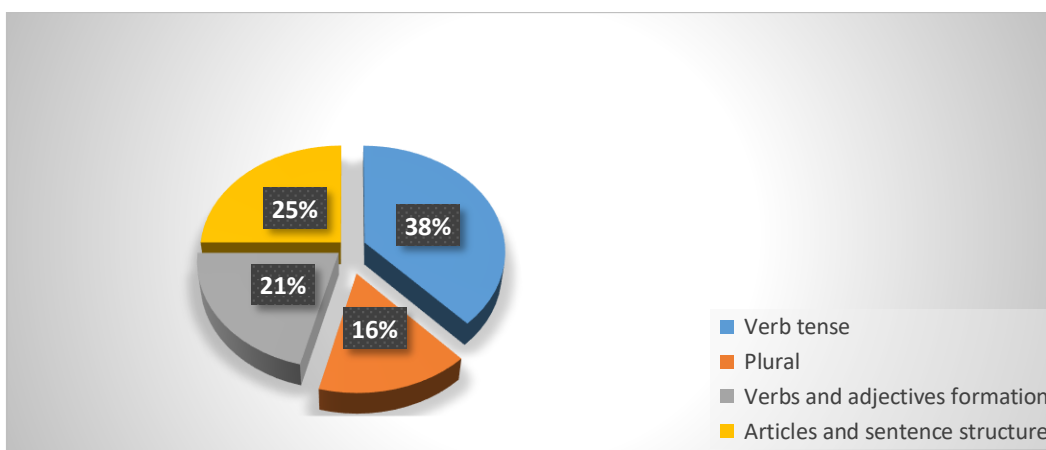


Figure7: Pupils’ Group Work Mistakes in Grammar

Vocabulary	
Spelling mistakes	• Importante ; important (French interference)
	• Healt ; health.
	• Personnalité , personality (French interference).
	• Avantage ; advantage (French interference)
	• Bettere ; better.
	• Helpe ; help.
	• Selution ; solution.
	• Micol ; muscle.
• Nigatif ; negatif	
	• Blood circle Blood circulation
	• The good mind inthe good health.(Arabically

Word choice	thinking)
	<ul style="list-style-type: none"> • Sport accomplishes the additional fats. Sport helps to get rid of fats and loose weight.
Missing word	<ul style="list-style-type: none"> • No mistakes

Table 9 :*Pupils’ Group Work Mistakes in Vocabulary*

It is detected from the pupils’ written pieces that they have committed less vocabulary mistakes in comparison to both the individual and pair work writing assignments .

Relating to both spelling mistakes and word choice there was very slight mistakes, despite that that learners still have the problem of French and English interfeence. Nevertheless, the students made less vocabulary mistakes in the group work writing assignment comparing to both individual and pair work writing assignments, because they became more involved and enthusiastic to write accurately and cooperatively.

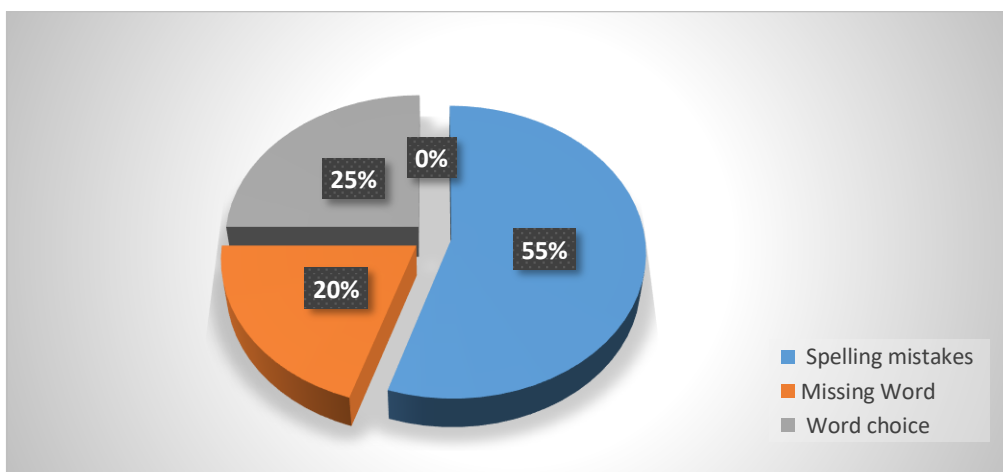


Figure8:*Pupils’ Group Work Mistakes in Vocabulary*

Mechanism	
Capitalization	<ul style="list-style-type: none"> • Title of the paragraph : Sport’s advantages ; The Sport’s Advantages.

Punctuation	<ul style="list-style-type: none"> • Students just forget to put a comma (,) after conjunctions, such as : first, second, ...
--------------------	--

Table 10 :Pupils’ *Group Work Mistakes in Mechanism*

We notice from the table that pupils make few mistakes in mechanism.

Concerning capitalization, some pupils forget to write the the first wrods’ letters of the title in a capitalized form. Whereas in punctuation, some of them forget putting a comma after conjunctions. To conclude, a teacher is responsible for emphasizing to his students that correct grammar, usage and punctuation are not ends themselves they are not the purpose of the written communication, rather they are part of the means of communicating a message.

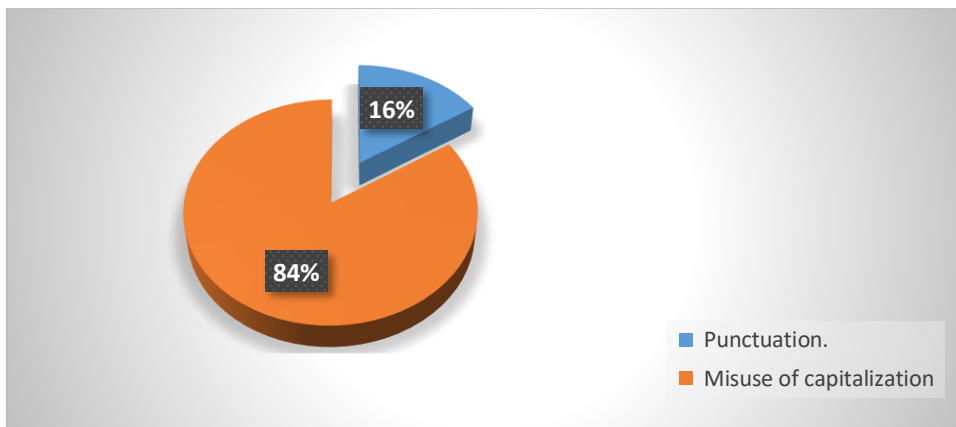


Figure9 :Pupils’ *Group Work Mistakes in Mechanism*.

Analyses of the Classroom Observation Results

- **Instructor** : ZenidiFatmaZohra
- **Class** : Second year scientific stream students
- **Group** : 01 and 02
- **Number of pupils** : 32
- **Place** :Bbaghdadi Ahmed Secondary School
- **Time** :11 :00-12 :00
09 :00-10 :00
13 :30-14 :30
- **Date** :05/02/2018
07/02/2018
08/02/2018
- **Activity** : Writing a paragraph about the role of practising sport in our life.

First Session(Individual Work) : 05/02/2017 (11 :00-12 :00)

In the first session, we asked pupils to write a paragraph about the sport's role in our daily life. We gave them some instructions to follow, concerning paragraphs structure and the used tense. Also, we provided them with some extra-information relating to the content such as the areas in which sport can be beneficial in.

We observed that during the individual writing assignment pupils were a little reluctant while writing in which some of them tried to take a look on their classmates written pieces. Adding to that, some others, kept asking about some word synonyms in English or even English words meanings in Arabic. Thus, we noticed that, the majority of the learners tried to work all with their accompanying.

Second Session(Pair Work) : 07/02/2018 (9 :00-10 :00)

In the pair work writing assignment, we noticed that pupils were more excited to do the task, in which they were well engaged in the writing assignment. They corrected each others mistakes. Despite that some mistakes were repeated ; learners gave better written pieces than the already done individually.

Third Session(Group Work) : 08/02/2018 (13 :30-14 :30)

In this session, students were divided into six groups, five members in every group. At this level, learners were more eager and involved to be engaged in the writing assignment. In which they enriched their written pieces with new vocabularies, extra-information and they even committed fewer grammar, vocabulary and mechanics mistakes.

The classroom atmosphere was really dynamic which supported learners to engage more in the activity. The majority of them were enthusiastic to work in groups, which gave them an opportunity to exchange their ideas and to correct each others mistakes.

Conclusion

The purpose of this study was to explore the effectiveness of classroom management techniques that are represented in individual, pair and small group writing assignments. This research consists of two main variables :the dependent variable was the writing skill and the independent one was classroom management technique. Participants were two groups from second year scientific stream pupils at Baghdadi Ahmed Secondary School in Chbaita Mokhtar, El-Taref, Algeria. Data analyses revealed that learners have done better written works while they worked in pairs and small groups, in which they were more and involved to conduct the work collectively rather in an individual manner. The following chapter will discuss the results in relation to the formulated

hypotheses, and will provide the pedagogical implications of this study, and some suggestions for future research work.

Chapter Five

Discussion

Introduction

This chapter discusses the results of the dissertation in relation to the hypotheses and previous theories and researches. After that, it introduces the pedagogical implication to the study, including the benefits of using classroom management techniques in enhancing secondary school pupils' writing skill in addition to some tips teachers have to put into consideration when using these activities that are conducted individually, pairly and in small groups in English language classrooms. The final section in this chapter presents suggestions for future research that are similar to the subject matter of this research.

Discussion of the Hypotheses

Hypothesis 1

In this study, we have hypothesized that when teachers vary their writing assignments depending on individual, pair and small group techniques, pupils' writing ability will be improved. This hypothesis has been checked by students' corpus tests which showed noticeable progress in pupils' writing skill in pairs and especially in small group writing assignment. Hence, this hypothesis is validated.

Hypothesis 2

We hypothesized, also, that second year secondary school pupils would show positive attitudes towards using both pair and small group writing assignments and, thus, employing this technique can be effective in improving secondary school pupils writing skill because classroom collective work creates a dynamic and a vital environment which boosts pupils to make efforts and to engage more in the writing assignment. This hypothesis has been checked through the results of the classroom observation.

The Relationship of the Results to Previous Theories and Researches

The present study results have a relationship to previous theories and researches about classroom management techniques ; individual, pair, and small group writing assignments, which are similar to previous studies : as Abdel Karim Aicha (2002) that proved the positive impact of cooperative learning on enhancing learners' writing skill.

Also, the relationship of the present results to previous theories and researches about classroom management techniques are similar to Hali Yamina's (2003) dissertation about "Enhancing Students' Writing Skill in EFL Classes through the Cooperative Learning Technique." In addition, the study of Messaibi Samira (2016) focused on the use of cooperative learning strategies on enhancing pupils' writing skill.

Implications of the study

Implementing classroom management techniques that are represented in individual, pair and small group writing assignments is fruitful for many grounds :

- Writing assignments are enjoyable and motivating just if the teacher provides a supporting learning atmosphere.
- The implementation of group work writing assignments is extremely useful for improving pupils writing skill and increasing their confidence to participate in classroom writing assignments as well will decrease their embarrassment and distraction.
- Group work writing assignment has a positive influence on boosting pupils' self esteem which enables them to explore different situation and better comport with the problems they face while writing.

- Enriching teaching experience in teaching writing leads up to better achievement and progress of students' proficiency level in the target language.
- If pupils make much enough writing practices, their writing skill will be more improved.
- Conducting classroom management technique is highly motivating ;EFL pupils feel more free and comfortable while using it.
- Classroom management technique is considered as an effective method to enhance teaching and learning process that helps learners to perceive, retain ideas and improve their writing skill.
- Both pair and group work writing assignments create positive relationships among individuals.
- Classroom management techniques provide more opportunities for negotiating meaning and increase comprehensible input .
- Those techniques are opportunities for collaborative thinking, immediate feedback and regulations of thoughts i.e. learners can transmit ideas and assess others' thoughts.

Suggestions and Recommendations

In order to enhance pupils' writing skill through conducting classroom management technique, some suggestions and recommendations can be addressed to both teachers and learners.

- Teachers should create comfortable and supporting learning atmosphere. Thus, pupils should be encouraged to engage in groupwork writing activities.

- Teachers should correct pupils' errors in a positive way : the correction will be better remembered in the further process of the target language. However, they should not everycorrect pupils mistakes.
- The teacher shoul inform pupils about the crucial role of the writing skill, in which they have to support them to write more. Also , they should find more effective ways of teaching that may develop writing in the classroom.
- Teachers should play different roles when assigning their pupils written pieces ; he must be facilitator ; prompter, feedback providorand a participant to increase success in the learning environment.
- Teachers should raise pupils' awareness about working in pairs and smallgroupsin order to create an inhibited relaxing atmosphere and hence, improving their writing skill capacities.
- Students should practice the writing skill. Thus, they can be more aware about their problems relating to writing and they can surmount all the difficulties that face them while they write.
- Learners must be engaged in free writing activities that they can act spontaneously without teacher's interventions.
- Also, they have to see their teachers' comments from its positive perspective in order to achieve a progress in their writing abilities to conquer the obstacles that face them while writing.

Conclusion

This study seekd to explore the effectiveness of clasroom management techniques in enhancing pupils' writing skill capacities taking second year scientific stream pupils atBaghdadi Ahmed Secondary school, ChbaitaMokhtar, El-Taref as a case study.

In this last chapter, the two research hypotheses were discussed in relation to the results of the data. The first hypothesis which expected that varying writing assignments into individual, pair small group would improve learners' writing skill. Hence, conducting pair and group work writing activities was efficient in boosting both pupils' writing abilities and enriching their self-esteem. Finally, Recommendations and suggestions constituted the major concept of this chapter.

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