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Cooperative Learning as a Strategy for Improving Student's Writing Skills

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Dedication

*This work is dedicated to my beloved family for their endless
love and Support.*

Special thanks go to my teachers and my friends.

Thank you all.

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Abstract

One important way to improve the quality of students' writing achievement is to teach them how to improve their writing skills and support one another when working together. The goal of this study is to better understand the impact of using cooperative learning as a tactic to raise students' writing proficiency. Its objective is to ascertain whether or not this method would help students improve their writing abilities. Therefore, we propose that students' writing skills will improve if English teachers implement cooperative learning in the classroom. In this investigation, the descriptive method made more sense. To get the necessary information, two questionnaires are employed. A questionnaire for students in their third year of study, and a questionnaire for teachers in the English department at Abbass Laghrour Khenchela University. The study' findings suggest that cooperative learning is a useful tactic for teaching writing skills since it improves students' learning, helps them grow their writing abilities, and makes them more eager to write. It also looks on the benefits and efficiency of cooperative learning in the classroom.

Key words: Cooperative learning, writing proficiency, LMD students, teaching approaches.

LIST OF ABBREVIATIONS

1. **CL** : Collaborative Learning
2. **CLL** : Cooperative Language Learning
3. **CW** : Collaborative Writing
4. **EFL** :English as a Foreign language
5. **Q** : Question
6. **%** : Percentage
7. **N** : Number of Students.

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Dedication

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General Introduction

General Introduction

English as a Foreign Language (EFL) instruction and learning is one of the most important subjects in education. The development of the four language skills-listening, speaking, reading, and writing; is typically the primary objective of language instruction. The latter is one of the four abilities that need more focus, practice, and constructive criticism than any of the other skills. It is regarded as the most significant and challenging talent since it requires a vast vocabulary, sound grammar, and an understanding of the writing process. Writing ability is crucial to communicating ideas clearly and concisely. Unfortunately, most English language learners had trouble writing effectively. This challenge is in organising and coming up with ideas, as well as in turning those thoughts into legible writing.

Teachers are always looking for ways to assist their students become more proficient writers. They offer a variety of methods, approaches, and exercises that can be done alone or in groups. In actuality, cooperative learning is a tactic that teachers use in the classroom to raise the writing proficiency of their EFL students. In this study, we will look into the ways that cooperative learning improves students' writing abilities in the classroom.

1. Statement of the problem

writing is regarded as the most challenging activity, it is one of the most significant abilities that requires careful attention. These days, there are many writing issues that EFL students at Khenchela University's Department of English encounter, which prevents them from practicing and using the language correctly. To overcome these obstacles teachers required to employ different method and strategies, this will be through cooperative learning, which is the main strategy that helps learners to develop their writing and interaction in the classroom.

2. Research question

In this research, we will look into how knowledge gained through cooperative learning contributes to the development of writing skills. The following research questions would be addressed:

- 1-Can writing skills be developed in the classroom through cooperative learning?
2. How can cooperative learning help students become better writers?

3. Do writing instructors employ the cooperative learning approach in their classes? And how do they feel about this strategy?

4. How do third-year LMD students feel about group projects as a means of acquiring writing skills?

3. Hypotheses

In light of the previous statements, we argue that:

- Learners who engage in group work in the classroom will be able to improve their writing more than those who work alone.
- Learners can write proficiently if teachers implement cooperative learning and create appropriate classroom techniques.
- The third-year EFL students might be more open to the idea of group writing assignments.

4. Aims of the study

This study aims to find out how cooperative learning could help students become better writers and help teachers encourage group projects in the classroom, it also plans to use pair and small group instruction, by means of this study, students will be able to interact with others and establish a supportive environment in which they won't experience shyness or fear when participating in class.

5. Research Methodology and Sample

In this research, We choose to use the descriptive approach. That is, it uses a questionnaire as a method to gather data for the study and tries to explain cooperative group work and its important function in enhancing learners' writing skill.

We have decided to choose third year LMD students at the Department of foreign language as a population at the division of Abbas Laghrour University of Khenchela .

Our research sample consists of two groups, the equivalent of 50 students. They answer the questionnaire in an anonymous manner after being chosen at random. Furthermore,we have selected 5 teachers to help us fulfill the current study with useful and reliable data.

We will design two questionnaires: one for the English teachers at the University of Khenchela, and another for the English third-year LMD students in the same department.

6. Organization of the Research

This dissertation is divided into two main chapters, a theoretical part that is concerned with literature review and a practical part that concerns with the analysis of the questionnaires.

In the first part, we start by a chapter about the literature review composed of two sections. The first one focusses on what is meant by cooperative learning and how it differs from collaborative learning. It lists the components of the cooperative learning approach. It also emphasizes the roles that teachers and learners play in cooperative learning classes. Additionally, it suggests several benefits and shortcomings of cooperative learning.

The second one is mainly concerned with writing and, the difference between writing and other skills. It suggests the stages of writing, different writing approaches and the problems that the learners face while writing. It classifies the different strategies and the implementation of cooperative learning technique in writing. It also highlights the application of CLA in academic writing.

The practical chapter composes of two questionnaires; one is directed to the teachers and the other to the learners. The first one is mainly directed to learners in order to know their attitude towards cooperative learning technique. Whereas the second questionnaire given to teachers in order to understand how cooperative learning is being used to teach writing skills and evaluate its efficacy.

**Chapter one :The writing skill
and the application of CL on
writing**

Chapter one: The writing skill and the application of CL on writing

Section one: Cooperative Learning

Introduction

In this chapter, we will define cooperative learning. We will discuss the various forms and elements of cooperative learning. We will also clarify the procedures for how teachers ought to set up their cooperative learning exercises. We will aim to highlight the roles that both teachers and students play in cooperative learning classes. Next, we will suggest the benefits and shortcomings of cooperative learning approach.

1.1.1. Definition of Cooperative Learning

Cooperative learning could be defined as learning in cooperation whereby learners are joined together in order to achieve certain goals. D. Johnson, and Johnson, R. (2009)

contend that:

Without the cooperation of its members, society cannot survive, and the society of man has survived because of the cooperativeness of its members made survival possible ... It was not an advantageous individual here and there who did so, but the group. In human societies, the individuals who are most likely to survive are those who are best enabled to do so by their group (p.1).

This quote makes it quite evident that cooperation is essential to human existence. Johnson, D., and Johnson emphasize the importance of cooperation and consider it a must for survival. Activities in pairs and small groups give students more opportunity to speak the target language as opposed to activities led by teachers. They also support self-directed learning and learner autonomy.

Additionally, compared to class talks, students may feel less nervous and more at ease communicating with their partners in pair or small group activities. If the application follows the requirements of the pedagogy, the outcome would be that It is important to motivate pupils to participate in cooperative learning activities.

In the same sense, Davis (1999) points out the importance of cooperative learning in getting effective learning process. She argues,

“Researchers report that, regardless of the subject matter, Students working in small groups tend to learn more of what is taught and retain it longer than where the same content is presented in other instructional formats”(1).

A collection of procedures known as cooperative learning facilitates group work on tasks or projects when predetermined goals are met. According to Slavin(1995),cooperative learning is a teaching method in which students interact in small groups in order to reach a shared goal.

Instead of being teacher-centered, cooperative learning is student-centered. This teaching approach places equal responsibility on students for both individual and collaborative learning.

1.1.2. Collaborative and Cooperative Learning

While some scholars distinguish between cooperative and collaborative learning, others see them as part of the same idea. According to Pantiz (1999), Cooperative learning is more directive than collaborative learning and closely controlled by the teacher (14)

1.1.3. Types of Cooperative Learning Groups

In cooperative learning classes, students take on practically all responsibilities for both their individual and their teams' education. But the teacher still leads the class and decides which kind of cooperative learning is best for them. students. Formal, informal, or foundation group learning is employed by the tutor. We will discuss these in more detail here. According to Gillies, Ashman and Terwel (2008) there are three types of CL.

1.1.3.1. Informal Cooperative Learning Groups

They suggest that students will spend a few minutes working in groups to clarify certain ambiguities or consider a specific question. This group's members don't seem to be very creative, responsible, or socially engaged. Unofficial Organisations are appropriate for a teacher who wants to disrupt the routine and keep students' attention from wandering. According to Gillies, Ashman and Terwel (2008) informal cooperative learning has two main aspects:

- . The first one is making the instructions explicit and precise.
- . The second one requires from the learning groups to produce a specific product.

1.1.3.2. Formal Cooperative Learning Groups

In formal cooperative learning groups, students collaborate for one class period spread out across many weeks with the aim of achieving a certain learning objective. Four characteristics define this type:

. Making Pre-Instructional Decisions

Teachers should base their decisions on the situation, the subject matter, the size of each group, and the roles of the students.

. Monitoring Students' Learning

Following the teacher's decision-making and instruction on how to work, the students work while the teacher continues to watch.

. Explaining the Instructional Task and Cooperative Structure

Here, the teacher's role is to provide the pupils with various tools that will enable them to collaborate with one another.

. Assessing Students' Learning

Once students have completed their group projects, the instructor can review their work to determine how much they collaborate and whether or not their cooperative efforts were successful. This evaluation of the students' feedback is crucial. because it emphasises accountability on both an individual and group level. It also shows whether the expected aims have been reached or not.

1.1.3.3. Cooperative Base Groups

Gillies, Ashman and Terwel J. contend that diverse cooperative learning groups with steady memberships are cooperative basis groups. As a result, the instructor ought to let the pupils operate in groups that they have been familiar with for a while. time, to help everyone in the group feel comfortable and engage in the task at hand.

“Typically cooperative base groups are heterogonous in membership, especially in terms of achievement, motivation and task orientation” (Johnson, D.W. & Johnson, F.P., 2009, p.4).

Cooperative Base groups can be used for “routine tasks, sympathetic listening and cross cultural relationship build”(Gillies, Ashman & Terwel.J,2008, p.31). In the cooperative base group, team members' primary duties are to foster good interdependence, encourage personal accountability, and boost Promotive interaction between students, in which the teacher's job is to provide the group members with opportunities to work and a schedule of topics to cover. Ultimately, the teachers can benefit from all of the aforementioned sorts. They are able to employ them separately or in combination. In actuality, the application depends on the setting and subject being covered.

1.1.4. Elements of Cooperative Learning

Five components of cooperative learning are identified by Johnson, D. and Johnson, R. as being critical to students' learning processes.

1.1.4.1. Individual Accountability

It implies that sharing and active participation in group projects are expectations for all students. When working in groups, everyone should be involved, and when they do, they should ensure that each kid plays a part because the success of the group depends on it. And the group primarily relies on the efforts of each member. The teacher needs to implement specific strategies in order to achieve individual accountability:

- By dividing pupils into smaller groups, it is possible to increase individual accountability as group size decreases.
- Giving a test to each student.
- Students are randomly selected to present their group work.

- Assigning the job of the checker to every student in each group, the checker enquires of the group members whether they comprehend the design, solution, or explanation that the group has just created.
- Individual explanation: within cooperative activities, students have the chance to explain their points of view to other members in the group (Johnson, D & Johnson, R2009, p.4)

Johnson, D and Johnson, R. "Individual accountability exists when the performance of each individual member is assessed and the results are given back to the individual and the group to compare against a standard of performance" (2009, p.4), It indicates that assessments are given to each student to ensure that they are all involved in the group project. Additionally, personal responsibility can be attained when the pupilstake part in and act freely in group projects.

1.1.4.2. Positive Interdependence

"It is the belief by each individual that there is value in working with other students and that both individual learning and work product will be better as a result of collaboration" ("Positive interdependence", 2000).

Every student makes a vital contribution to the group project's success. In order to accomplish their common objective, the team members rely on one another. A key component of cooperative learning, where students "sink or swim together," is positive interdependence.

Achieving positive interdependence requires interaction, motivation, and concern for each other's educational progress among group members.

1.1.4.3. Face to Face Interaction

It involves students working together where they can see each other and cooperate using face-to-face interactions (Salem, 2014, p.1). It can also be described as a chance for people to support one another's efforts to accomplish the team's objective. Positive face-to-face communication occurs when students Enquire, engage, and talk about their various perspectives to ensure a fruitful group project.

Students enrolled in cooperative classes courses need to be aware that the cooperative activities themselves are just as exciting as the ultimate product or team outcomes. Effective learning even involves the discourse process that occurs in the classroom; and fruitful results. In order for cooperative learning activities to be successful, constructive face-to-face interaction is essential since it provides the vital verbal and nonverbal feedback.

1.1.4.4. Social Skills

Putting students closer together and assuming that they are working together is one of the disappointments instructors encounter, as this is typically an incorrect assumption. Furthermore, this student behaviour isn't the outcome of indifference, but rather because pupils occasionally lack the social skills necessary to effectively collaborate with others.

For learning to be effective, students must be intentionally taught social skills. Additionally, social skills, like other talents, require deliberate practice and thoughtful preparation in order to develop or improve. Social competencies are crucial. as other abilities (writing, reading, speaking, and listening) since they facilitate students' effective participation in cooperative learning activities.

According to Tuan (2010), researchers suggest two parts of social skills:

***Group Related Skills:** These have to do with how group members find solutions to potential problems, encourage one another, and take turns.

*** Task Related Skills:** These include summarising, engaging, posing queries, and responding (12).

1.1.4.5. Group Processing

It includes giving students the opportunity to reflect upon their team's work and determine the success of cooperative learning team (Johnson & Johnson, 2009). Since group processing's goal is to alter and enhance the calibre of student work, it provides students

with a variety of assessments that provide insight into their development of the team project.

To sum up, regardless of the subject matter or age of the students, cooperative learning is a highly helpful method to teach foreign languages and produce good outcomes, especially when utilised effectively under Johnson, Johnson, and Smith's five pillars.

1.1.5. Cooperative Learning Methods

Teachers use a variety of cooperative learning strategies to improve student collaboration and create an effective learning environment. Slavin (2003) recommends a few cooperative learning strategies for use in the classroom, including think-pair-share to improve oral and auditory abilities, "jigsaw" for reading, and "round table" for writing.

These cooperative learning methods are clarified as follows:

1.1.5.1. Think-Pair-Share

It's a methodical approach where each partner has a set amount of time to speak. Using this method, the instructor poses questions to the class as a whole or to the group. Following that, the students reflect and offer potential, pertinent replies to those queries. They then have a discussion and exchange ideas with their partners.

As a result Students present their solutions to the class as a whole, to other pairs, or to groups. Before being invited to speak in front of the class, students have multiple opportunities to develop their ideas and practise language and subject during think-pair-share. Think pair sharing is a strategy used by the teacher to keep all of the students involved in various interactions, particularly in large courses.

1.1.5.2. Jigsaw

Elliot Aronson (1978) created the jigsaw technique, which involves students working in diverse groups. Slavin proposed jigsaw II. They have to read a tale or any other type of written work. In addition, the instructor provides each team member with an expert sheet with a variety of topics to focus on while reading.

After students from various groups with the same expert get together to exchange ideas, insights, and opinions, the experts go back to their respective teams and impart what they have learnt. They take quizzes from the instructor, who also allots ample time for work. Finally, the instructor may choose to award the groups that performed well.

1.1.5.3. Three Step Interview

Here, each participant selects a student to be their partner. First, people interview their spouses by asking them questions, and then the roles are reversed. Members then give the group a chance to hear their reaction.

1.1.5.4. Numbered Heads Together

Each student uses a number, such as 1, 2, 3, or 4, in this technique. Subsequently, the instructor poses queries to the class, to which the students respond, debate, and compromise in order to arrive at a consensus. Afterwards, the instructor randomly selects a number to respond to the query.

This method is characterised by students working efficiently since they are unsure of who will answer the question.

All these techniques are beneficial and aid in the process of learning. Students that participate in think, pair, share will learn how to think independently and then effectively communicate their thoughts to others. Through three-step interviews, the students would learn about the opinions and presumptions of others. Additionally, Jigsaw students are capable of instructing their peers. Learners get a sense of subject interest thanks to the number-heads technique.

1.1.5.5. Round Table

This approach allows students to contribute in writing by first asking questions that can really have more than one solution. Next, each student writes either all of their response or a portion of it. It can be used for reviewing, brainstorming, or active participation.

They hand the paper to each other after writing their responses. One piece of writing for each group or member of the group can be used with a round table. Lastly, a

group member would be invited to distribute the written work among their peers. Salem (2014).

1.1.6. Student Teams Achievement Divisions (STAD)

STAD is a cooperative learning method, which is used to enhance students' motivation.

Students are placed in four-member learning teams in the student Teams Achievement Divisions, with members who vary in performance level, gender, and ethnicity. Students work in groups to ensure that every team member has understood the subject after the teacher delivers the lesson.

As stated in the quotation above, STAD groups consist of four individuals. The instructor begins by providing the class with an overview of the subject that will be covered. Secondly, he or she divides the class into diverse groups so that the students can work and talk about their subjects. Team members will thereafter be given quizzes regarding the previously covered subjects. All of these teaching strategies put the needs of the students above those of the instructor, which aids in the development of students' self-worth and confidence.

1.1.6.1. The Teachers' and Learners' Roles in Cooperative

Learning Classes

1.1.6.1.1. The Teacher's Role

The role of the teacher in cooperative teaching methods differs from the traditional directed teaching, the teacher shifts from being information provider to a facilitator of the learning process.

Additionally, the teacher should adhere to specific tactics when utilising cooperative learning methods. First, he or she needs to make clear what the objectives are that is, what has to be accomplished by the end of each task. Second, the instructor needs to arrange the class according to the number of students. (Kebiri&Belmekki,A, 2014). Besides while students collaborate, the teacher still observes and does not take a break from the lesson.

1.1.6.1.2. The Learner's Role

Even students in cooperative learning approach have certain roles that need to be fulfilled, as explained in the following:

According to Slavin, students participating in cooperative learning should be able to support, debate, and evaluate one another's knowledge in order to identify gaps in one another's comprehension.

According to Kagan there are ten learners' roles, which are summarized in the table below:

Encourager	Encourages reluctant or shy students to participate
Praiser /Cheerleader	Shows appreciation of other's contribution and recognizes accomplishment
Gate keeper	Equalizes participation and makes sure no one dominates
Coach	Helps with the academic content, explains concepts
Question commander	Makes sure all students' questions are asked and answered
Taskmaster	Keeps the group on task
Recorder	Writes down ideas, decisions and plans
Reflector	Keeps group aware of progress (or lack of progress)
Quiet captain	Monitors noise level
Materials monitor	Picks up and return materials

Possible Student Roles in Cooperative Learning Groups Kagan, 1994(Cited in Zourez, 2010, p.49)

1.1.7. The Benefits of Cooperative Learning

1.1.7.1. Social Benefits

Students develop a feeling of variety and tolerance for others when they collaborate with one another. Students that participate in cooperative learning have stronger social support. Additionally, it increases their involvement in group activities.

1.1.7.2. Academic Achievements

Students in cooperative learning programs have a stronger interest in the subject matter than their peers. Additionally, they have created peer norms that support academic success.

Further cooperative Learning approach helps students to raise critical thinking. They would not simply accept all what is said to them. As a result, learners would negotiate their thoughts and ideas through debates and discussions (Li, M.p& Lam, B.H, 2013).

Teacher-led conversations would not be as productive as student-led ones because many students do not participate in whole class debates. Nonetheless, students have the chance to exchange and explore various views throughout the entire group. Throughout

“Using cooperative learning, students are continuously, discussing, debating and clarifying their understanding of the concept and material being considered during the class” (Li, M.p& Lam, B.H, 2013, p.11).

This quotation makes it evident that cooperative learning improves classroom arguments, which in turn helps students' speaking abilities. In addition, students are seen as critical thinkers who assess the material rather than just memorising it.

1.1.7.3. Psychological Benefits

Students who participate in cooperative learning report feeling less anxious and more confident. Furthermore, cooperative learning is not limited to the classroom as an academic approach. It is also a way of thinking about life that any task completed in the actual world when everyone plays their part would be more successful than working alone.

1.1.8. Shortcomings of Cooperative Language Learning

Even though cooperative learning has many benefits, not all students find it enjoyable to collaborate. Poor group work is caused by conflicts amongst the participants.

Cooperative learning has been repeatedly shown to have strong positive effects on almost every conceivable learning outcome. Simply putting students in groups to work on assignments, however, is not a sufficient condition for achieving these benefits (Farah, 2011, p. 143). Unless the instructor takes steps to assure that the groups develop the attributes associated with high performance teams, the group learning experience is likely to be ineffective and may be disastrous (Farah, 2011, p. 143).

1.1.8.1. Uneven Workloads and Evaluations

Learners who participate in cooperative learning are accountable for both their own and their team's learning. Some students may take charge of most group projects and overlook the contributions of others, while others may put in little effort and rely solely on the work of others. Ultimately, the group will be evaluated equally regardless of individual contributions.

In fact, Cooperative learning would be ineffective and unsuccessful in both scenarios. Collaborative learning necessitates groups where all students participate.

1.1.8.2. Classroom Management Challenges

When working in groups, many students encounter difficulties; some teachers even experience difficulties. Students must talk loudly in order to collaborate, which can be disruptive to the learning process. Furthermore, the tutor cannot possibly supervise the entire group. As a result, some groups might discuss topics unrelated to the subject at hand.

Section Two: The Writing Skill

1.2.1. Writing Skill

Writing is an interesting skill that some scholars adapt certain methods and approaches to enhance because it's crucial, much like speaking, listening, and reading. It's also the hardest talent to teach. Pupils can struggle with using the right terminology or comprehending the subject matter.

1.2.1.1. Nature of Writing

Writing is the process of converting words and letters into visual symbols. Bashyal (2009)states:

Writing uses visual symbols (or graphic symbols) to represent the sounds used in speaking .It is a productive skill which involves better organization of meaning and also more accuracy of form than speaking (p.15).

1.2.1.2. Writing vs. Speaking

“Writing is not a natural activity, all physically and mentally normal people learn to speak a language .Yet all people have to be taught how to write”(1987, p.2) . Certain scholars highlight the distinction between writing and speaking in terms of significance. White is one ofthem,he states that

Writing unlike speech, is displaced evolved since it makes possible the transmission of a message from one place to another.A written language message can be received, stored and referred back to any time (White, 1987, p.2).

From this quotation, It is evident that spoken messages cannot be preserved for a long time or passed down from one generation to the next, unlike written ones.Furthermore, readers are free to consult it anytime they like.Furthermore, according to Weigle (2002), writing is more valuable than speaking. When he contends “Writing is more correct and therefore it should be valued than oral language” (p.15).

However, While writers cannot foresee who will read their work, speakers have the chance to communicate with individuals they know or do not, and they can adapt their speech based on the responses of those they interact with.

1.2.1.3. Writing vs. Reading

Reading and writing are the major roadways to conventional spelling. Ideally, children should begin writing as early as they begin reading. Writers read like writers as they read they notice the conventional spellings of words they have used or want to use in their writing, and then they use those words, they have noticed in their reading to move toward conventional spelling in their writing (Li-Chen, 2004, p.30)

Reading and writing are related in that the more you read, the more information you are able to process. Thus, this reading has a favorable impact on the writing results. Pupils' reading skills are also influenced by writing; for example, writing about a particular topic helps pupils comprehend it better.

The more you read, the more knowledge you may understand, according to Stotsky, who also discusses the connection between writing and reading. Thus, this reading has a favourable impact on the writing results. She continues by saying that reading-based writing skill-enhancement studies typically outperform writing- and grammar-focused studies.

Nonetheless, writing and reading appear to complement one another. Before beginning to write, students in their early learning phases must read, and even then, they must employ the language repertoire that comes from their readings.

1.2.2. Writing Stages

Every learner, whether English is their first or second language, progresses through different phases as they figure out how to compose a successful and impactful assignment. According to Bashyal, the initial phase is known as copying (48–49). This entails copying words and letters off the board, followed by replication. In order for the learners to become comfortable with the language, they undergo dictation throughout this phase.

The following phase involves guided writing and free writing, during which students are allowed to select whatever topic they like.

According to Bashyal there are three developmental writing stages,

*** Writing as a mechanical activity**

At this level, the student works on writing conventions like spelling, punctuation, and handwriting in order to improve his or her writing.

*** Writing as linguistic activity**

Giving students the opportunity to write in order to produce error-free sentences and paragraphs is the goal here. While the students are writing, the instructor has to supervise them.

*** Writing as a means of communication**

It means writing for the sake of communication and this includes the correct use of wide range of vocabularies punctuation, spelling in their suitable places(Bashyal ,2009)

1.2.3. Writing Approaches

There are numerous strategies that EFL teachers can employ to help their students become better writers. .Here we are going to see them in details.

1.2.3.1. The Product Approach

It is regarded as a conventional method.It focusses on the result or end product, including spelling, grammar, and punctuation.This method might be characterised as follows: after pointing out the errors in their personal assignments, students generalise and apply those findings to the subsequent ones. (Kim ,2007).

1.2.3.2. The Process Approach

In most written expression classes, the instructor depends on the final product. He or she does not know how or why pupils make such mistakes, nor does it offer them suggestions for organizing their tasks.

In contrast to the traditional method, the process approach places more emphasis on the writing process than it does on the finished work. This covers the change from the finished product to the actual product.

In the product approach, the mistakes are inhibited and thereby they have to be corrected whereas in the process approach “students made mistakes because they were allowed to write what they wanted.”(Byrne, 1988, p.22). As a result, educators need to correct students

when they make mistakes. It does not imply that the finished product is overlooked; rather, the emphasis is on the students and how they can complete this final project.

1.2.3.2.1. Characteristics of the Process Approach

“The process Approach relies on the production of entire papers, not on grammar or parts of the papers” (Williams, 2003, p.99). According to Williams (2003), there are three factors that can help in writing ability improvement.

- Asking students to write usually in meaningful context.
- Providing feedback to work on progress.
- Asking for work revision which is based on that feedback.

1.2.3.2.2. The Role of Teacher in the Process Approach

In the process approach, teachers are viewed as facilitators and guides.

In a similar vein, Hyland views the teacher's job as a mentor who supervises students' writing throughout and places more emphasis on substance than form. (cited in Zourez, 2010, 27).

1.2.4. Stages of the process approach

Students go through several stages when completing writing projects, and opinions among academics on these stages differ.

1.2.4.1. Prewriting

Students attempt to choose the subject, as well as to determine the topic's goal and target audience. In order to develop their subjects, students create, choose, and arrange ideas and details.

1.2.4.2. Drafting

Students write their ideas and thoughts without much regard for language or punctuation. Some teachers refer to this stage as “a sloppy copy or rough draft” (Becky ,2006,p.2).

1.2.4.3. Revising

The students use mates' suggestion and feedbacks. These feedbacks help the learners to improve their piece of writing.

1.2.4.4. Editing

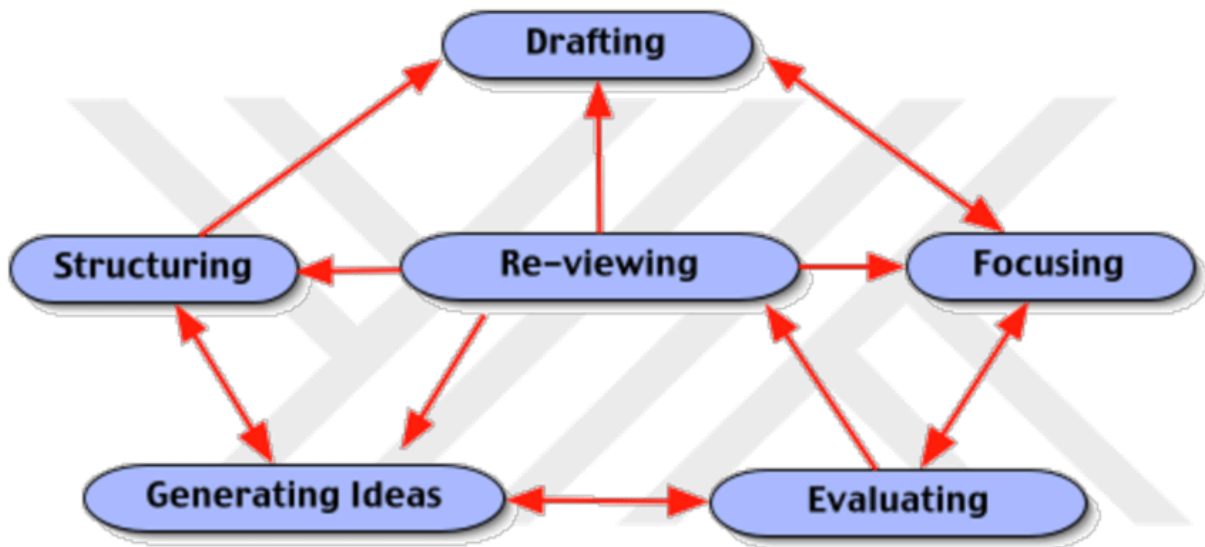
The learners collaborate with their teachers or peers to fix spelling, grammatical, and punctuation errors.

Zamel contends:

Although I had anticipated presenting data that would reflect various stages of the students' composing process, stages usually characterized as prewriting, writing, revising, the students' writing behaviors were not entirely amenable to this type of breakdown, a fact which and of itself attests to the non-linear nature of writing (1976, p.171).

From this quotation, it becomes evident that the writing phases are recursive rather than linear, meaning that students may combine stages simultaneously and the student has the option to move between stages and go back to earlier ones.

Diagram of Process Writing



White and Arndt's Writing Process Model (1987, p.4)

Three components are highlighted by Tribble (1996) as being crucial: the generating, the focussing, and the structuring stage. He thinks that giving students a generating stage enhances their creativity. The second phase is called "focussing," during which students can distinguish between what works and what doesn't for them in their writing. The last stage, referred to as the structure stage, is organising the writing in a coherent and cohesive manner.

1.2.5. Writing Problems

Writing is considered as the hardest talent to master, particularly for those learning a second or foreign language.

"Writing is considered as a part of the learning process and it can be difficult for students unrewarding and even punishing for some students"(cited in Zourez, 2010,p. 27).

When writing, that is, when processing and gathering information, students may run into difficulties. This is particularly true if the teacher does not support and enhance these processes. There are numerous obstacles that prevent pupils from achieving excellent standards in their writing. We refer to one of them as language structure. Every language has a unique structure. For instance, in Arabic, a sentence can begin with the subject, followed by the verb and the object, or it can start with the verb and end with the subject.

1.2.5.1. Linguistic problems

There are mainly four linguistic problems:

1.2.5.1.1. Spelling

If students are learning a second language or are not native speakers, they typically make different blunders when writing assignments. Spelling errors can leave a bad impression, but they typically do not stop the reader from comprehending what the writer is trying to say. Students should make every effort to eliminate them from their writing assignments because of this. Increasing your reading volume can help you make fewer spelling errors.

1.2.5.1.2. Punctuation

In situations when pupils lack familiarity with language systems, they may even employ semicolons in place of commas or vice versa.

1.2.5.1.3. Grammar

Grammar errors are prevalent, particularly in learners of foreign or second languages. Grammar errors are typically the result of learners not employing the correct verb tenses in English or not using the verb in its corrected form when expressing ideas. Additionally, they could use definite articles incorrectly or arrange words incorrectly.

1.2.5.1.4. Usage

Compared to native learners, non-native learners are more likely to make these kinds of errors. It happens when pupils employ a word or series of words to convey a meaning that a native speaker would never use. That is to say, some pupils might translate terms that aren't present in the other language.

1.2.5.2. Physiological Problems

Even a student's attitude and mood might affect their learning process. As a result, when students are assigned to write on a subject they may not find interesting, it is evident that they would not be interested in it, and as a result, their written assignments are poor.

1.2.5.2.1. Motivation

“Motivation plays a self-regulatory role in learning, and it has been found to have great effect on enhancing student’s performance in the target language” (cited in Zourez ,2010,p.56). Students should be asked to write on what inspires them by their teacher.

1.2.5.2.2. Anxiety

Students that experience anxiety are uncomfortable, which negatively affects their writing performance. According to Wynne and Cadet (1996) students may experience anxiety when writing in five basic circumstances.

- * Adapting to a new style of writing i.e. the first time students experience academic writing or thesis.
- * Writing for a strict audience.
- * Tight deadlines.
- * Thinking about the criticisms that the writer received even if the criticizer would not be his/her reader.
- * Not understanding the assignment.

To sum up, both language and psychological issues can arise for students. In this dissertation, we are interested in the cooperative writing approach, which is one of the ways teachers should implement to help students improve their writing skills.

1.2.6. Collaborative Writing

It can be defined as the use of the cooperative learning approach in writing classes.

A process of multiple authors producing one document .It is not just the soliciting of ideas about the document but the actual contribution of the various sections which are then collected together to form the final document (De Silva, 2007, p.9).

Bashyal (2009) sheds light on the advantages of Collaborative Writing when he explains, "...it helps in the production because the writers in a small number of groups can discuss at each other and reach to the conclusion after synthesizing the ideas of all"(p.19).

From all what is mentioned above, It is evident that the process of collaborative writing involves acquiring, evaluating, and organising ideas in order to produce the finished work of writing. Additionally, when each team member performs their assigned function, the group succeeds in achieving its objective.

1.2.7. Models of Collaborative Writing

There are many models in order to achieve writing cooperatively. We will tackle some of them in details.

1.2.7.1. Writing Workshops

Williams (2003) defines workshops as "classes in which learners share their work with one another and teachers intervene regularly as students develop compositions through several drafts" (p.103).

Within this model, Students are expected to complete a specific task. Additionally, students are viewed as engaged members who freely interact, write, reflect, and search. Teachers, on the other hand, ought to act as facilitators and helpers.

Williams provides the following explanation of how to use a writing exercise in a workshop:

A teacher might direct students to brainstorm in their groups for a period of 10 minutes, at the end of this period, each group would report its results, thereby producing a whole-class discussion...students exchange papers with their group mates, and then the teacher might direct them to identify prepositional phrases to reduce nominalization or to combine sentences to increase sentence variety(2003,p.105).

The writing workshops emphasize writing; students are typically required to write in addition to taking writing-related courses. Students would eventually develop the capacity to select their own subjects and plan their own assignments. Like professional writing workshops, writing workshops have brief class sessions that centre on real-world problems.

According to Steve(2003)“The writing workshops focus on sharing the work with class on peer conferencing” (p.3). In addition, educators compose and distribute their own writing to their students. Writing workshops provide students with an appropriate environment that allows them to view themselves as genuine authors, leading to a serious approach to their writing.

1.2.7.2. Writing Conferences

Another type of collaborative writing is writing conferences, where teachers and students talk to identify issues that come up during writing. Instructors talk with a single student or a group of students who are facing the same problem.

Students should be given as much time as possible during these conferences to speak with the tutors about their writing difficulties. Additionally, teachers shouldn't focus on every mistake made in the written tasks. In this sense, Williams claims, “effective writing teachers commonly focus students” attention on just a couple of points, even though the paper has numerous problems” (2003,p.149).

1.2.7.3. Sequential Writing Model

In this model, Students work consecutively, completing their tasks at designated times.

1.2.7.4. Parallel writing model

According to this model, every student on a team has a certain role that they must play. Alred, Brusaw, and Oliu (2003) provide the following components as an explanation of this model:

- Designate one person as the team coordinator.
 - Collectively identify the audience, purpose and project scope.
 - Create a working outline of the document.
-

- Assign segments or tasks to each group member.
- Establish a schedule of dates for drafts, revisions, and final Documents.
- Agree on a standard reference guide for style and format.
- Research and write drafts of document segments.
- Exchange segments from team member reviews.
- Revise segments as needed.
- Meet the established goals.

1.2.8. Strategies for Implementing Cooperative Language Learning

Christison (1990) enumerates three cooperative learning presumptions. Since cooperation is not innate in learners, it is important to teach cooperative skills to them. First, she makes the case that students require a lengthy orientation to get to know one another because of typical classroom settings and the general atmosphere they are accustomed to.

The second assumption involves that the physical and special arrangement has an influence on cooperative work. The group setting should be organized in a way whereby students can interact face to face. The third assumption that is worth mentioning is the fact that peer support and group dynamics are crucial factors to successful group work(Cited in Arnold, 1999).

Crandall offers a few tactics for achieving a fruitful group learning experience. He argues, “if cooperative language leaning is to be successful, both teachers and learners need to be adequately prepared and interesting relevant topics and materials must be available” (Cited in Arnold, 1999, p.242).

Successful cooperative learning requires preparation from both the teacher and the students as well as the availability of pertinent materials and topics. Crandall provides a list of four methods for improving cooperative learning implementation.

First, teaching students to work in groups on projects where they will be working in cooperative learning instead of a teacher-centered classroom. Instead of using most of the class period on worksheets, spelling exams, grammar exercises, handwriting exercises, etc., learners need to be well-versed in a few areas and well-prepared for certain situations, such as giving and receiving feedback, and interacting with peers.

Second, including students in worthwhile projects, the task's quality is crucial to the effectiveness of cooperative learning activities. Third, reflecting on what was learnt and giving students a debriefing on their cooperative learning experiences whether they are linguistic, social, or cognitive, are essential learning stages (cited in Arnold, 1999).

Fourth, the instructor ought to motivate students to assess one other's involvement and group work. Participating students in assessment and evaluation, according to Crandall, can foster a sense of shared accountability for classroom learning, but it is a novel experience for many and may not be immediately well-received.

1.2.9. The application of CLA in academic writing

According to Wang Qi (2018), using cooperative learning can help students feel less anxious when writing and become more comfortable with the process. According to Zhao Liang (2018), cooperative learning has the potential to pique students' interests in writing since they have something to say and a want to express themselves. According to GaoHaijie (2017), students can use cooperative learning to strengthen peer relationships, foster friendships among themselves, and even increase class cohesion. According to Shi Ren Juan (2019), cooperative learning can help students become more cooperative, understand the value and advantages of working together, and develop their cooperation strategies. According to Shen Ya (2018), in cooperative learning, the repetitive chanting of the teacher becomes reciprocal.

It was necessary to use cooperative learning as a useful teaching method. Researchers like Johnson and Johnson have studied it as a classroom teaching approach (Johnson & Johnson, 1989; Johnson et al, 1981). These studies demonstrate the advantages of cooperative learning for the process of teaching and learning. According to McNenny and Roen (1992), cooperative learning promoted students to respect and cooperate with one another in spite of their diverse origins. According to Storch's (2005) research, while teaching English writing,

cooperative learning gives students the opportunity to share ideas and receive feedback from one another while also helping them write better. According to other research, even though there is little improvement in the written text's fluency, practicing in pairs helps students' writing overall quality (Biria&Jafari, 2013). Long-term, Shehadeh (2011) notes that the majority of students show favourable attitudes towards cooperative learning when it comes to learning to write and find the process enjoyable. Next, according to Dobao& Blum (2013), cooperative writing instruction gives students greater opportunities to share knowledge and ideas with others and to expand their perspectives.

Conclusion

Numerous beneficial, affective aspects of cooperative writing support language development, aid in learning, foster student responsibility for education, and help students hone their writing abilities. This chapter offered a limited number of suggestions for enhancing writing skills through cooperative learning. I demonstrate how cooperative writing operates by highlighting several models and techniques that improve students' written work as well as the many responsibilities that teachers and students take on in group projects.

Chapter Two :

Field Work

Chapter Two:Field Work

Introduction

This study aims to explore the value of implementing cooperative learning techniques in the English language department at Abass Laghrour University of Khenchela,when teaching writing skills. The theoretical part (sections I and II) has been devoted to revealing the viewpoints of various researchers about writing proficiency and cooperative learning techniques. However, the fieldwork for the study is the focus of this chapter. It provides a discussion and analysis of the information collected from the research instruments. Because of the nature of the issue and its goals, we employ the descriptive technique to perform and enhance our study with useful data. We designed and distributed two questionnaires, one was for third year students and the other was for teachers.

2.1. Student's Questionnaire

2.1.1. Aims and Administration of Student's Questionnaire

This questionnaire was handed randomly to 50 students of third year LMD students of English at Khenchela University. Participants were initially provided with introductory instructions that explained the purpose of our study and how to answer the questions. The questions were simple, easy to understand, and precise so that students could give pertinent answers.

The purpose of giving students the questionnaire is to find out how well they actually write, what issues they have in class, and how they feel about the methods teachers employ to help them get over these challenges. Additionally, it aims to determine how students feel about learning cooperation in written expression classes and teaching writing skills, as well as the importance of classroom interaction and the role that teachers and students play.

2.1.2. Description and Analysis of the Students Questionnaire

2.1.2.1. Description

This chapter is the practical one, following two theoretical sections on cooperative learning approach and writing skills. The primary focus is on the questionnaires completed by teachers and learners, as well as the analysis and outcomes. The students' questionnaire is directed to third year LMD students. They have been chosen randomly from the Department of English language at Abbess Laghrour University.

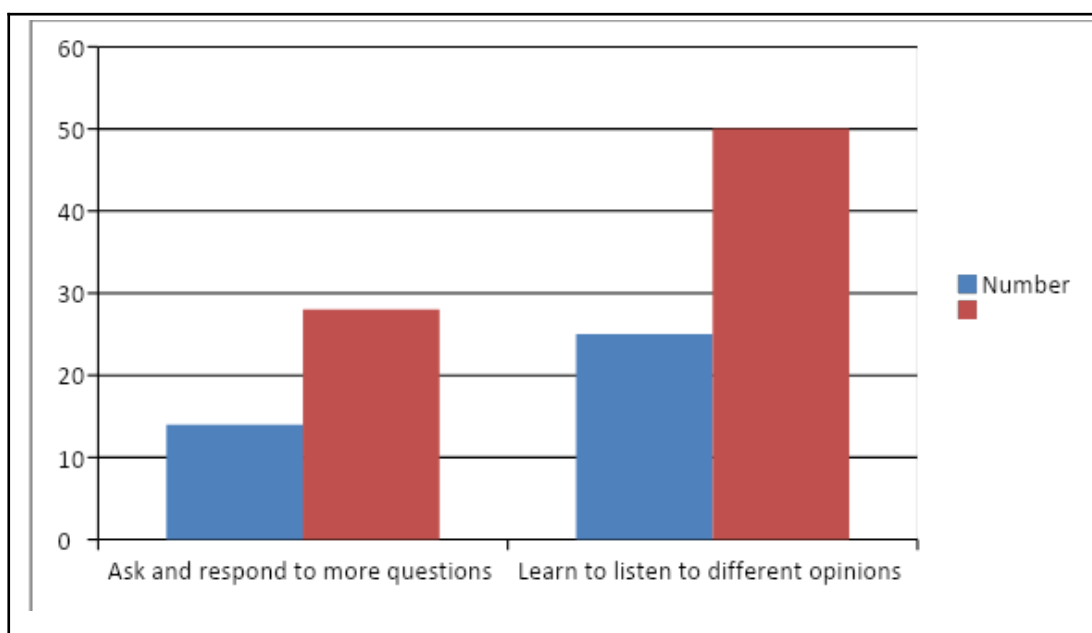
2.1.2.2. Analysis

Section One: Students' Profile

Q1. Please, specify your gender

Gender	Number	Percentage %
Male	11	22 %
Female	39	78 %

Table2: The Student's Gender table



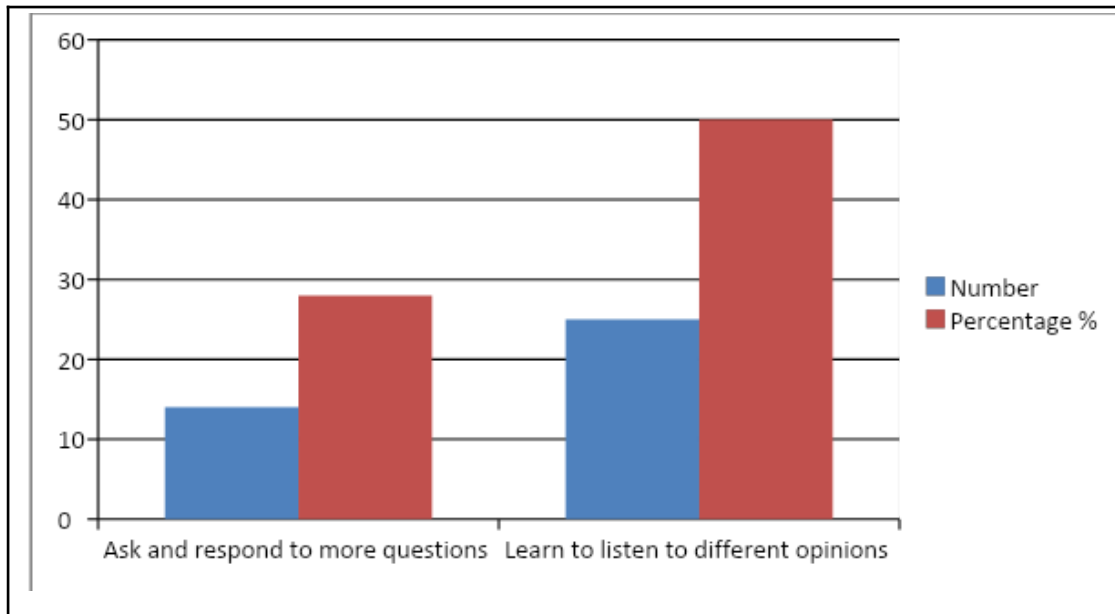
Graph2: Student's Gender

From table (2) we notice that the majority of students (78 %) are females, whereas the males represent (22 %) of the whole population. By these ideas, that females are more interested in FL area than males.

Q2. How long have you been learning English at university?

Period	Number	Percentage %
3 years	43	86 %
More than 3 years	7	14 %

Table3 : Period of Studying English at University



Graph3 : Period of Studying English at University

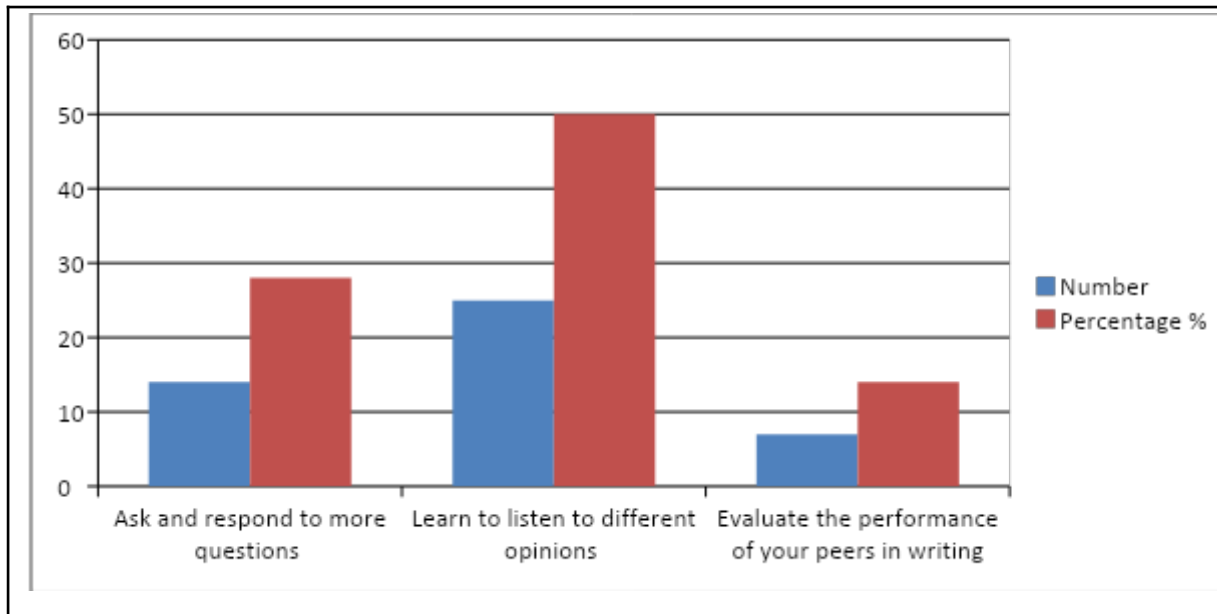
According to the table and graph, 86% of the students have been studying English at their university for three years, and just 14% have been studying for longer.

This indicates that students either repeat a year, or they choose careers other than teaching English, such as becoming diplomats.

Q3. How do you evaluate your level in English?

Answer	Number	Percentage %
Excellent	4	8 %
Average	44	88 %
Poor	2	4 %

Table4 : Students' Evaluation of their Level in English



Graph4 : Students' Evaluation of their Level in English

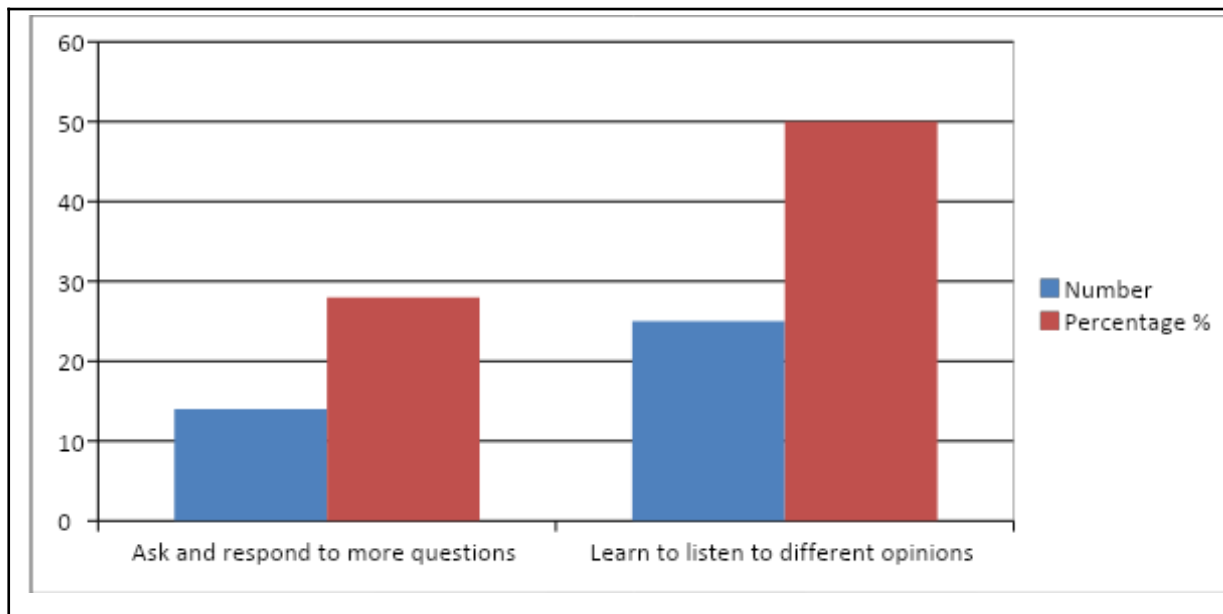
Table 4 shows that, with regard to the number of third-year students, (88%) of the sample assesses their English proficiency as average, and this percentage is deemed reasonable. Consequently, the majority of them lack the necessary experience to speak English fluently. But just 8% of pupils said they had a great English proficiency, while 4% said they had a poor proficiency.

Section Two: Students' Attitude towards the Writing Skill

Q4. Does writing interest to you?

Options	Number	Percentage %
Yes	41	82 %
No	9	18 %

Table5: Students' interest in writing skill



Graph5 : Students' interest in writing skill

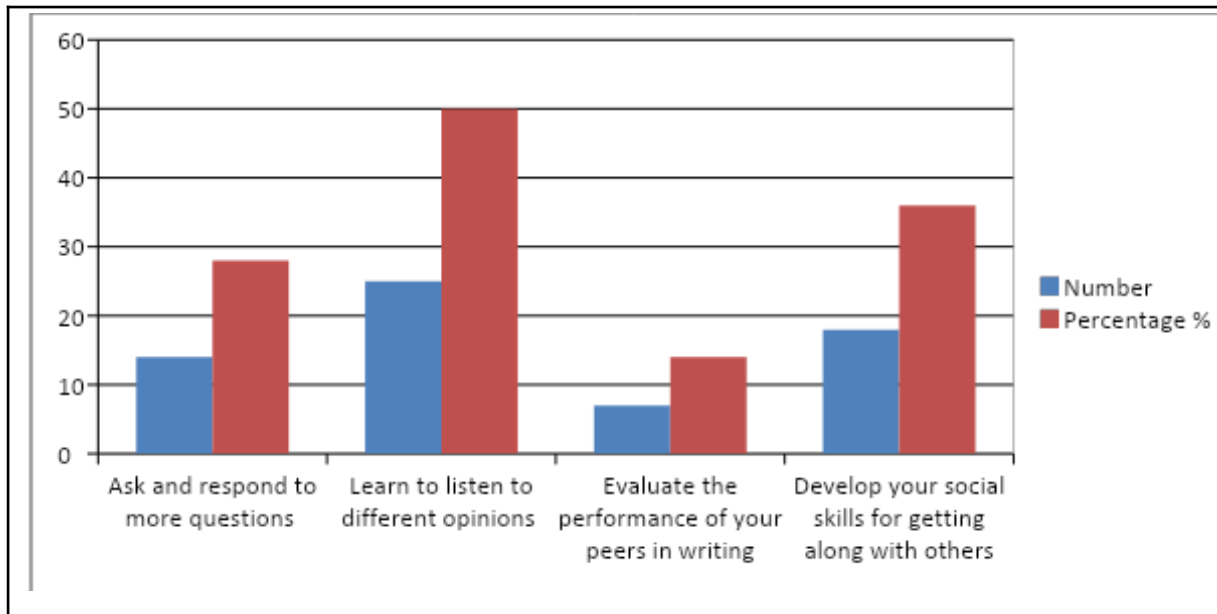
This inquiry aims to determine whether or not students found writing to be entertaining. According to the data in the table and histogram above, 82% of the students think the writing module is engaging. On the other hand, 18% of students say it's not fascinating.

This indicates that the majority of students are motivated to write and are aware of the value of writing.

Q5. How do you find writing in English?

Option	Number	Percentage %
Very Easy	1	2 %
Easy	22	44 %
Difficult	25	50 %
Very difficult	2	4 %

Table6 : The Students Attitudes Towards Writing English



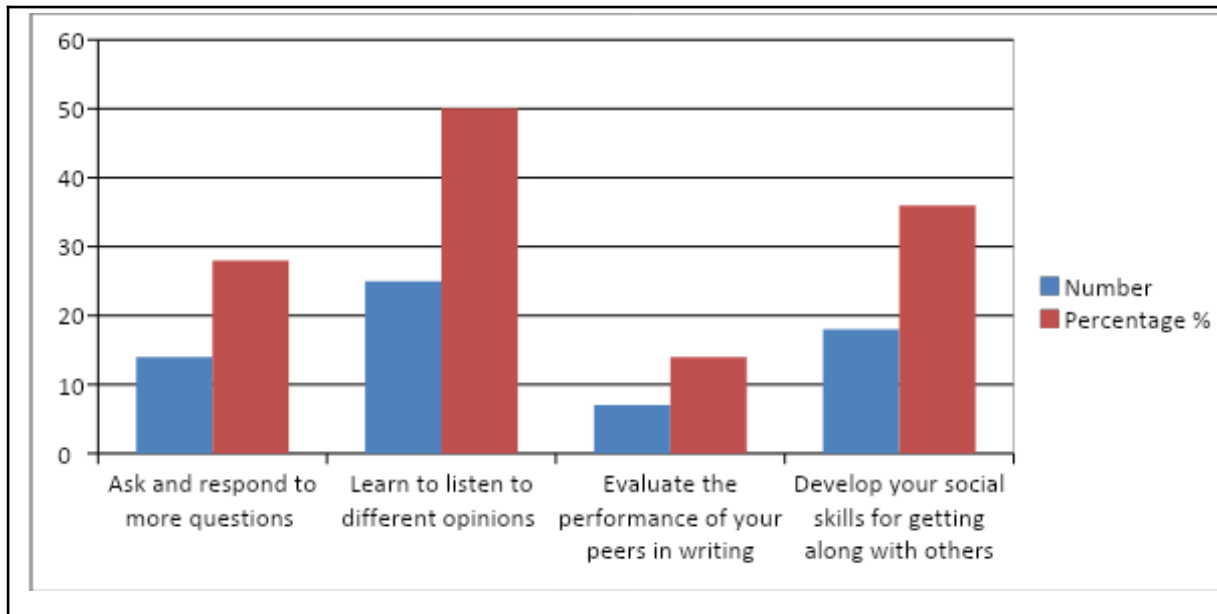
Graph6 : The Students Attitudes Towards Writing English

The purpose of this question was to diagnose the attitude of the pupils based on their English writing. The data collected from table (6) demonstrate that (44%) of the students feel that writing is an easy undertaking. Fifty percent of the participants find writing to be challenging. Of them, only 2 percent think writing is very easy, and 4 percent think it's very difficult. The majority of the sample appears to struggle with writing well in the English language, according to this finding; as a result, they require scaffolding using the right techniques.

Q6. To what extent written expression courses help you improve your writing skill?

Options	Number	Percentage %
Very much	48	96 %
Some how	42	84 %
Not very much	8	16%
Not at all	2	4 %

Table7 : The Effectiveness of Written Expression Course



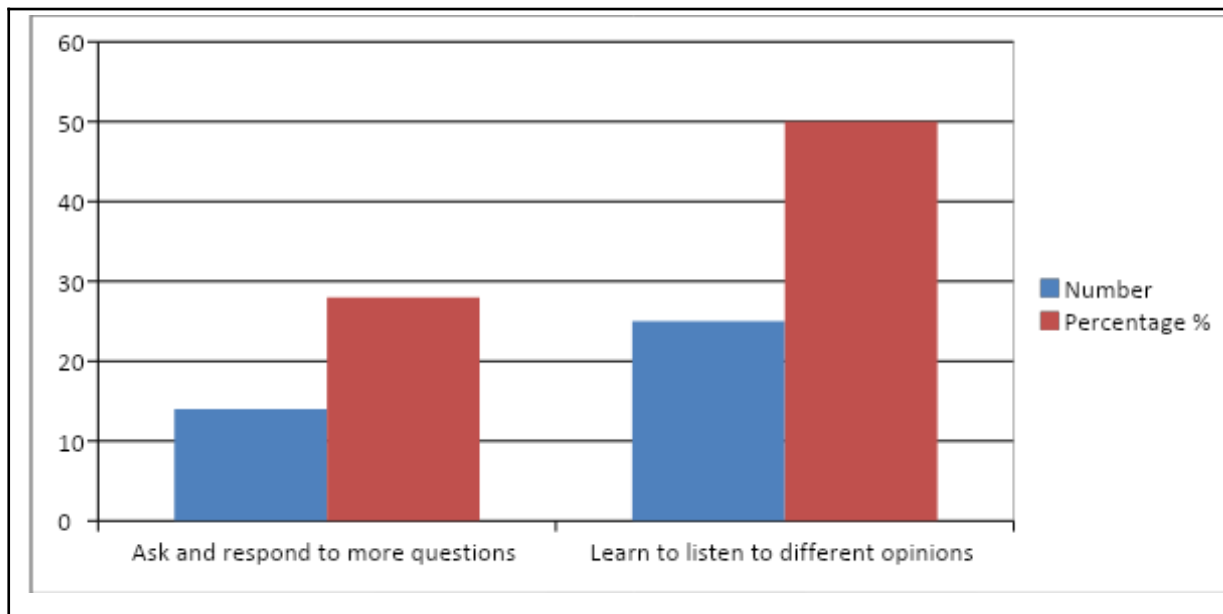
Graph7 : The Effectiveness of Written Expression Course

In response to this question, roughly 48% of students said that taking a written expression course had greatly improved their level of writing competency, while 42% believed that writing skills are somewhat developed. Just 8% of the subjects said that the written expression training was not very useful, and 2% indicated it was not helping them at all.

Q7. Do you face difficulties when you write in classroom?

Options	Number	Percentage %
Yes	38	76 %
No	12	24 %

Table8 : Students' Difficulties in Written Expression class



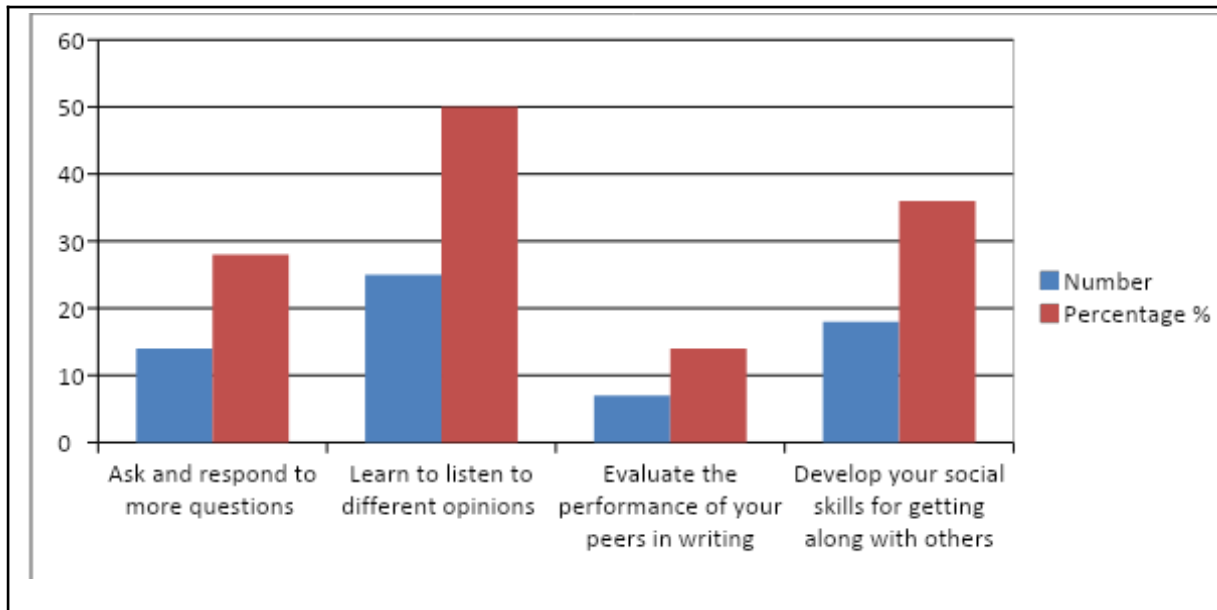
Graph8 : Students' Difficulties in Written Expression class

The answers to questions (Q4, Q5, and Q6) are made clearer by this query. According to the responses, the majority of students (76%) acknowledged that they have difficulties when they write in written expression classes, although 24% of the sample denied that they ever had difficulty when they wrote in English. The following query will include more details.

Q8. If your answer is “yes”, what are the aspects you have problem(s) with when writing?

Options	Number	Percentage %
Grammar	22	44 %
Vocabulary	32	64%
Spelling	16	12%
Punctuation	12	24 %

Table9 : Reasons of Students' Writing Difficulties



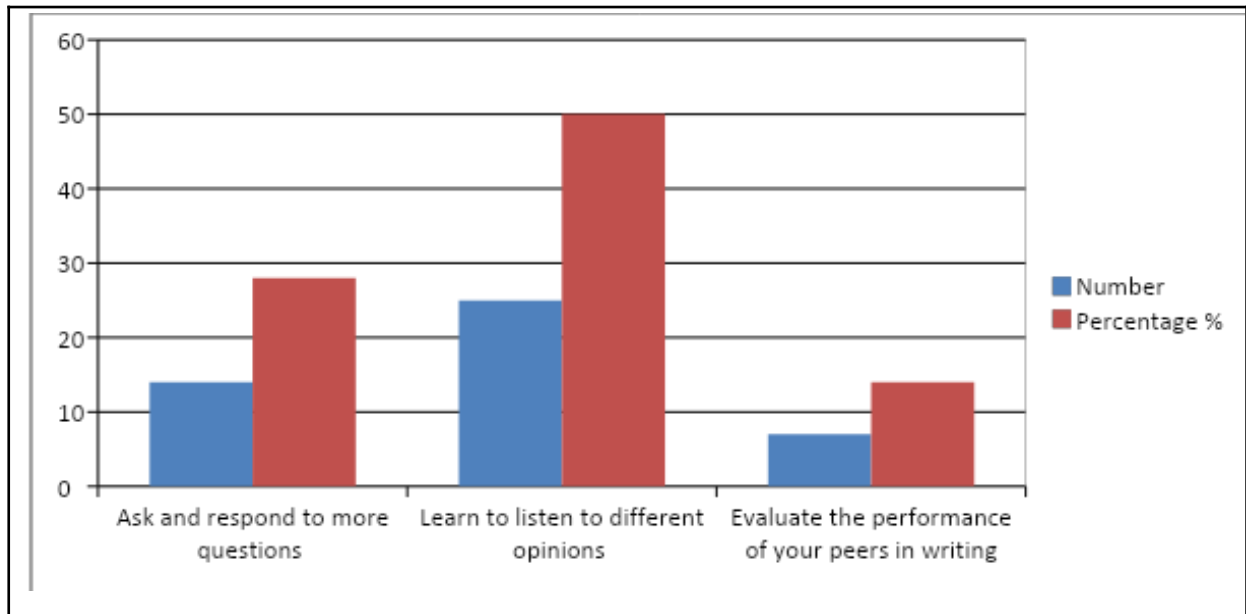
Graph9 : Reasons of Students' Writing Difficulties

This question seeks to draw attention to the challenges that students have when writing in the written expression course. Understanding what prevents pupils from writing and from utilising language for written communication is helpful. The graph above illustrates this point: 64% of the students stated they had trouble writing, and they gave the explanation that their vocabulary was limited. (44%) said that they struggle with grammar and that's the reason for their writing issues. Then, (24%) of them claim that mispronouncing words is a factor in their writing issues. While (12% of them) select typographical errors.

Q9. In written expression session do you prefer?

Options	Number	Percentage %
Individual work	14	28 %
Pair work	18	36 %
Group work	18	36 %

Table10 : Students' Preferences in Written Expression Sessions



Graph10 : Students' Preferences in Written Expression Sessions

Table (10) indicates that group work is preferred by most individuals (54%). Of these, 20% enjoy working alone, while 26% encourage working in pairs when producing written work.

Please, justify your answer

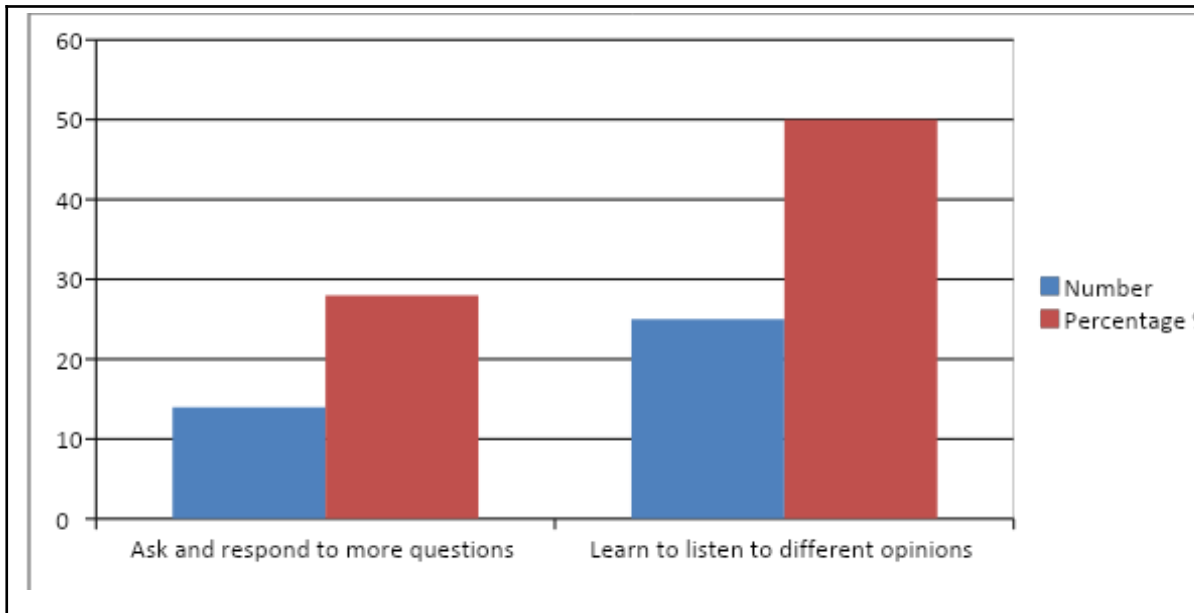
Individual work preferences are common among self-directed learners. They stated their choice in terms of working freely and having the opportunity to share their thoughts without any intervention from other students, may analyse their level individually and find their weak points to give their best. For individuals who would like work in pairs since it makes them feel more at ease to collaborate with their best buddy in the classroom and support each other in producing quality work. Additionally, students who prefer group work state that the members of the group have varying degrees of expertise, which enhances and supports the sharing of ideas and knowledge as well as the correction of one another's errors. It also gives them the opportunity to talk about and conquer their weaknesses, which increases the student's motivation to work hard, form relationships with others, and share experiences.

Section Three: Students' Perception of Cooperative Learning

Q10. Does your teacher encourage you to work cooperatively?

Options	Number	Percentage %
Yes	42	84 %
No	8	16 %

Table11 : Teachers' Enhancement to Write Cooperatively



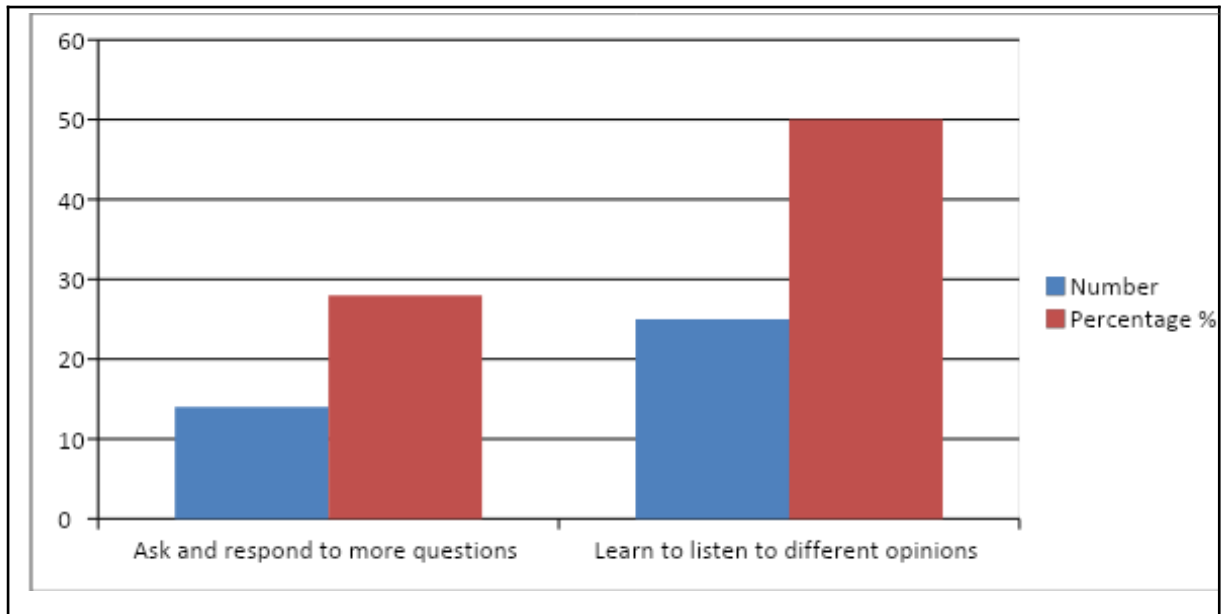
Graph11 : Teachers' Enhancement to Write Cooperatively

In this question, Students were asked if they had the chance to collaborate with others in the classroom. According to (84%) of the participants, their teachers encourage interaction between them, possibly by implementing cooperative learning. Contrary to others, 16 percent of them responded. This indicates that the majority of educators aim to establish a setting for participatory learning.

Q11. Does cooperative learning motivate you to write?

Options	Number	Percentage %
Yes	40	80%
No	10	20 %

Table12 : Students reactions to group work



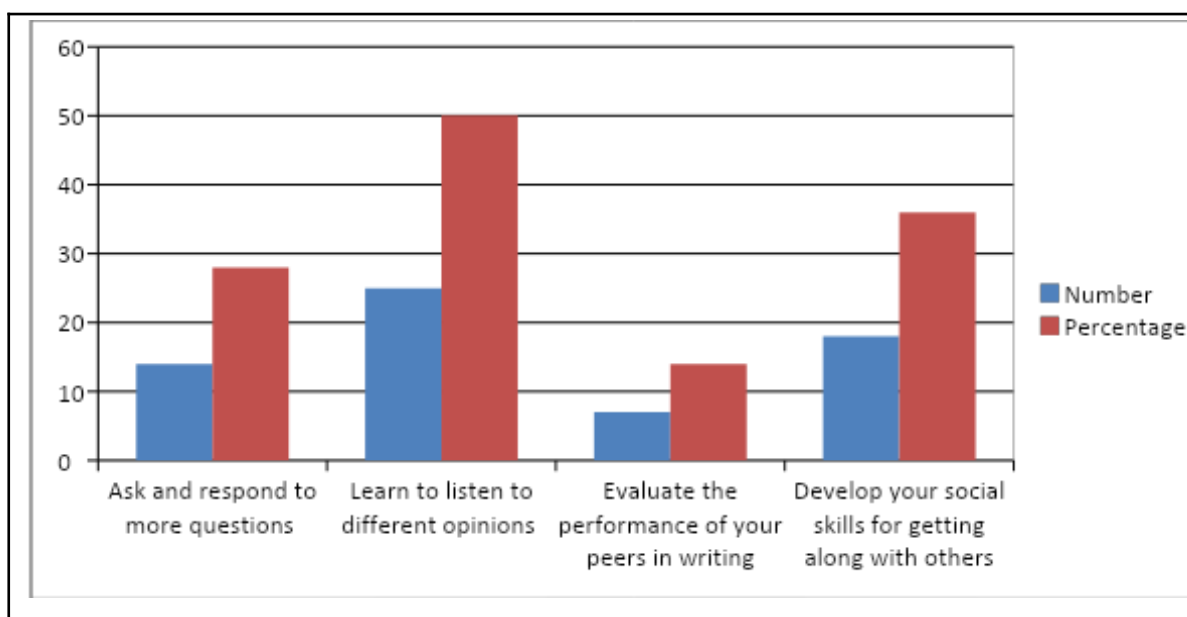
Graph12 : Students reactions to group work

The results in the table below indicate that, when teachers use cooperative learning strategies during a written expression session, the majority of students (80%) answer "yes," meaning that they are motivated to write. However, more than 20% of students answered "no," meaning that a small percentage of students are not motivated to write through the use of cooperative learning.

Q12. In what way this manner of learning (learning cooperatively) aids you?

Options	Number	Percentage %
Ask and respond to more questions	14	28 %
Learn to listen to different opinions	25	50%
Evaluate the performance of your peers in writing	7	14 %
Develop your social skills for getting along with others	18	36 %

Table13 : Students' Perception of the Benefits of Group Work Activities



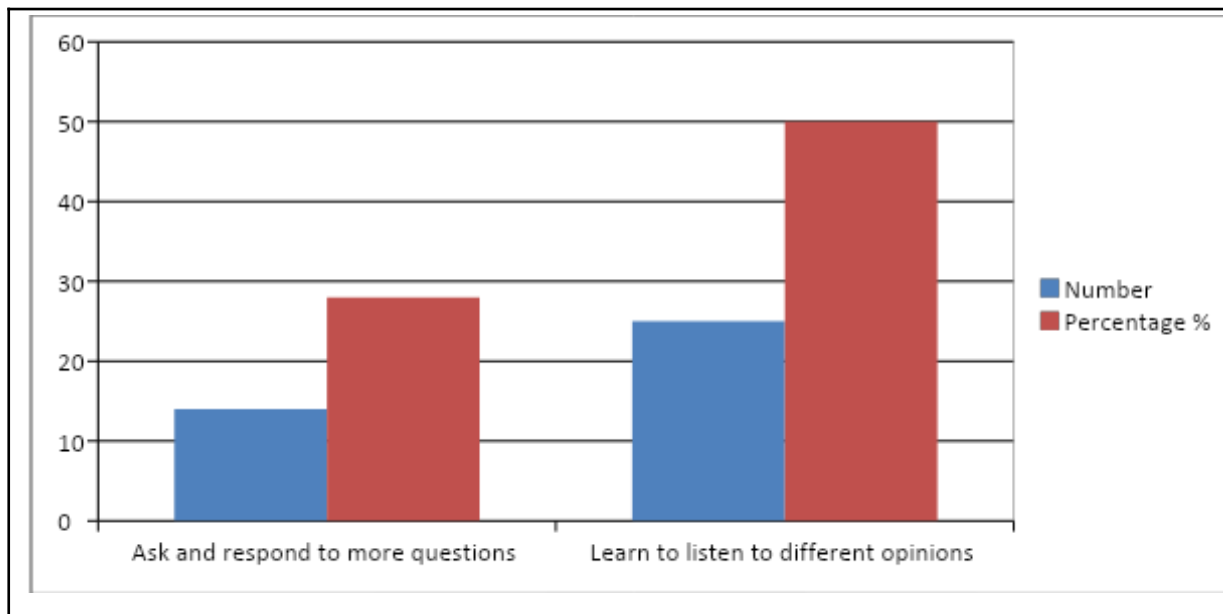
Graph13 : Students' Perception of the Benefits of Group Work Activities

According to Table 13, a significant proportion of students (50%) stated that cooperative learning helps them learn how to listen to differing points of view. Of them, thirty-six percent felt that cooperative learning aided in the development of social skills necessary for getting along with others. Because they are able to ask and answer more questions, a portion of respondents (28%) indicated that cooperative learning is beneficial. While (14%) of them opted for peers and group members to assess their written performance.

Q13. How do you rate working in group?

Options	Number	Percentage %
Easy	32	64 %
Difficult	18	36 %

Table14 : Students' Evaluation of Their Work in Group



Graph14 : Students' Evaluation of Their Work in Group

This question seeks to assess students' attitudes regarding the ease and difficulty of cooperative learning. Table (14) makes clear that the majority of respondents (64%) believe that working with others is an easy activity. Conversely, 36% disagree and claim that working collaboratively is tough.

Say, why

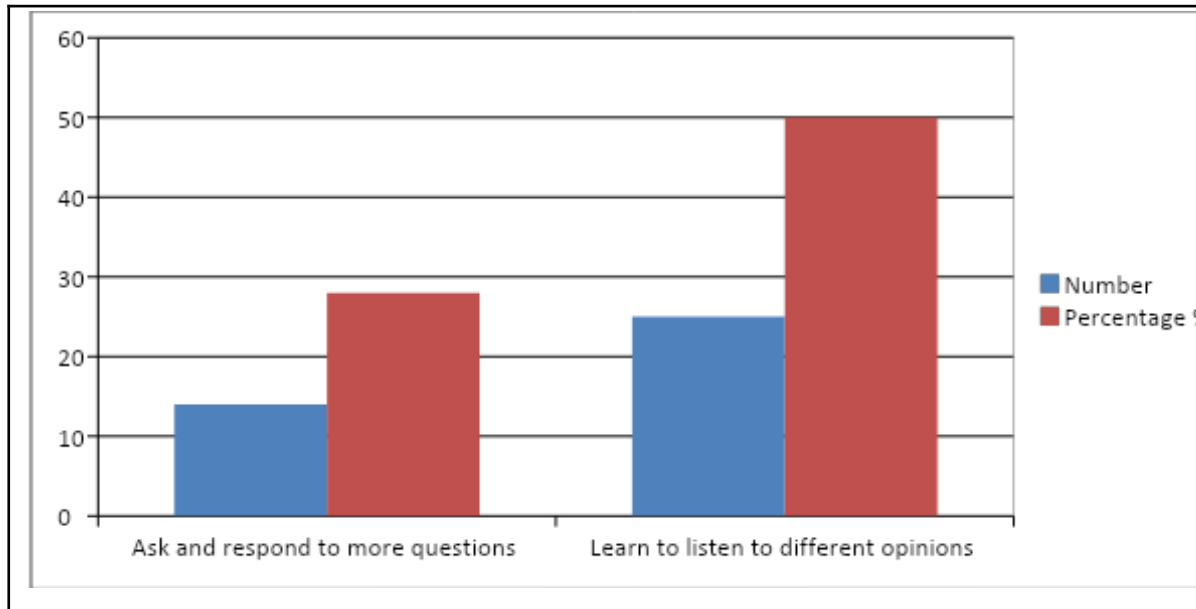
Respondents who stated that cooperative learning is simple gave various justifications for their responses, which were based on the options selected by the students. that it is a useful method for learning a language, encouraging one another to practise it, and making work easier. We also have diverse ideas and viewpoints in addition to expanding our vocabulary. It eases our tension and anxiety during learning and increases our motivation to collaborate with others. However, those students who claimed that cooperative learning is challenging claimed that they would rather work alone since they have trouble getting along with other group members. Members of the group also have varying learning styles and proficiency levels.

Q14. Does the teacher try to solve the problems faced during group work?

Options	Number	Percentage %
Yes	39	78 %

No	11	22 %
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Table15 : Teachers' Involvement in Solving Students' Problems in Cooperative Learning



Graph15 : Teachers' Involvement in Solving Students' Problems in

Cooperative Learning

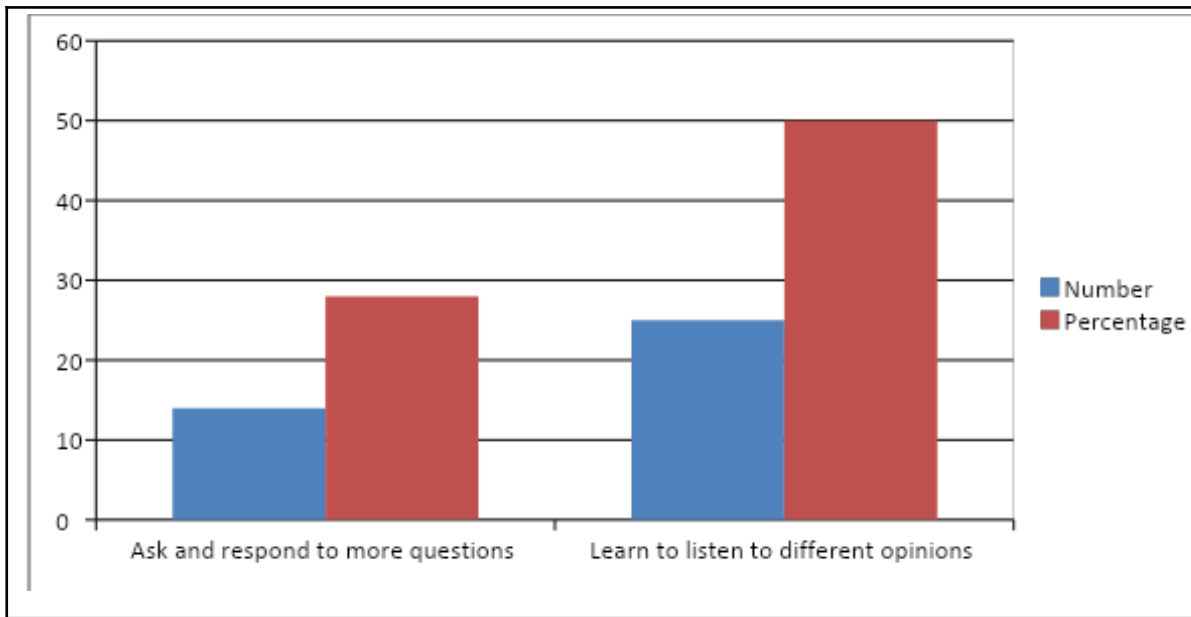
The purpose of this question is to determine whether educators assist their pupils in resolving conflicts that arise during group projects. Based on the data presented in Table 15, it is evident that most students (78%) think that teachers should assist students in solving challenges during group projects and facilitate their learning. However, 28% of them claimed that their lecturers had simply let them work through the course without offering any assistance.

Q15. Do you think that cooperative learning is beneficial strategy help you to improve your writing skill?

Options	Number	Percentage %
Yes	38	76 %
No	12	24 %

Table16 : Students' Attitudes towards the Integration of Group Work

Activities in Teaching Writing Skill



Graph16 : Students' Attitudes towards the Integration of Group Work

Activities in Teaching Writing Skill

This question is important because it will reveal whether or not students believe that cooperative learning strategies help them address challenges head-on and advance their writing abilities. Table (16) demonstrates that most respondents (76%) felt that using a cooperative learning technique helped them write better and have fewer problems. Nevertheless, 24% of them gave an unfavourable response. Perhaps these are the same students who would rather work alone.

If yes, explains

- Cooperative learning is an advantageous approach that facilitates the exchange of ideas and knowledge, lowers anxiety levels, and produces high-quality work.
- helps to fix errors and enhance writing abilities.
- provides a fantastic opportunity to practise and learn the language in greater detail.
- shares many points of view and aids in informing and waking up the students.
- Helps us when time is not enough during the session.

2.1.3. Discussion of Students' Questionnaire

According to the analysis of the students' questionnaire, there are more females in the sample than males, indicating that women are more eager to learn English than men are. In addition, most respondents consider their English proficiency to be ordinary. This element of incentive aids in the linguistic development of pupils taking written expression classes.

Regarding the writing ability, the investigation reveals that third-year students are motivated to write in English because they understand how important it is for both transmitting their ideas and honing other skills. Few students find writing to be simple, but most find it to be challenging. They therefore admit that they have trouble writing, which they categorise as having to do with grammar, vocabulary, punctuation, organisation, and sentence structure. These challenges might gradually go away with practice and encouraging kids to write in class.

In addition, creating a suitable learning environment helps pupils improve their weak areas in writing. Put another way, group work promotes communication among students without drawing attention to their mistakes.

The majority of students consent to work in groups because, according to 54% of them, having varying levels within the group facilitates information sharing, idea sharing, and error correction among members. Conversely, 26% of those who choose pair work claimed that it facilitates each other's ability to do quality work. Of them, (24%) think that working alone is optimal since it allows them to assess their proficiency and identify their areas of weakness. Stated differently, group work fosters intellectual development and encourages pupils to interact with one another.

According to the students' responses in the analysis of the final cooperative learning part, the majority of teachers try to motivate their pupils to collaborate in the classroom. This demonstrates that most students view cooperative learning as a useful and inspiring element that improves their ability to write. It is clear that the majority of students believe cooperative learning aids in the development of their writing abilities and helps them reach a good level. This shows that a vast majority of students (76%) understand the value of teaching writing skills through cooperative learning strategies. They attest to the fact that group work helps students develop their writing abilities and get past their writing obstacles.

2.2. Teachers Questionnaire

2.2.1. Administration and Aim of the Teachers' Questionnaire

The teachers' questionnaire was administered to 5 teachers in the division of English Language at the University of Khenchela. They all gave careful responses to the questionnaire. To gather reliable qualitative and quantitative data regarding teachers' perspectives on teaching writing skills and the challenges faced by EFL students, this study was conducted. Also, how employing cooperative learning as a teaching method can improve students' writing abilities.

2.2.2. Description and Analysis of the Teachers' Questionnaire

2.2.2.1. Description

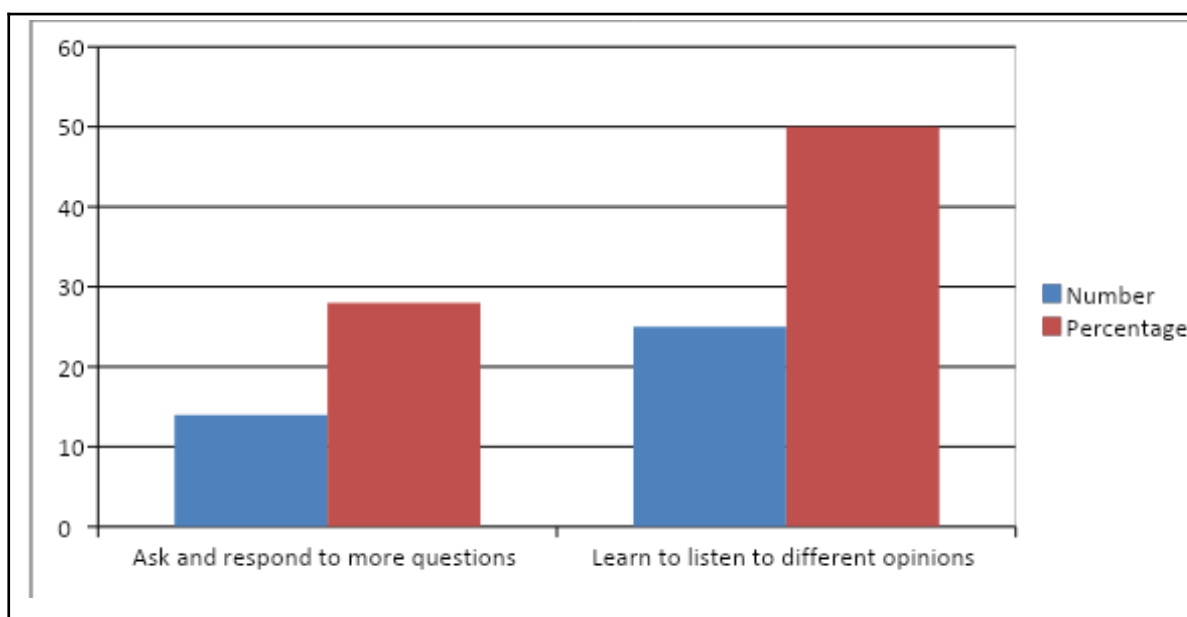
This study uses a questionnaire to find out whether teachers use the cooperative learning technique when teaching writing, and how they assess the writing proficiency of their students after using this strategy. The questionnaire is directed to 5 teachers.

2.2.2.2. Analysis

Q1. Put in order of difficulty the following skills

Choice	Number	Percentage
Productive skills	3	60 %
Receptiveskills	2	40 %

Table17 : Order of skills' difficulties



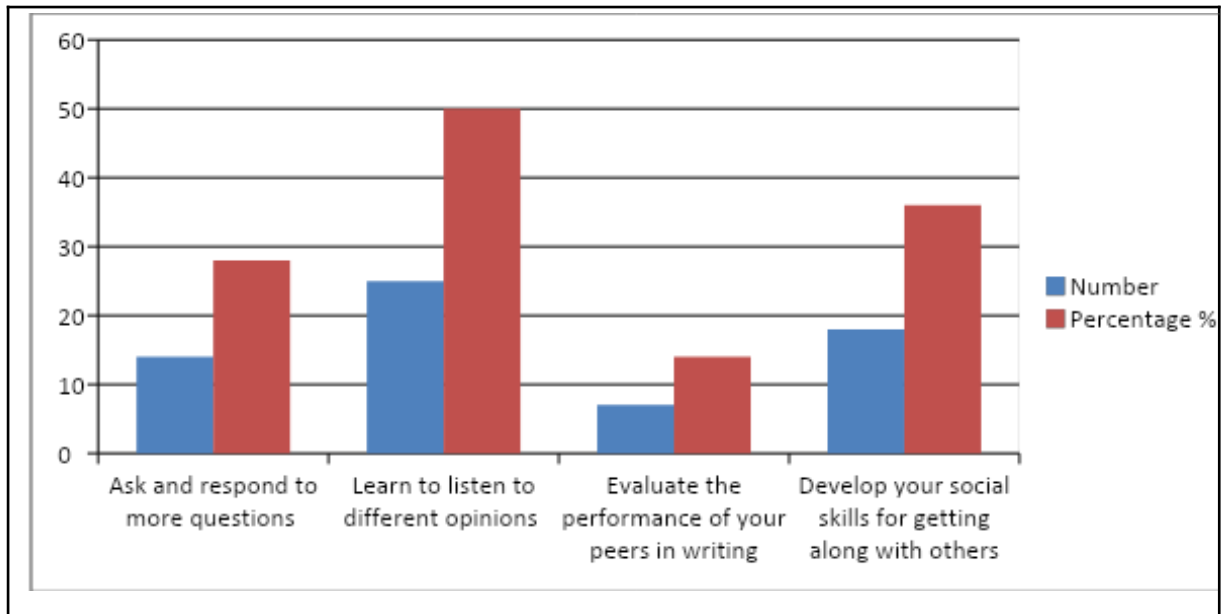
Graph17 : Order of skills' difficulties

Through this question, We are trying to determine which skill teachers believe to be the most challenging. The statistics displayed above make it clear that most respondents (60%) believe that productive skills are the hardest because they present the most challenges for pupils, particularly when it comes to writing. Conversely, 40% of educators believe that students struggle with receptive skills.

Q2. To what extent do you think that writing is an important skill in learning a foreign language?

Options	Number	Percentage
Verymuch	5	100 %
Much	0	0 %
Little	0	0 %
Not important	0	0 %

Table18 : Teachers Opinions about Students' awareness of the importance of the writing skill



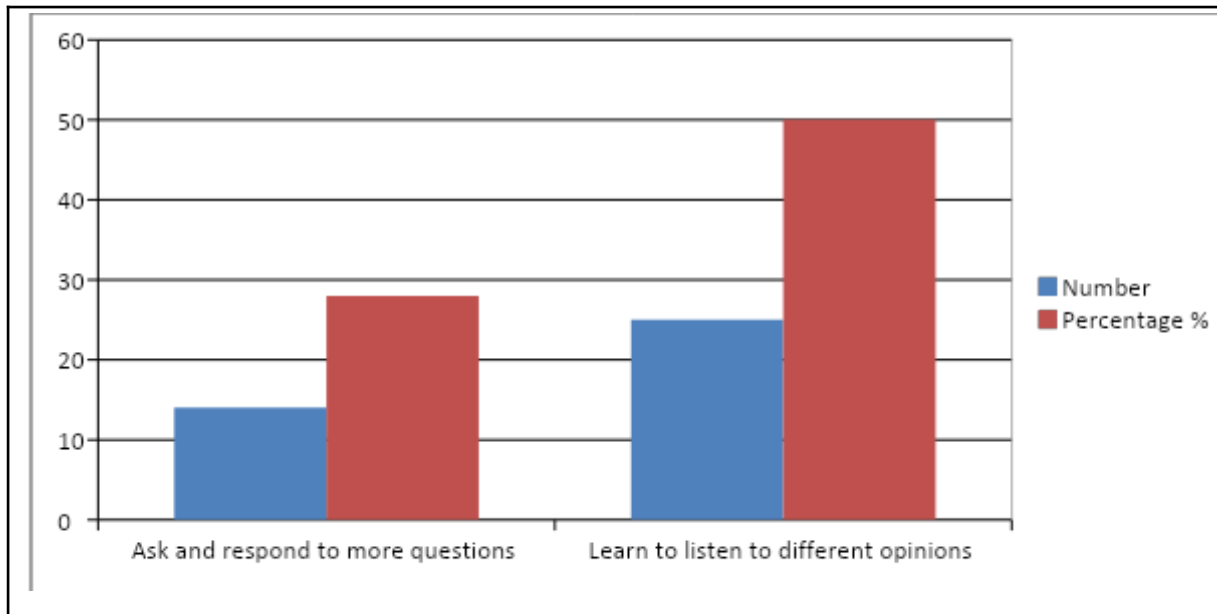
Graph18 : Teachers Opinions about Students' awareness of the importance of the writing skill

Finding out the significance of writing for instructors is our goal in asking this question. The tabular data indicate that 100% of the sample's teachers believe writing is crucial to the English language learning process. A lot, small, and unimportant were not selected by anyone. The importance of writing proficiency when teaching and studying English as a foreign language appears to be understood by all of the teachers.

Q3.Do you think that time allotted for written expression modules is sufficient?

Option	Number	Percentage
Yes	0	0 %
No	5	100 %

Table19 : Teachers Evaluation of the Time Allotted for Written Expression



Graph19 : Teachers Evaluation of the Time Allotted for Written Expression

According to table (19), demonstrate that the majority of teachers (100

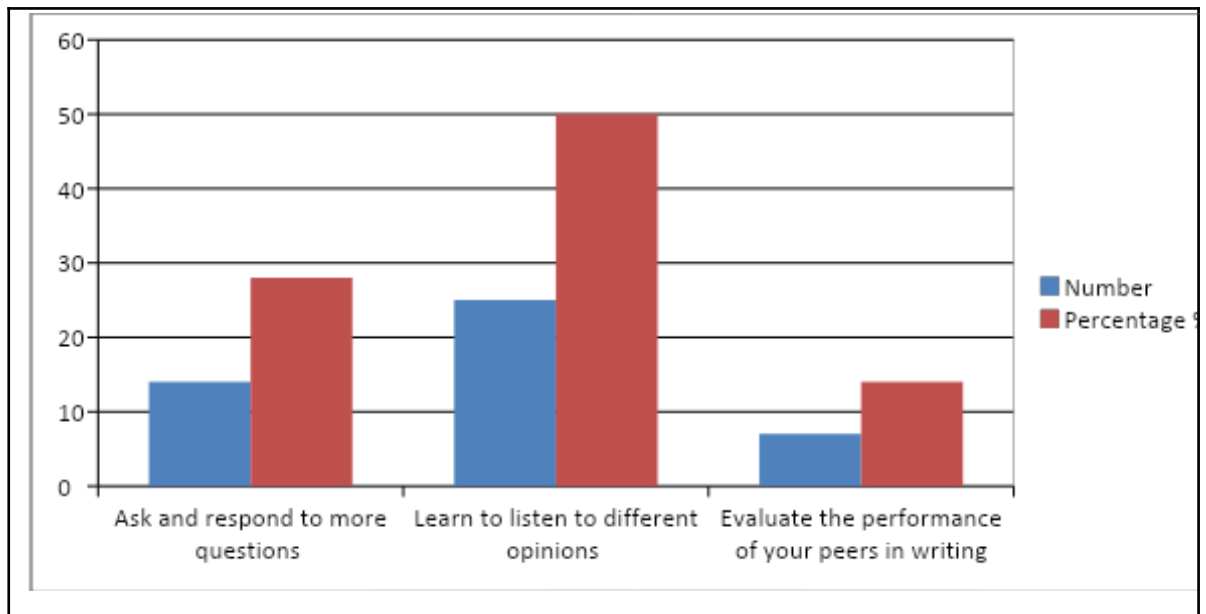
%) are dissatisfied with the amount of time allocated for the written expression module because, particularly in packed classes, three hours a week do not allow pupils to adequately practise a foreign language and improve their writing proficiency. It need to take up most of the instructional period. But while they are able to write, no one argues that is sufficient for foreign language learners. In fact, writing is more difficult and crucial because it has a significant impact on other skills.

Q4.What do you consider in writing

Option	Number	Percentage
Form	0	0 %
Content	0	0 %

Both	5	100 %
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Table20 : Teachers' Consideration in Writing



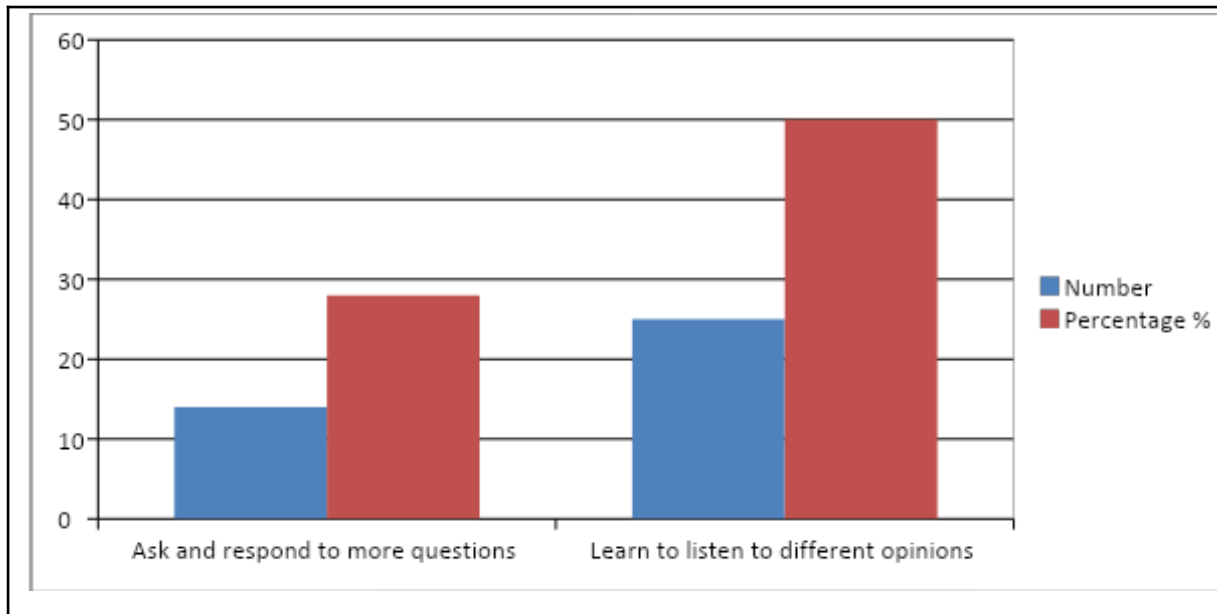
Graph20 : Teachers' Consideration in Writing

The histogram makes it evident that every sample selected both form and content (100%). They take into account the concept and purpose, which must be logical, pertinent, and obvious. In order for this content to be coherent, it must also be arranged.

Q5. Are your students motivated to write in the classroom?

Options	Respondents	Percentage
Yes	2	40 %
No	3	60 %

Table21 : Students' Attitude toward Writing



Graph21: Students' Attitude toward Writing

The data displayed above makes it clear that most teachers (60%) believe their pupils lack the motivation to write in the classroom. Forty percent of educators think that their pupils are inspired to write. As a result, low motivation may have an impact on the calibre of writing, which implies that learners of foreign languages may struggle with their writing abilities.

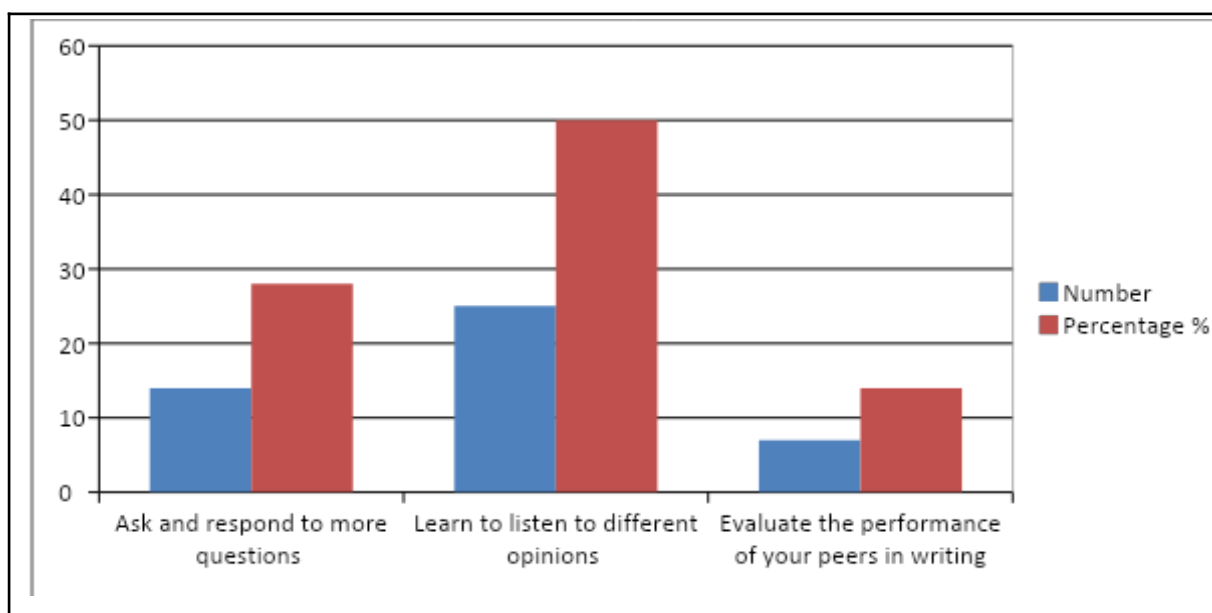
If no, please explain why

- A lot of students struggle with writing essays since they don't have the necessary writing experience or linguistic skills.
- They desire to write, but they are unable to do it because they lack the necessary language and concepts, as well as the writing skills to produce a well-organised piece of work devoid of errors.
- It appears that writing in a foreign language is extremely challenging for non-native English speakers. Most students find it tough to grasp not just the grammar but also the writing mechanics and style that differ from native English.
- Lack of motivation and overcrowded classes.

Q6. Your students' level of writing proficiency in English is:

Option	Number	Percentage
High	0	0 %
Average	4	80 %
Low	1	20 %

Table22 : Teachers' Evaluation of Students' Level of Writing Proficiency



Graph22 : Teachers' Evaluation of Students' Level of Writing Proficiency

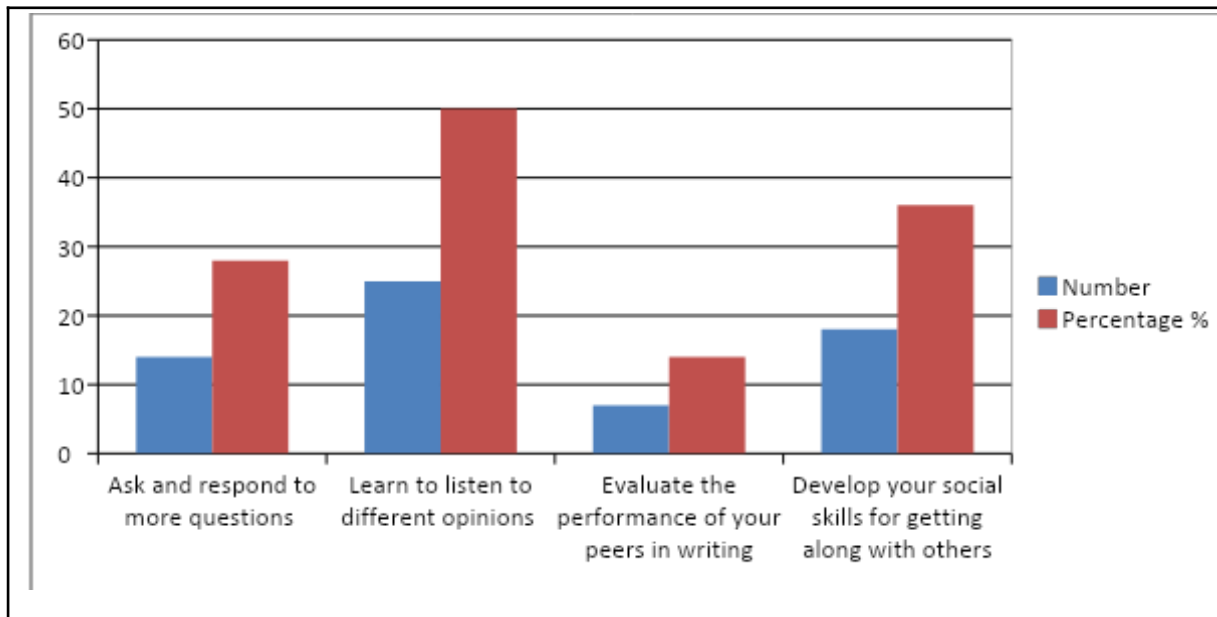
Table (22) reveals that (80%) educators stated that the writing proficiency of their students was mediocre. Of them, only (20%) said their level is low. Nobody asserted that the calibre of their pupils is excellent. For these pupils to become better writers, they require more practice as well as more efficient and inspiring teaching methods.

Q7. What are the most frequent problems that your students face in the written expression session?

Option	Number	Percentage
Grammar	0	0 %

Vocabulary	0	0 %
Spelling	0	0 %
Punctuation	0	0 %
All of them	5	100 %

Table23 : Students' Frequent Problems in Written Expression Session



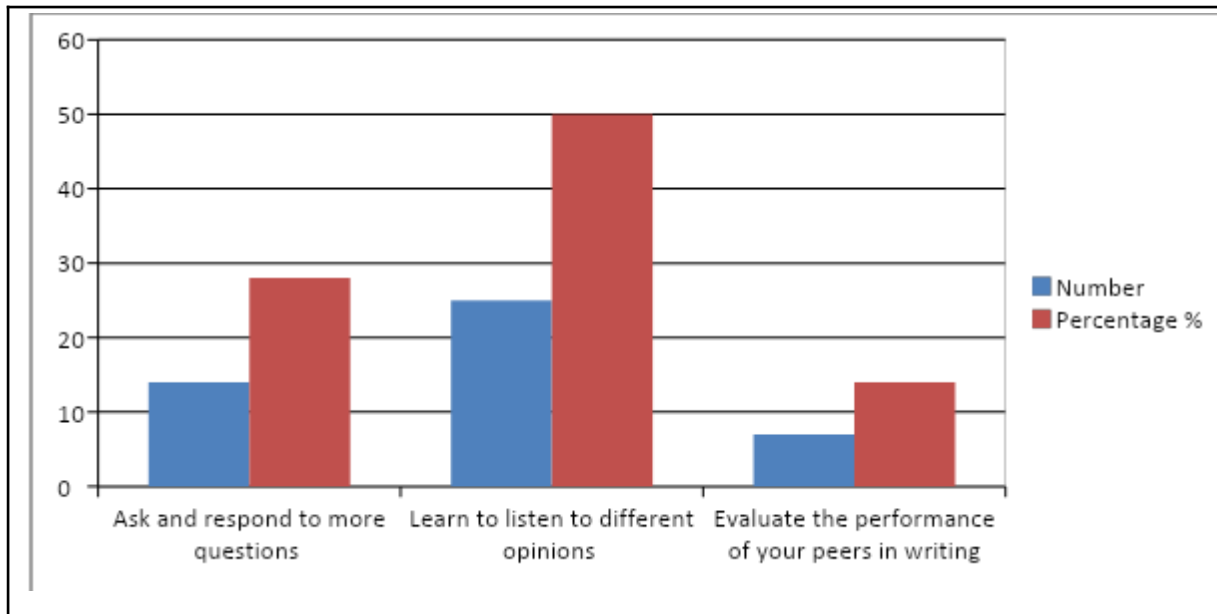
Graph23: Students' Frequent Problems in Written Expression Session

This inquiry seeks to identify the main areas in which students fall short. Every teacher agrees that their pupils struggle with grammar, vocabulary, spelling, and punctuation in all areas of writing.

Q8. Do you correct every mistake the students make?

Option	Number	percentage
Yes	1	20 %
No	2	40 %
Often	2	40 %

Table24 : Teachers' Correction of Students' Mistakes



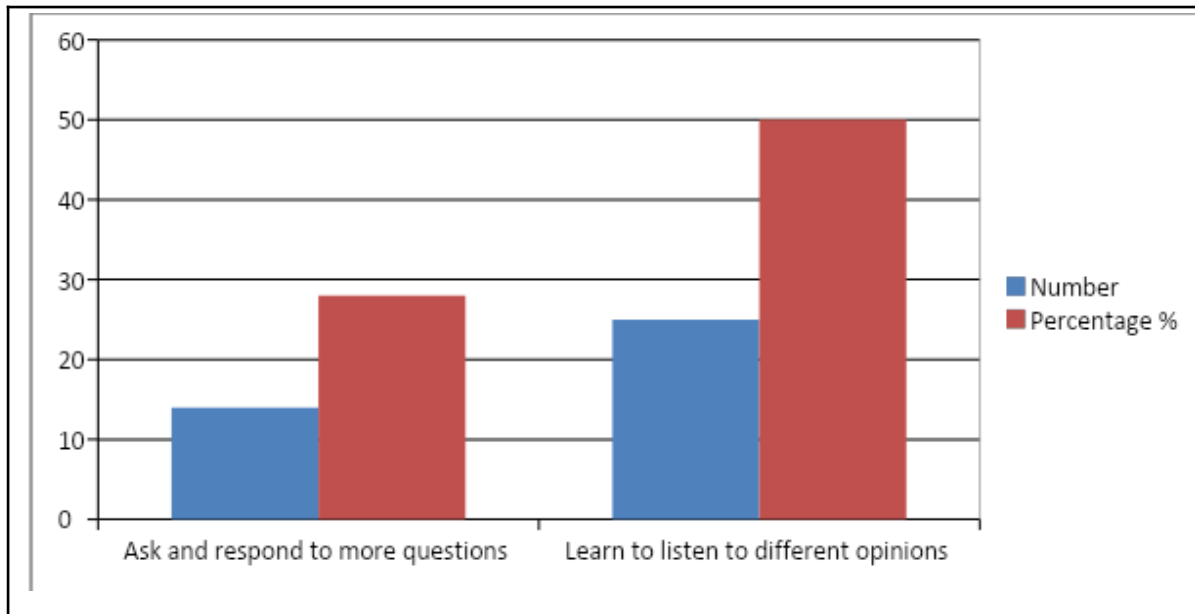
Graph24 : Teachers' Correction of Students' Mistakes

According to teachers' answers, (20%) of respondents said they point out the many kinds of faults student make and fix them all in an effort to help their make fewer mistakes overall. Nonetheless,(40%) of respondents selected "often," meaning that teachers shouldn't fix every fault so that pupils can learn to rely on themselves and fix their own mistakes. Furthermore, because a lot of correction takes time, 40% of teachers do not correct every mistake that a student makes.

Q9. Do you adopt cooperative learning in your class?

Option	Number	Percentage
Yes	5	100 %
No	0	0 %

Table25 : The Implementation of Cooperative Learning



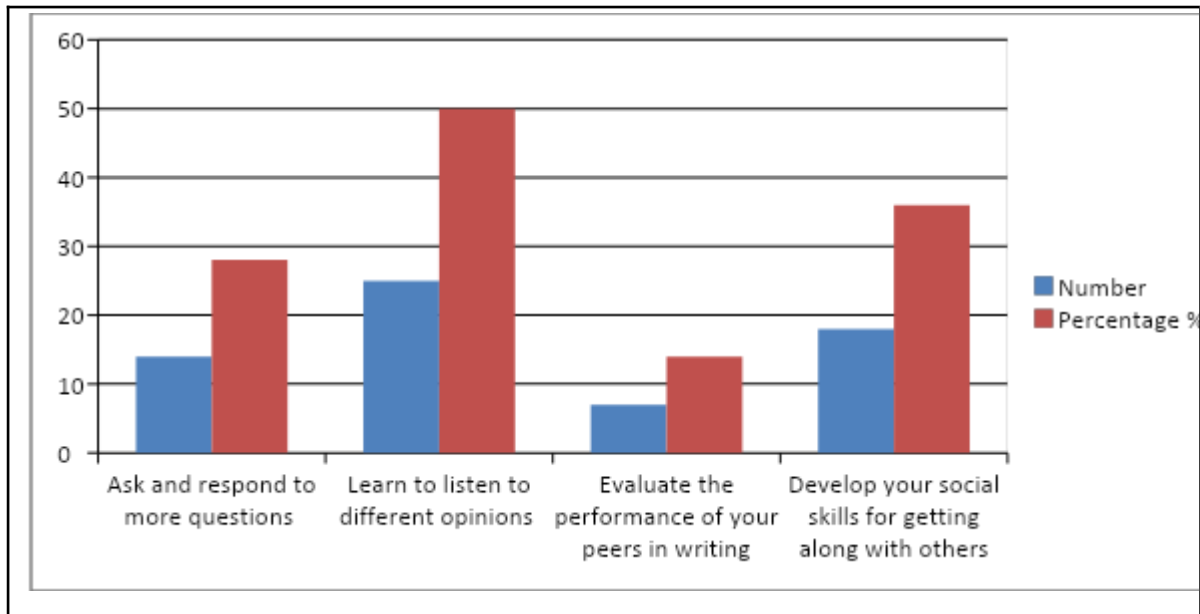
Graph25 : The Implementation of Cooperative Learning

In this item, Every single subject (100%) stated that their classes use cooperative learning. This demonstrates that all educators are aware of its many advantages. Cooperative learning is therefore a highly popular technique used by educators to promote and boost student connection in order to complete tasks and lessen shyness and fear in their students.

Q10. How often do you design groups when teaching written expression?

Option	Number	Percentage
Always	1	20%
Often	4	80%
Rarely	0	0%
Never	0	0%

Table26 : Teachers' Frequency of Using Groups



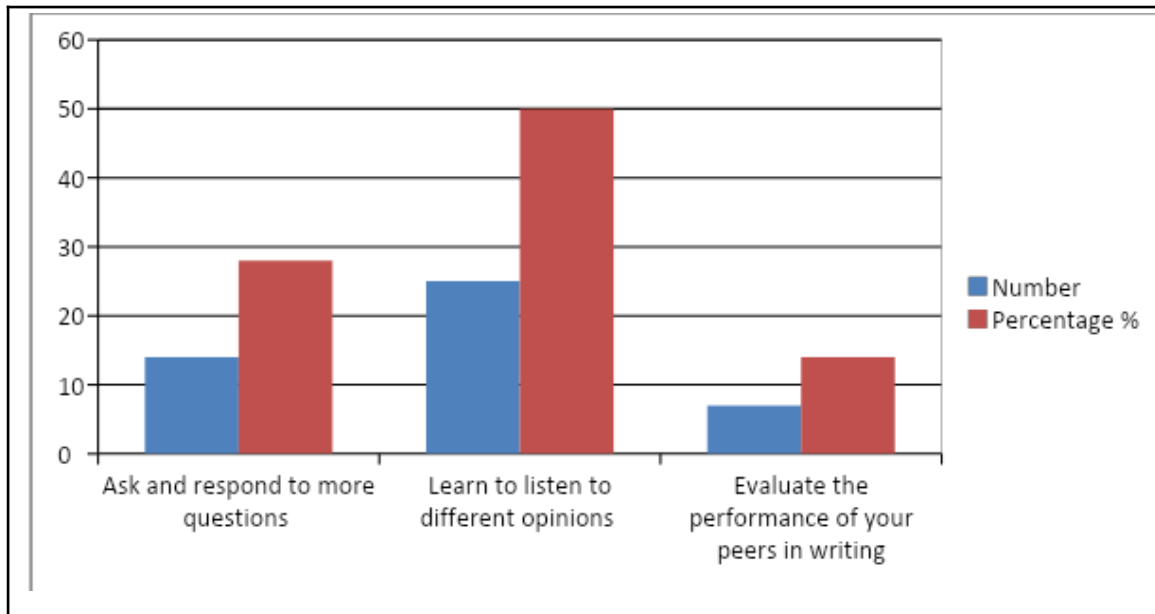
Graph26 : Teachers' Frequency of Using Groups

According to Table (26), 60% of teachers frequently create groups for their students. 20% of them occasionally create groups while instructing students in written language. They think that group projects should be a frequent feature of writing classes since they has demonstrated how well it teaches writing skills. Nobody made a seldom or never choice.

Q11. Do you set up the groups on the basis of?

Option	Number	Percentage
Gender	0	0 %
Proficiency	2	40 %
Student performance	3	60 %

Table27 : Teachers' Criteria to Set Groups



Graph27 : Teachers' Criteria to Set Groups

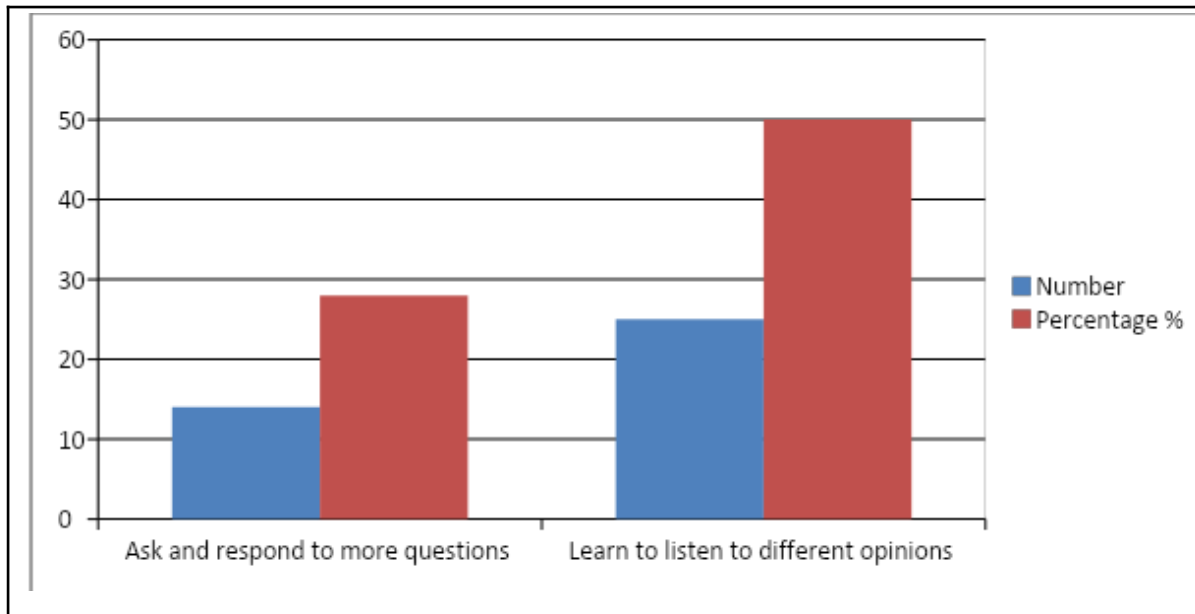
When we questioned teachers about the criteria they use to construct groups in their classrooms, 40% of them said that they do so based on students' competency, while 60% said that they build groups based on students' performance. When the groups were formed, no one selected a gender. When we ask them to name more people if they can, the majority of them respond that allowing students to form groups and select their preferred partners helps them feel more at ease at work, which in turn increases motivation and lowers anxiety.

Q12. Do you raise your students' awareness towards the value of cooperative work?

Option	Number	Percentage
Yes	5	100 %
No	0	0 %

Table28 : Teachers' Role in Raising Students' Awareness towards the Value of

Cooperative Learning



Graph28 : Teachers' Role in Raising Students' Awareness towards the Value of

Cooperative Learning

The table displays the results, which indicate that 100% of teachers increase their pupils' awareness of the benefits of cooperative learning. Students may become more engaged in the teaching-learning process as a result of this.

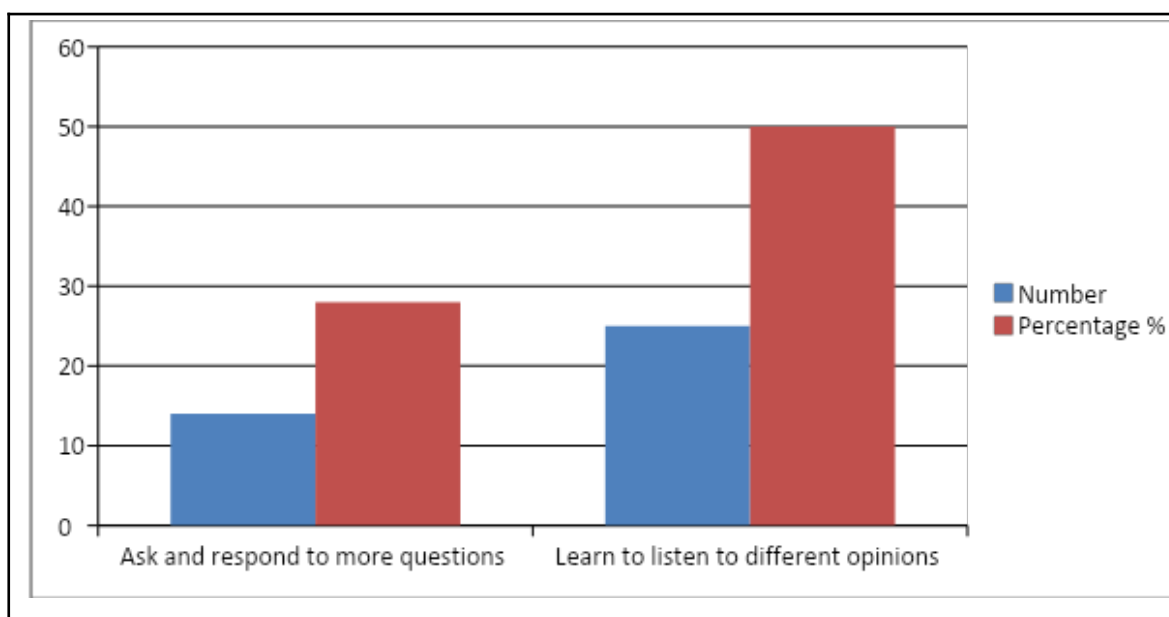
If yes, how

- by outlining its advantages and benefits.
- Organising group projects as needed.
- encouraging students to collaborate on writing so they can support and learn from one another.
- Changing up the methods and the written assignments as well.

Q13. Do your students report to you problems when working in groups?

Option	Number	Percentage
Yes	5	100 %
No	0	0 %

Table29 : Reporting Students Problems when Working in Groups



Graph29 : Reporting Students Problems when Working in Groups

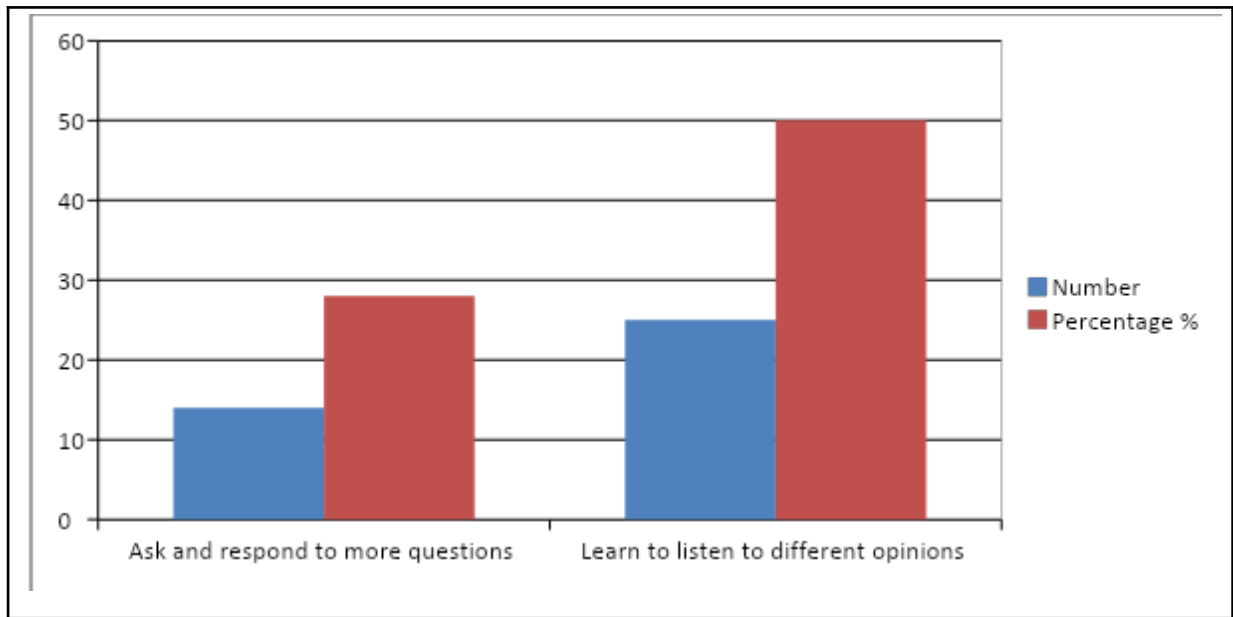
It's interesting to note that 100% of respondents in the above table said that their students experience difficulties when working in groups. According to these teachers, those problems are:

- In most cases, a leader seeks to dominate and enforce their beliefs. Additionally, some pupils can be inert and unwilling to assist, in which case one or two students complete all of the work.
- Speaking in the mother tongue rather than English and having disagreements on various concepts.
- Insufficient collaboration, whereby certain students depend on a single group member to do all tasks.
- the issue of not seeing the same object at the same moment.

Q14. Do you think that cooperative learning is an effective teaching strategy to enhance learners to write?

Option	Number	Percentage
Yes	4	80 %
No	1	20 %

Table30 : Teachers' Evaluation of Cooperative learning strategy



Graph30 : Teachers' Evaluation of Cooperative learning strategy

All teachers, with the exception of one, attest that cooperative learning is a successful method for improving students' writing skill based on their experience instructing written expression.

Why:

Yes

- Working cooperatively lowers anxiety when a task is shared, along with its goals and challenges.
- Students rely on one another to complete tasks, which fosters teamwork and communication.
- It gives them more self-confidence.
- When students write together, their teamwork skills improve.
- They are inspired to learn as they impart their thoughts, wisdom, and corrected errors.

No

It requires meticulous planning and practice in addition to a solid understanding of the abilities and learning preferences of the students. It also requires work and time.

2.2.3. Discussion of teachers' questionnaire

The analysis of teachers' questionnaires actually provides a means of learning about the main concepts that teachers have in mind for this dissertation.

According to the analysis, most teachers concur that pupils have a hard time learning productive skills than receptive ones. On the other hand, while they all acknowledge the value of learning to write in a foreign language, the time allocated for language practice is insufficient.

Teachers assert that because writing is a necessary skill to master, they take into account both form and substance when grading students' work. Teachers discover that most pupils lack the motivation to write in English for a variety of reasons, including motivation and lack of expertise. According to the professors, the writing skills of their students are mediocre. Despite their efforts to improve their writing, they are hindered by some writing issues such as syntax, vocabulary, punctuation, cohesiveness, and concept organisation. Since fixing errors is such an important part of writing, some professors have stated that they would rather let their pupils make corrections on their own, giving them the chance to get better at it. While others frequently correct students' errors because they ought to concentrate on the specific issue that pupils are facing.

All of the teachers implement cooperative learning in their classroom. When instructing in written expression, they frequently create groups. But there are two key differences for teachers. The first is the student population, which forces most professors to work with small groups and pairs of pupils. In order to provide every group member with an opportunity to contribute actively, the second criterion is to organise the students into groups based on gender, proficiency, and performance. In addition, by outlining the benefits, advantages, and constructive interdependence of cooperative learning, all of the teachers increase the consciousness of their students towards it.

Cooperative learning is a successful method that helps students become more proficient writers while also lowering their levels of fear and anxiety, according to all of the sample teachers. It also promotes peer correction and allows for the exchange of concepts and knowledge. It also makes individuals feel more confident and fosters a good culture.

General Conclusion

General conclusion

Improving Foreign language teaching and learning process is the basic goal of many researchers. They have created a variety of instructional techniques and tactics that can affect how well students learn and how well the teaching process goes, because written production represents the degree of teaching technique efficacy, it is one of the most crucial and challenging skills that requires more attention. This study is conducted to investigate the effect of implementing cooperative learning as a strategy to improve writing proficiency of third year LMD students at KhenchelaUniversity.

This dissertation consists of two chapters. Chapter one provides an overview of cooperative language learning, definition, types, strategies and elements, the roles of both teachers and learners, benefits and shortcomings of cooperative learning. Also, it deals with the writing skill, its process and its stages, approaches of writing and the implementation of cooperative learning technique in the writing. The second chapter includes the analysis of the data gathered from students and teachers questionnaires.

Thus, cooperative learning is a useful tactic for improving students' writing abilities and helping teachers deal with the issue of low motivation and low English writing proficiency in EFL classes. These encouraging outcomes validate the worth of implementing cooperative learning to have a significant influence on increasing students' progress in written expression classes.

According to learners' and teachers' answers, we conclude thatEFL students face various problems during writing and they would to develop it which they can decrease through the implementation of cooperative learning.

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Appendices

Appendices

Appendix (A): Students' Questionnaire

Appendix (B): Teachers' Questionnaire

Appendix (A): Student's Questionnaire

This questionnaire is about cooperative learning strategy and its effectiveness in enhancing the writing: so please fill it honestly.

Tick the suitable answer (✓)

Section one: the Student's Profile

Q1. Please, specify your gender

a. Female

b. Male

Q2. How long have you been learning English at university?

.....

Q3. How do you evaluate your level in English?

a. Excellent

b. Average

c. Poor

Section two: Student's attitudes towards the writing skill

Q4. Does writing interest to you?

a. Yes

b. No

Q5. How do you find writing in English?

a. Very easy

- b. Easy
- c. Difficult
- d. Very difficult

Q6. To what extent written expression courses help you improve your writing skill?

- a. Very much
- b. Some how
- c. Not very much
- d. Not at all

Q7. Do you face difficulties when you write in classroom?

- a. Yes
- b. No

Q8. If your answer is “yes”, what are the aspects you have problem(s) with when writing?

- a. Grammar
- b. Vocabulary
- c. Spelling
- d. Punctuation

If other, specify

.....

.....

.....

Q9. In written expression session do you prefer?

- a. Individual work

- b. Pair work
- c. Group work

Section three: student's attitudes toward cooperative group work

Q10. Does your teacher encourage you to work cooperatively?

- a. Yes
- b. No

Q11. Does cooperative learning motivate you to write?

- a. Yes
- b. No

Q12. In what way this manner of learning (learning cooperatively) aids you?

- a. Ask and respond to more questions?
- b. Learn to listen to different opinions?
- c. Evaluate the performance of your peers in writing?
- d. Develop your social skills for getting along with others

If other, specify

.....
.....

Q13. How do you rate working in group?

- a. easy
- b. difficult

Say, why ...

.....
.....

Q14. Does the teacher try to solve the problems faced during group work?

a. Yes

b. No

Q15. Do you think that cooperative learning is beneficial strategy help you to improve your writing skill?

a. Yes

b. No

If yes, explain

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

Thank you for your Cooperation

Appendix (B): Teacher's Questionnaire

My dissertation is about cooperative learning strategy to enhance EFL writing skills, would you please answer the following questions and clarify when it is necessary

Q1. Put in order of difficulty the following skills

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Q2. To what extent do you think that writing is an important skill in learning a foreign language?

- a. Very much
- b. Much
- c. Little
- d. Not important

Q3. Do you think that time allotted for written expression modules is sufficient?

a. Yes

b. No

Q4.What do you consider in writing

a. Form

b. Content

c. Both

Q5. Are your students motivated to write in the classroom?

a. Yes

b. No

ifno, please you explain why?

.....

.....

.....

Q6.Your students' level of writing proficiency in English is:

a. High

b. Average

c. Low

Q7. What are the most frequent problems that your students face in the written expression session?

a. Grammar

b. Vocabulary

c. Spelling

d. Punctuation

If other, specify

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

Q8. Do you correct every mistake the students make?

- a. Yes
- b. No
- c. Often

Q9. Do you adopt cooperative learning in your class?

- a. Yes
- b. No

Q10. How often do you design groups when teaching written expression?

- a. Always
- b. Often
- c. Rarely
- d. Never

Q11. Do you set up the groups on the basis of?

- a. Gender
- b. Proficiency
- c. Student performance

If other, specify

.....
.....

Q12. Do you raise your students' awareness towards the value of cooperative work?

a. Yes

b. No

If yes, how?

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

Q13. Do your students report to you problems when working in groups?

a. Yes

b. No

If yes, what are they?

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Q14. Do you think that cooperative learning is an effective teaching strategy to enhance learners to write?

a. Yes

b. No

Why?

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الملخص

تتمثل إحدى الطرق المهمة لتحسين جودة التحصيل الكتابي للطالب في تعليمهم كيفية تحسين مهاراتهم في الكتابة ودعم بعضهم البعض عند العمل معاً. الهدف من هذه الدراسة هو فهم تأثير استخدام التعلم التعاوني بشكل أفضل كتكتيك لرفع كفاءة الكتابة لدى الطالب. هدفها هو التأكد مما إذا كانت هذه الطريقة ستساعد الطالب على تحسين قدراتهم الكتابية أم ال. لذلك، نقترح أن تتحسن مهارات الكتابة لدى الطالب إذا قام معلمو اللغة الإنجليزية بتنفيذ التعلم التعاوني في الفصل الدراسي. في هذا التحقيق، كانت الطريقة الوصفية أكثر منطقية. للحصول على المعلومات اللازمة، يتم استخدام دراستين في قسم اللغة (50 = N) (في سنتهم الدراسية الثالثة، واستبيان للمعلمين (N= 05) (استقصائيتين. استبيان للطالب الإنجليزية بجامعة عباس لغرور خنشلة. تشير نتائج الدراسة إلى أن التعلم التعاوني هو تكتيك مفيد لتدريس مهارات الكتابة لأنه يحسن تعلم الطالب ويساعدهم على تنمية قدراتهم الكتابية ويجعلهم أكثر حرصاً على الكتابة. كما ينظر في فوائد وكفاءة التعلم التعاوني في الفصل الدراسي.