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**The Effect of Cooperative Practices on the Opportunities
for Learning in EFL Classes**

Thesis Submitted in Partial Fulfillments of the Requirements for the Doctorate Degree in
Teaching English as a Foreign Language.

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Dedication

To the soul of my grandmother Tourkia,

to my beloved mother,

To my father,

to my parents-in-law, Mourad & Hafida,

to my sisters, Hassina, Sophia, Farah and Yousra,

to my brothers, Rabah, Abd-Elrahman, Redha and Hassan,

to my sisters and brothers-in-law, Aya, Malek, Oussama and yasser.

to my lovely nieces and nephews,

to my husband, Ammar BOUABELLOU,

to my little Angels Nada & Soudjoud,

I dedicated this work.

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Abstract

A good mastery of the Writing Skill is an all important component in the learning process. It is essential for students of English as a foreign language. On this basis, the core of the present study is to investigate possible effects of implementing cooperative learning practices represented in the Learning Together Model on EFL students' writing abilities. The current investigation is built upon two hypotheses which are advanced in order to be tested throughout this research work. The researcher hypothesized that if cooperative practices were implemented in the right way, EFL learners would be able to enhance their writing proficiency level. In addition, it is hypothesized that if learners worked cooperatively and interact with each other, they would be able to achieve common academic goals. Two questionnaires were administered, one for teachers of Writing and the other for the targeted EFL students in the quasi- experiment. The findings of teacher questionnaire exhibited that teachers of Writing find out that cooperative learning is an effective method in boosting the performance of students in regard to writing. The data gathered from student questionnaire revealed that students can develop their writing abilities through working cooperatively, they presented positive behaviours towards working in cooperative teams whatever their abilities are. Thus, for the sake of digging deeply in the effect of Learning Together Model of cooperative learning, the researcher opted for a quasi-experimental study. She conducted an experiment in which the experimental group went through a treatment period, where students were instructed using the Learning Together Model of Cooperative Learning, whereas, students in the control group were instructed using traditional teaching method depending on individual work. The data analysis of the experiment revealed that there existed a critical difference in achievement between the experimental group and the control group essays. This difference is deduced after making a comparison of both groups' performance in the assigned works and in the post-test assignment.

List of Abbreviations

CIRC: Cooperative Integrated Reading and Composition.

CL: Cooperative Learning.

CG: Control Group.

EFL: English as a Foreign Language.

Exp. G: Experimental Group.

LT: Learning Together.

Pnt: Point.

STAD: Student Teams Achievement Divisions.

TGT: Team Games Tournament.

WE: Written Expression.

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General Introduction

1. Background to the Study

The field of foreign language teaching is a broad one. It covers many aspects. The teaching of foreign languages has witnessed the emergence of several teaching methods and approaches over time. The teaching methods such as the grammar translation method, the direct method and the audiolingual method have always been absolute teacher-centered. That is, the teacher is the only authority in the foreign language classroom. However, the researchers and linguists' dissatisfaction with those methods has led to a more practical foreign language teaching approach, currently known as the communicative approach. This approach is an attempt to highlight the shift from teacher-centeredness towards learner-centeredness. Communicative language teaching, the natural approach, content-based instruction, task-based language learning and cooperative language learning all fall into the consideration of how language actually functions in real communication. Cooperation, not just in the domain of EFL learning but in all domains, can be of great help to develop the learning process of individuals who prove to be less competent than their classmates.

2. Statement of the Problem

Competitive and individualistic learnings are known as significant instructional procedures on which students either work against each other or work by themselves in order to achieve academic goals. Nevertheless, applied linguists and educationists have recently opted for a new teaching paradigm known as Cooperative Language Learning. This approach can be contrasted with both competitive and individualistic learning since it is based on the belief that EFL learners should work together to accomplish shared and common academic goals.

In this respect, Cooperative Language Learning method is now being used by teachers of foreign languages to help students achieve the desired learning outcomes, and the improvement of language proficiency. The research in hand intends to investigate the impact of integrating learning together model of cooperative learning on EFL students writing abilities.

3. Aims of the Research

This piece of research is conducted for the purpose of determining the effects of cooperative practices on the opportunities for learning Writing in EFL classes, as well as testing the practicality of cooperative learning as a foreign language teaching method. The research also aims at investigating whether this method is practical in improving EFL students writing skill.

4. Research Questions

To achieve the above stated aims, the research in hand addresses the following questions:

1. Do cooperative practices really promote the opportunities for learning in EFL classes?
2. Can EFL learners' writing proficiency be enhanced through the use of cooperative learning?
3. How can cooperative learning be effective in achieving EFL students' writing skill?

5. Hypotheses

In the light of the previous research questions, the following hypotheses are put forward.

1. If cooperative practices were implemented the right way,

EFL learners would be able to enhance their writing level.

2. If learners worked cooperatively and interacted with each other, they would be able to achieve common academic goals.
3. Cooperative learning is likely to help students achieve better learning outcomes.

6. Methodology of Research

When conducting any piece of research, it is essential to opt for the most appropriate methodology that will be in agreement with the nature of the study, be it experimental, descriptive, or comparative...etc. The most appropriate procedure in conducting this piece of research is the use of both the quasi-experimental and the descriptive methods of research.

In this regard, the quasi-experimental method was designed to empirically investigate the effect of cooperative learning on the students' improvements of the writing skill. Therefore, one independent variable was used with two levels: cooperation with some EFL classes and non-cooperation within some, besides that, a teachers' and a students' questionnaires were designed for the reason of collecting more information concerning the study. The data is gathered through a continuous assessment of both the experimental and control groups' writing abilities. Furthermore, a pre-test is conducted at the beginning in order to stand on the current level of the whole sample, then, the experimental groups will be subjected to a certain treatment, and, finally, a post test will be designed. In addition to that, after the treatment, a questionnaire will be administered to both the experimental and control groups to verify whether or not the use of cooperative practices is effective in achieving the learning outcomes, and to know their attitudes towards the use and implementation of cooperative language learning in EFL context. Teachers questionnaire is designed to stand on the difficulties they encounter during the adoption of cooperative learning, in addition to knowing the frequency of cooperative learning use.

For the sake of carrying out this experimental research to investigate the effect of cooperative practices on EFL students' opportunities for learning; third year LMD students constituted the population of the study.

A random sampling technique was used for the selection of the sample subjects of the study. The researcher selected two groups of third year students at the training school of teachers in the Written Expression module. It should be mentioned that the selection of third year students to carry out the experiment is due to the fact that they have previous experience with writing which will make their writings easy to be scored and evaluated since they dealt with the writing module for four semesters.

7. Structure of the Thesis

The thesis consists of five chapters. The first chapter introduces cooperative learning through presenting its theoretical foundations and its basic elements. The chapter also presents the different types of cooperative learning groups and methods of cooperative learning, in addition to varied benefits and limitations of cooperative learning. The second chapter explores the nature of the writing skill, the writing process and approaches to teaching writing. Moreover, the chapter introduces the components of the writing skill, stages of the writing process, written versus spoken texts, in addition to the difference between collaborative and cooperative writing. Chapter three is devoted to the analysis and interpretation of teachers and students' questionnaires. Chapter four is the core of the thesis. It covers the research experimental study. Finally, relying on the findings of this research, the fifth chapter is devoted to pedagogical implications, suggestions, and final conclusions.

Chapter One: Cooperative Learning

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Chapter one: Cooperative Learning

Introduction

Cooperative learning is an instructional method which falls under the umbrella of the communicative approach. Learners in the cooperative classrooms are put together in small groups or in pairs in order to achieve common academic goals.

The current chapter presents relevant literature to the topic under investigation. It is entitled cooperative learning; whereby important issues are covered. This chapter includes different definitions of cooperative learning, its underlying theories, the difference between cooperative and collaborative learnings, the essential elements of cooperative learning, besides the types of cooperative learning groups, methods, and finally to finish with the limitations of cooperative learning.

1.1 Definitions of Cooperative Learning

The origins of cooperative learning were traced back to the early twentieth century, where it was introduced as a new communicative teaching approach. Therefore, several definitions of cooperative learning appeared in the literature, and despite the fact that different researchers give varied definitions to the term, the meanings they provide overlap in a way or another.

Johnson and Johnson (1999) stated that "cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning students perceive that they can reach their learning goals if and only the other students in the learning group also reach their goals "(p.5). According to Jollife (2007), cooperative learning is the requirement in the part of the pupils to work with each other in small groups in order to rise their own learning and that of their peers. Similarly, Felder and Brent (1996)

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demonstrated that the term cooperative learning denotes the participation of a group of students in handling a specific task. Thus, each group member is responsible for the task completion. Johnson, Johnson and Holubec (1998) stated that in cooperative learning, "students work in small groups to accomplish shared learning goals. They learn the assigned material and ensure that all other group members also learn it. Cooperative learning uses a criterion based evaluation system in which student achievement is judged against a fixed set of standards" (p.5). In much the same way, Agarwal and Nagar (2011) considered cooperative learning as being a philosophy, but not only a strategy used in the classrooms. They admitted that cooperative learning is a social act, because it is an essential aspect of our everyday lives. They claimed that for students to be cooperative, they have to work together to reach common goals with their mates.

1.2 Theories Underlying Cooperative Learning

Any teaching approach or method is said to be originated and have its roots based on a number of theories that are developed by linguists, educators and even psychologists. In parallel with the other teaching methods, cooperative learning as a teaching method underlies a number of theories. Thus, the aim of this part is to spotlight on the most three influential theories which are the social interdependence theory (Deutsch, 1949, Johnson & Johnson, 1989), developmental psychology theory including the Piagetian and Vygotskian perspectives (Piaget, 1932; & Vygotsky, 1986) and the social contact theory (Allport, 1954).

1.2.1 Social Interdependence Theory

Among all the theories dealing with cooperative learning, the social interdependence theory is said to be the most important. The origins of this theory were traced back to the early 1900's. "One of the founders of the Gestalt school of psychology, Kurt Kafka, proposed that groups were dynamic wholes in which the interdependence among members could vary"

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(Johnson & Johnson, 2005, p. 445). Thus, based on the Gestalt psychology principles, Kurt Lewin (1935, in Johnson & Johnson, 2011) refined the notion of Kafka. He argued that:

The essence of a group is the interdependence among members which results in the groups being a "dynamic whole" so that a change in the state of any member or subgroup changes the state of any member or subgroup. Group members are made interdependent through common goals. As members perceive their common goals, a state of tension arises that motivates movement toward the accomplishment of the goals. (p.44)

The theory being presented was extended by Morton Deutsch (1949a, 1949b, 1973, and 1985, in Coleman) and much elaborated and developed by Johnson and Johnson (1989). "The theory has two basic ideas. One relates to the type of interdependence among goals of the people involved in a given situation. The other pertains to the type of action taken by the people involved" (Deutsch, p.24).

According to Gillies and Ashman (2003) "Morton Deutsch (1949a) was the first to investigate interactions between individuals and group processes that emerged as a consequence of the cooperative or a competitive social situation" (p.4). Deutsch identified two basic kinds of interdependence, which are positive and negative interdependence.

1.2.2 Cognitive Developmental Psychology Perspective

The cognitive developmental psychology perspective is extremely based on the theories of Jean Piaget (1932) and Lev Vygotsky (1978) who are the most remarkable developmental psychologists of the twentieth century. (Mc Cafferty et al., 2006)

The Piagetian and Vygotskian theories provide a foundation for the understanding of cooperative learning that is focused on development. Piaget and Vygotsky "stressed a

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constructivist approach to teaching and learning that involves both individual and social processes" (O'Donnell & Hmelo-Silver, 2013, p.6). The theory of cognitive development sees the act of cooperation as an all-important prerequisite for the sake of cognitive growth. (Johnson, Johnson, & Smith, 2000)

Piagetian theory is an all important perspective on developmental psychology. It plays a big role in the emergence of CL. Razzouk and Johnson (2012) stated that " Piaget's work is based on the premise that when individuals cooperate in the environment, socio-cognitive conflict occurs that creates cognitive disequilibrium, which in turns stimulates cognitive development" (p.813).

De Lisi and Golbeck (1999) stated that Piaget stressed and highlighted peer experiences as being an essential factor in the development of the child. According to Piaget (1971, 1978 a, 1980 in De Lisi and Golbeck 1999) "human beings are capable of extending biological programming to construct cognitive systems that interpret experiencing with objects and other persons" (p.5).

The theory of Vygotsky is another indispensable perspective on developmental psychology. Social interaction is the essence of Vygotsky's theoretical framework which plays an all important role in the development of cognition.

1.2.3 Social Contact Theory

Another important theory on which cooperative learning is rooted and built upon is Alport's (1954) social contact theory. Alport worked on the basic of helping people from varied racial groups to live together in harmony. (McCafferty et al., 2006). Alport (1954, in August & Hakuta, 1997) views that when people of different racial groups were put in situations of social contact in which all the members enjoy equal status and all of them

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interact with one another to achieve a common goal, this will help in reducing prejudice as well as leading to improvements in interpersonal relations. In this regard August and Hakuta (1997) stated that for the contact theory of Alport (1954) to be successful and more effective, he derived three essential conditions for interaction. These prerequisite conditions are: (1) a need for equal status of the interactors (2) the need to have goals in common (3) intergroup cooperation.

Mc Cafferty et al., (2006) asserted that Aronson and his colleagues (1978) adopted the three conditions cited by Alport in the classroom, in order to improve racial relationships among students. This results in the appearance and development of the jigsaw technique which is introduced by Elliot Aronson (1978).

Gagnon and Collay (2001) stated that the jigsaw method was "initially described by Elliot Aronson (1978), promotes resource interdependence yet acknowledges individual contributions. Students must learn and practice group facilitation by, for example, encouraging everyone to participate" (p.45).

1.3 Cooperative Learning vs Collaborative Learning

Many researchers and educationists use the terms cooperative and collaborative learning interchangeably. However, some others differentiate between the two terms.

In the concise Oxford English dictionary, the following definitions of collaborate and cooperate are provided. To collaborate refers to working jointly on an activity or project, whereas, to cooperate means to work together towards the same end.

In spite of the fact that, both cooperative and collaborative learning are said to be two sorts of peer learning, still, there exist some differences between the two terms.

According to Panitz (1996), collaborative learning represents "a personal philosophy»,

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it is not demonstrated as being only a strategy adapted in the classroom. He sees collaborative learning as being a form of coping with people in which each group members' competencies, skills, and participation emphasized and taken into consideration. That is to say, each individual in the group is accountable for the decisions taken by the whole group members.

Similarly, he defined cooperative learning as being, "a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific". Cooperative learning is seen to be more directive than collaborative learning method. Finally, Panitz thinks that collaborative learning is more learner-centered than cooperative learning is.

1.4 Elements of Cooperative Learning

In the literature related to CL, there exist five essential elements which best define CL. These elements tend to make cooperation a successful teaching approach. In this regard, Johnson, and Johnson cited these elements as follows:

- Positive interdependence,
- Individual accountability and personal responsibility,
- Promotive interaction,
- Appreciate use of social skills,
- Group processing.

1.4.1 Positive Interdependence

Positive interdependence, is to the core of CL, it is said to be the most important element and principle in structuring cooperative learning, in which students/learners come to think that they "sink or swim together" (Johnson and Johnson 2008). Positive interdependence is defined as resulting from mutual goals (Lewin and Deutsch) that is to say,

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students share some common goals, each cooperative group member has to reach the same results as the others.

According to Johnson and Johnson (2008) positive interdependence involves a number of psychological processes which are substitutability, inducibility, and positive cathexis. By substitutability, they mean the extent to which the action of a person can be replaced by that of another one. Concerning inducibility, it is the acceptance in the part of individuals to be reciprocally influenced. While by positive cathexis, they mean « investment of positive psychological energy in objects outside oneself » (p.12). they claim that these psychological processes explain how individuals' self-interest turned to be enlarged into mutual reciprocal interest.

1.4.2 Promotive Interaction

Johnson and Johnson (2008) state that promotive interaction can be defined by persons' encouragement and facilitation towards each other's endeavor in order to finish particular tasks, achieving and producing so as to realize the aims of the whole group. Promotive interaction is a composition of a number of variables which are represented in: "mutual help and assistance, exchange of needed resources, effective communication, mutual influence, trust, and constructive management of conflict" (p13); that is to say, individuals should create a safe psychological platform for each other through engaging themselves in others interest and accepting the mutual influence, where persons are acting dependently to raise the productivity of the whole group and thus, to realize and achieve their aims. However, in contradiction to promotive interaction we have oppositional interaction, in which persons discourage and create obstacles to each other's attempt towards finishing tasks, producing and achieving in order to realize their aims.

Promotive interaction is a composition of a number of variables, which are represented in "mutual help and assistance, exchange of needed resources, effective communication, mutual influence, trust and constructive management of conflict" (p.13). That is to say individuals should create a safe psychological platform for each other through engaging themselves in others interest and accepting the mutual influence, where persons are acting dependently so as to raise the productivity of the group and thus, to fulfill the aims of the whole group.

1.4.3 Appropriate Use of Social Skills: Interpersonal and Small Group Skills.

Interpersonal and small group skills construct the basic network of a connection between a number of individuals, thus, if those individuals work together in a productive way, besides coping with the various stresses and strains of doing so, they need to enjoy a certain number of these skills. The group members need to be taught the interpersonal and small group skills necessary for motivating individuals towards using them next to cooperation. Moreover, efforts must be coordinated so as to achieve reciprocal and mutual aims, the participants must:

- a. Get to know and trust each other;
- b. Communicate accurately and unambiguously;
- c. Accept and support each other; and
- d. Resolve conflicts constructively. (p.24) (Johnson 2006, Johnson & Johnson 2006 as cited in Gillies R.M. ed et al, 2005)

The level of members is said to be affected through the use of interpersonal and small group skills, both achievement and productivity of members is influenced, especially while the group individuals are engaged in long term and prolonged activities. Another point which is worth mentioning, is the fact that giving participants feedback individually concerning the

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frequency of social skills use proves its effectiveness in raising the achievement of participants over the feedback directed to the group.

1.5 Cooperative Learning Groups

According to Johnson and Johnson (2008) there exist three types of cooperative learning groups These groups are; the formal cooperative learning groups, the informal cooperative learning groups and cooperative base groups. Each of the mentioned groups is used to perform a function. The first one is concerned with teaching particular content, the second one is used to "ensure active cognitive processing of information during a lecture", while the third and last one is dealing with providing help and encouragement for academic achievement.

1.5.1 Formal Cooperative Learning Groups

Formal cooperative learning groups are founded in order to accomplish certain tasks and assignments like solving "math problems, writing reports or themes, conducting experiments and reading stories, plays, or books". Thus, it leads group members to feel responsible for one another's learning. Formal cooperative learning groups last from one class period to a number of weeks.

1.5.2 Informal Cooperative Learning Groups

Informal cooperative learning groups are said to be temporal. They can be used during direct teaching as a part of lecturing in order to draw the attention of learners/students towards the target material.

1.5.3 Cooperative Base Groups

Cooperative base groups are said to be long term groups, that is to say they last for one semester at least with fixed membership. The primary purpose of each group member is to

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give the other members help, "support, encouragement and assistance" necessary for academic achievement.

1.6 Methods of Cooperative Learning

In spite of the fact that the social psychological research on cooperative learning were traced back to the 1920's, research on the implementation of CL in the classroom did not begin until the 1970's. (Slavin 1996). Respectively, there are some cooperative learning methods which are widely researched. These CL learning methods imply students teams-achievement divisions (STAD), team-games tournament (TGT), cooperative integrated reading and composition, jigsaw and jigsaw II.

1.6.1 Student Teams Achievement Divisions (STAD)

The STAD method involves competition between groups. Students are ranked heterogeneously by ability, gender, race and ethnicity. The material is learned in teams and then students are set for quizzes individually. The scores of individuals contribute to the score of the whole group.(Slavin 1995). Thus, according to slavin (1996) the major idea behind STAD is motivating students so as to encourage one another to master the presented skills, since students learn together and at the same time they can not assist each other with the quizzes. Kagan (1985) introduced five elements of STAD which are:

1. Class presentation: the material is initially presented by the teacher or in an audiovisual presentation to the whole class.
2. Teams: the teams are composed of four to five heterogeneous students who represent a cross section of the class. The group members work together in a peer-tutoring format to master the material of the learning unit. The group members can also quiz each other to master the information.

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3. Quizzes: students are evaluated through quizzes that assess individual achievement on the material presented to the class.
4. Individual improvement scores: a detailed scoring system allows students to earn points for their groups based on improvement over past performance.
5. Team recognition: recognition is provided for individuals of high weakly performance or who are most improved (pp.68-69).

1.6.2 Team-Games-Tournament (TGT)

TGT shares approximately the same dynamics as STAD. Slavin (1996) claims that, it was originally introduced by David DeVries and Keiçth Edwards, besides being the former CL methods of John Hopkins. However, it is largely associated with Slavin. On the one hand, TGT is identical to STAD since both use the same teacher presentation and teamwork, on the other hand, quizzes are changed by academic game tournament. In the TGT students are classified into three-person tournament tables that are in parallel regarding ability in order to play academic games. That is, the game is kept fair and students are offered similar chances to score points for their groups.

1.6.3 Cooperative Integrated Reading and Composition

CIRC is said to be a comprehensive program for teaching reading and writing mainly within the upper elementary and middle grades. In this regard, students tend to work on suitable materials which much their levels. They are supposed to work in pairs on a number of activities in which they engage their cognition, among these activities we find summarizing stories to each other, and reading to each other, besides similar activities. Moreover, students work with the members of the group for comprehension skills mastery. After that, there is an active engagement from the part of students in a writer' workshop, where they write drafts, revise, and edit each other's work. The contributions of students to

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the group is dependent on the scores of the quiz and the individual written composition which stress individual accountability (Slavin 1996).

1.6.4 Jigsaw

The jigsaw is a cooperative learning activity which is defined in Longman online dictionary as follows: " a type of information gap activity in which groups of learners have different information that is needed to put together the solution to a task." The jigsaw method was developed by Aronson and colleagues (Aronson 1978). According to Crandall (1999) jigsaw is considered to be the most widely known cooperative language learning activity. He stated that:

In a jigsaw activity, each member of the group has information which the others need in order to complete the puzzle and develop a report or complete a task. But before students are asked to share that information, they are given the opportunity to work in "expert groups" with others researching the same topic or discussing the same text. When they feel sufficiently able to explain their portion to the rest of the group, they return to their 'home' group and serve as the expert on their contribution. (Crandall, p.230)

In jigsaw method, students are divided to teams which constitute of 6 members in order to work in the assigned material that is divided into sections (Slavin,2010).

1.6.5 Learning Together Model (LTM)

The learning together method is developed by David and Roger Johnson in 1975. It engages students in heterogeneous groups (diverse in term of achievement, gender, race and ethnicity) composed from four to five members. Rewards are based on the group achievement

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(product), that is to say, students' acceptance of working together as a group and how well they achieve as a team. The Johnson's learning together model of cooperative learning maybe the most widely used cooperative method. (Slavin 1996, Tan et al 2006). For Slavin (1985) the learning together method is the nearest model towards pure cooperation. He argues that "students work in small groups to complete a single worksheet, for which the group receives praise and recognition. This method emphasizes (1) training students to be good group members and (2) continuous evaluation of group functioning by the group members" (p.8)

1.7 Teacher's Role in Cooperative Learning

The role of the teacher in cooperative learning classroom is considerably different from that of the teacher in traditional teaching methods; " teacher-oriented classrooms". The teacher's role changes from a container of knowledge who delivers information, to a facilitator of the learning process. Rolheiser and Stevahn (2011) argued that teachers need to be familiar with the different theoretical roots of CL in order to be able to apply it effectively in the classroom. That is, the teacher's main role in the cooperative learning classroom is to teach the cooperative rules and principles, and promotes students social and academic learning skills.

Gillies (2007) argued that the teacher's role in the establishment of cooperative learning practices is of critical importance for its success. He added that "teachers play a key role in monitoring students' group work and providing constructive feedback" (p.58). Harel (1992; as cited in Richards and Rodgers 2001) claimed that the teacher in the CL classroom has an essential role to play, which is that of a facilitator. The teacher must move around the class aiding students when necessary. Harel (ibid) states that:

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, empathizes. Depending on what problems

evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources (p.199).

According to Johnson and Johnson (2004: pp. 27-31) the role of the teacher in cooperative learning classrooms went through three major phases. These phases are, the preinstructional decisions, then structuring tasks and positive interdependence, and finally assessing learning and processing interaction. In each phase, the teacher has a number of roles to perform. In the preinstructional decisions, the teacher needs to specify the instructional objectives, decide on the size of the group, assign students to groups, arrange the room, and plan the instructional materials and assign roles to ensure interdependence. In the second phase, which is structuring tasks and positive interdependence, the role of the teacher is to explain the academic task to students, explain criteria for success, structuring positive interdependence and individual accountability, structuring intergroup cooperation, specifying desired behaviours, besides monitoring and intervening. In the third and final phase, which is assessing learning and processing interaction, the role of the teacher is to provide closure to the lesson, assess the quality and quantity of learning and process how well the group functioned.

All in all, the teacher's role in cooperative learning classrooms is to act as a planner and facilitator of the learning process. Most importantly he needs to be skillful and familiar on how to adopt and implement CL teaching approach.

1.8 The Role of the Learner

In CL setting, the major role of the learner is as an active group member who needs to

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work cooperatively with the other group members. Learners are said to be directors of their own learning; that is to say they are responsible for their learning. "they are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills." (P. 199) (Richards and Rodgers 2001). Slavin (1995) thinks that in order to ensure participation among students, "[they] are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding" (p.2).

For Murdoch and Wilson (2004) students play such roles that permit them to use a variety of skills and foster individual accountability. They cite some examples of students' roles:

- Problem solver (makes suggestions on how to sort out a problem if it rises).
- Recorder (records the group's ideas).
- Time keeper (keeps an eye on the clock and lets the group know how much time they have).
- "Go-for " (gathers and returns necessary materials).
- Encourager (makes a point of ensuring that good ideas are acknowledged and that people are involved).
- Observer (watches and listens to the group, identifying how they are working together, strengths and weaknesses and then reports back to them or to class).
- Organizer/coordinator (gets the group going and keeps them on track) (p.25)

1.9 Limitations of Cooperative Learning

Any language teaching philosophy offers several advantages and benefits to the learning process, either in the part of teachers or students. CL as a teaching method and in spite of the variety of benefits and advantages it imposes on the teaching/learning situation. It

still has some shortcomings and pitfalls.

Many researchers claim that the implementation of true cooperative learning needs continuous and instant control from the part of the teacher. If the groups are not well monitored, then cooperative learning will obstruct learning rather than making it easier for learners. For example, Harmer (2005) stated that: "some students may not like the people they are grouped or paired with" (p.21). He added that one student may dominate the work while the rest of the group keep silent.

1.10 Advantages of Working Cooperatively

Jolliffe (2007) admitted that cooperative learning is classified among the most researched fields of education due to the advantages it offered. She claimed that surveys have introduced three major classes of advantages which are achievement, interpersonal relationships, and psychological health and social competence. She cited them as follows:

Improvements in learning have been shown through:

- greater productivity
- higher process gain (that is, more higher-level reasoning, more frequent generation of new ideas and solutions)
- greater transfer of learning from one situation to another
- more time on task
- greater problem-solving.

Improvements in interpersonal relationships have been shown through:

- promoting the development of caring and committed relationships
- establishing and maintaining friendships between peers
- a greater sense of belonging and mutual support
- improved morale.

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Improvements in psychological health and social competence have included:

- higher self-esteem
- improved self-worth
- increased self-confidence
- greater independence
- supporting sharing of problems
- increased resilience and ability to cope with adversity and stress. (p.6)

According to Battistich and Watson (2003) cooperative learning practices do provide "an ideal vehicle for teachers to structure the environment for successful peer interactions and to provide students with the coaching and support they need to develop their social and emotional skills and understanding" (p.20). That is to say, the advantages of cooperative learning exceed the academic learning outcomes towards fostering the learners' communicative competence presented in the social and emotional skills.

Conclusion

The chapter in hand dealt with the theoretical knowledge related to cooperative learning method. This teaching method which is now widely used all over the world not only in teaching foreign languages, but rather it is implemented with all the subject matters. In the foregoing chapter, many elements regarding cooperative learning are covered. Different definitions of CL provided by different linguists and scholars are introduced, also a clear distinction between cooperative learning and collaborative learning is supplied. Besides that, the elements of CL, types of CL groups, methods of cooperative learning, the role of teacher in implementing CL and benefits / limitations of CL are introduced. The next chapter will introduce the writing skill.

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Chapter Two: The Writing Skill

Introduction

In English language teaching/learning there are four basic skills which are listening, speaking, reading, and writing. These skills have to be mastered by the foreign language learner to be able to communicate in the target situation. Among these skills we find the writing skill which is of crucial importance for learners. Writing is said to be a vital skill for FLL. It is considered as being one form of communication used by students to express themselves freely. Thus, writing should be given much more importance since it is a productive skill and it reflects the learner's real competency. Accordingly, learning to write is considered to be one of the most complex, difficult, and challenging tasks in the teaching/learning of foreign languages, because it is a creative work that involves in the part of the writer to be imaginative, intelligent, persevering and gifted. These characteristics permitted the writer to produce effective written productions.

The current chapter is entitled, writing skill, whereby the definitions of the writing skill and the writing process are provided. Also, the nature of the writing process, the approaches of writing, the components of the writing skill, besides shedding light on the writing process as well as covering the point of collaborative and cooperative writing.

2.1 The Nature of Writing

According to Brooks and Grundy (1998) in the twentieth century the focus of language study was put on the spoken form of language. However, the written form was neglected, but not absolutely. Writing was thought not as an independent skill, but rather through putting the spoken form of language into symbolic representation. Linguists in that era from De Saussure to Chomsky emphasize the spoken language at the expense of the written language. Thus,

writing was ignored for a long period of time in the field of language teaching.

There is no doubt that writing is a means of communication between people. It needs to respect a number of rules which relate letters to words and words to sentences in a coherent way to come out to a final product known. Pedagogically speaking, writing is a core element in the teaching of English as a foreign language. Students need to master in order to achieve their academic goals since, they communicate their ideas through writing, they need it to write down notes, besides sitting to their exams in different subject areas.

2.2 The Definition of Writing

Writing is considered to be an essential and fundamental skill in the language learning process. Thus, the teaching of writing does not take place in the early phases of the learning process, because of the difficulty and the complexity of this particular skill. In fact, most of foreign language students find a difficulty in mastering this skill and achieving a proficient level that permit them to communicate effectively in the target situation. Olshtain (2001) considered the skill of writing very important since he claimed that it enjoys a special status. He added that people can communicate several messages to a "close or distant, known or unknown reader or readers». Carter (2003) claims that writing is represented in beginnings. He thinks that: " writing is a kind of beginnings that involves literate composition" (p.103). József (2001) classified writing as being amongst the "most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects" (p.5). Researchers and scholars in the field such as Zimmerman and Risemberg (1997); Graham and Harris (2000) highlighted that in the skill of writing there is a requirement for self-regulation of planning, text generation and reviewing using the meta-cognitive control of these processes.

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In the surface, writing seems to be the putting of words into graphic symbols, but in fact, writing is much more complicated than this. Byrne (1991) demonstrates that:

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. (p.1)

Writing is that way of thinking which permits us to express our opinions and thoughts. It is considered to be a social act, since it is a way of communication and interaction with an audience. In this regard, Lillis (2001) introduced an explanation of the writing notion as a social act arguing that:

...students' academic writing, like all writing is a social act. That is, student writing takes place within a particular institution, which has a particular history, culture, values and practices. It involves shift away from thinking of language or writing skills as individual possession, towards the notion of an individual engaged in socially situated action; from an individual student having writing skills, to a student doing writing in specific contexts. (p.31)

In her turn, Safford (2010) introduced writing as being constituted of varied methods in order to transmit a variety of messages. She added that the electronic media have founded a novel generation of audiences with different aims for writing as "emailing, texting and online social networks and forums flourished alongside traditional channels of written communication" (p.19)

In this regard Cumming (1995) stressed the importance of writing in the learning process. He reported that:

The main importance of writing at that level is that it helps students to learn writing new words and structures and helps students to remember them; and as writing is done more slowly and carefully than speaking, written practice helps to focus students' attention on what they are learning (p.148).

2.3 The Writing Process

According to Kane (2000), the writing process is not only ordering words together on paper, but rather, writing goes through three steps which are, thinking about it, doing it and doing it again. The first step in the writing process is "thinking", it implies subject selection, looking for how to achieve it, and finding the right techniques of organization and style. The second step is said to be the "doing", it is known as the drafting phase. The third and final step is, "doing again", which is concerned with the revision of the composition or the final product. He admits that the movement from one step to another does not happen in a smooth and constant development, because all these steps are interrelated and they may work together, knowing that writing is a complex activity.

According to Atlee (1995), there exists five stages of the writing process, in each of these stages particular types of thinking and techniques are used. The first step is the prewriting, in this phase the writer thinks about ideas for a selected topic highlighting his objective, besides defining the audience to whom who is going to write. The second step is composing; in this phase a first draft is written. The third phase is revising, in which the writer does further reading to enhance his piece of writing. The fourth step is editing, in which the writer proof read for possible spelling, punctuation and grammar errors. The fifth and last stage is publishing, in which the writer deliver share his writings with the audience.

According to Zemach and Rumisek (2003) the writing process involves six steps which are pre-writing which in turn encompasses three steps are choosing a topic which the teacher

assigned or you choose a topic yourself; the second step is ideas gathering, in this phase the student think about related ideas to the assigned topic ; in the third step in the pre-writing phase is the organization in which you decide what ideas to include what to omitt, and to organize your ideas which ones come first, second and which ones come last. The fourth step is writing; it is under the phase of drafting in which the student writes his / her piece of writing completely. In the reviewing and revising phase we find the fifth step which is concerned with structure and content review. In this stage the written material is revised, students may include new information and omit unnecessary ones. The last phase is rewriting in which we find the sixth and last step which is concerned with revising structure and content, in which modifications and enhancements decided in the previous steps are done, then the student proofread, that is to say the written material is read several times in order to look for spelling and grammar mistakes, and thus the final version of the production is made with all the necessary changes and corrections.

2.4 The Stages of the Writing Process

Brown and Hood (1989) stated that the process of writing goes through three main stages each main stage implies a number of steps. These stages are preparing to write, drafting and revising.

2.4.1 Preparing to Write

The majority of writing needs a kind of preparation. Thus, in preparing to write we start by brainstorming which means "to search your brain for ideas"(p.7). In this step the writer need to note down the ideas quickly without making any consideration to their usefulness, neatness and correctness. After brainstorming, there is speed writing. It is considered as a warm-up where the writer start composing, in which he/she needs to write as much as possible regarding his/her topic within a limited period of time. This step is followed by

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asking oneself "wh" questions in order to make things clear concerning the topic, after that the writer need to get his/her ideas into order.

2.4.2 Drafting

Drafting is that stage in which you really start composing. In this phase the essential thing to do is to get words onto paper. The first step within this stage is using the writing space; it is important in this step to be able to see clearly things you have written and the necessary changes need to be made. Then, the writer getting started his/her first draft, moreover, the writer keeping going in writing to get his /her first draft ready for the last stage which is revising.

2.4.3 Revising

In the revising stage the writer needs to check whether he/she introduced all the details he/she wanted, and whether it is said in a suitable and clear manner. In the revising phase you can make some changes. He/she may reorder the parts of his/her production, added parts and omitted others, or may divide very long sentences into shorter and clearer ones. In this phase the writer's job is to polish up his/her production. For Johnson (1995) this step is called the editing stage. It is considered to be the final phase in the writing process, in which the writer verifies whether the details are correct or not.

2.5 Approaches to Students' Writing

Writing, as being one of the language skills, which students must acquire and master, it should be given a crucial importance in curriculums. Thus, the teaching of writing is said to be a difficult business, since writing covers many aspects and students tend to communicate through their writing production. In fact, there are several varied approaches to the teaching of writing skills, among these approaches we find the process and the product approach.

2.5.1 The Process Approach

"The process approach has been implemented in writing classes nationwide since the late 1970's."(Williams, 2003, p.99). According to Bunting (2010) in the process approach to writing, teachers do recognize its importance, so that they need to pay much more attention " to the development of a piece of writing, as writing is more than the simple eliciting of a product by the teacher; it is a process that involves thinking and shaping meaning". (p.7). Thus, the main objective of the process approach is specifically the process of writing rather than the final product (Kelly and Graham, 1998; Leki, 1991).

According to White and Arndt (as cited in Harmer 1983), the process writing is an interrelated set of recursive stages, which include:

- Drafting,
- Structuring (ordering information, experimenting with arrangements, etc.)
- Reviewing (checking context, connections, assessing impacts, editing)
- Focusing (that is making sure you are getting the message you want to get across)
- Generating ideas and evaluation (assessing the draft and/or subsequent drafts).

The model they provide can be represented in the following diagram,

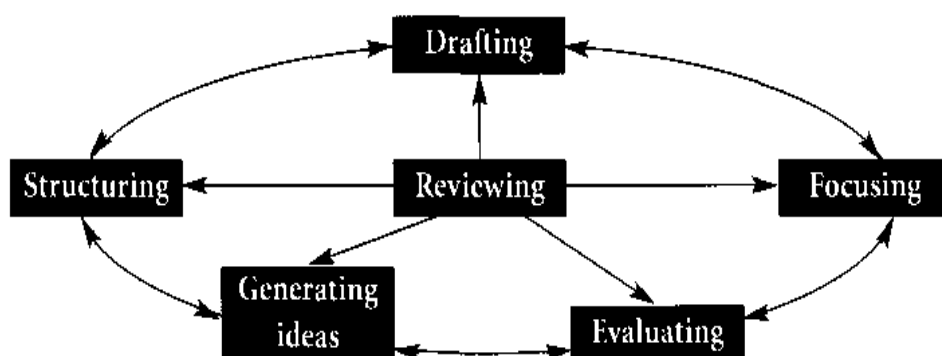


Figure 1: White and Arndt's process writing model (as cited in Harmer 1983, p258).

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According to Harmer (1983), the process approach to writing presents a disadvantage. He believes that the process of writing is time consuming, it takes time in the generation and collection of ideas, in drafting the piece of writing, reviewing and editing it. Hyland (2003) saw that the process approach towards teaching writing highlights the role of the writer, as being producing texts independently. Hence, he provides the following model for the process approach:

- **Selection of topic:** by teacher and/or students.
- **Prewriting:** brainstorming, collecting data, note taking, outlining, etc.
- **Composing:** getting ideas down on paper.
- **Response to draft:** teacher/ peers respond to ideas, organization and style.
- **Revising:** recognizing, style, adjusting to readers, refining ideas.
- **Response to revisions:** teacher/ peers respond to ideas, organization and style.
- **Proofreading and editing:** checking and correcting form, layout, evidence, etc.
- **Evaluation:** teacher evaluates progress over the process.
- **Publishing:** by class circulation or presentation, noticeboards, website, etc.
- **Follow up tasks:** to address weaknesses. (p.11)

Gunnery (2007) claimed that the recursive nature of the process that creates good effective writing. She suggested that:

A difficulty in explaining the writing process is that we often make it seem linear and clean: pre-writing, drafting, writing, researching, conferring, revising, final draft writing and then publishing or sharing. It seems that one thing follows the other until the writer has accomplished a polished and presentable piece. This is not the case, though writing creates a mess! And it is the mess that is needed in order for writing to evolve into something "polished and presentable" (p.5-6).

2.5.2 The Product Approach

The product approach to teaching writing is that approach which focuses on the final production of students writing. Grammar accuracy is of high importance in this approach, that is, a great emphasis is put on correctness. In this regard, Huber- Warring (2008) stated that the main objective behind the product approach is to be able to produce error free coherent texts.

Irfan (2018) saw that in the product approach "the instruction proceeds from the perspective that one type of writing, for instance, a literary journalistic essay is suitable for all the students». (p.16)

The product-oriented approach to writing emphasizes the end result, that is to say the final production, which is the text to be produced by the writer. Using this approach, learners are supposed to spend the majority of their time studying and then imitating the model texts either given by the teacher or found in the textbook. Grammatical accuracy is emphasized within this approach (Nunan, 2015). Similarly, Hyland (2003) stated that:

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be imitating and manipulating models provided by the teacher. For many who adopted this view, writing is regarded as an extension of grammar. A means for reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. (p.3)

2.6 Writing Versus Speaking

Writing and speaking are both productive skills through which the user of language can express his/her ideas, share and communicate them to others. However, writing and speaking are different. In this regard, Grabe and Kaplan (1996) argued that " writing abilities are not

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naturally acquired; they must be culturally (rather than biologically) transmitted in every generation, whether in schools or in other assisting environments" (p.6)

According to Harris (1993), one can look to the difference between speaking and writing in three major ways which are "*situation, grammatical choices, and lexical density*".

- **Situation:**

He considered situation as being a crucial factor either for speakers or for writers. He summarized the main differences between speaking and writing in regard to situation in the following table:

SPEAKERS

- Can refer to people, objects and so on in the shared environment by pointing with gestures or by using 'pointing' words
- Can check whether they are being understood by looking at the listeners' expression, by asking or by being directly prompted
- In conversations (including telephone conversations) are encouraged by 'listener markers' such as *mm* and *yes* and – in live conversations – by gestures
- Can backtrack and fill in information that may have been omitted – precise sequence is not a prerequisite of effective communication

WRITERS

- Do not share an immediate environment with their readers and have to make explicit references to people and objects
- Have no means of knowing once the text is finished whether the readers will understand the message – they need to anticipate potential misunderstandings and appropriate levels of shared knowledge

- Have to find ways of motivating themselves to continue creating a text
- Have to plan in order to achieve both a sequence and a selection that will lead to effective communication

Table 1: Differences between Speaking and Writing in Relation to Situation.

• Grammatical Choices

Another factor concerning the difference between speech and writing is represented in the choice for grammatical items. Kress (as cited in Harris 1993) claims that the major speaking unit is the clause, but not the sentence. However, writing is noted by the use of full of subordination and embedding.

Ur (1991) in his turn defined nine differences between spoken and written discourse. He claimed that teaching written language is so different from teaching spoken language. He introduced the following key differences between the two:

• Permanence

The written discourse is "fixed and stable" so that the activity of reading can be done at any time the reader wants with the speed he/she wants. Whereas the spoken text lasts only for a short period of time and takes time in a specific period (moment). The listener may ask for clarification, and he/she generally submit to the speed of the speaker.

• Explicitness

The explicitness is a sign for the written texts since the context and all the references are clarified. In contrast to written texts, in speech the listener and hearer shared a real-time situation which open doors to assumptions concerning some information.

- **Density**

In writing the presentation of content is much more densely. The information in speech is conveyed using too much more wordiness, that is to say, too much repetitions which means the production of a longer passage.

- **Detachment**

The act of writing a text means that it is separated in time and place from its reading. Speaking, however, involves immediate interaction with definite listeners.

- **Organisation**

Written texts are more organized, since they are subject to revision, whereas, spoken texts are said to be a kind of disorganized discourse.

- **Slowness of production, speed of reception**

"writing is slower than speaking", that is to say when we read a written passage we can understand it faster than when we listen to it.

- **Standard language**

In written discourse, standard language is mainly used so that the written text is universally understood, however, in spoken discourse dialects may be used in which the discourse may not be mutually understood.

- **A learnt skill**

The spoken language is innately acquired (the mother tongue of individuals), whereas, the written form of language is deliberately learnt and taught.

- **Sheer amount and importance**

Spoken form of language is said to be much more longer and redundant than the writing form is. Despite the fact that speech is said to be "more important for survival and effective

functioning in society than writing is ".

2.7 Elements of Good Writing

Writing in a foreign language is said to be a challenging task for almost all students/learners. Thus, writing in English is considered to be a difficult and complicated job and it may be even troublesome for some students. Scholars and linguists in the field introduced different classifications of the elements they think should be present in a piece of writing in order to be good and effective.

Hatcher and Goddard (2005) identified three essential elements of good writing. They called them the three C's. They stated: " good writing is clear, it is concise, it is correct".

2.7.1 It is Clear

What is meant by clear writing? Hatcher and Goddard provided a working definition of the later. Writing is clear in the sense that the target audience (reader) be able to understand it in no more than one reading. It looks simple. They added that writers do think that since their writings are clear to them, they should be clear to the readers and it is not the case. The readers may fall in misconceptions and misinterpretations of some words and even sentences. The writer may be intended to say something and the readers may understand something else.

2.7.2 It is Concise

Walt Skretch (as cited in Hatcher and Goddard) a teacher of writing introduced concise writing as "means saying the same thing-once». (p.9). in this regard, Hatcher and Goddard claimed that:

It is easy to pretend that only other people produce fat writing. The truth is that almost all writers, including experienced professionals, often write wordy first drafts. (p.9)

Writing is said to be concise in the sense that it communicates the desired message with the minimum of words avoiding wordiness and redundancy.

2.7.3 It is Correct

Saying that our writing is correct means that it should be error-free from grammar, punctuation, spelling and word usage errors and mistakes. The writing produced needs to conform to a number of acceptability criteria.

Hatcher and Goddard (2005) stated that the majority of work-related writing, "formal standard English" with rules that are:

- Based on the written language of established writers.
- Codified in English grammar texts.
- Taught in schools.
- Reinforced by editors, teachers, and writers (p.10).

Conclusion

Writing as a language skill is seen as a primordial instrument of communication. It is of tremendous importance in the language teaching/learning settings. Thus, the fact of producing effective written texts is considered to be the primary focus and challenge for both teachers and learners.

This chapter is accounted for the writing skill, through exploring its different definitions, its process and its nature. In addition, the chapter covered two basic approaches of the writing skill which are the process and product approaches to the teaching of writing. Writing as being an essential language skill imposes a great demand in the part of both teachers and learners. Accordingly, the key components of the writing skill were dealt with. Furthermore, the stages of the writing process were covered.

All in all, writing is a complicated and difficulty skill to be acquired and mastered by language learners. Thus, teachers and learners are required to have essential and basic knowledge and information regarding the teaching and learning of the writing skill in order to make it easier and significant and since writing is said to be critical for ensuring academic success.

Chapter Three: Analysis and Interpretation of Teacher and Student Questionnaires.

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Chapter Three: Analysis and Interpretation of Teacher and Student Questionnaires.

Introduction

The chapter in hand deals with the analysis and interpretation of both teachers' and students' questionnaires. They aim at standing on both teachers' and students' attitudes and perceptions towards the adoption of cooperative learning practices in the EFL class. The analysis of the data gathered from the questionnaires will permit the researcher to identify the problems encountered by WE teachers in their teaching journey, and how can cooperative learning help them in boosting their students' writing abilities. In addition, it aims to stand on how EFL students find the use of cooperative learning and whether they find it beneficial in raising their writing proficiency level.

3.1 Description of Teacher Questionnaire

The questionnaire is one of the most useful data collecting tools, since it is regarded as an effective and efficient instrument for collecting information from a large group of participants. Teachers questionnaire is administered to teachers of written expression. According to Nunan (1992), " a questionnaire is an instrument for collecting data, usually in written form consisting of open and/or closed questions and other probes requiring a response from subjects" (p. 231).

The designed questionnaire (see appendix A) aimed at investigating to which extent teachers of Written Expression adopt the CL teaching method in their EFL classes. It is administered to teachers of WE teaching at the training school of teachers (ENS) Assia Djebbar, Constantine 03 University, in the department of English. Thus, the questionnaire encompasses two sections, a short one devoted for general background information, and another longer one which is meant for teachers' adoption of CL in EFL classes. The

questionnaire includes mainly close-ended questions in which teachers are supposed to tick one of the provided answers.

The section 'General Background' (questions 1-3) deals with general background information about teachers. First, they are asked to identify the degree they have. Then, they are questioned how long they have been teaching writing. That is to say their teaching experience in regard to writing. The final question in this section is concerned with the status of teachers whether they are full time teachers or part time teachers.

In 'The Teachers Adoption of Cooperative Learning in EFL Classes' (questions: 4-11) section, teachers are asked about the most frequent obstacles they face during the teaching of writing. In the following question, teachers are asked about the frequency of cooperative group work adoption in classroom activities. Also, the teachers are asked about the number of students they set in each group and how the groups are assigned, besides that they are asked to provide other options of group assignment if any. In addition to that, teachers are asked about the most difficult skill for students to master and to justify their choice. Furthermore, they are questioned about their students' level in writing. As a final question teachers are asked about their opinions on whether CL improves students' writing skill or not, and they are asked to support their answers in both cases.

3.2 Teacher Questionnaire Analysis and Interpretation of Results

3.2.1 Section One: General Background

Q1: which degree do you have?

- License in English
- Master in English
- Magister in English
- Doctorate in English

Table 1. Teachers' Qualifications

Degree	Number of teachers	%
Master	03	30
Magister	07	70
Doctorate	00	00
Total	10	10

The table above shows that teachers' qualifications are classified into three degrees: Master, Magister and Doctorate. The majority of teachers have a Magister degree (7 teachers), while only 3 teachers have a master degree. However, none of the questioned teachers have a doctorate degree.

Q2: How long have you been teaching written expression at the university?

Table 2. The Experience of Teaching Writing

Number of teachers	Number of years	Percentage %
02	01	20
03	03	30
05	More than 05	50
10	/	100

The data gathered from this question shows that half of the teachers teach Writing at the university for more than five (5) years. However, the other half of teachers have a teaching experience of less than five years. Three (3) of them have three years teaching experience, while the remaining two (2) teachers have a teaching experience of only one year (1). Thus, the results reveal that the majority of teachers have a significant teaching experience in the Writing module.

Q3: What is your status as a teacher?

- Full time teacher
- Part time teacher

Table 3. The Status of Teachers.

Status of the teacher	Number of teachers	Percentage %
Full time	06	60
Part time	04	40
Total	10	100

According to table 3 more than half of teachers (6 teachers) are full time teachers; however, the remaining teachers (4 teachers) are part time teachers. The fact that more than half of teachers are permanent, implies that they are experienced and qualified teachers.

3.2.2 Section Two: Teachers' Adoption of Cooperative Learning.

Q4: How often do you adopt cooperative group work in the classroom activities?

- Always
- Often
- Sometimes
- Never

Table 4: Frequency of Cooperative Group Work Adoption.

Options	Number of teachers	Percentage %
Always	00	00
Often	05	50
Sometimes	05	50
Never	00	00
Total	10	100

The aim of this question is to find out the frequency of cooperative group work use by teachers in the classroom activities. The results exhibit that half of teachers often use cooperative work in the activities while the other half of teachers use it sometimes. It is revealed that the use of cooperative group work in classroom activities is appreciated by teachers.

Q5: As teachers of Writing what are the most frequent obstacles you face during your teaching journey?

The purpose behind this question is to investigate the obstacles and challenges faced by teachers of Writing during their teaching journey. In this regard, teachers provide the following obstacles (they are in teachers own words):

- Lack of motivation (students find writing boring).
- The times given for Writing is minimal.
- Students do not take teachers' feedback into consideration.

From the teachers' responses to the asked questions; it is deduced that teachers are faced with a number of obstacles when they teach writing. They think that students lack motivation, since they consider Writing to be boring. In addition to that, students neglect the feedback

provided by the teacher.

Q6: How many students do you set in each group?

- Two
- Three
- Four
- Five

Table 5: Teachers' Division of the Groups.

Options	Number	Percentage %
02	02	20
03	00	00
04	08	80
05	00	00
Total	10	100

Table 5 indicates the teachers' division of the groups. That is to say, the number of students the teacher sets in each group. The results obtained show that 2 teachers set the groups into pairs, while the majority of teachers (8 teachers) assign them into groups of four members.

Q7: How do you assign the groups?

- Gender
 - Learnability
 - Heterogeneity
 - Students selecting themselves
- If others, please specify.

Table 6: Teachers' Assignment of the Groups.

Options	Number	Percentage %
Gender	00	00
Learnability	00	00
Heterogeneity	04	40
Students selecting themselves	06	60
Total	10	100

The information collected from question seven (Q7) explore how teachers assign the groups whether in regard to gender, learnability, heterogeneity or through students selecting themselves. The results reveal that the majority of teachers give the students a total freedom to select each other. However, the rest of teachers prefer to opt for heterogeneity.

- If others, please specify.

Some teachers prefer to use the following methods for assigning the groups:

1. Randomly.
2. The place where they sit.

Q8: How do your students feel when they work in groups?

- Highly motivated
- Motivated
- Not motivated

Table 7: Students' Motivation toward Cooperative Group Work.

Options	Number	Percentage %
Highly motivated	03	30
Motivated	07	70
Not motivated	00	00
Total	10	100

The aim of this question is to find out the students' acceptability towards using cooperative group work and how they appear when they are engaged in group work. All teachers agree that their students look motivated during cooperative group work assignments. However, the other three (3) teachers find that their students are highly motivated, while the other seven (7) teachers find their students motivated. The fact that the majority of students feel motivated leads towards rising the chance of learning Writing.

Q9: a- In your opinion which language skill is the most difficult of all for students to master?

- Listening
- Reading
- Speaking
- Writing

Table 8: The Most Difficult Skill to Master by Students.

Options	Number	Percentage %
Listening	01	10
Reading	01	10
Speaking	00	00
Writing	08	80
Total	10	100

b- Please, justify your choice.

Most teachers think that Writing is the most difficult language skill to be mastered by students for the following reasons (they are in teachers' own words):

- Writing is a complex skill for students to master, besides that the practice of Writing is limited to the classroom confines.
- Writing as being a productive skill, is more difficult to master.
- Nowadays students do not read or write for the sake of improving their level. By contrast, the majority of students are good speakers because they listen much since music and films are all the new trend, but writing and reading are said to be old fashioned skills.
- In addition to the aversion that students usually show towards writing as an act, the practice of this skill is limited to the classroom. Not practicing efficiently, hence, makes the skill one of the most difficult skills to master.
- Because writing is a productive skill which puts more responsibility and demand in the part of students as opposed to the receptive skills.
- They have a hard time getting started.
- Writing takes too long.
- Lack of practice.
- Students struggle to develop their ideas.
- Writing requires a selection of ideas, organization, choice of vocabulary.

Note:

The other teachers who choose listening and reading justified their choices as follows:

Listening:

On the one hand, the nature of listening is a little bit more difficult to be acquired than other skills. On the other hand, students almost do not practice listening at all.

Reading

Simply, lack of appropriate practice.

Q10: How do you find your students' level in writing?

- High
- Above average
- Average
- Below average
- Low

Table 9: Students' Level in Writing According to Teachers.

Options	Number	Percentage %
High	00	00
Above average	00	00
Average	05	50
Below average	02	20
Low	03	30
Total	10	100

Table 9 demonstrates the level of students in writing according to teachers. It clearly shows that the students' level range from average to low. That is to say, the students are in need to develop their writing skill.

Q11: a- Do you think that CL improves students' writing skill?

- Yes
- No

Table 10: Teachers' Attitudes of CL.

Options	Number	Percentage %
Yes	10	100
No	00	00
Total	10	100

B- Support your answer in both cases.

The aim behind this question is to know the attitudes of teachers concerning cooperative learning. In other words, this part of the question attempts to find out whether or not CL improves students' writing skill. Thus, according to the results obtained from this question, it is deduced that all the teachers (100%) think that CL improves students' writing skill.

Concerning part "b" of the question "support your answer in both cases", teachers provide the following support to their choice knowing that all the teachers choose the same option:

- In cooperative learning and with the teachers' supervision, learners feel freer and more motivated to find each other's mistakes and rely on themselves to think and work, not on their teacher. This leads to a better memorization of the identification and correction of the mistake.
- Cooperative Learning improves the students' writing skill because it gives the students the opportunity to learn from each other at the level of content and form.

The adage says: "two heads are better than one".

- Students have different levels in writing and since they do not read much, working in groups gives them an opportunity to learn from each other. Students will get rid of their shyness when writing in groups.
- Students may discuss their errors; they may learn from each other.
- Students benefit from each other (vocabulary, grammar, sentence structure). They correct one another.
- Weak students gain confidence which will encourage them to write more and more.
- It allows them to generate more refined ideas and share the organization of their production in peer-based feedback.
- It helps students generate ideas and motivates them to write.
- It helps students learn from each other, which means that low achievers benefit from high achievers.

3.3 Description of Student Questionnaire

Student questionnaire constituted of twelve questions. The latter attempt to gather information concerning the perceptions and attitudes of students in regard to the effectiveness of cooperative learning use in the EFL classes. The questionnaire (see appendix B) is administered to third year LMD students at the training school of teachers (ENS) Assia Djebbar, Constantine 03 University in the English department. The questionnaire is consisted of two sections. The first one is devoted to students' perceptions towards the writing skill, while the second section is devoted to the students' attitudes and their acceptance of the cooperative learning method of instruction.

The first section deals with students' perceptions towards the writing skill. First students are questioned how they find writing in English. Then, they are asked which language skill they need to develop most. The third question is concerned with students' views concerning the writing skill, while the fourth question is about students' perceptions

about their levels in writing. The last question is about students' attitudes in regard to the benefits the writing course offers to the learning of writing.

In the second section, the first question asked to students in this section is how do students prefer to work, that is to say, individually, cooperatively or competitively. The following question is about whether students' English can make progress when they work in groups. Question eight is about students' opinions on whether or not learning English in small groups lowers their anxiety. In addition to that, students are questioned whether they favour cooperative learning over traditional methods or not. They are also asked whether CL method contributes in improving their writing proficiency levels. After that, students are questioned if CL helps them higher their interest and motivation towards learning English. The last question is about whether or not students think that learning in groups provides them with better opportunities for participating in EFL class.

3.4 Student Questionnaire Analysis and Interpretation of Results

Q1: Do you find writing in English

- Very easy
- Easy
- Difficult
- Very difficult

Table 11: Students' Attitudes towards Writing.

Options	Number	Percentage %
Very easy	00	00
Easy	18	36
Difficult	30	60
Very difficult	02	04
Total	50	100

Table 11 shows the opinions of students on how they find writing in English: very easy, easy, difficult, or very difficult. It demonstrates that more than half of the students (30 students) find writing in English difficult. Besides, 18 students find it easy, two students find it very difficult. However, none of the students find writing very easy. Thus, it is deduced that writing is not an easy task to be performed by the majority of students.

Q2: Which among the following skills, you think you need to develop most?

- Writing
- Reading
- Listening
- Speaking

Table 12: Major Skills Needed to Be Developed by Students

Options	Number	Percentage %
Writing	36	72
Reading	06	12
Listening	00	00
Speaking	08	16
Total	50	100

The main objective behind this question is to find out which skill among the four language skills students need to develop most due to its importance and significance in studying English. The results show that the vast majority of students (72%) think they are in need to develop the writing skill; whereas, only 8 students do think that they need to develop speaking. Moreover, 6 students feel they are in need to develop their reading skill, while none of the students (00%) feel like to develop the listening skill. These results exhibit that students have a great desire to develop and improve their writing skill since it is a basic and

vital skill in English language studies.

Q3: Do you think that writing is:

- Highly important
- Important
- Not very much important

Table 13: Students' Opinions about the Importance of Writing.

Options	Number	Percentage %
Highly important	40	80
Important	10	20
Not very much important	00	00
Total	50	100

This question aims at standing on students' opinions towards the writing skill as to whether it is highly important, important, or not very much important. All the students (100%) agree on the fact that writing is important since 40 students (80%) find writing highly important and the remaining 10 students (20%) find writing important. These results explain why the majority of the students feel they are in need to improve their writing skill

Q4: How do you prefer to work?

- Individually
- Cooperatively
- Competitively

Table 14: Students' Preferences towards CL.

Options	Number	Percentage %
Individually	14	28
Cooperatively	34	68
Competitively	02	04
Total	50	100

Table (14) shows that most of the students (34) students favour working cooperatively with their classmates rather than working individually or competitively. In contrast, there are 14 students who favour individual work and only two students who prefers working competitively.

Q5: Do you think that your English can make progress if you work in groups ?

- Yes
- No

Table 15: Students' Opinions towards the Effectiveness of Cooperative Group Work.

Options	Number	Percentage %
Yes	44	88
No	06	12
Total	50	100

Q 5 aimed at knowing whether students think that their English can insure progress while they work in groups or not. Data gathered indicate that the majority of students believe that their English make progress while they work in groups (44 students). Contrary to the rest of students, represented in 6 students, who feel that their English did not improve while

working in cooperative groups. The results obtained from this question stress the importance of using cooperative group work in improving and enhancing students' skills.

Q6: Do you think that learning English in small groups contributes to lowering your anxiety?

- Yes
- No

Table 16: Lowering Students' Anxiety through Learning in Groups.

Options	Number	Percentage %
Yes	38	76
No	12	24
Total	50	100

The objective behind this question is to investigate whether learning English in small groups contributes in lowering students' anxiety or not. The majority of students' (38 students) admit that learning in small groups helps them lowering their anxiety, while the remaining students which represent (24%) of the whole students feel anxious when working in small groups. The results obtained from this question exhibits that working in small groups offers students a safe platform and secure environment in learning English away from anxiety.

Q7: Do you favour cooperative learning in group work over the traditional teaching methods?

- Yes
- No

Table 17: Students' Favourite Teaching Method.

Options	Number	Percentage %
Yes	36	72
No	14	28
Total	50	100

Question 7 aims at investigating whether students favour cooperative learning over traditional methods. The data gathered shows that the majority of students (36 students) favour cooperative learning over the traditional teaching methods; however, the remaining (14 students) do not favour the use of cooperative learning. The results show the students' acceptability of cooperative learning implementation in their studies.

Q8: Do you think that the use of CL method can raise your English writing proficiency level?

- Yes
- No

Table 18: Cooperative Learning as a Factor of Raising English Writing Proficiency among Students.

Options	Number	Percentage %
Yes	38	76
No	12	24
Total	50	100

Most of the students (38 students) think that the use of cooperative learning method can raise their English writing proficiency level, while (12 students) feel that cooperative learning method does not contribute to raising their English writing proficiency level.

Q9: Do you think that learning cooperatively helps you in raising your motivation towards learning English?

- Yes
- No

Table 19: Students' Motivation during the Use of Cooperative Learning.

Options	Number	Percentage %
Yes	42	84
No	08	16
Total	50	100

According to the results obtained from question (9), it is exhibited that the majority of the students think that cooperative learning helps them in increasing their interest and motivation towards learning English. While a minority of students (8 students) feel disinterested and demotivated when cooperative learning is used. Accordingly, students' high motivation during the use of cooperative learning groups will certainly leads to better learning outcomes.

Q10: Do you think that learning in groups provides you with better opportunities for participating in EFL class?

- Yes
- No

Table 20: Students' Participation in EFL Classes due to Learning in Cooperative Groups.

Options	Number	Percentage %
Yes	40	80
No	10	10
Total	50	100

The answers collected from question (10) show that a good percentage of students (80%) feel that cooperative learning provides them with better opportunities for participating in their EFL class, while only (5 students) feel that they do not benefit.

- If yes, how ?

Students' Justifications :

- It is very helpful in developing the writing and the oral skills, and students do not feel shy when talking and discussing their ideas. Besides getting the idea easily without problems. Because whenever you work in groups that gives you more chances to be brave and courageous to face people.
- Because we discuss different subjects and everyone gives different ideas. Thus, the more I share my knowledge in groups the more fluent I become. As my teacher once said: " we are all ignorant but we do not ignore the same thing".
- Because when we are in groups we have a lot of information so everyone can benefit from the others ideas.
- It helps us very much to develop our writing and reading skills and know new things from our classmates.
- Because it helps us in sharing ideas and opinions.
- It would help in improving the skills of writing and speaking and sharing ideas in groups.
- Because the weak students usually learn from the good ones.
- Because you will feel yourself more confident and you will have more courage to speak and interact with the group members without being shy.
- It helps me in getting new information and ideas and acquiring new vocabulary, which will help me later in my writing.
- Because the answers that I provide are somehow certain because a lot of members

agree on them and this raise my confidence to participate.

- Through lowering our anxiety and by creating a sense of motivation among us.
- Joining groups for learning helps me for sharing my foreknowledge with others; hence, I will collect more data and acquire more knowledge to improve my level in my EFL class.
- Learning in groups provides us with the chance to show our abilities and exchange ideas with others.
- Because it gives me more opportunities to improve my English skills and allows me to understand

As a resume to students' justifications, we find that all the students' answers turn around the same idea, which is the efficiency of cooperative learning in their studies. It is said to break the ice among the members of the same group, raise the students' self-confidence, get rid of anxiety, exchange ideas and opinions freely, and finally liberating weak members and push them to be effective members in cooperative learning groups.

Q11: How do you consider your level of writing in English?

- High
- Average
- Low

Table 21: Students' Opinions about their Level in Writing.

Options	Number	Percentage %
High	00	00
Average	48	96
Low	02	04
Total	50	100

The aim of question (11) is to stand on the students' own evaluation concerning their levels of writing in English. The data gathered shows that approximately all the students admit that they have an average level which is neither high nor low. However, only one student confesses that his/ her level of writing in English is low. Thus, the results reveal that the majority of students' level is average.

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Chapter Four: The Experiment

Introduction

This part of the research is the core of the study in hand. It is used to examine and investigate the effect of cooperative practices on EFL students writing ability. Hence, the chapter presents a full account of the instruction identifying the various steps of the research design. Thus, the present chapter, describes the research methodology of the study. It explains the selection of the sample and describes the used procedures in designing the instrument in addition to data analysis of the pre-test and post-test.

4.1 Population of the Study

The aim of this study was to evaluate the effectiveness of cooperative learning on EFL students writing skill. Therefore, third year students at the training school of teachers Assia Djebbar Constantine 03 University constitutes the population of the study. The choice of third year students is due to the fact that their writing production can be really evaluated; since they had a writing experience of two (2) years represented in four semesters of the writing assignments.

4.2 Sample of the Study

The sample of the study is taken from a population of (248) third year students at the level of letters and English language department, Assia Djebbar, Constantine 03 university, during the academic year 2017/2018. The sample is a total of 51 students which are randomly assigned into an experimental group (Exp. G, n=26) and a control group (CG, n=25). Third year students at the training school of teachers have previous writing experience; since they took courses in "Writing" during their four semesters of instruction at the university.

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During the fifth semester, the duration of the experimental design, the participants are introduced to the different types of essays in details, in spite of being covered in the fourth semester in the surface (exemplification, cause and effect, comparison and contrast, and argumentative essays). Each group had two writing sessions; one a block of three (3) hours and a session of one hour and a half per week.

In the present design the researcher seeks to check the effect of cooperative practices on EFL students' opportunities for developing their writing skills and abilities. The chosen sample are two (2) groups of third year students at the training school of teachers Assia Djebbar Constantine 03 university, 26 students in the Experimental group and 25 students in the CG.

4.3 Description of Variables

In this study, the independent variable was the method of instruction: it is used with two levels; cooperative learning with the experimental group and non-cooperation with the control group. The dependent variables are the opportunities for learning in EFL classes, and the learning outcomes.

4.4 The Experimental Group

Cooperative learning (see appendix C) model of instruction is used within the regular courses of written expression for the experimental group through the use of cooperative learning circles. The instructional design was integrated within the regular "written expression" curriculum followed by the English department at the level of the training school of teachers. The teaching materials delivered to students are according to the department's program where the study has been carried out in both groups (experimental and control). In the study in hand, students worked in cooperative circles of learning (Learning Together), that

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is to say, students work cooperatively in groups of four or five members in each group facing each other and forming a circle. Using the Learning Together model of cooperative learning students tend to work on four or five members maximum in heterogeneous groups on the assigned topic. Each team or group at the end turned in a single completed product, and the group members receive rewards and praise together depending on their performance.

Cooperative learning method sounds new and unfamiliar to students. Thus, before the implementation of any cooperative practice; the researcher needs to provide students with a general overview concerning the main elements (tracks) about cooperative learning (see appendix C). The researcher explained cooperative learning to the experimental group before instruction in a block of three hours, besides providing them with a precise and concise handout about CL.

Once the students became familiar with CL, the instruction takes place. It takes place following two phases. The first phase is theoretical where the teacher introduced the notions to be covered during the semester. The first lecture the teacher introduces, is the exemplification essay. The teacher gave detailed explanation to the students in one session (1H30min). The second phase is practical, in other words, it is the students' time. In this phase students are heterogeneously assigned to groups of four or five students to work on the assigned topic which is matched with the delivered theoretical material. During this phase and after the assignment of the topic, students sat forming a circle in order to ensure visual contact and facilitate face to face interaction. They are engaged in the discussion of the topic, then they draw the essay's outline to make the development easier. All the students share their ideas freely. While students are engaged in their discussions of their first draft, here comes the mission of the teacher to walk around the class and move from team to team, and provide the groups with general feedback concerning their first productions. After that, teams revise their first draft and edit it to write their final version of their writing productions. Finally,

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each group turned in to the teacher a single product. At the end of the session, the teacher collects groups' contributions for evaluation and for providing students with the necessary feedback concerning their writing productions. This phase lasts for one session which means one hour and a half.

The teacher evaluated the groups' essays. She chose the best essay, typed it and printed (see appendix D). The essay is discussed and analyzed with all the students as a sample of the essay type being taught to students. This is considered to be a sort of praise and reward to the chosen group efforts' in writing the essay. At the same time, it is considered to be a kind of reinforcement, that is to say, a motivating factor to the other groups to do their best in order to write better essays.

4.5 Control Group

The traditional technique method of teaching is used with the control group. Using the traditional method, the students of the control group tend to work on the writing assignment individually. At the end of the session each student turned in his/her proper production. Within the control group, the teacher presents the topic and provides necessary instructions.

4.6 Description and Analysis of the Treatment Period

The present study lasts six weeks in the first academic semester of the study year 2017/2018 with third year students. The first group was exposed to cooperative learning teaching method, while the second group received traditional instruction.

The program directed to third year students at the level of the English department aimed at making students able to write effective communicative essays. Third year students' curriculum suggests four types of essay organization which are exemplification essay, cause and effect essay, comparison and contrast essay, and argumentative essay. In spite of the fact

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that third year students dealt with these forms previously in their second year instruction, still there were some students who failed to write coherent effective essays.

4.7 Description and Analysis of the Experimental Group Pre-test Assignment

The pre-test assignment was used at the beginning of the semester, that is to say before being exhibited to any sort of instruction. This entry test is used to stand on the students' current level in writing. Students were asked to write an essay on the following topic: explain the causes of the delinquency of the Algerian youth. The marks gained by the students in this test are going to be presented in terms of table. Students entry writings were analyzed quantitatively and qualitatively. The pre-test is used as a reference after instruction to measure whether the treatment was effective or not.

Table 22: The Marks Gained by Students in the Pre-test Assignment.

Students	Pre-test marks
01	08
02	12
03	11
04	07
05	09
06	13
07	10
08	10
09	08
10	10
11	15
12	09

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13	07
14	08
15	10
16	10
17	14
18	08
19	07
20	08
21	09
22	10
23	08
24	07
25	09
26	07

As presented in the table, the students' marks gained in the pre-test assignment rate from seven (07) to fifteen (15); that is to say, students' level can be classified into three main classes; low performers, average performers, and high performers. The table clearly displayed that more than half of the participants' marks in the entry test were below average. Their marks range from 07 to 09 points. The number of students who get average marks was eight (08). Their marks range from ten (10) to twelve pts (12). To finish with, the number of participants who get fairly good marks were three (03). Their marks vary from thirteen (13) to fifteen pts (15).

4-8 Quantitative and Qualitative Observation of the Experimental Group Pre-test**Assignment.****4.8.1 Quantitative Observation of the Pre-test Assignment***Table 23: The Experimental Group Quantitative Observational Grid of the Pre-test Assignment.*

Students	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
01	15	11	14	40	195	20.51
02	06	06	06	18	232	7.76
03	08	07	08	23	197	11.68
04	17	15	15	47	158	29.75
05	10	12	17	39	169	23.08
06	04	05	03	12	199	6.03
07	10	12	09	31	210	14.76
08	09	11	09	29	177	16.38
09	12	14	11	37	186	19.89
10	08	13	19	40	243	16.46
11	01	02	00	03	226	1.33
12	16	12	15	43	297	14.48
13	21	17	14	52	349	14.90
14	15	13	12	40	299	13.38
15	08	09	10	27	253	10.67
16	07	13	12	32	273	11.72
17	02	03	03	08	323	2.48
18	12	11	13	36	317	11.36
19	19	14	16	49	307	15.96

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20	10	15	11	36	196	18.37
21	08	15	12	35	221	15.84
22	09	10	10	29	265	10.94
23	12	16	12	40	246	16.26
24	22	17	11	50	217	23.04
25	18	09	10	37	236	15.68
26	20	13	15	48	186	25.81
Total	299	295	287			
Percentage	4.84	4.76	4.65	881	6177	14.26

Concerning the experimental group pre-test assignment, students get the highest percentage of mistakes in spelling, since they have 4.84% of spelling mistakes followed by 4.76% in punctuation and capitalization, and finally 4.65% of grammar mistakes. As indicated in the previous table, more than half of the students get a percentage rate of mistakes above ten. The students average rate of mistakes is estimated by 14.26%.

4.8.2 Qualitative Observation of the Pre-test Assignment

Table 24: The Experimental Group Qualitative Observational Grid of the Pre -test Assignment.

Students	Vocabulary	Organization	Content
01	B	B	B
02	A	A	A
03	A	A	A
04	B	B	B
05	B	B	B

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06	A	G	G						
07	A	A	A						
08	A	A	A						
09	B	B	B						
10	A	A	A						
11	G	G	G						
12	B	B	B						
13	B	B	B						
14	B	B	B						
15	A	A	A						
16	A	A	A						
17	G	G	G						
18	B	B	B						
19	B	B	B						
20	B	B	B						
21	B	B	B						
22	A	A	A						
23	B	B	B						
24	B	B	B						
25	B	B	B						
26	B	B	B						
G: good	G	02	7.69%	G	03	11.54%	G	03	11.54%
A: average	A	09	34.62%	A	08	33.33%	A	08	33.33%
B: bad	B	16	61.54%	B	15	57.69%	B	15	57.69%

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The results gained in the entry test regarding the qualitative measures show that more than half of the students obtained poor vocabulary and bad word choice (61.54%), 34.62% of them have average vocabulary, against 7.69% of students who gained good word choice. Concerning organization 57.69% of students resulted in bad organization, 33.33% have average organization; whereas, only 11.54% of students gained good organization. As far as content is concerned, 57.69% of students have bad content, 33.33% average, and only 11.54% of students gained good content.

4.9 Description and Analysis of the Treatment Period

4.9.1 Experimental Group

The experimental group is composed from twenty-six (26) students divided into seven (7) fixed cooperative groups; five groups were composed from four students each, while the two other groups were composed of three students each. Every group is distinguished from the others through numbering. (Group1, Group 2...etc.).

The analysis of the treatment assignments involves an evaluation of the cooperative groups' writings in terms of spelling, grammar, punctuation and capitalization, besides vocabulary (word choice), organization and content. This analysis aims to detect whether improvements took place from one work to another. Thus, in this analysis, the number of mistakes in spelling, grammar, capitalization and punctuation made by each cooperative group were counted as well as the number of words in every production (essay). Finally, the percentage of mistakes made by each group is figured out relying on the number of words used in every composition.

Organization, content, and vocabulary regarding students' writings cannot be evaluated using the number of mistakes per essay, hence, students' essays were measured and assessed

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through giving values of "Good", "Average" and "Bad»; average is used for neither good nor bad, that is to say, it is used to describe an acceptable usual level.

The following tables will clearly exhibit the results of each group in the treatment period. They are to examine the grammar mistakes, spelling mistakes, punctuation and capitalization mistakes regarding the essays they went through during the period of experiment in what is known by quantitative observation. Hence, the tables consider the qualitative observation aspect of the cooperative groups essays presented in three major elements which are organization, content and vocabulary (word choice).

Essay 01:

Table 25: The Experimental Group Quantitative Observational Grid of the First Essay.

Cooperative groups	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
Group 1	13	09	12	34	219	15.53
Group 2	12	11	13	36	287	12.54
Group 3	08	08	12	28	195	14.36
Group 4	17	15	15	47	344	13.66
Group 5	15	14	18	47	260	18.08
Group 6	04	08	08	20	168	11.90
Group 7	03	10	10	23	155	14.84
Total	72	75	88			
Percentage %	4.42	4.61	5.40	235	1628	14.43

Regarding the cooperative groups' first essay as it is shown in the above table, students in the Exp. G have 4.42 % (62) spelling mistakes in comparison with the number of words.

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Also, as the table displayed, students have 4.61 % (75) mistakes concerning punctuation and capitalization, and 5.40% (88) mistakes in grammar. In this regard, we deduce that the students' mastery of the basic mechanics of writing is not that much good. On this basis, EFL students need to develop and enhance their mastery of the aforementioned quantitative measures of the writing skill.

The following table represents a qualitative evaluation of the cooperative groups' writings in terms of vocabulary, organization, and content.

Table 26: The Experimental Group Qualitative Observational Grid of the First Essay.

Cooperative groups	Vocabulary			Organization			Content		
Group 1	B			A			A		
Group 2	B			B			B		
Group 3	B			B			B		
Group 4	A			B			B		
Group 5	B			B			A		
Group 6	B			G			B		
Group 7	G			B			G		
Total	G	01	14.29	G	01	14.29	G	01	14.29
G: Good	A	01	14.29	A	01	14.29	A	02	28.57
A: Average	B	05	71.42	B	05	71.42	B	04	57.14
B: Bad									

In writing essays, organization is as important as the content and word choice. Respectively, the qualitative observation of the cooperative groups' first production as it is shown in the table, implies that more than half of the participant groups 71.42% (5 groups)

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have poor vocabulary, they fail to choose the right words in the right place, 14,29% of groups get average vocabulary choice, while 14.29% of groups were really able to choose words that best serve their essays. Concerning essay organization five groups in the experimental group fail to organize their writings in accordance with the right academic forms. One group of the population exhibited an average level, against 14.29 % who displayed a fairly good organization. Regarding content 57.14% of groups show a bad content, 28.57% gain average content (two groups), just one group was able to produce good content. From here it is deduced that the students' qualitative level in the experimental group is not good. EFL students faced different problems in choosing the appropriate vocabulary, in organizing their essays, and finally, in developing their ideas. They do not fully cover the assigned topic and most of the time their ideas sound irrelevant to the topic.

Essay 02:

Table 27: The Experimental Group Quantitative Observational Grid of the Second Essay.

Groups	Spelling Mistakes	PUNC & CAP Mistakes	Grammar Mistakes	Number of mistakes	Number of words	percentage of mistakes %
Group 1	11	04	11	26	322	8.07
Group 2	09	10	12	31	192	16.14
Group 3	15	07	08	30	189	15.87
Group 4	13	06	14	33	215	15.34
Group 5	10	09	16	35	387	9.04
Group 6	03	05	07	15	169	8.87
Group 7	02	06	09	17	277	6.13
Total	63	47	77	187	1751	10.68
Percentage %	3.60	2.68	4.40			

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For the cooperative groups' second work in the treatment period, students in the Exp. G made 3.60% of spelling mistakes, 2.68% in punctuation and capitalization, and 4.40% mistakes in grammar, when we compare the results obtained in this essay with those of the group's first essay, we notice that there is a slight improvement concerning the aforementioned quantitative measures. Statistically the cooperative groups' mistakes in spelling decreased by 0.82%, in punctuation and capitalization by 1.93%, and finally by 1% regarding grammar.

Table 28: The Experimental Group Qualitative Observational Grid of the Second Essay.

Cooperative Groups	Vocabulary			Organization			Content		
	Group 1	B			A			B	
Group 2	A			B			A		
Group 3	G			A			G		
Group 4	B			B			A		
Group 5	B			G			A		
Group 6	A			B			B		
Group 7	B			B			B		
Total	G	1	14.29	G	1	14.29	G	1	14.29
B: Bad	A	2	28.57	A	2	28.57	A	3	42.85
A: Average	B	4	57.14	B	4	57.14	B	3	42.85
G: Good									

Comparing the qualitative measures of the groups' in this work with those in the first one; we find that four groups have bad vocabulary choice, and two groups have average vocabulary, while only one group enjoys good word choice. The same results were obtained in the organization measure. Concerning content 42.85% of groups displayed bad content similarly to the percentage of groups who gained average content, against 14.29% who

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enjoyed good content. To make the difference clear the two works are going to be compared using percentages. In vocabulary the percentage of groups who have average vocabulary increase by 14.29%, while the percentage of those who have poor vocabulary and bad choice of words decreased by 14.29%, while the percentage of students who enjoy good vocabulary remains the same.

Accordingly, it is noticed that there is not a significant improvement concerning the groups writing level from essay one to essay two. However, we can say that it is the starting point towards a better writing. Since it is right now that students really start to understand what it is cooperative writing.

Essay 03:

Table 29: The Experimental Group Quantitative Observational Grid of the Third Essay.

Cooperative groups	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
Group 1	06	08	09	23	362	6.35
Group 2	05	04	12	21	249	8.43
Group 3	10	05	07	22	283	7.77
Group 4	12	09	08	29	298	9.73
Group 5	06	04	11	21	390	5.38
Group 6	09	07	10	26	277	9.39
Group 7	05	03	07	15	325	4.62
Total	53	40	64			
Percentage %	2.93	2.43	1.83	157	2184	7.18

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In the cooperative groups' third essay, students' mistakes were decreased by 0.67% in spelling, 0.25% in punctuation and capitalization, and 2.57% regarding grammar. Accordingly, it can be noticed that there is an improvement in the aforementioned quantitative measures, with a significant enhancement at the level of the grammar aspect. Thus, the results obtained from this essay are said to be better than those obtained in the groups' previous writings.

Table 30: The Experimental Group Qualitative Observational Grid of the Third Essay.

Cooperative groups	Vocabulary			Organization			Content		
	Grade	Number	Percentage	Grade	Number	Percentage	Grade	Number	Percentage
Group 1	G			A			G		
Group 2	G			A			G		
Group 3	A			A			G		
Group 4	A			B			A		
Group 5	B			G			A		
Group 6	A			A			A		
Group 7	A			G			B		
Total	G	02	28.57	G	02	28.57	G	03	42.86
B: Bad	A	04	57.14	A	04	57.14	A	03	42.86
A: Average	B	01	14.29	B	01	14.29	B	01	14.29
G: Good									

Concerning vocabulary, organization, and content, there are remarkable improvements. In vocabulary the percentage of the groups who get average word choice enlarged by 28.57% along with a decrease in the number of the groups who obtained bad vocabulary estimated by a percentage of 42.86%. The same results gained in vocabulary were obtained in organization. In content, there is an increase in the percentage of good content (28.57%), and a reduction in the number of the groups who show bad content estimated by 28.57%.

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In this third essay, it can be clearly noticed that the Exp. G students' level in writing is developed from an essay to another due to the fact that students of every group get familiar with each other, they communicate their ideas freely. This can be remarked from the number of words per work, since the number of essays' words is increased in comparison with the first essay. In contrast, the number of mistakes is continuously decreasing from an essay to another.

Essay 04:

Table 31: The Experimental Group Quantitative Observational Grid of the Fourth Essay.

Cooperative groups	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
Group 1	04	05	07	16	415	3.86
Group 2	06	05	09	20	307	6.51
Group 3	03	02	05	10	260	3.85
Group 4	08	08	07	23	387	5.94
Group 5	09	04	08	21	405	5.19
Group 6	04	07	07	18	292	6.16
Group 7	01	00	06	07	349	2.005
Total	35	31	49			
Percentage %	1.45	1.28	2.03	115	2415	4.76

As it is indicated in table, there is a decrease in the number of mistakes in relation to the used measures which are spelling, punctuation and capitalization, besides grammar. It can be remarked that there is an average reduction of mistakes. In spelling, mistakes are decreased by 0.90%. In punctuation and capitalization there is a reduction estimated by 0.98%, however, in grammar there is a decrease in mistakes by 0.55%.

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Table 32: The Experimental Group Qualitative Observational Grid of the Fourth Essay.

Cooperative groups	vocabulary			Organization			Content		
Group 1	G			G			G		
Group 2	G			G			G		
Group 3	A			G			G		
Group 4	G			A			G		
Group 5	G			G			A		
Group 6	A			A			G		
Group 7	A			G			G		
Total	G	04	57.14%	G	05	71.43%	G	06	85.71%
B: Bad	A	03	42.86%	A	02	28.57%	A	01	14.29%
A: Average	B	00	00%	B	00	00%	B	00	00%
G: Good									

The qualitative observation of essay four implies that there exists significant improvements in vocabulary, organization, and content. The percentage of groups who gained good vocabulary increased by 28.57%, in contrast to the percentage of groups who gained average vocabulary with a decrease of 14.29%, against 00% of students who show bad vocabulary. Furthermore, there is a considerable development in regard to the groups essay organization. The number of groups who show good essay organization is estimated by six groups out of seven. Thus, only one group exhibits average essay organization. The fourth essay content is said to be better than the group's first, second, and third essays. They expose good, well developed ideas. Also, they expose a systematic study of the topic. From here, we can say that the groups' achievement in their works is in a continuous development.

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The cooperative groups' gained results are due to the fact that students have more room for interacting with each other, negotiating meaning, besides exchanging and discussing their proper ideas and thoughts. An all important element to be mentioned here is the fact that cooperative groups' received verbal feedback from the teacher during their cooperative work to encourage them. The teacher affords students printed and discussed with the whole class. When we say the groups' best essay, this means at the level of both quantitative and qualitative measures. That is to say, spelling, punctuation and capitalization, and grammar mistakes, in addition to good quality; good word choice, good organization, besides good content and style.

Essay 05:

Table 33: The Experimental Group Quantitative Observational Grid of the Fifth Essay.

Cooperative groups	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
Group 1	02	04	04	10	370	2.70
Group 2	04	03	06	13	289	4.50
Group 3	00	02	02	04	265	1.51
Group 4	01	06	03	10	309	3.24
Group 5	05	05	07	17	402	4.23
Group 6	06	04	05	15	317	4.73
Group 7	03	04	05	12	297	4.04
Total	21	28	32			
Percentage %	0.93	1.24	1.42	81	2249	3.60

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In the treatment period fifth essay, the cooperative groups of the Exp. G ted continue to show their improvements through their writings, by the clear reduction of mistakes regarding the quantitative measures. Statistically, and in terms of numbers. There is an improvement estimated by 0.61% in spelling, 0.93% in punctuation and capitalization, whereas, there is a slight reduction of mistakes in grammar with an estimated percentage of 0.04%.

Table 34: The Experimental Group Qualitative Observational Grid of the Fifth Essay.

Cooperative groups	vocabulary			Organization			Content		
Group 1	G			G			G		
Group 2	G			G			G		
Group 3	G			G			G		
Group 4	A			G			A		
Group 5	G			A			G		
Group 6	A			G			G		
Group 7	G			G			G		
Total	G	05	71.43%	G	06	85.71%	G	06	85.71%
B: Bad	A	02	28.57%	A	01	14.29%	A	01	14.29%
A: Average	B	00	00%	B	00	00%	B	00	00%
G: Good									

In the groups' fifth essay; the essay before last. It can be observed that there is a considerable improvement in the students' performance in the three qualitative aspects of writing. 14.29% is the percentage of development in students' word choice; which is considered to be a slight difference. The same percentage is obtained in organization. There exists no difference from essay four to essay five regarding content. Thus, it is remarked that there is a stable improvement in the groups mechanics of writing.

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Essay 06:

Table 35: The Experimental Group Quantitative Observational Grid of the Last Essay.

Cooperative groups	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
Group 1	03	02	05	10	318	3.14
Group 2	02	09	04	15	395	3.80
Group 3	00	02	03	05	199	2.51
Group 4	01	06	04	11	227	4.85
Group 5	04	02	05	11	297	3.70
Group 6	03	01	04	08	318	2.52
Group 7	01	00	03	04	349	1.15
Total	14	22	29			
Percentage %	0.67	1.05	1.38	65	2103	3.09

In the cooperative groups' last essay in the treatment period, there exist a slight improvement at the level of spelling, punctuation and capitalization, and grammar. The gained results are respectively 0.04%, 0.26%, and 0.19%. The findings are clearly displayed in table 36.

Table36: The Experimental Group Qualitative Observational Grid of the Last Essay.

Cooperative groups	vocabulary			Organization			Content		
Group 1	G			G			G		
Group 2	G			G			G		
Group 3	G			G			G		
Group 4	G			G			G		
Group 5	A			G			G		
Group 6	G			G			A		
Group 7	G			G			G		
Total	G	06	85.71%	G	07	100%	G	06	85.71%
B: Bad	A	01	14.29%	A	00	00%	A	01	14.29%
A: Average	B	00	00%	B	00	00%	B	00	00%
G: Good									

4.9.2 The Control Group

The Control Group Pre-test Marks

Table 37: The Scores Gained by CG Students' in the Pre-test Assignment.

Students	Marks
Student 01	08
Student 02	09
Student 03	10
Student 04	09
Student 05	08
Student 06	08
Student 07	12

Student 08	10
Student 09	07
Student 10	07
Student 11	09
Student 12	07
Student 13	10
Student 14	13
Student 15	11
Student 16	09
Student 17	07
Student 18	14
Student 19	07
Student 20	10
Student 21	08
Student 22	07
Student 23	14
Student 24	13
Student 25	07

The table clearly displayed that more than half of the CG students' pre-test marks were below average (alike to their friends in Exp. G had in their pre-test assignment). Their marks range from seven (07) to nine (09) pts. Furthermore, the number of students who get average marks was six individuals. Their marks vary between ten (10) to twelve (12) pts. Finally, the number of students who gained quite good writings was four students; their marks range from thirteen (13) to fourteen (14) pts.

- **Quantitative Observation**

Table 38: The Quantitative Observation of the Control Group Pre-test Assignment.

Students	Spelling mistakes	Punc & cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
S 01	13	12	15	40	225	17.77
S 02	12	14	13	39	197	19.79
S 03	08	10	10	28	178	15.73
S 04	15	12	13	40	189	21.16
S 05	16	11	17	44	267	16.47
S 06	15	09	16	40	293	13.65
S 07	07	06	07	20	280	7.14
S 08	10	09	08	27	244	11.06
S 09	17	16	17	50	236	21.18
S 10	18	14	20	52	198	26.26
S 11	12	13	11	36	284	12.67
S 12	20	15	15	50	186	26.88
S 13	10	09	10	29	198	14.64
S 14	05	04	05	14	371	3.77
S 15	09	12	08	29	219	13.24
S 16	14	11	12	37	262	14.12
S 17	19	14	16	49	294	16.66
S 18	03	03	03	09	232	3.87
S 19	16	13	19	48	264	18.18
S 20	10	08	07	25	212	11.79
S 21	15	12	13	40	256	15.62

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S 22	16	13	13	42	312	13.46
S 23	02	02	02	06	347	1.72
S 24	04	03	04	11	227	4.84
S 25	15	16	17	48	284	16.90
Total	301	261	291	853	6255	13.64
Percentage	4.81	4.17	4.65			

In the control group pre-test assignment, students get the highest percentage of mistakes in spelling with a percentage of mistakes estimated by 4.81% followed by 4.65% of mistakes in grammar, and finishing with punctuation and capitalization with a percentage of 4.17%. The CG students' average rate of mistakes in the pre-test assignment is estimated by 13.64%.

Table 39: The Qualitative Observation of the CG Pre-test Assignment.

Students	Vocabulary	Organization	Content
S 01	B	B	B
S 02	B	B	B
S 03	A	A	A
S 04	B	B	B
S 05	B	B	B
S 06	B	B	B
S 07	A	A	A
S 08	A	A	A
S 09	B	B	B
S 10	B	B	B
S 11	B	B	B

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S 12	B			B			B		
S 13	A			A			A		
S 14	G			G			G		
S 15	A			A			A		
S 16	B			B			B		
S 17	B			B			B		
S 18	G			G			G		
S 19	B			B			B		
S 20	A			A			A		
S 21	B			B			B		
S 22	B			B			B		
S 23	G			G			G		
S 24	G			G			G		
S 25	B			B			B		
Total	G	04	16%	G	04	16%	G	03	12%
G: good	A	06	24%	A	06	24%	A	07	28%
A: average	B	15	60%	B	15	60%	B	15	60%
B: bad									

The findings obtained in the pre-test assignment regarding the used qualitative measures show the fifteen students (60%) of the population obtained bad vocabulary, organization, and content. 24% of students gained average vocabulary and organization, while 16% of students gained good vocabulary and organization. Concerning content, 28% of students gained average content against 12% of students who gained good content.

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- Control Group

Essay 01

Table 40: The Control Group Quantitative Observational Grid of the First Essay.

Students	Spelling mistakes	Punc & Cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
S01	18	11	15	44	286	15.38
S 02	16	13	12	41	159	25.79
S 03	09	10	08	27	191	14.14
S 04	15	12	14	41	294	13.95
S 05	19	10	17	46	242	19.00
S 06	14	16	12	42	158	26.58
S 07	10	10	12	32	292	10.96
S 08	13	11	09	33	351	9.40
S 09	15	14	18	47	299	15.72
S 10	17	13	15	45	231	19.48
S 11	12	15	13	40	282	14.18
S 12	20	10	19	49	293	16.72
S 13	09	12	16	37	187	19.79
S 14	12	09	09	30	268	11.19
S 15	15	11	13	39	266	14.66
S 16	16	12	10	38	301	12.62
S 17	16	13	15	44	293	15.02
S 18	08	08	07	23	323	7.12
S 19	19	14	13	46	255	18.04
S 20	15	12	10	37	226	16.37

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S 21	17	11	12	40	197	20.30
S 22	16	13	15	44	176	25
S 23	08	10	07	25	275	9.09
S 24	09	10	09	28	317	8.83
S 25	17	11	15	43	294	14.63
Total	355	291	315	961	2456	14.86
Percentage%	5.50	4.51	4.88			

Students of the control group get the highest percentage of mistakes in spelling. It is estimated by 5.50%. In grammar students obtained 4.88 % of mistakes, then 4.51% of mistakes in punctuation and capitalization. For the CG findings in their first essay, it is observed that the number of mistakes in spelling, punctuation and capitalization, and grammar is fairly higher than those obtained by the CG students in their entry test.

- **Qualitative Observation**

Table 41: The Control Group Qualitative Observational Grid of the First Essay.

Students	Vocabulary	Organization	Content
S 01	B	B	B
S 02	B	B	B
S 03	A	A	A
S 04	B	B	B
S 05	B	B	B
S 06	B	B	B
S 07	A	A	B
S 08	A	A	B
S 09	B	B	B

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S 10	B			B			B		
S 11	B			B			B		
S 12	B			B			B		
S 13	A			B			B		
S 14	B			G			A		
S 15	B			A			B		
S 16	B			B			B		
S 17	B			B			B		
S 18	G			G			A		
S 19	B			B			B		
S 20	B			B			B		
S 21	B			B			B		
S 22	B			B			B		
S 23	A			G			A		
S 24	A			G			A		
S 25	B			B			B		
Total	G	01	4%	G	04	16%	G	00	00%
G: good	A	06	24%	A	04	16%	A	05	20%
A: average	B	18	76%	B	17	68%	B	20	80%
B:bad									

Regarding the qualitative measures used in the study, 76% of CG students have poor vocabulary and bad word choice, against 24% who have average vocabulary, and only 4 % who have good vocabulary. In organization seventeen students obtained bad organization (68%), and 16% of students who get average organization similarly to those who have good organization. The last measure is content. In the latter, 80% of students obtained bad content,

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against 20% of students who get average content, and none of the students who get good content.

Essay 02

Table 42: The Control Group Quantitative Observational Grid of the Second Essay.

Students	Spelling mistakes	Punc & cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
S 01	16	09	12	37	196	18.88
S 02	14	15	13	42	327	12.84
S 03	08	11	12	31	216	14.35
S04	13	14	15	42	155	27.09
S 05	17	12	16	45	343	13.12
S 06	15	13	11	39	176	22.16
S 07	09	10	10	29	192	15.10
S 08	12	10	09	31	179	17.32
S 09	18	16	11	45	297	15.15
S 10	15	14	12	41	193	21.24
S 11	11	17	13	41	236	17.37
S 12	21	08	10	39	250	15.60
S 13	13	09	14	36	325	11.08
S 14	07	10	08	25	274	9.12
S 15	16	12	15	43	301	14.29
S 16	17	11	13	41	172	23.84
S 17	10	13	14	37	233	15.88
S 18	06	08	05	19	291	6.53
S 19	18	15	11	44	187	23.53

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S 20	13	11	09	33	182	18.13
S 21	19	14	10	43	344	12.50
S 22	15	12	14	41	214	19.16
S 23	05	09	06	20	189	10.58
S 24	11	10	09	30	206	14.56
S 25	19	10	14	43	252	17.06
Total	338	293	286	917	5930	15.46
Percentage	5.70	4.94	4.82			

When we compare the CG students' second work with the first one, we notice that the number of mistakes is decreased, whereas, the percentage of mistakes is increased in comparison with the number of words in all the essays collected together. That is, the number of mistakes tend to be higher compared with the number of words. There is an increase estimated by 0.20% in spelling and an increase of 0.43% in punctuation and capitalization. However, there is a slight improvement in grammar mistakes with a decrease of 0.06%.

- **Qualitative Observation**

Table 43: The Control Group Qualitative Observational Grid of the Second Essay.

Students	Vocabulary	Organization	Content
S 01	B	B	B
S 02	B	B	B
S 03	A	A	A
S 04	B	B	B
S 05	B	B	B
S 06	B	B	B
S 07	A	A	A

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S 08	A			A			A		
S 09	B			B			B		
S 10	B			B			B		
S 11	A			A			A		
S 12	B			B			BA		
S 13	A			A			A		
S 14	A			G			A		
S 15	A			A			A		
S 16	A			A			A		
S 17	B			B			B		
S 18	G			G			G		
S 19	B			B			B		
S 20	A			A			A		
S 21	B			B			B		
S 22	B			A			A		
S 23	G			G			A		
S 24	A			G			A		
S 25	B			B			B		
G: good	G	02	08%	G	04	16%	G	01	04%
A: average	A	10	40%	A	09	36%	A	12	48%
B: bad	B	13	52%	B	12	48%	B	12	48%

Comparing the students' second work with the first one qualitatively, we find that there is a reduction in the number of students who get bad vocabulary, organization, and content. Regarding vocabulary, there is an increase in the number of students who get good vocabulary with a percentage of 4%, and an increase in the number of students who have

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average vocabulary with a percentage estimated by 16%, and for sure a decrease of 24% in students who have bad vocabulary. In organization, there is a 20% increase in the number of students who have average organization, with a stable percentage of students who get good organization (16%), and a decrease in the number of students who have bad organization (20%). As for content, only one student (4%) gets good content, against 48% of students who get average and bad content as well. From the obtained results, it is deduced that there exist a slight improvement at the level of the qualitative measures.

Essay 03:

- **Quantitative Observation**

Table 44: The Control Group Quantitative Observational Grid of the Third Essay.

Students	Spelling mistakes	Punc and cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes
S 01	14	08	13	35	264	13.26
S 02	12	14	14	40	343	11.66
S 03	09	10	12	31	197	15.74
S 04	10	13	14	37	276	13.41
S 05	16	10	14	40	286	13.99
S 06	13	16	12	41	309	13.27
S 07	07	09	10	26	198	13.13
S 08	10	10	08	28	221	12.67
S 09	16	13	12	41	353	11.61
S 10	13	12	11	36	217	16.59
S 11	12	10	14	36	173	20.81
S 12	15	15	13	43	345	12.46
S 13	14	11	14	39	221	17.65

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S 14	05	07	06	18	158	11.39
S 15	14	15	10	39	262	14.89
S 16	13	09	12	34	331	10.27
S 17	09	12	11	32	190	16.84
S 18	04	07	06	17	237	07.17
S 19	15	14	14	43	219	19.63
S 20	11	13	08	32	301	10.63
S 21	18	16	11	45	297	15.15
S 22	16	10	10	36	266	13.53
S 23	04	06	08	18	279	6.45
S 24	12	10	08	30	324	9.26
S 25	20	09	13	42	315	13.33
Total	302	279	278	859	6482	13.25
Percentage	4.66	4.30	4.29			

As far as the CG students' third essay is concerned, we notice an improvement in all the quantitative measures. 1.04%, 0.28%, and 0.53% is the rate of improvements in spelling, punctuation and capitalization, and grammar respectively. Thus, it is observed that students' level is somehow improved than in the previous two essays.

- **Qualitative Observation**

Table 45: The Control Group Qualitative Observational Grid of the Third Essay.

Students	Vocabulary	Organization	Content
S 01	B	B	B
S 02	A	A	A
S 03	A	A	A

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S 04	A	A	A
S 05	B	B	B
S 06	B	B	B
S 07	G	G	G
S 08	A	A	A
S 09	B	A	B
S 10	B	A	B
S 11	A	A	A
S 12	B	B	B
S 13	A	A	A
S 14	G	G	G
S 15	A	A	A
S 16	A	A	A
S 17	B	B	B
S 18	G	G	G
S 19	B	B	B
S 20	A	A	A
S 21	B	B	B
S 22	B	B	B
S 23	G	G	G
S 24	G	G	G
S 25	B	B	B

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Total	G	05	20%	G	05	20%	G	05	20%
G: good	A	09	36%	A	11	44%	A	09	36%
A: average	B	11	44%	B	09	36%	B	11	44%
B: bad									

In the qualitative observation of the students' third essay, we remark that there exist a slight improvement in regard to the qualitative measures; vocabulary, organization, and content. As far as vocabulary is concerned and as the table displayed there is a decrease in the number of students who have poor vocabulary. It is estimated by 8%. 4% is the increase in the number of students who get average vocabulary, and 12% is the increase registered in the number of students who have good vocabulary. In organization, there is a decrease in the number of students who mis-organize their essays despite the fact that it was part of instruction in their second year syllabus. This reduction is estimated by 12%. 8% is the increase in the number of students who get average organization, and 4% is the increase in the number of CG students who enjoy good organization. As to content, there is a 4% decrease in the number of students who obtained bad content, 12% is the increase in the number of students who get average content, and finally, a 16% increase is registered in the number of students who have good content.

Accordingly, we observe that there is a development in the students' level of writing from the first to the third essay. However, it is undeniable that many students still struggling and encountering varied difficulties in their way towards proficiency in writing.

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Essay 04:

Table 46: The CG Quantitative Observational Grid of the Fourth Essay.

Sudents	Spelling mistakes	Punc & cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
S 01	13	06	09	28	231	12.12
S 02	15	13	11	39	314	12.42
S 03	10	11	08	29	208	13.94
S 04	18	15	12	45	272	16.54
S 05	20	14	10	44	248	17.74
S 06	14	16	13	43	351	12.25
S 07	05	08	04	17	288	5.90
S 08	16	15	14	45	257	17.51
S 09	15	13	11	39	356	10.95
S 10	06	09	07	22	291	7.56
S 11	14	10	12	36	241	14.94
S 12	17	15	14	46	177	25.99
S 13	15	11	09	35	253	13.83
S 14	07	10	08	25	264	9.46
S 15	12	10	11	33	297	11.11
S 16	15	12	10	37	231	16.02
S 17	06	09	06	21	307	6.84
S 18	06	10	09	25	273	9.16
S 19	10	13	12	35	319	10.97
S 20	17	15	15	47	309	15.21
S 21	19	13	10	42	295	14.24

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S 22	14	09	15	38	349	10.89
S 23	05	03	02	10	286	3.50
S 24	13	14	11	38	197	19.29
S 25	15	18	19	52	342	15.20
Total	317	292	262	871	6648	13.20
Percentage %	4.76	4.39	3.94			

The previous table exhibits that there exist no improvements at the level of both spelling and punctuation and capitalization. However, we registered an improvement at the level of students' grammar. Concerning spelling, punctuation and capitalization mistakes, there is an increase in the number of mistakes by 0.10% and 0.09% respectively. 0.35% is the percentage of mistakes reduction in relation to grammar.

- **Qualitative Observation**

Table 47: The CG Qualitative Observational Grid of the Fourth Essay.

Students	Vocabulary	Organization	Content
S 01	A	A	A
S 02	A	G	A
S 03	A	A	G
S 04	A	A	A
S 05	B	B	A
S 06	B	B	B
S 07	G	G	A
S 08	A	G	B

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S 09	G			G			G		
S 10	B			A			A		
S 11	A			A			A		
S 12	B			B			B		
S 13	A			A			B		
S 14	G			G			A		
S 15	A			A			A		
S 16	A			A			A		
S 17	B			B			B		
S 18	G			G			A		
S 19	B			A			A		
S 20	A			B			B		
S 21	B			B			A		
S 22	A			A			B		
S 23	G			G			A		
S 24	G			G			A		
S 25	B			B			B		
Total	G	06	24%	G	08	32%	G	02	08%
	A	11	44%	A	10	40%	A	15	60%
	B	08	32%	B	07	28%	B	08	32%

In the qualitative observation of the students' fourth work, we observe a fairly improvement compared to the third essay. In vocabulary, there is an improvement by 4% in the percentage of students who have good word choice, there is an 8% increase in the number of students who get average vocabulary, and a 12% decrease in the number of students who

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get bad vocabulary. In relation to organization there is a 12% increase in the number of students who get good organization, a 4% decrease in the number of students who have average organization, and a 4% decrease in the number of students who have average organization, and an 8% decrease in the number of students who have bad organization. For content, there is a 12% decrease in the number of students who have good content, a 24% improvement in the number of students who get average content, and a 12% in the number of students who have bad content.

Essay 05:

- **Quantitative Observation**

Table 48: The CG Quantitative Observational Grid of the Fifth Essay.

Students	Spelling mistakes	Punc & cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes %
S 01	11	07	06	24	280	8.57
S 02	14	12	12	38	264	14.39
S 03	09	12	13	34	310	10.96
S 04	15	13	14	42	267	15.73
S 05	13	11	15	39	187	20.85
S 06	16	12	10	38	316	12.02
S 07	03	06	05	14	262	5.34
S 08	13	10	15	38	321	11.83
S 09	11	14	12	37	295	12.54
S 10	07	08	10	25	381	6.56
S 11	09	07	15	31	191	16.23
S 12	15	13	10	38	325	11.69
S 13	10	12	08	30	209	14.35
S 14	05	11	10	26	183	14.20
S 15	09	12	12	33	376	8.77
S 16	17	10	13	40	341	11.73

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S 17	04	08	07	19	275	6.90
S 18	05	07	12	24	290	8.27
S 19	15	11	13	39	319	12.22
S 20	13	12	14	39	290	13.44
S 21	16	12	11	39	372	10.48
S 22	15	10	14	39	315	12.38
S 23	03	02	02	07	263	2.66
S 24	10	13	09	32	196	16.32
S 25	12	14	13	39	277	14.07
Total	270	259	275	804	7714	10.42
Percentage %	3.50	3.35	3.56			

In the control group fifth essay, the performance of individuals is in a continuous improvement. It is somehow better than the previous essays. The students' mistakes were reduced in spelling by 1.26%, in punctuation and capitalization by 1.04, and in grammar by 0.38%. This results are said to be the best, since in this essay the experimenter registered the highest rate of improvements in comparison with the enhancements in the students' previous writings.

Table 49: The CG Qualitative Observational Grid of the Fifth Essay.

Students	Vocabulary	Organization	Content
S 01	A	G	A
S 02	A	G	A
S 03	A	A	A
S 04	B	B	B
S 05	B	B	B
S 06	B	B	B

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S 07	G			G			G		
S 08	A			G			A		
S 09	G			G			A		
S 10	A			G			A		
S 11	A			A			A		
S 12	A			A			A		
S 13	A			A			A		
S 14	G			G			A		
S 15	A			A			A		
S 16	B			B			B		
S 17	G			G			A		
S 18	G			G			A		
S 19	A			A			B		
S 20	B			A			B		
S 21	A			A			B		
S 22	A			A			B		
S 23	G			G			G		
S 24	G			G			G		
S 25	A			A			B		
G: Good	G	07	28%	G	11	44%	G	03	12%
A: Average	A	13	52%	A	10	40%	A	13	52%
B: Bad	B	05	20%	B	04	16%	B	09	36%

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As far as the qualitative measures are concerned, the students' performance is improved in this aspects. The percentage of students who succeed in their choice of words is increased by 4%, 8% is the rate of increase in the number of students who gained average vocabulary, while 12% is the decrease in the number of students who have bad vocabulary. Regarding organization, there is a 12% in the number of students who are able to write and compose well organized essays. 12% is the percentage of reduction in the number of students who have bad organization; however, there is no improvements in the number of students who obtained average organization. In relation to content there is a 4% improvement in the number of students who get good content and rich writings. 8% is the decrease in the number of students who gained average content; whereas, 4% is the increase in the number of students who obtained bad vocabulary.

Essay 06:

Table 50: The CG Quantitative Observational Grid of the Last Essay.

Students	Spelling mistakes	Punc & cap mistakes	Grammar mistakes	Number of mistakes	Number of words	Percentage of mistakes
S 01	09	08	05	22	349	6.30
S 02	15	11	13	39	187	20.85
S 03	07	11	14	32	298	10.73
S 04	14	13	12	39	315	12.38
S 05	15	12	11	38	344	11.04
S 06	14	10	13	37	316	11.70
S 07	02	04	06	12	291	4.12

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S 08	15	12	13	40	192	20.83
S 09	10	13	10	33	396	8.33
S 10	06	09	11	26	245	10.61
S 11	07	05	09	21	288	7.29
S 12	13	11	14	38	304	12.50
S 13	08	10	13	31	258	12.01
S 14	07	09	12	28	309	9.06
S 15	12	09	10	31	316	9.81
S 16	13	14	12	39	332	11.74
S 17	03	07	06	16	285	5.61
S 18	06	09	08	23	403	5.70
S 19	13	11	11	35	254	13.77
S 20	15	09	12	36	196	18.36
S 21	14	12	10	36	210	17.14
S 22	13	10	14	37	336	11.01
S 23	02	03	01	06	357	1.68
S 24	09	11	13	33	283	11.66
S 25	11	10	14	35	278	12.58
Total	253	243	267	763	7342	10.39
Percentage	3.45	3.31	3.64			

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In the CG last essay, the students' performance continues to be improved. There is an improvement in both spelling and punctuation and capitalization. Nevertheless, we register a slight increase in the percentage of grammar mistakes. There is a reduction in mistakes estimated by 0.05% and 0.04% respectively in spelling and punctuation and capitalization. 0.08% is the slight increase in the number of grammar mistakes.

Table 51: The CG Qualitative Observational Grid of the Last Essay.

Students	Vocabulary	Organization	Content
S 01	A	G	A
S 02	B	A	B
S 03	A	A	A
S 04	A	G	A
S 05	A	A	B
S 06	A	G	A
S 07	G	G	G
S 08	B	B	B
S 09	G	G	G
S 10	A	A	B
S 11	G	G	G
S 12	A	A	A
S 13	A	A	A
S 14	G	G	A
S 15	A	A	A
S 16	B	B	B
S 17	G	G	A
S 18	G	G	A

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S 19	A			G			A		
S 20	A			A			B		
S 21	A			G			A		
S 22	A			A			A		
S 23	G			G			G		
S 24	G			G			G		
S 25	A			A			B		
G	G	08	32%	G	13	52%	G	05	20%
A	A	14	56%	A	10	40%	A	13	52%
B	B	03	12%	B	02	08%	B	07	28%

Concerning the qualitative measures; vocabulary, organization, and content, we register a significant improvement in the students' qualitative measures. The number of students who have good vocabulary is increased by 4%, 4% also is the percentage of increase in the number of students who get average vocabulary, while 8% is the decrease in the number of students who obtained bad word choice. For organization, we register a significant improvement in the number of students who are able to write well organized essays and fairly good essays in terms of organization. 8% is the increase registered in the number of students who gained good essay organization. There is no improvement in the number of students who get average organization. 8% is the reduction registered in the number of students who obtained bad organization. Concerning content, there is an 8% improvement in the number of students who gained good content. There is no improvement in the number of students who obtained average content, that is to say, the number is stable. Finally, 8% is the decrease in the number of students who have bad vocabulary. Accordingly, the performance of students was in a continuous progress during the treatment period, since the students' performance was

improved from the first essay to the sixth (last) essay.

4.10 Discussion of the Results of the Cooperative Groups Writings

After the analysis of the experimental group's six written compositions in terms of the varied mistakes made in the different writing mechanics; spelling, punctuation and capitalization, and grammar. It is observed that the most frequently appearing mistakes in the cooperative groups' writings were in grammar. The percentage of mistakes in grammar ranges from 5.40% at the beginning of instruction to 1.38% at the end of instruction. In the second position, we find punctuation and capitalization mistakes which vary from 4.61% at the beginning to 1.05% at the end. Finally, the least made mistakes are in relation to students' spelling. It ranges from 4.42% to 0.67% of mistakes in regard to the whole number of words in the groups' essays.

The evaluation of the cooperative groups' writings in terms of vocabulary, organization, and content revealed that a considerable improvement is registered in groups' writings from the first to the last essays. From these three measures, organization is said to be the aspect that students were good in; since at the end of instruction the whole cooperative groups in the experimental group were able to gain good organization. Nevertheless, the groups' level in the other two measures was approximately the same.

All in all, the cooperative groups performance was in a continuous progress and improvements. The results gained in the groups last essay revealed that there exist a critical development in the students' writing ability from essay one to essay six.

4.11 Discussion of the Students' Writing Results in the C. G.

The analysis of the control group's six compositions in terms of the quantitative measures; spelling, punctuation and capitalization, and grammar are in opposition with the

experimental groups' results. The highest rate of mistakes regarding the CG works were registered in spelling. The proportion of spelling mistakes regarding the control group students range from 5.70% in the first work to 3.45 in the last work. In the second position, we find grammar mistakes which range from 4.88% to 3.64%. Finally, and in the last position come the punctuation and capitalization mistakes which range from 4.51% to 3.31%. Comparing the students' performance in their works, we notice that their performance was pendulous, that is to say sometimes the rate of improvements increases, other time it decreases.

When evaluating the participants' essays in relation to vocabulary, organization and content, we have noticed that there exists a considerable improvement in the students' writings as far as the aforementioned measures were concerned. Organization is said to be the qualitative measure the students were able to master. Since by the last essay the majority of participants were able to write well organized essays and fairly organized essays. The students' highest percentage of bad was obtained in vocabulary alike with content. However, by the end of instruction, the highest percentage of bad was obtained in content with a percentage estimated by 36%, against 12% in vocabulary, and only 8% in organization.

4.12 Comparing Exp. G and C. G. Progression from the First Essay to the Sixth Essay.

For the sake of knowing whether there is a critical difference between the experimental group and control group students in terms of improvements and developments in their compositions, a composition is made between the two. The students' progress made from the first essay to the last one in both exp. and control groups were compared concerning the six writing aspects taken in this study both quantitative; spelling, punctuation and capitalization, and grammar, and qualitative; vocabulary, organization, and content.

The tables below exhibit the students' results in the first and sixth essays.

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Table 52: A Comparison between the Exp. G and C. G. Progression in the Quantitative Aspects of Writing from the First to the Last Essay.

Groups		Mistakes spelling	Punc & cap mistakes	Grammar mistakes	Total
Experimental group	Essay n°1	4.42%	4.61%	5.40%	14.43%
	Essay n°6	1.38%	0.67%	1.05%	3.1%
	The difference	3.04%	3.94%	4.35%	11.33%
Control group	Essay n°1	5.50%	4.51%	4.88%	14.89%
	Essay n°6	3.45%	3.31%	3.64%	10.40%
	The difference	2.05%	1.2%	1.24%	4.49

Table 53: A Comparison between the Exp. G and the CG Progression in the Qualitative Aspects of Writing from the First to the Last Essay.

Groups			vocabulary	Organization	Content
Experimental group	Essay n°1	Good	14.29%	14.29%	14.29%
	Essay n°6		85.71%	100%	85.71%
	Essay n°1	Average	14.29%	14.29%	28.57%
	Essay n°6		14.29%	00%	14.29%
	Essay n°1	Bad	71.42%	71.42%	57.14%
	Essay n°6		00%	00%	00%
Control group	Essay n°1	Good	4%	16%	00%
	Essay n°6		32%	52%	20%

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	Essay n°1	Average	12%	16%	20%
	Essay n°6		56%	40%	52%
	Essay n°1	Bad	84%	68%	80%
	Essay n°6		12%	8%	28%

It is exhibited in the above table that the Exp. G students decrease their mistakes in quantitative measures from essay one to essay six. This reduction is estimated by 3.04% in spelling, 3.94% in punctuation and capitalization, and 4.35% in grammar; however, students in the CG reduce their mistakes by 2.05% in spelling, 1.20% in punctuation and capitalization, and 1.24% in grammar. Accordingly, both the experimental group and the control group have witnessed improvements and developments in their writing performance. Nevertheless, improvements which took place in the experimental group were considerably higher than those who took place in the control group. The gained results during the experimental period proved that the progression in the students' writing proficiency level is higher in the Exp. G than it is in the C. G for the total reduction of mistakes in the experimental group is estimated by 11.33%; whereas, in the control group, the total reduction of mistakes is only 4.49%.

With regard to the qualitative measures of both groups, there exists a significant improvement; however, similarly to the quantitative measures; the improvements in the experimental group are said to be higher than those in the control group. In vocabulary 85.71% of students enjoyed good word choice in the last essay against 14.29% of students who have rich vocabulary in the first essay. Thus, there is a 71.42% increase in the number of students who have good word choice. In organization, in the cooperative groups' last essay, all the groups were able to write well organized essays, against 14.29% of well-organized

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essays in the students' first work. So, an 85.71% improvement is registered in regard to organization from essay one to essay six. In content, 85.71% is the rate of students who gained good content in their last essay with an increase of 71.42% in the number of students who gained good content. In contrast in the CG, 32% is the percentage of students who get good word choice in the last essay, against only 4% in their first essay. In organization 52% is the percentage of students who well organized their sixth essay, against 16% of students who enjoy good organization in essay one. For content, 20% is the proportion of students who were able to write good essays in terms of content in their last work, against none (0%) of students who were able to write good essays in regard to content. Thus, there is a 28% ,36%, and 20% increase registered in the number of students who ensure good quality in their writings in vocabulary, organization and content respectively.

The above tables summarized the results obtained from the students' six compositions. They show that students of both experimental and control group exhibited improvements in the different mechanics of writing during the treatment period in general. The improvements were continuous; however, they said to be slower in the control group than in the experimental group.

4.13 Post Test

The participants in this study sat for a post-test exam. It is used to verify whether the treatment period was effective or not it took place after six weeks of cooperative learning instruction within the experimental group. The students of both the experimental and control groups (N=51) were assigned to a post test in one hour and a half. The participants were asked to write an exemplification essay on the following topic:

- In a five paragraph essay explain: how can students of university develop good study habits.

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From the obtained results, the experimenter will be able to know whether cooperative learning was efficient in boosting the students' writing abilities besides pushing them to be proficient writers.

After the participants sat for the post test, here comes the role of the experimenter. The latter needs to go through careful corrections of the students' productions. The results gained from the post test, will permit the experimenter to measure the extent to which the used teaching method was effective, in our case it is cooperative learning. Thus, for the sake of maintaining objectivity, the participants' writings were assessed using the analytical scoring. The latter involves the five elements of writing; vocabulary, organization, content, language use and mechanics. The students' writing productions were scored on twenty points; these points were equally divided on the five components of writing, that is to say, each language aspect is scored out of four points. The four points scale ranges as follows:

- One point → very poor.
- Two points → poor to fair.
- Three points → average to good.
- Four points represents the full mark i.e very good to excellent.

4.14 Data Presentation

The used data for computation were based on the marks gained by participants in their posttest. Both Exp.G and C. G were concerned. In this phase the researcher analyzed the data of each group and computed the means, the standard deviation and the difference of means.

The following table exhibits the results gained by the Exp. G and the C. G in the post test assignment (see appendix E).

Table 54: Students' Results in the Post Test Assignment.

N	Exp. Group		C Group	
	X ₁	X ₁ ²	X ₂	X ₂ ²
01	12	144	10.50	110.25
02	14.50	210.25	11	121
03	13	169	12	144
04	09	81	10	100
05	12	144	11.50	132.25
06	15	225	10	100
07	13.50	182.25	13	169
08	13	169	10.50	110.25
09	12	144	07	49
10	13	169	09	81
11	13.50	182.25	10	100
12	12	144	08.50	72.25
13	09.50	90.25	11.50	132.25
14	12	144	14	196
15	13	169	12.50	156.25
16	12.50	156.25	10.50	110.25
17	15	225	09	81
18	10.50	110.25	15	225
19	11.50	132.25	09.50	90.25
20	11.50	132.25	11	121
21	11	121	10.50	110.25
22	14.50	210.25	11	121
23	11.50	132.25	14.50	210.25

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24	12	144	14	196
25	13.50	182.25	09	81
26	12	144		

To clearly show the differences between the experimental and control groups in terms of their writing performance in the assigned posttest, the researcher opted for a comparison between the Exp. G and the CG concerning the five aspects of writing. The used comparison is based on the previously mentioned scale composed from four ratings which are 4,3,2, and 1 point, where 4 represents the full mark in each language aspect. The comparison is presented in form of tabulation

Organization

In writing essays, organization is said to be as important as content. On this basis students gave their attention to organization and do their best to write well-organized essays. Thus, the detailed analysis of the students' posttest assignment in terms of organization aspect demonstrated that the level of participants in organization is good. Organization get the first highest score in both Exp. and control groups. The posttest descriptive data in terms of organization were transformed in the following table:

Table 55: Exp. G and CG Post-test Descriptive Data in Relation to Organization.

Organization					
Exp. G			CG		
Scores gained	Number of students	Percentage %	Scores gained	Number of students	Percentage %
4	02	7.69	4	01	4
3	14	53.85	3	11	44
2	10	38.46	2	12	48
1	00	0	1	01	4

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As shown in the above table, the range of marks in the Exp. G is divided between 4,3 and 2. 7.69% of students gained the full mark i.e 4 pts out of 4, while 53.38% of students get 3 out of 4, against 38.46% of students who get 2 pts out of 4. Concerning the CG their scores were distributed on the four ratings. 4% of students obtained 4 pts out of 4, 44% of students obtained 3 pts, 48% of students get 2 pts, while only one student got one mark. From the obtained results in organization, it is deduced that the majority of students in the Exp. G gained a good level in it; students were able to write well organized essays; however, the students in the CG enjoy an average to fairly good level in terms of organization..

Content

Content is all important in writing; it is to the core of it. Students need to be relevant and in topic to score well in regard to this language aspect. The gained results from the analysis revealed that the participants in both the Exp. and control groups were able to write content relevant and related to the administered topic. Content get the second highest score in both Exp. G and CG. The students' scores with regard to content were summarized in details in the table below.

Table 56: Exp. G and CG Post-test Descriptive Data in Relation to Content.

Content					
Exp. G			C. G		
Scores gained	Number of students	Percentage %	Scores gained	Number of students	Percentage %
4	02	7.69	4	1	4
3	11	42.31	3	08	32
2	12	46.15	2	14	56
1	01	3.85	1	2	8

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As indicated in the above table, there existed a slight difference in the participants' performance in content in both Exp. and control groups. Scores in both groups are divided on the four ratings. In the Exp. G, 7.69% is the percentage registered concerning the number of students who score 4 out of 4, against 4% of students who score 4 pts in the CG. The majority of the Exp. G students get 3 pts (42.31%); against 32% of students in the CG. 12 students in the Exp. G get 2 pts against 14 students in the CG. The percentage of students who score one point in content in the Exp. G is estimated by 3.65%, against 8% of students in the CG.

Vocabulary

Table 57: Exp. G and CG Post-test Descriptive Data in Relation to Vocabulary.

Vocabulary					
Exp. G			C. G		
Scores gained	Number of students	Percentage %	Scores gained	Number of students	Percentage %
04	None	0	04	None	0
03	10	42.31	03	04	16
02	16	57.69	02	16	64
01	None	0	01	05	20

As far as vocabulary is concerned, there existed a significant difference between the performance of Exp. G and CG. Vocabulary is the third highest score in the Exp. and CG. In the Exp. G the students' scores in vocabulary were divided between 3 Pts and 2 Pts. That is none of the students score 4 and 1. 34.62% of students scored 3 pts, and 65.38% of students scored 2. In regard to the CG, the participants scores were divided on the last three ratings that is to say 3,2, and 1pts. Four students (16%) obtained three marks in vocabulary. 68% is the percentage of students who get 2 pts. Finally, 16% of students get only 1 pt in the vocabulary aspect.

Language use

Table 58: Exp. G and CG Post-test Descriptive Data in Relation to Language Use.

Language Use					
Exp. G			CG		
Scores gained	Number of students	Percentage %	Scores gained	Number of students	Percentage %
4	None	0	4	None	0
3	09	34.62	3	04	16
2	17	65.38	2	17	68
1	None	0	1	04	16

In the use of language, students' scores ranged between 3 and 2 in the Exp. G and between 3 and 1 in the CG. Nevertheless, none of the groups get a full mark in this aspect similarly to vocabulary in which students fail to get 4 out of 4. The results were clearly represented in the above table. In the Exp. G the percentage of students who scored 3 is estimated by 34.62%. 65.38% is the number of students who got 2 pts out of 4; however, none of the participants scored 4 or 1 in regard to language use. For the CG, 4 students (16%) scored 3 pts, the same rate of students scored 1 pt, against 68% of students who scored 2 pts

Mechanics

Table 59: Exp. G and CG Post-test Descriptive Data in Relation to Mechanics.

Mechanics					
Exp. G			C. G		
Scores gained	Number of students	Percentage %	Scores gained	Number of students	Percentage %
4	None	0	4	None	0
3	07	26.92	3	05	20

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2	17	65.38	2	15	60
1	02	7.69	1	05	20

Mechanics is that language aspect in which the performance of both groups said to be somehow poor compared to the previously analysed aspects; organization, content, vocabulary, and language use. However, the results gained by the experimental group were better than those obtained by the control group. As implied in the table, none of the Exp. G students succeeded to get 4 pts out of 4. 26.92% is the percentage of students who were able to get 3 marks in mechanics. 17 students (65.38%) of the Exp. G got 2 marks out of 4; whereas, two students (7.69%) got only one mark. For the CG, 20% of students got 3 pts, the same rate of students got 1 pt. out of 4; thus, more than half of the participants obtained 2 pts in regard to the mechanic's language aspect.

From the descriptive analysis of data, we can draw a conclusion that there exists a critical difference of achievement between the Exp. G and C groups. This difference in performance can be explained by the effectiveness and efficiency of the students' cooperation and the cooperative practices adopted by the teacher inside the classroom confines. Accordingly, the cooperative learning method implies positive effects on the participants' writing ability. The targeted students in this study develop their writing performance in general and in each writing aspect in isolation. Thus, it is deduced from the analysis that the improvements in the cooperative learning groups writing performance, absolutely lead to the improvements of individuals writing abilities.

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4.15 Computation of the T-test

For the sake of calculating the T-test value, the following computation formula was used:

$$T_{N_1+N_2} = \frac{(\bar{X}_1 - \bar{X}_2) + \sqrt{(N_1 + N_2 + 2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1N_2)}}$$

Where:

\bar{X}_1 = the mean of the experimental group.

\bar{X}_2 = the mean of the control group.

N_1 = the number of participants in the experimental groups.

N_2 = the number of students in the control group.

S_1^2 = the variance of the experimental groups.

S_2^2 = the variance of the control groups.

All these elements were previously calculated, so through making substitution in the aforementioned formula used to compute the t-test value, we found:

$$T_{26+25-2} = \frac{(12,40 - 11) + \sqrt{(26+25-2)26 \times 25}}{\sqrt{(26 \times 2,27 + 25 \times 3,78)(26+25)}}$$

$$T_{49} = \frac{1,40 + \sqrt{31850}}{\sqrt{7522,48}}$$

$$T_{49} = \frac{249,86}{86,73}$$

$$T_{49} = 2,88$$

Calculating the Degree of Freedom (df)

In order to find the value of the degree of freedom, we used the following formula:

$$Df = N_1 + N_2 - 2$$

$$Df = 26 + 25 - 2$$

$$Df = 49$$

The value of the degree of freedom is estimated by 49. This value is used to read the t-table so as to figure out the critical value of t.

The Critical Value of t in the t-table

In order to find the value of t, the researcher resort to the t-table to verify the t- value which matches with 49 degrees of freedom and a level of significance equals 0.05. In the t-table it is remarked that 49 degrees of freedom are absent. In this respect Dietz and Kalof (2009) report that:

Looking in the t table, the critical value for an alpha level of 0.05 and 48 degrees of freedom is not listed. But we have t values for 40 and 60 degrees of freedom. It is always better to be cautious and use a t for fewer degrees of freedom than we actually have. So, we will use the t value for an alpha of 0.05 and 40 degrees of freedom. (p. 352)

Consequently, the equivalent degrees of freedom to $df=49$ in the t-table is estimated by 40 degrees of freedom. The required t-value for the aforementioned degrees of freedom in a 0.05 level of significance is estimated by 2.021. Since our test is one-sided, the founded value need to be divided by 2 (Miller, 2005). As a result 1.010 is the critical t value which need to be compared to the computed value of t which is estimated by 2.88. The table below clearly indicates the critical value of t which is in agreement with our degrees of freedom:

<i>Level of significance</i>				<i>Level of significance</i>			
<i>Df</i>	.10	.05	.02	<i>Df</i>	.10	.05	.02
12	1.782	2.179	2.681	29	1.699	2.045	2.462
13	1.771	2.160	2.650	30	1.697	2.042	2.457
14	1.761	2.145	2.624				
15	1.753	2.131	2.602	40	1.684	2.021	2.423
				60	1.671	2.000	2.390
16	1.746	2.120	2.583	120	1.658	1.980	2.358
17	1.740	2.110	2.567		1.645	1.960	2.326

*for a *one-tailed* test the significance level should be divided by 2.

Table 60 : T-table (Miller, p.141)

The above table implies that the critical value of t with a one-tailed test, for a degree of freedom estimated by 49 and a level of significance equals 0.05 is 1.010. Comparing the critical t value with the calculated value of t, we find that $t = 2.88 > 1.010$. Thus, it is deduced that the null hypothesis is rejected in favour of the alternate hypothesis. As a result, it is meant that the LT model of cooperative learning impose an effect on EFL students' writing ability.

4.16 Interpretation and Discussion of the Results

The main aim of this study was to investigate the effect of integrating cooperative learning represented in the Learning Together model on EFL students writing skill. The study was based on a pre-test, treatment period, and a post-test assigned at the end of instruction. The pre-test was assigned at the beginning, that is, before starting cooperative learning instruction. After the pre-test the researcher used the treatment represented in cooperative

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learning instruction. It lasted for six weeks. Thus, just after the treatment period participants were sat for a posttest assignment. The latter was used for the sake of testing whether the independent variable which is cooperative practices have an effect on the dependent variable which is the opportunities for learning in EFL classes.

The results of the pre-test regarding both Exp. G and CG reflected that there existed no considerable difference between the two groups, that is, the students' level in both groups was almost equal with respect to their writing abilities. After the pre-test, the participants went through a treatment period in which they instructed using cooperative learning teaching method. After the treatment period a post-test took place.

The data analysis was carried out for the sake of testing the rightness of the drafted hypothesis. In order to scrutinize that; the researcher employed a T-test so as to draw statistical inferences regarding the collected data throughout this experimental study. The data analysis reflected that the mean of the experimental group's scores in the post-test was estimated by 12.40, it is said to be higher than that of the control group's which is valued by 11 with a mean difference estimated by 1.40. Thus, in order to ensure that this positive impact and difference in achievement between Exp. G and CG is due to the independent variable which is cooperative practices; the researcher went through a series of computations in which she calculated the means, variances, t and df of both Exp. and C groups.

On the basis of the data analysis findings, the researcher finds out that there existed a firm relationship between the used cooperative learning practices represented in the LT model and the students' performance in the writing skill. The students' significant progress in the five aspects of writing is translated in terms of tables which present the significance of difference between mean scores of both Exp. and C groups.

Organization

Table 61: Significance of Difference between Mean Scores of Exp. and C Groups Regarding their Achievement in Organization.

Group	N° of Students	Mean	SD	Mean difference
Experimental	26	2.77	0.48	0.25
Control	25	2.52	0.62	

The above table depicts that the mean score of the Exp. G in organization was 2.77; whereas, that of the CG is estimated by 2.52. The difference between the two means was 0.25. Thus, it is revealed that there was a valuable difference between the Exp. and C G in regard to organization.

Content

Table 62: Significance of Difference between Mean Scores of Exp. G and CG Regarding their Achievement in Content.

Group	N° of students	Mean	SD	Mean difference
Experimental	26	2.61	0.66	0.25
Contro	25	2.36	0.67	

Table 63 revealed that the mean score of Exp. G concerning content was 0.25 and that of the CG was 2.36. The mean difference regarding content is valued by 0.25. it is said to be a significant difference of achievement between the two groups.

Vocabulary

Table 63: Significance of Difference between Mean Scores of Exp. G and CG Regarding their Achievement in Vocabulary.

Group	N° of students	Mean	SD	Mean difference
Experimental	26	2.44	0.50	0.40
Control	25	2.04	0.60	

The above table illustrated that the mean of the Exp. G in vocabulary was 2.44, and in CG was 2.04. The mean difference in regard to vocabulary is estimated by 0.40. It is considered to be a considerable difference between the two means.

Language Use

Table 64: Significance of Difference between Mean Scores of Exp. G and CG Regarding their Achievement in Language Use.

Group	N° of Students	Mean	SD	Mean difference
Experimental	26	2.35	0.46	0.34
Control	25	2.01	0.60	

Table number 62 reflected that the mean score of the Exp. G in language use was 2.35, against 2.01 in the CG. The difference between the two means was 0.34. It is said to be a significant difference.

Mechanics

Table 65: Significance of Difference between Mean Scores of Exp. G and CG Regarding their Achievement in Mechanics.

Group	N ° of students	Mean	SD	Mean difference
Experimental	26	2.23	0.58	0.19
Control	25	2.04	0.62	

The above table showed that the mean score of Exp. G in mechanics was 2.23, and that of the CG was 2.04. The difference between the two means is estimated by 0.19.

Over all we can draw a conclusion that there existed a significant difference of performance and achievement between the Exp. G and the CG. This difference can be explained by the implementation of cooperative practices within the Exp. G. The gained results from the analysis fallen in favour of the researcher's set hypotheses and predictions. Thus, the post-test has clearly revealed that there was a great influence of cooperative groups on the successfulness of individuals' performance as far as writing is concerned. Furthermore, cooperative learning practices imply many benefits and advantages since it permits the participant members to express themselves freely, students' find it a motivating teaching method in which they express their ideas and thoughts and exchange information freely without being anxious. Thus, the benefits of cooperative practices exceed the learning outcomes towards communicative outcomes. That is, students create new relationships and friendships, which in turn lead to the establishment of a warm and encouraging environment which surely leads students to be involved and motivated in the process of writing, and make them able to share their ideas without being frightened and anxious regarding its correctness.

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Writing in cooperative groups can be compared to a circuit in which every group member thoughts and ideas complete that of their peers.

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Chapter Five: Summary, Recommendations and General Conclusion.

Introduction

From ancient times linguists and scholars developed different Teaching/ Learning approaches and methods in order to meet the current needs of learners/students. Students are in need to those methods which boost their learning outcomes. Thus, cooperative learning is a widely researched area in relation to teaching foreign languages. Researchers in the field such as Johnson and Johnson, Slavin and Kagan were digging deeply into this teaching approach which comprises many benefits. In this regard, the main concern of this study is to shed light on possible effects of cooperative learning on the EFL students' writing ability, where students are said to be the center of the class contrary to the traditional teaching methods where the focus is put on the teacher / instructor. This chapter is devoted to talk about the possible pedagogical implications, recommendations and suggestions concerning the adoption and implementation of cooperative learning within the writing skill.

5.1 Summary

The present research work is based on an experimental study design. A pre-test / post-test were conducted for the sake of collecting necessary data to investigate the effect of using cooperative practices on EFL students' opportunities for learning the writing skill. Writing is of tremendous importance for EFL students in their academic careers. It is taught to university students from their first academic year to the last one. The targeted population of the study were two groups of third year LMD students at the training school of teachers, Assia Djebbar, Constantine 03 University. This study aimed at determining the effect of Learning Together model of cooperative learning on the opportunities for learning writing in EFL classes. It is also meant to verify the extent to which cooperative learning is practical as

a foreign language teaching approach.

In this regard, the researcher puts forward the following hypotheses to be tested throughout this work:

1. If cooperative practices were implemented the right way, EFL learners would be able to enhance their writing proficiency level.
2. If learners worked cooperatively and interacted with each other, they would be able to achieve common academic goals.
3. Cooperative learning is likely to help students achieve better learning outcomes.

This study involved 51 students which are randomly assigned to an experimental group (Exp. G n=26) and a control group (CG n=25). The experimental group was taught using cooperative learning instruction while the control group was instructed using traditional methods. Both groups went through a pre-test (to stand on their current level in writing) and a post-test to investigate and determine the difference of achievement after the treatment period and after going through necessary instruction. The data gathered from the experiment were analysed. It was revealed that the Learning Together model of cooperative learning imposes achievements and improvements in EFL students writing skills. Students succeed in effectively writing well organized compositions with less grammar mistakes and with rich vocabulary and inspired ideas and thoughts.

5.2 The Significance of Cooperative Learning in Writing within EFL Students.

Throughout this study, it is proved that cooperative learning is a successful pedagogical method which is applicable to different and varied academic settings. CL as a teaching method has the ability to reinforce and motivate students to perform better and boost their academic achievement. It encourages students to study in a comfortable environment where

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the rate of pressure and anxiety was reduced with an increase in the level of students' motivation. CL pushes the students to feel that they are the center of the class. On this basis each group member will do his/her best to contribute to the success of the whole group.

Writing as a language skill is said to be of critical importance. Students need to master in their academic careers. For this, it is the teachers' tasks to introduce the skill in such a way that encourages and motivates students towards learning it effectively and efficiently. This may be realized through the adoption of cooperative learning since it offers equal chances to students of varied abilities to interact and discuss with each other the targeted assignment where each one presents his/her ideas freely. The members of cooperative groups complete each other, they discuss the topic, outline all the members generated ideas and thoughts and then start composing their essays together in a favourable environment, in which each group member is satisfied. Battistich and Watson (2003) claimed that cooperative learning activities are said to be a perfect tool which is used by teachers in order to create a successful environment for peer interactions " and to provide students with the coaching and support they need to develop their social and emotional skills and understanding." (p.20).

In this regard, teacher training and professional development is said to be of critical importance in forming teachers on the innovative teaching methods. According to Gusky (2002), professional development can be defined as follows: "systemic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students." Richard and Farrell (2005) claimed that training referred to: " activities directly focused on a teachers' present responsibilities and is typically aimed at short term and immediate goals. Often it is seen as a preparation for induction into a first teaching assignment or responsibility." Training is based on a number of principales :

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- The duration of professional development must be significant and ongoing to allow time for teachers to earn a new strategy and grapple with the implementation problem.
- There must be support for a teacher during the implementation stage that addresses the specific challenges of changing the classroom practice.
- Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.
- Modeling has been found to be highly effective in helping teachers understand a new practice.

Jolliffe (2007) highlighted that one of the core elements towards bringing about change in schools and supporting efficient professional development is through ensuring that teachers working together cooperatively in what is known by peer coaching or "Co-coaching." She added that: "this model involves teachers supporting each other in professional dialogue and ultimately improving practice. The key principles of cooperative work...apply equally to coaching and professional teams." (p.101). Thus, it is obvious and axiomatic that the purpose behind any teaching situation is the realization and attainment of satisfactory learning outcomes. Furthermore, training and professional development of teachers in cooperative learning surely will lead to improvements in teachers' effectiveness, instructional practices, as well as students learning.

5.3 Recommendations for Teachers and further Researchers

On the basis of the current research findings and results. The researcher suggests a variety of pedagogical recommendations and implications which can bring about improvements to the teaching learning situation. These recommendations can be summarized in the following points:

Chapter Five: Summary, Recommendations and General Conclusion

- **For teachers**, encouraging cooperation among students. This will help them feel comfortable and relaxed when working with each other. It is the responsibility of the teacher to make students aware of the value of working cooperatively for the advantages it offers.
- Teachers should update and try to use and implement innovative and novel techniques in fusion with cooperative learning, in order to promote the teaching of writing skills to students.
- The teacher must be aware of the roles he/she needs to play inside the classroom confines in order to keep the well progression of courses. He / she should know how to act during the cooperative learning activities. Teachers should be controllers, organizers, assessors, prompters, participants, resource, tutor and observers; depending on what the situation imposes.
- Teachers need to engage equally introvert and extrovert students in the learning process. This will make students with limited abilities (weak students) more comfortable and help them to pass through all the possible hindrances.
- Teachers should boost students intrinsic and extrinsic motivation in order to achieve better learning outcomes.
- Teachers should emphasize the teaching of writing; since, it is a complicated skill which is difficult to be mastered by students. They can realize and attain that relying on cooperative intensive practice.
- Teachers should give their students feedbacks on their writing performance. Since feedback is said to be a core part of the students' writing. Feedback is really valued by students because it helps them rectifying and improving their writing.

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- In this regard, future researchers are highly recommended to investigate the effect of using cooperative learning on the other language skills through integrating the different cooperative learning activities.

The findings gained from this study from the questionnaire to the experimental design proves the effectiveness of using cooperative learning within the written expression module, where students favour it over traditional teaching methods represented in competitive and individualistic learning for the advantages and benefits it offers to the teaching and learning situation.

General Conclusion

The linguists' and scholars' dissatisfaction with ancient teaching methods which look to students as being passive containers of knowledge, where students could not actively engage and contribute to the learning process led to a revolution in the approaches and methods of language teaching, where a number of communicative approaches have appeared. Among these approaches we witnessed the emergence of cooperative learning where there is a shift of focus from teacher centeredness towards learner centeredness, in which students were active engagers in their own learning.

The present work attempts to investigate the relation between the writing skill and cooperative learning instruction. The literature review stresses the shift of focus from teacher centeredness towards learner centeredness, where the learners are completely involved in their learning. In the first chapter, the researcher introduces cooperative learning, its basic elements and components. Chapter two, was devoted to introduce the writing skill. In chapter three, the researcher analyses and interprets both teacher and student questionnaires, the latter, were addressed to a population of 10 teachers and 51 students at the training school of teachers Assia Djabbar, Constantine 3 University.

Chapter four, is to the core of the study, it is concerned with the experimental design, in which the experiment took place. The findings and results extracted from the study highlights the efficacious nature of cooperative learning use within writing skill.

To summarize, the main aim of this study is to determine the correlation between the use of cooperative learning group work represented in the Learning Together model within EFL classes and students' achievements and developments at the level of their writing skills and abilities. In this research work, we are trying to investigate possible effect of cooperative learning implementation on the students writing performance. Thus, the aim of this study is to

find out answers to the questions raised at the beginning of this study. (a) Do cooperative practices really promote the opportunities for learning in EFL classes? (b) Can EFL learners writing proficiency be enhanced through the use of cooperative learning? (c) How can cooperative learning be effective in achieving the desired learning objectives and outcomes in EFL context? In the light of the aforementioned research questions, the researcher set a number of hypothesis which were confirmed at the end of this research work.

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Appendices

Appendix

Appendix A : Teacher Questionnaire.

Appendix B : Student Questionnaire.

Appendix C: General Background on cooperative learning.

Appendix D: A Cooperative Group Best Essay.

Appendix E: Post-test Assignment.

Appendix F: Samples of Students Pre-test Assignment.

Appendix G: Samples of Students Treatment Period Assignment

Appendix H: Sample of Two Students Post-Test Assignment, Control Group.

Appendix I: Sample of Some Students Post-Test Assignment, Experimental Group.

Appendix A : Teacher Questionnaire

Teacher Questionnaire

Dear colleagues,

This questionnaire is an attempt to gather information about the use of cooperative learning in EFL classes as an effective technique to enhance students' writing skill . Your contribution is highly valued and your cooperation is genuinely appreciated. All the information you provide will only serve this particular research and will remain confidential. So, please feel free to share your opinions and report frankly your real situation when answering the following questions. Thank you for your cooperation.

Section one: General background.

Q1: Which degree do you have?

- Licence in English
- Master in English
- Magister in English
- Doctorate in English

Q2: How long have you been teaching Written Expression at the university ?

.....
.....

Q3: What is your status as a teacher?

- Full time teacher
- Part time teacher

Section two: Teachers' Adoption of Cooperative Learning.

Q4: As teachers of writing, what are the most frequent obstacles you face during your teaching journey?

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

Q5: How often do you adopt cooperative group work in the classroom activities ?

- Always
- Often
- Sometimes
- Never

Q6: How many students do you set in each group ?

- Two (2)
- Three (3)
- Four (4)
- Five (5)
- More than five (+5)

Q7: How do you set the groups?

According to :

- Gender
- Learnability
- Heterogeneity
- Students selecting themselves

If others, please specify ?

.....
.....

Q8: When your students work in groups. How do they feel?

- Highly motivated
- Motivated
- Not motivated

Q9: In your opinions, which language skill is the most difficult of all for students to master?

- Listening
- Reading
- Speaking
- Writing

_ **Please,** justify your choice.

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

Q10: How do you find your students' level in writing?

- High
- Above average
- Average
- Below average
- Low

Q11: Do you think that CL improves students ' writing skill?

- Yes
- No

Support your answer in both cases.

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

Appendix B : Students Questionnaire

Students Questionnaire

Dear students,

This questionnaire is an attempt to gather information about the use of cooperative learning in EFL classes as an effective technique to enhance the students' Writing skill within the Written Expression course. Your contribution is highly valued and your cooperation is genuinely appreciated. All the information you provide will only serve this particular research and will remain confidential. So, please feel free to share your opinions and report frankly your real situation when answering the following questions. Thank you for your cooperation.

Q1: Do you find Writing in English:

- Very easy
- Easy
- Difficult
- Very difficult

Q2: Among the following skills, which one do you need to develop most?

- Writing
- Reading
- Listening
- speaking

Q3: Do you think that writing is:

- Highly important
- Important
- Not VERY much important

Q4: How do you prefer to work?

- Individually
- Cooperatively
- competitively

Q5: Do you think that your Written Expression can make progress if you work in groups?

- Yes
- No

Q6: Do you think that learning writing cooperatively help you lowering your anxiety?

- Yes
- No

Q7: Do you favour cooperative learning in group work over the traditional teaching methods?

- Yes
- No

Q8: Do you think that the use of cooperative learning method can raise your English writing profeciency level?

- Yes
- No

Q9: Do you think that learning cooperatively help you in raising your motivation towards learning English?

- Yes
- No

Q10: Do you think that learning in groups provides you with better opportunities for participating in EFL classes?

• Yes

• No

• - If yes, how ?

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

Q11: How do you consider your level of writing in English?

• High

• Average

• Low

Q12: To which degree the writing course help you in improving your writing skill?

• Very much

• Somewhat

• Not very much

• Not at all

Appendix C

General Background On Cooperative Learning

What Is Cooperative Learning?

Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. Panitz offers a similar definition; he goes on to add that the teacher maintains control of the learning environment, designs learning activities, structures work teams, and, in his view, does not empower students. Kagan (1989) contributes that in cooperative learning the teacher designs the social interaction structures as well as learning activities. Johnson, Johnson and Holubec (1993) state that in cooperative learning students can maximize their own and each other's learning when they work together. Slavin (1996) argues that a critical element of cooperative learning is group team work and team goals.

Cooperative Learning Practice

In order to construct a lesson in cooperative learning model, the following 5 principles and elements should be included:

1. Positive interdependence. Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success.

2. Individual accountability. All students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success.

3. Face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members

Appendix C: General Background On Cooperative Learning.

providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals.

4. Appropriate use of social, interpersonal, collaborative and small-group skills

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. (Johnson & Johnson, 1999; Johnson, Johnson & Holubec, 1991; Kagan, 1994) Systematically structuring those basic principles into group learning situations helps ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success.

Appendix D: A Cooperative Group Best Essay.

In this world full of scientific and technological development. People started feeling blessed as their lives became more sophisticated and facilitated, this improvement obviously has brought us several advantages; however, no one can deny the harm that this technology has driven to our lives at several aspects: medical, political and environmental.

The medical field is concerned to be the most affected aspect of the recent technological development. For instance, the X rays, that are used to cure cancer are considered the main cause of cancer itself to the ones working with it. Many scientific researches hand by Oxford University showed that many medicines that are meant to heal certain disease, have some dangerous side effects on one's health.

The political aspect is another field that was affected negatively by the technological advance. This scientific development has led to a total destruction and wide spread of wars around the world. It is commonly known that economic powers and strong countries have always some rivalry relation. This can appear mainly in the use of guns and bombs. For example, both Hiroshima and Nakazaki were two Japanese cities that got destroyed totally because of the use of the atomic bomb. However, some countries always compete to be more armed so that they guarantee a secure and safe country for their citizens and this may be the main reason behind so many political conflicts, the same case of what happened in Iran as they have tried to produce nuclear power.

Finally, our environment is considered as one of the fields that has been influenced negatively by the technological means. It is true that modern technologies help individuals to work and carry on their lives at ease, but the environment that surrounds us is extremely harmed by pollution that is the result of the new industrial devices. For example, the use of chemicals is causing rivers and plants to be polluted and some animals to extinct.

To sum up, despite the fact that advances in science and technology played an important role in our lives, it has many negative effects mainly at the medical, political and environmental level.

Appendix F: Sample Of Two Students Pre-Test Assignment

Delinquency

Delinquency of youth becomes one of the most dangerous phenomena that threaten our society. Although the ^{Algerian} government has made a lot of efforts to protect youth in Algeria, our society is still unsafe. The spread of delinquency is no more controlled because of many ^{reasons} such as unemployment, divorce ^{incident}.

→ Firstly, one of the problems that ^{the} Algerian society faces is unemployment. Getting a job nowadays is the dream of every Algerian. This lack of jobs lead young people to do illegal practices in order to get money. They become thieves ^{and} drugs sellers. All these lead them to delinquency, ^{to delinquent}.

→ Secondly, divorce is one of the social phenomena that has a ^{major} impact on children psychology. ^{on} The divorce of their parents leads them to ^{experience} psychological problems, ^{and} depression. ^{However} children they become ^{more} violent, they do ^{bad} things to get their parents' attention. All that leads them to be delinquent. ^{Reform}.

→ Finally, ^{one of} the most ^{important} reasons that has impact on young people is ^{company}. Having a bad

company influences the personality of the youngis.
~~So the teenagers behave unconsciously by the same way his friends~~

Usually teenagers behave the same way, they may have the same ideas, and commit the same mistakes what leads them to be drift.

To conclude, delinquency of youth is a real problem that must be fought. Social problems and economic problems that are the reasons of this delinquency must be threat to protect our youth and to our country.

Appendix G: Samples Of Students Treatment Period Assignment

Obesity, A Path to Nowhere!

Obesity does not lay in appearance concerns and bad looks. It is a disease that needs only a period of time to attack your ^{body} corps. Many people are not aware of this, and they do not ^{put} in mind that it is their choice to avoid such ^{blew} a disease; therefore, they do not pay attention whether to habits and actions that may lead to it, ^{either} or to its probable consequences. That is to say, obesity has numerous reasons behind it and also many effects.

The first reason is unhealthy eating habits. Since everybody is busy nowadays, they rush to fast food places without thinking properly of preparing healthy ^{Restaurants} meals on their own. It becomes a routine to pay money for the sake of eating high calary food, in order to go back to their busy lives without considering what is actually happening inside their bodies.

Reconstruct

Another reason is the lack of physical activities. People nowadays shows great interest in useless things and ignore the importance of physical education. In other words, because of the development we are ^{witnessing} living today, we are becoming more and more lazy, ^{easier} paying attention only to what makes daily activities easier for us. ^{coaring}

Appendix G: Samples Of Students Treatment Period Assignment.

Obesity has more than one effect especially on a person's health. Overweight adults tend to suffer from diabetes and this now ~~become~~ become common in children as well. It also leads to high blood pressure which means that the body makes extra efforts to supply enough oxygen to all ~~the~~ organs. In addition, the extra fat may stabilize along the walls of the heart and blood vessels causing heart disease.

In conclusion, obesity is a serious health problem that must be dealt with. It may be caused by unhealthy eating habits or the lack of physical exercise. It is considered as a big issue since it has severe effects on the individual's health, so everyone must put this danger into consideration.

Should the Death Penalty Be Used?

We are living in a very stressful era. Recent societies in Algeria are full of cruel people where everything bad is expected to happen. In fact, we are actually surrounded with people who are less educated and less versed. Crimes are committed everywhere, and violent conflicts can easily arise at anytime. ~~And~~ ^{Besides that,} the Algerian government is not really trying to punish violent criminals, for jail has become a very common haven to those who detest their living conditions. Hence, the Algerian authorities should ~~strictly~~ ^{strictly} put ~~and~~ an end to those criminals through punishing them the way they deserve. As Muslims, we are going to figure out how ~~should~~ ^{criminals} be punished, and ~~should~~ ^{should} the death penalty ^{be used} or not? ^{whether}

First and beforehand, we already know it is very difficult to apply what the Quran has brought up. ~~On the other hand,~~ the government cannot easily legalise all these laws. But since we are Muslims we must firstly know what these verses really

where is on the one hand

mean and understand comprehensively what they call to do, of course with referring to trustful religious man.

After knowing what our religion has come up with, we can apply them, its basis. Apparently, not everyone steals, his hand should be cut. However, there ^{are} some cases when the criminal must be punished the way he did. For instance, if one murders someone else, he should be murdered the same way. Instead, we are seeing nowadays murderers in jail living the best ^{good} conditions that ^{individuals} somebody outside cannot get: they eat, watch ~~the~~ Bein sports matches, hang out, etc. → avoid translating word by word from the T. T.

Paradoxically, when the population get aware of the fact that death penalty is now legalised by the government, they will absolutely stop committing such crimes, for it is now a matter of life. Accordingly, the societies grow more safer; at least, the conflicts would not aggressively happen. Also, criminals

Appendix G: Samples Of Students Treatment Period Assignment.

will obviously become more wise^{not} to commit unforgivable crimes that cost them their life. ^{lives}

In brief, our communities are getting more in risk. If the government will not refer to our religious laws, we will grow up hazardous generations. However, since very restricted laws are announced, there will be another safe life for harmonious generations.

⇒ Your ideas are not really interrelated

Effects of Sports

Being healthy depends on two (2) aspects interrelated to each other: physical and mental side. Practising sports affects several sides in the human life for it helps people to maintain a good shape, immunity against diseases and stable mental health.

First, Practising sports leads to getting the ideal body shape. Both genders look for a perfect curved body; for instance, ^{some} people look for muscles, others aim at reducing cellulite which causes dimpling of the skin especially on women's hips and thighs, so by practising sports, people avoid cosmetic surgery such as "Liposuction".

Second, About 60% from the global burden of diseases were caused by Obesity such as: Diabetes, high blood pressure and

cardio vascular diseases. People who are not attracted by sports and being active, are more likely to suffer from Obesity. Doing physical exercises such as: squats, aerobics, musculation, and footing ... etc influence our body's ability to reduce calories for the strength and the enlargement of our muscles. As a result, people avoid different kinds of diseases.

Third, Mental health is also affected by the physical activities since an exercise that is good for our body's is also good for our brains. People get rid from negative energy whenever they practise sports for example "Yoga" which is highly recommended by doctors. Furthermore, there are several activities that are easily at someone's disposal, help people to de-stress and relax.

To sum up, practising sports has

Appendix G: Samples Of Students Treatment Period Assignment.

a profound effect on our lives in many aspects which are mental and physical. that it has a great influence on them. People find out that the best way to keep them healthy is sport.

A new addiction

Nowadays, Fast food consumption is increasing all over the world, especially in Algeria. Algerian people became addicted to fast food and this is noticeable by the ^{increased} huge number of people in fast food restaurants that you can not find in any other place. Fast food restaurants in Algeria became so popular for three ^{ea} reasons which are: laziness, International tasty menu, and the cheapness.

Be careful!
To punctuation!

The first ^{ea} reason for the popularity of fast food in Algeria is people's laziness and business. An ^{undeniable} undeniable truth is that Algerian people are lazy by nature, what explains their ^{??????} on fast food restaurants, they prefer already ^{ready made} prepared meals rather than ^{preparing} producing it themselves even if they wait for long hours. I consider my sister the laziest girl ever because she prefers ready meals instead of making any efforts in preparing ^{them} it.

In addition, Algerians are so busy because of work, studies, or family careness. Hence, they barely have time to cook. For example, my neighbour who is a working mother has no time to cook, so every afternoon she brings with her pizza.

The second ^{reason} raison why fast food restaurants are popular is the cheapness. Cheap prices attract people to consume more fast food. It becomes so suitable for all categories of society to go to restaurants which are their favourite destination. They do not go to luxurious restaurants as they find the alternative place which is fast food restaurant. In my town, there is a restaurant called "the Palm Restaurant" which is very popular and famous for the cheap meals served. Unlike the stars restaurant which is intended only by for rich people.

The last ^{reason} raison is the international tasty menu served in these fast food

Appendix G: Samples Of Students Treatment Period Assignment.

restaurants. Curiosity of experiencing new meals pushes people to fast food restaurants which recently have added new international meals. These inviting meals satisfy people's passion of tasty food. This is the case of Mc Donald's food brand which is very famous in U.S.A for its perfect taste which attracted, adopted from other countries.

All in all people in Algeria are obsessed with fast food restaurants due to their ^{obsessed} laziness, food's cheapness, and international menu. However, it is a serious danger for people's health, so they should be aware when and where to consume it. Otherwise, results can't be garanted.

Guaranteed.

Bewareful to our spelling!

Appendix H: Sample Of Two Students Post-Test Assignment Experimental Group.

04/06/2018

Developing Good Study Habits

609 Study ^{at} in University is somehow tough especially for beginners who are not used to the lecturing method. As the year starts, students complain about the long lectures they have and the little notes they can take that might not be very helpful for revision. As a third year student, I advise the new students not to depend too much on lectures they receive and do some extra effort to develop good study habits that will be so helpful through their studies. Learners can develop good study habits through researches and clubs.

Students may join some clubs in the University to enhance their study habits. Clubs gather many students from different grades and thus, they can learn from each other's methods and experiences. Also, in a club, the student is exposed to lectures and asked to give his opinion and say what he had learned from it. This step may increase his concentration ability with time. In addition, clubs most of the time provide students with similar - if not the same - lectures to those they have in classrooms. This strategy can give the student a second chance to understand better or to clarify more ^{things} what he had already seen in his ^{part} class. Also, the student in clubs is restricted with time to do some exercises; this will help him ^{to} manage his time when revising or when in exams. If the student commits to these clubs, his study habits and his ^{During} concentration would be better.

The students can also develop their learning habits through researches. Learners may have access to various websites and video channels. They can learn many things such as writing essays through reading some examples on the internet. Also they can watch some educational ^{videos} to explain more their lessons. This will help them to memorize and ^{videos}

Appendix H: Sample Of Some Students Post-Test Assignment Experimental Group.

understand more. Moreover, they have large ~~and~~ full libraries full of different books and magazines. Books will help students to have a wide explanation of what. This habit of reading books will help them in many researches through their studying career.

All in all, fishing in the internet, reading books and joining clubs might be useful for students in their university life. These methods help increasing the students ability to focus more and manage time in a good way.

indent "For the Successful Student"

G:09.

University is the most important period that a student may ever pass. It is the period when he ^{is} ^{she} more responsible for himself first than for his studies. Studying on university differs a lot from studying at high and middle schools because of the changed complicated programme that needs a great deal of efforts and uncountable researches. Despite the fact that students may face many problems such as transport, bad sleeping and eating conditions, they have to develop good study habits by organizing time, sleeping and eating appropriately, and revising collectively in free times.

Organizing and managing time is one of the ^{best} ~~most good~~ study habits that help the student to overcome laziness. For instance students who study from 8 o'clock until 3:30 in some days of the week cannot find the appropriate way ~~to~~ ^{to} organize their time; However, it is easy to do so. They have to put a simple plan and follow it. For example, write on it what to do after finishing study at school, ~~and~~ ^{and} dividing the time into: a short time to have some rest, then some ^{dev.} time for going to the restaurant to have dinner. Also, they have to precise a special time for example from 21h to 23 for revising and doing home work. Second, In the week-ends, student have to organize their time and to make time for general revisions of the whole week.

Another aspect to develop good ~~study~~ ^{study} habits is sleeping and eating appropriately. It is scientifically known that eating well and sleeping sufficiently provides our bodies and brains with high energy that lets the student be more active and capable ~~of~~ making extra efforts. For example, during the fasting month students tend to be more careless about sleeping and eating especially in dorms, this results many health

sounds somehow irrelevant to The topic?!

Appendix H: Sample Of Some Students Post-Test Assignment Experimental Group.

problems such as Anemia and insomnia, and makes the student incapable to study well; However, eating healthy and energetic food in "Al-fataur" and having enough sleeping hours (from 6 to 8 hours) enhance the ability of studying more.

finally, revising collectively in free times is considered as a useful aspect to develop good study habits. Normally, studying ~~re-revising~~ in groups makes the students more competitive and more careful about their studies, and it is the same thing according to revising. For example, when my classmates and I revise some lectures together, we have such kind of debating and ~~for~~ discussion; constructive discussions that help us to correct our mistakes and learn from each other. This strategy also helps in building strong self-confidence that encourages the students to overcome stress and in exams or even in oral presentations.

In conclusion, the three aspects of organizing time, eating and sleeping appropriately, and revising collectively in free time help the students to develop good study habits and to be more successful in their studies as well as overcome stress and gain self-confidence.

Appendix I: Sample Of Some Students Post-Test Assignment, Control Group.

04, 06, 2018.

G.01

How to Develop Good Study Habits in University.

Every student, who has got his baccalaureate exam recently, needs to be ready enough for studying ^{at} university. Despite the fact that studies in universities are much different and said to be very difficult from those of high school. A student must guarantee that he/she is going to do well in his/her studies by getting used to this new university's system. So, to do so, students can develop good study habits mainly through time arrangement and good revision methods.

First, to develop good study habits, students must arrange time intelligently. For sure, university routine is not a piece of cake. Either you reside in campus or you dwell near the university, time would be no hard to be organized. But to maintain a good arrangement of time, students need to develop the following two habits. Firstly, every student needs to pick a time when his/her brain is highly active and makes it obligatory to study at that time. This habit will make the student's time very organized everyday. Secondly, every student needs to sleep ^{for at least 8 hours} and wake up early ^{for at least} 8 hours. This method will help the student to stay active all day long and get benefit of the information received during the day.

Second, University student can develop a good study habits through good revision methods. Many University students mainly fail because they don't actually know how to revise, especially freshman. But, if a student finds out a good way to revise, then he/she can easily overcome the difficulty of studies. There are two methods in which a student can revise. First, a student can revise alone and have an individual revision. This way helps students who had largely depend on memorization. Second, a student can study with a group of his ^{peer} classmates and have collective revision. This method helps students to exchange information and help each other.

↳ To conclude, ^{a university student} a student of university might have difficulties to study ⁱⁿ at university as it represents a new environment.

Besides time arrangement and good revision methods, students also must be always present at class and follow the teacher. All these good study habits help ~~to~~ the student to succeed without heavy pressure.

Appendix I: Sample Of Some Students Post-Test Assignment Control Group.

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* the good study habits *

G11

Succeeding in study requires following steps to achieve goals and to improve the learner's level. The good study habits have a great impact on the university students' success. To develop these habits, the university student must: revise the lessons, time ^{spelling mistake} organization, and work in groups.

First, revising in a daily way is the most important habit to a good study. It helps the university learner all the notes because there is a lot of modules which means a lot of information. Also, revising will help you during the days of examinations, you will find yourself ready and not confused. Revising everyday will help you to understand the lessons better because you know the previous lessons, everyday, very well, so you will link between each other and improve your level. For example, my sister always ^{revises} revising her lessons, she passes her exam at ease because she was ready and has no revising problems.

Appendix I: Sample Of Some Students Post-Test Assignment Control Group.

* the good study habits *

Second, studying in groups helps in developing the study habits. Exchanging information in a group work will lead you to know the correct information. In addition, you will improve your four skills like communicating through speaking. Also, it shows the error that the student may do, and in the group works he fixes it. For example, oral presentation is exchanging information and communicating with your classmates; it helps us to improve our speaking skills.

his/her Third, the university student must organize his/her time. It is so crucial to study in an organized way, it is a factor for success. A student must have separated time for each function. For instance, time for revising, researching, resting, eating, sleeping, ... The successful persons are the more organized ones. For instance, my friend is so organized, she has the full time for every thing, and she never puts herself in time problems.

To sum up, daily revision, group work, and time organization are good study habits that will develop the university student level and help him/her to reach his main objective which is Success.

Résumé

Une bonne maîtrise de la compétence de production de l'écrit est une composante importante dans le processus d'apprentissage chez les étudiants d'Anglais comme langue étrangère. Sur cette base, le but de cette recherche est d'étudier l'impact de la mise en œuvre des pratiques de l'apprentissage coopératif des étudiants de l'anglais comme langue étrangère sur la base de la pédagogie de l'apprentissage coopératif de la compétence de production de l'écrit. La présente recherche est faite sur un nombre d'hypothèses qui sont avancées dans le but d'être explorées par le biais de cette étude. Le chercheur avance l'hypothèse que si les pratiques de l'apprentissage coopératif sont mises en œuvre de la bonne manière, les apprenants d'anglais comme langue étrangère peuvent améliorer leur compétence à l'écrit. Egalement, nous supposons que les apprenants qui coopèrent et interagissent entre eux, pourraient atteindre leur objectif d'apprentissage commun. Deux questionnaires ont été administrés dans cette recherche, un destiné aux enseignants de la compétence de production de l'écrit, et un autre aux étudiants d'anglais comme langue étrangère. Les résultats du questionnaire des enseignants ont montré que les enseignants de la compétence de la production de l'écrit trouvent que l'apprentissage coopératif est une méthode efficace pour améliorer leur performance à l'écrit. Les données que nous avons collectées depuis le questionnaire destiné aux étudiants montrent que les apprenants peuvent développer leurs compétences à l'écrit par le biais de l'apprentissage coopératif; ils témoignent d'un comportement positif vis-à-vis du travail coopératif en groupe quelles que soient leur capacité. Donc, pour analyser profondément l'impact de la méthode de l'apprentissage coopératif, le chercheur opte pour une expérimentation de l'apprentissage. Elle mène une expérience dans laquelle le Groupe Expérimental a été traité, où les étudiants sont appelés à recourir à la méthode de l'apprentissage coopératif, tandis que les étudiants du Groupe de Contrôle sont appelés à faire recours à la méthode traditionnelle d'enseignement basée sur le travail individuel. Les données analysées de cette expérience montrent qu'il y a une grande différence dans la réussite des travaux de la production écrite entre les étudiants du Groupe Expérimental et ceux du Groupe de Contrôle. Cette différence est déduite suite à une comparaison des performances des deux groupes dans les travaux qui leur sont assignés.

يعتبر الإتقان الجيد لمهارة الكتابة عنصراً أساسياً في التعلم بالنسبة لطلبة اللغة الإنجليزية كلغة أجنبية. وبناء على ذلك جوهر هذه الدراسة هو البحث عن التأثير الممكن لتطبيق العمل التعاوني على طلبة اللغة الإنجليزية كلغة أجنبية في مقياس التعبير الكتابي عن طريق تبني Learning Together كنموذج لذلك. الاستقصاء الحالي مبني على مجموعة من الفرضيات من أجل تفحص صحتها من خلال هذا البحث. لكي نتحقق من فعالية التعلم التعاوني افترضنا انه إذا طبقت نشاطات التعلم التعاوني بطريقة صحيحة فان مستوى الطلبة في الكتابة سيتحسن. بالإضافة إلى ذلك إذا درس الطلبة بشكل تعاوني فسيشهد ذلك في تحقيق نتائج دراسية مشتركة. تم استعمال استبيانين في هذا البحث واحد موجه لأساتذة التعبير الكتابي والآخر لطلبة اللغة الإنجليزية كلغة أجنبية المستهدفين بهذه الدراسة.

أظهرت نتائج الاستبيان الموجه للأساتذة بان للتعلم التعاوني تأثير فعال وإيجابي في تعزيز وتطوير أداء الطلبة في الكتابة. بالإضافة إلى ذلك بينت نتائج الاستبيان الموجه للطلبة انهم من خلال العمل التعاوني استطاعوا تطوير قدراتهم الكتابية زد على ذلك اظهر الطلبة سلوكيات إيجابية اتجاه التعلم التعاوني على الرغم من تفاوت إمكانياتهم الأكاديمية. من أجل تقييم فعالية التعلم التعاوني والمتمثل في نموذج Learning Together قمنا بأجراء تجربة بحث بحيث تم تطبيق تقنية التعلم التعاوني على الفوج التجريبي في حين الفوج الآخر تم تدريسه عن طريق تبني تقنية العمل الفردي. من خلال تحليل بيانات التجربة تبين انه يوجد فرق هام في الإنجاز بين الفوجين في أعمالهم الكتابية. تم التوصل لهذه النتيجة من خلال المقارنة بين أداء الفوجين في الوضعيات المقدمة اليهما.