

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Abderrahmane Mira - Bejaia
Faculty of Arts and Languages
Department of English



**Enhancing EFL Students' Writing Skill through Cooperative
Learning Strategies**

The Case of Third Year LMD Students of English at the University of Bejaia

A Thesis Submitted in partial Fulfilment of the Requirements for the Degree of

Master in Linguistics at Bejaia University

Submitted by:

Ms .Ait Eldjoudi Lydia

Supervised by:

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Board of Examiner:

Supervisor: Mrs. Imerzoukéne Sonia

President: Dr. Kaci Fadila

Examiner: Mrs. Djabali Merieme

Academic year: 2017/2018

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Dedication

To the most precious people to my heart, to the ones who gave me birth and meaning to my life, to the persons who gave me strength and hope and for those who encouraged me. I dedicate this work:

- *To my dear mother and beloved father.*
- *To my sister and brother: Wassila , Juba*
- *To my brother Nadjib and his wife Monia*
- *To my Niece : Imylia*
- *To my Grandfather and grandmother, Uncles and Aunts*

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Glossary

Collaborative learning: is defined by Richards&Schmidt (2002) as“*a general term for an approach to teaching and learning which makes use of learners working together in small groups.*”(p.86)

Co-operative learning:is also known as collaborative learning. It is” *an approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams.*”(Richards& Schmidt 2002, p.124)

Writing:is defined byRichards& Schmidas“*the result of complex processes of planning, drafting, reviewing and revising ...*” (2002, P.592).

Abbreviations

CL: Collaborative Learning

CLL: Cooperative Language Learning

CW/: Collaborative Writing

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

PWS: Performance Work Statement

SLA: Second Language Acquisition

Q/Q.s.: Question/ Questions

Qtd: Quoted

WPS: Write-Pair-Share

%: Percentage

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Abstract

This study deals with the effect of cooperative learning strategies on 3rd year students' writing skill. The aim is to show whether the implementation of cooperative learning strategies enhances students' writing skill or not and what are the students' perceptions toward collaborative writing at the University of A-Mira, department of English. The research adopted questionnaires (pre-post) and students' essays throughout the experiment. Accordingly, the result demonstrates that the students after the experiment made a progression in their writing. Moreover, CL strategies motivate students to write better. So, the results confirmed the hypothesis that the students write better in collaboration after the experiment in which these strategies create a comfortable atmosphere for both the skilled and the unskilled students.

General Introduction

Introduction

We write to share ideas with others and communicate with words to transmit a message. As Byrne argued, “writing involves the encoding of a message of some kind that is we translate our thoughts into language” (1993, P.1). Writing is a system of graphic and symbols that can be used to convey meaning. Therefore, writing is about selecting and choosing words carefully to express complex ideas to a class of readers and audiences. Indeed, Writing is used for many general purposes such as making knowledge conscious, remembering facts, analysing concepts and constructing new knowledge. Accordingly, it is the act of composing a text which is a skill used by any literate people.

In ELT context, learning to write is among the core objectives since writing is not only a skill but also a means of learning other subject matters. Thus, students need to learn different types of writing “argumentative, descriptive and narrative” and write within different genres “political, scientific, literary and academic”. Academic writing is used by university students and researchers to convey a list of information about a particular subject (Nordquist, 2017, p.1). Hence, students use writing to translate concepts, gathering facts for analysis, and adjust themselves to the task demands of specific courses and fields (Benjamin, 2006 in Nordquist, 2017). As academic writing is more organised than any other kind of writing, students need to master all the conventions and particular methods to write for an academic community (ibid,2017) . Thus, student’s writing is important for learning in higher education.

1. Statement of the Problem and Research Questions

Though there exists a module of written expression which introduces students to how to write an essay, they still face difficulties because of the genre of writing this essay imposes or

requires. Indeed, there is no doubt that writing is the most difficult skill for students to master (Richards and Renandya, 2002, p303); because it is often expressed with particular grammar and language. The skills involved in writing are highly complex and students should pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on (ibid,p.303). Accordingly, academic writing is more objective and has more formal structure that students need to acquire and manipulate in many different practices such as paragraph, essay, assignment, summary, report.... Students are always appealed to produce an adequate composition for specific academic purposes such as exams, training, dissertation and thesis. Furthermore, in the results of the pre-questionnaire (see methodology section for more details p.59) administered to Third year students attributed their unwillingness to write to different reasons. For example, students claimed their unfamiliarity with the topic, lack of language resources, lack of ideas, lack of thematic vocabulary and contextualized grammar. For these reasons, we have proposed the implementation of cooperative learning strategies to help students overcome their writing difficulties and develop it accordingly. Therefore, the arisen questions are:

- 1) What are the effects of cooperative learning strategies on EFL students' essay writing?
- 2) Do cooperative learning strategies help students in structuring their written essays? If yes, how?
- 3) "What are the students' perceptions and attitudes towards collaborative writing?"

2. Hypothesis of the Study

All these circumstances need a number of learning strategies for improving clarity which is group- learning activity organised so that learning is dependent on the socially structured exchange held accountable for students own learning and is motivated to increase the learning of others (Olsen and Kagan 1992:8).Accordingly, we hypothesize that:

“If students write in collaboration, they would develop their essay writing skills better “

3. Aims of the Study

The objective of this study is to adopt collaborative learning as a teaching and learning strategy to improve students' writing at the University of Bejaia in the department of English. Therefore, the aim is to show that cooperative learning strategy, in essence, and to write in pairs and/or small groups, in particular, is effective to enhance students' writing in English.

4. Methodology and Research Design

Our research strategy is pre-experimental since our overall aim is to examine the effects of Cooperative learning strategy instructions to enhance students' writing .It requires the presence of one group to experiment the CL strategies on students' writing. Thus, we opted for a hybrid methodology of both qualitative and quantitative nature encompassing questionnaires and students' written samples. This end is for the sake of evaluating the development of students' writing skills during and after the intervention.

5. Data Collection Instruments

In this research, we used a questionnaire to collect data on the students' attitudes and perceptions towards collaborative writing. We handed the questionnaire to the students of the 3rd year in the department of English. Hence, the questionnaire is divided into five parts; the first part contains 3 questions about general information. The second part consists of 5 questions about the writing skill. The third part comprises 6 questions about collaborative learning. The fourth part contains 7 questions about writing in collaboration. The final part deals with 1 question about further suggestions. We also used the post-questionnaire and the students' written samples to examine the writing skill development during and after incorporating the cooperative learning strategies.

6. Population and Sample

Our population consists of the 3rd year EFL students at the University of A_ Mira Bejaia Faculty of Arts and Languages, Department of English. Our sample consists basically of 28 students but only 24 students were present the entire time and to whom the cooperative learning strategies are implemented.

7. The Significance of the Study

The importance of this study appeals for some reasons. It provides an emphasis on the suggested teaching technique which is collaborative learning strategy to teach and learn writing. These strategies are used in order to:

- Make students write without fear or delay within students' group (Lester and Lester.Jr, 2005, p.158).
- Motivate students to write an accurate essay in cooperation.
- Let students adopt the academic style respecting the context and methodological conditions (Lester and Lester.Jr, 2005, p.158).
- Help students to be capable to examine a subject in depth, examine their knowledge and the strength of their evidence in cooperation (Lester and Lester.Jr, 2005, p.158).

Indeed, the most important thing that influences a writer's growth is the belief that they can learn how to write better an academic writing in collaboration (Ballenger, 2007, p.6).

8. Organization of the Research

This research is divided into two main chapters, a theoretical chapter and a methodological design chapter, after a General Introduction which introduces the statement of

the problem, research questions, the hypothesis and reasons and objective behind choosing this study.

First, the theoretical chapter contains three sections, the first section deals with writing in EFL classroom, the second section deals with cooperative learning strategies in EFL classroom and the third section deals with collaborative writing in EFL classroom.

Second, the methodological design chapter consists of three sections, the first section deals with the methodological design of the study, the second section deals with analysis and discussion of data using pre-post questionnaires and written samples of students after the experiment; and the third section deals with implications, limitations and recommendations for future research.

Finally, the research is concluded with general conclusion which summarizes the whole work, followed by the references and appendices.

Chapter one: A Theoretical Framework EFL Students' Writing Skill and Cooperative Learning Strategies

Introduction

The bulk of this chapter is devoted to the explanation of the theoretical concepts related to the principal variables of our research that is further split into three independent sections. The first section represents the writing skill in the EFL classroom, related concepts including definitions, elements, characteristics and approaches to writing. The second section, however, copes with cooperative learning strategies as the pillar variable of this actual study. The section introduces CL definitions, purposes, elements and teaching procedures. The third section highlights the importance of collaborative writing in EFL classroom, its definition, types and strategies. It also provides a brief overview of previous researchers on the correlation between cooperative learning strategies and writing skill.

Section One: Writing Skill in EFL Classroom

Introduction

Students communicate and express their ideas not only through speaking- oral language, also through writing different topics. Writing is a skill for developing students' thoughts in the learning process (Oslo, 2012, p6). Hence, writing develops and coordinates different related skills to achieve the intended goal. This includes being able to plan, construct, and revise texts relevant to content, purpose and audience (Ibid, 2012). Besides, mastering writing is a precondition for learning and for active and critical participation in civic and social life (Ibid, 2012). Writing Plan involves using different strategies and sources in constructing, and revising texts based on students and teacher feedback. Construct the written composition means to master spelling, grammar, sentence

constructions, cohesion and text binding on paper together with other supports of expression such as pictures, figures and symbols if relevant(Nordquist,2017,p.4).

Therefore, *Lisa, (2005, p.17) argued that:*

writing is a very important skill for students who required writing an answer for tests, exams, assignment which may be a sentence, a paragraph, or a complete essay. Writing is away to control ideas and get them down on paper but it is hard and difficult for students to write an essay or an answer to a problem question.

Henceforth, Lisa (2005) claimed that students find many difficulties when they start to write, when they have lots of ideas and ask questions such as: how to put those ideas down on paper? , what are the most important and relevant to the topic? , how to organize these ideas?.

1. Definition of Writing

Writing is a language skill that involves more sub-skills than any other academic task (Carel Aguilera, 2012, p.165).Aguilera, (2012) said that to write well, one requires combining multiple physical and mental processes to convey information and ideas: First, render letters; then, remember rules of grammar and syntax; after that, place thoughts in an order that makes sense (p.165); finally, think ahead to what we want to write next (ibid, 2012, p.165). As students progress through school, they are asked to do more with writing. Because, writing is so integral to students' success or failure at school; they need to master and learn more about writing ,which is controlled by some methodological, grammar and punctuation rules in regard to the model treated and that makes it easier to be understood (Crème &,2003 & Borg, 2008) .

2. Elements of Writing

2.1.Purpose

The purpose of writing deals with the reasons that help writers write for a particular composition. Indeed, the writers would understand the eager that they try to realize or

accomplish for specific needs. Accordingly, the purpose statement is among the tools which help the writers to follow the organized goal.

2.2.Audience

Writing is to keep our reader in mind when we write. Writers should know who their audience is before they start writing. The writers keep their readers attached to every sentence in the written composition (Richard Walker. 2010, p 7-9). Therefore, the writers take into consideration the use of formal language in writing to show their consciousness to the conventions of an effective writing.

2.3.Clarity

Any written assignment should be obvious because writers do not write for themselves but they write for different audiences or readers. The writers try to explain their point of view clearly without any ambiguous points by using precision or descriptive words (Richard and Walker, 2010, p10-11). In other words, the writers make the reader recognizes as clearly as possible what is written down.

2.4.Unity

Writers write sentences related to the topic sentence in order to ensure that each sentence follows the main sentence to maintain the unity of the whole paragraph. In the other words, the writer should be consistent in his/her ideas. That is to say, he/she should not jump from one idea to another.

2.5.Coherence and Cohesion

The writers write in sequential order to let the reader understand the ideas written down. As Murray and Hughes (2008) said, “coherence is perhaps the single most important element in any kind of writing” (cited in Hadda. D, 2016, p11), because with coherence the writers are keen on to achieve the required text. That is to say, the writers should organize the ideas

which are flowed in mind by following crucial features such as the use of transitional words, phrases, and the correct tense to show the chronological order.

2.6.Word Choice

Students have to choose the convenient words that contribute appropriately to the intended context during the writing process. There are two aspects according to Starkey (2004) the students should consider while choosing the items: denotation and connotation (cited in Hadda .D, 2016, p.11). Denotation means the employment of literal meaning of the word and connotation includes the use of cultural assumptions. Hence, the word choice is really important to write appropriate ideas related to the assignment's needs.

3. Characteristics of writing

The characteristics of writing generally encompass all of the features the teachers of writing implement when grading students' work (Hunter and Robert, 1982, p6). The experts of EFL writing have grouped the characteristics into three categories: "discourse, syntactic and lexical" category (Hunter and Robert, 1982, p6).The discourse category consists of characteristics that are related more with the paragraph such as cohesion and coherence, "Syntactic" characteristics concern with the accuracy of the sentence, clause or phrase and;"lexical" characteristics concern the word or word unit (lexis). The 20 characteristics mentioned below are grouped according to these three categories, see Figure 1.

Syntactic Characteristics	Discourse Characteristics	Lexical Characteristics
1. Statement of thesis	10. Pronoun usage	16. Level of diction
2. Overall organization	11. Subject-verb agreement	17. Range of vocabulary
3. Rhetorical strategy	12. Parallel structure	18. Precision of diction
4. Noteworthy ideas	13. Idiomatic usage	19. Figurative language
5. Supporting material	14. Punctuation	20. Spelling
6. Tone and attitude	15. Use of modifiers	
7. Paragraphing and transition		
8. Sentence variety		
9. Sentence logic		

Figure1. The PWS Taxonomy

This figure demonstrates the measures of writing a relevant essay about any topic (cooper, 1984, p17). Henceforth, these conventions show to students how to construct their essay or written composition in a reliable way.

4. Teaching Writing in EFL Classroom

Many students have specific needs that prompt them to work on writing skill such as academic study, examination preparation where writing is really required as a skill and a means of practicing and learning other subject matters. (Scrivener, n.d, p.190)

4.1.Teaching Writing as a Skill

Harmer (2001, p.79) claimed that the most important reason for teaching writing is that it is a basic language skill. Students need to know how to write variant compositions such as letters, reports, and essays and how to reply to advertisements (Harmer, 2001, p.79). In order

to write these models, students need to master special writing conventions such as punctuation, paragraph constructions and grammar rules for more accuracy and appropriacy.

4.2. Teaching Writing as a Means

Ur (1991, p.162) claimed that “writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself”. So, students use writing for other subject matters than writing. For instance, learners write down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions and do written test (Ur, 1991, p.162). In these examples, students use writing simply either as a means of practicing particular language point or as a convenient method of testing them (Ur, 1991, p.162).

5. EFL Writing Difficulties

Many studies have been carried in the field of writing which have come widely to the same end citing that writing is a difficult task either for native or non-native learners of English (such as, Graham, Harris & Schmidt, 1997; Tangpermpoon, 2008; Al-Badwawi, 2011; Soureshjani, 2013) . Specifically, as the findings of several researchers’ reveal, Arab EFL learners encounter many writing problems including: spelling, vocabulary, grammar, syntax and in particular sentence structure, prepositions, articles and conjunctions (e.g., Abdul Haq, 1982; Al-Khuweileh and Al-Shoumali, 2000; Al-Hazmi, 2006; Al-Samdani, 2010; Grami, 2010; Adway, 2013; Saihi, 2013). Accordingly, Byrne (1988), views writing as a solitary process that requires clarity and accurateness skills from students under psychological, linguistic and cognitive lenses. In this respect, for Weir (1988), writing deficits are shown in producing pieces of writing with high frequency of grammatical errors, poor spelling and punctuation. Similarly, Salido (2016) reported that learners produce more than 70% of lexical errors. The aforementioned writing problems are related to the field of language error analysis.

Moreover, writing involves sub-skills than any other academic task; “it involves ... knowledge about grammar and vocabulary...” (Zimmerman & Risemberg, 1997:73). For this sake, writing is related to language deficiency (Watcharapunyawong and Usaha ,2013), to a lack of language learning and cooperative strategies (Senécal, Koestner& Vallerand, 1995; Cohen, 2003; Magno, 2009), to unawareness of the stages of the writing process (Al-Magableh, 1995; Alsawalha and Chow, 2012). In the Algerian context, Ghodbane (2010) identified that EFL university learners’ poor writings are related mainly to their inabilities in structuring a sentence, inabilities in selecting the relevant word or syntax for a specific content, and inabilities in mapping and organizing the ideas.

6. Approaches of Writing

The literature in teaching writing has raised three main approaches: product, process and genre approaches. The product approach is concerned with the finished product or the text, the process approach is concerned with the processes of writing that enable the product to be achieved. Finally, the genre approach is concerned with the use of appropriate language in a given situation.

6.1.The Product Approach

The product approach emphasizes the final piece of writing (Guo Yan, 2005, p.19). It focuses on the students’ limitation of the input of the teacher to reproduce a final written text. Accordingly, Badger & White (2000) views writing as basically concerned with knowledge about the structure of language and writing achievement. That is, writing is the result of the imitation of input transformed into output format delivered by the teacher (ibid, 2000). As, Pincas (1982b) said, writing is primarily about linguistic knowledge, the use of appropriate vocabulary, syntax and cohesive devices (cited in Badger & White, 2000, p.153). In short, product based approach focuses on the final draft of the students without taking into consideration the process used to achieve that final draft.

6.2.The Process Approach

This approach focuses on the composing process which writers utilize. This gives importance to meaning rather than form. In addition, this approach deals with the principles of learner-centeredness and motivates individuals to take more responsibility for their own learning (Jordan, 1989,). Students make decisions about the direction of their writing process through planning, drafting, revising the written words to form an effective composition (ibid, 1989). Hence, this approach has the advantage to raise the awareness to the constant need to draft, revise and let students be responsible for making achievements on themselves. In this context, White and Arndt (1991) see:

A process- focused approach to writing as an enabling approach ... the goal of this approach is to nurture the skills with which writers work out their own solution to the problems they set themselves, with which they shape their raw material into a coherent message, and with which they work towards an acceptable and appropriate form for expressing it.(Jordan, 1991, p.168)

This approach looks at writing as a creative process. Here, the role of the teacher is to let students engage in this creativity which is arranged according to the stages and sequences of writing.

6.3.The Genre Approach

Swales' (1990) defines "a genre ... as a class of communicative events, the members of which share some set of communicative purposes" (cited in Badger & White, 2000, p.155). Accordingly, Cope and Kalantzis (1993) state that the genre approach to writing consists of three phases, first, the target genre is modeled for the students, second, a text is jointly constructed by the teacher and students, and third, a text is independently constructed by each student (cited in Guyu Yan, 2005, p.20) . Henceforth, the approach stated that writing takes place in a social situation and reflects a particular purpose. In this way, learning can happen consciously through imitation and analysis, which facilitates explicit instruction provided by the teacher (Badger and White 2000, p.156).

Genre approach is an approach to writing in which the context helps students to write appropriately such as the culture, circumstances, purpose and motives that dominate in particular settings and time (Paltridge, 2001, p.8). These immediate situations are devised into different genres of writing based on the function of language used and the context in which they are produced. Genre occurs on the structure and meaning qualifications that must be reorganized for a text to suit a social objective (Tribble, 1996). Furthermore, the genre teacher supports learners to progress on their written productions or drafts and target genre. Thus, genre pushes students to achieve their writing according to the around situation and the needs to write for specific purposes which contains in the same time distinctive register thus differs from domain to another.

7. Writing Process

Before students write, they take into consideration many procedures in order to construct a relevant composition and creative expression. Hillocks (1987) & Murray (1982) said that writers concentrate on writing as a recursive process in which they have the opportunity to plan, draft, edit, and revise their work (cited in Kamehameha Schools, 2007, p2). The writing process is a series of steps to help students write a paper. It is like using a map to get to an unfamiliar place. The Writing Process encompasses five steps:

7.1.Pre-Writing

Murray (1982) argued that the first step in the writing process is called pre-writing. It accounts for a high percent of the writing time (cited in Kamehameha Schools, 2007,p3).It is the stage during which students transfer their abstract thoughts into more concrete ideas and let students translate their raw insights into a form that will communicate meaning to audiences (Schmitz, 2012, p.380). Before writing, students begin by brainstorming ideas for topics, organizing an outline, and developing a plan using their meaningful ideas (ibid, p.381).

Thus, Students spend time thinking and planning to express their thoughts and having access to information and ideas.

7.2.Writing the First Draft

It is the stage in which students develop a first version of writing. The students develop an introduction to the topic, main points and supporting details, and write a concluding paragraph (Schmitz, 2012, P.408). Then, they ensure the use of facts, examples, and arguments. Henceforth, this step is so beneficial and encourages students for standard practices which motivate them to develop subtle ideas.

7.3.Evaluating and Revising

This stage involves student-writer to check his draft and make possible changes (Harmer, 2001: 258). Students, in this step, begin to evaluate and check out their paper. Therefore, the role changes from a writer to the role of a critic (Andy Schmitz, 2012, p424). Students try to examine their paper through the eyes of a reader in order to correct mistakes and make comments. In this context, Schmitz (2012) claimed that writers examine a piece of writing for clarity of ideas. Hence, revising includes adding, deleting, moving, or changing information in order to make the ideas more accurate, more interesting and more convincing (p224).

7.4.Editing

The editing step is a touch after proofreading to obtain an effective final draft. After proofreading, students make improvements in their piece of writing. As Schmitz (2012) stated that “Editing, often, involves adding or changing words, and fixing any problems in grammar, punctuation, and sentence structure”(p424). Hence, students look at the individual sentences and words in their written format and meaning to maintain the intended message and goal (ibid, p.440).

7.5.The Final Draft

When students have corrected all mistakes, they are now ready to write the final draft. When writers have completed the final draft, they again make sure that they did not miss any mistakes, such as spelling, punctuation, and paragraph indentation.

8. Writing Assessment

Writing assessment involves both teacher feedback and formal mechanisms for students' evaluation (Grabe and Kaplan 1996, p315). Barbara Kroll (1998) claimed that assessing the writing abilities of non- native English speakers becomes an increasingly complex issue and this complexity can be traced to the recognition that writing abilities develop in interaction with other language skills. Indeed, teachers apply writing assessment to assess written samples produced by students in academic context to grade their abilities (Barbara Kroll, 1998, p 219). Hence, assessing writing is an essential part of teaching and learning writing. When assessing writing, it is crucial to rely on some criteria according to teachers' and students' objectives, such as accuracy, spelling, grammar, punctuation, cohesion, structure...

Conclusion

Throughout this section, we have seen the general overview of the writing skill. We have discussed the basic elements of writing concerning the purpose, audience, clarity, unity and cohesion. We have emphasized the importance of writing for learning and communicating with the target audience. We have mentioned the characteristics of an effective composition, the writing process and the EFL difficulties. Indeed, we have demonstrated teaching of writing in EFL classroom as a skill and as a means, in addition to the approaches of writing as a product, process and genre. Therefore, we have stated the way of writing assessment of the students' drafts. The next chapter deals with collaborative learning strategies.

Section Two: Cooperative Learning Strategies in EFL Classroom

Introduction

Cooperative language learning is part of collaborative learning method (Richard & Rogers, 2011, p192). Indeed, Cooperative learning is used to apply variant activities involving pairs and small groups of learners in the classroom (Richard & Rogers, 2001, p192). As Jacobs & Hall (2002, p 52) said, Cooperative learning principles and strategies are tools which teacher uses to encourage mutual helpfulness in the groups and active participation of all members (Richard & Renandya, 2002, p. 52). So, this section deals with cooperative learning definition, purposes, types of CL strategies, basic elements of CL, grouping and types of grouping, principles , advantages and disadvantages.

1. Definition of Cooperative Learning

Mandal (2009, p 96) said that “the concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group”. The idea behind the Cooperative Learning method is that when group rather than individuals are rewarded, students will be motivated to help one another to master academic tasks (ibid, p96-97). Indeed, Gillies & Boyle (n.d,p.4) stated that Cooperative learning involves students working together in small groups to accomplish shared goals (Gillies, R., 2007). Thus, Cooperative Learning is a teaching strategy in which small teams of different levels and ability use a variety of learning activities to improve their understanding of a subject matter (ibid,p97), as Slavin (1995) shows:

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students 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 others' Understanding.(cited in Fehling, n.d. p.2)

2. Cooperative Learning in EFL Classroom

In EFL classroom, there are some theories of second language learning and L2 teaching which are related to cooperative learning (Jacobs and McCafferty, 2006, p18). These theories are the input hypothesis, the interaction hypothesis and the output hypothesis.

2.1.The Input Hypothesis

According to Stephen Krashen (1970), second language acquisition (SLA) is driven by comprehensible input which is the language heard or read and which is just a little beyond what the student has already acquired; a concept Krashen stated in theoretical terms as $i+1$ (Jacobs and McCafferty, 2006, p18). When applying cooperative learning in EFL classroom, Krashen & Terrell (1983) argued that in spite of the incorrect input interaction produced by students, they may learn from each other; because it allows them to deal more good with the language rather than harm such as producing interlanguage (Jacobs and McCafferty, 2006, p18-19). Thus, it remains beneficial for students to be used as one part of their methodology and it is comprehensible and simultaneous to each other level (ibid, P, 19).

2.2.The Interaction Hypothesis

According to Hatch (1978a) & Long (1981), the interaction hypothesis emphasizes the role of the learner in social interaction (in Jacobs and McCafferty, 2006, p19). The theorists (Oliver 1998; Pica 1996; Schinke-Llano and Vicens 1993) claimed that the interaction hypothesis shows the need for communication and the negotiation for meaning to increase the amount of comprehensible input (ibid, 2006, p.19). Rulon and McCreary (1986) held that groups promote negotiation of meaning because “the more intimate setting provides students with the opportunity to negotiate the language they hear, free from the stress and rapid pace of the teacher-fronted classroom” (Jacobs and McCafferty, 2006, p19). Henceforth, the students negotiate meaning while clarification and repetition when learning in group. Accordingly, the

acquisition of second language is improved in the EFL classroom including or implementing self and collaborative interaction (Jacobs and McCafferty, 2006).

2.3.The Output Hypothesis

Swain (1985) proposed the output hypothesis which states that for students to increase their second language proficiency, they need to produce language via speech or writing (Jacobs and McCafferty, 2006, p20). The opportunity for groups to work together is the major concern of cooperative learning to increase the students' second language acquisition (SLA) output. Besides, Davis, Long and Porter (1985) said not only does the amount of student output increase when groups are used, but even the variety of language functions that students perform increase (in Jacobs and McCafferty, 2006, p21).

3. The purposes of Cooperative Learning

There are, in the literature, several purposes for cooperative learning, among them:

3.1.Academic Learning

Cohen (1994) stated that “cooperative learning can help students learn academically. Students acquire the content of the subject and develop meta- disciplinary competence, such as higher order thinking skills” (Fehling, Kassel and Deutschland, p3). Indeed, cooperative learning helps students to find solutions for special problems (ibid, p3). As a result, they will be able to discuss and compass many ideas towards the subject matter. As Cohen (1994) cited out, “Cooperative learning promotes greater ability to take the perspective of others and has the benefit both the input of other people's thinking and their critical feedback” (ibid).

3.2.Social- Affective Learning

Students can learn to encourage and help each other as well as contribute in the group with positive interaction to fulfill the ultimate goal. These can lead students to break anxiety and fear to participate and engage in any assignment in the classroom. As Sudzina (1993)

argued ,“cooperative learning is effective in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure” (in Fehling, Kassel and Deutschland,p.4). Overall, the classroom environment enhances through cooperative learning. As Shevin (2004) shows it, “cooperative learning encourages mutual respect and learning among students with varying talent and abilities, languages, racial and ethnic backgrounds”(Qtd by Marr, 1997 in fehling, Kassel and Deutschland,p.3

3.4.Personality Development

Cooperative learning motivates students and strengthens the confidence in their abilities (Fehling, Kassel and Deutschland, p.3). Therefore, Huber (2004) mentioned that once the students’ contributions are accepted in the group, their influenced contributions are important to the team learning, and this point can make students raise their self-esteem (in Fehling, Kassel and Deutschland, p.4).

4. Types of Cooperative Learning Strategies

Cooperative learning (CL) belongs to cognitive theory and their teaching style is based on student-centered learning (Mekki, 2016, p.64).The success of CL is crucially dependent on the nature and organization of group work while doing the process of writing. Accordingly, there are three types of cooperative learning:

4.1.Formal Cooperative Learning Groups

Johnson et al (1994) mentioned that the formal cooperative learning group involves students who are working together for one class period or several weeks in order to achieve shared learning goal (Richard & Rogers, 2001,p.194). Therefore, Johnson,Johnson & Holubec (2013) added that this team working is required to complete a specific task or assignments such as problem solving, writing a report, conducting an experiment and learning any subject matter; they are imposed to do it in the classroom in collaboration to help each other to learn (Johnson & Johnson, 2017,p.5). As a result, Johnson & Holubec (1991) pointed out that the

teacher provides directions and objectives to the class; next, he/she forms the constructions of work teams and provides relevant materials (in Dennis Hale, n.d, p.114).The teacher explains the procedures, rules and the structure of cooperative groups. Then, he/she evaluates the teams' work products which reflect the learning and learners' achievement.

4.2.Informal Cooperative Learning Group

Johnson, Holubec & Smith (1998) mentioned that this type consists of forming students to work together to achieve a joint learning goal in a short period and these temporary groups are short lived or last from a few minutes to one class period (Johnson & Johnson, 1999, p.69). Johnson (1994) demonstrates the purpose of these ad-hoc (temporary) groups which is to focus student attention or to facilitate learning during direct teaching (Richard & Rodgers, 2001, p.196). In short, during a lecture demonstration, informal cooperative learning type can be used to let student focus their attention on the material to be learned which ensures that their cognitive process occurs on the subject being taught (ibid, p.69) As a result, this type students' improvement on the collaborative task for a temporal moment.

4.3.Cooperative Base Groups

Johnson (1994) determined that cooperative base groups are permanent groups, lasting for at least a year and consisting of heterogeneous learning groups with stable membership whose primary purpose is to allow students' members to give each other the support, help, encouragement, and assistance they need to succeed academically (in Richard & Rogers, 2001, p.196). These groups consist of members who "stay together" during an entire lesson or a degree program; in which, they interact with each other and exchange information (Dennishale, n.d, p.114). Accordingly, the use of base groups tends to improve the quality and quantity of the required skill which contributes to an effective learning during the school experience.

5. Elements of Cooperative Learning Strategies

Olson & Kagan (1992) claimed that the succession of CL strategies needs these basic elements (Richard & Rogers, 2001, p.196):

5.1.Positive Interdependence

Olson & Kagan (1992) said that positive interdependence “occurs when group members feel that what helps one member helps all and what hurts one member hurts all”(Richard & Rogers, 2001, p.196) .Indeed, Johnson (2001) shows that the perceptions of the whole members are linked to each other in a way that one member cannot succeed unless everyone succeeds (p.4). In order to strengthen positive interdependence, joint rewards, divided resources and complementary roles such as reader, checker, encourager and elaborator may be used (ibid, 1999, p.70, 71).

5.2.Group Formation

Johnson (1999) stated that “group processing exists when group members discuss how well they are obtaining their goals and maintaining effective working relationships” (P.71).Groups need to represent what member actions are useful or unhelpful and make decisions about what behaviors to continue or change(Johnson ,2001,p.5).When difficulties in relating to each other arise, students must engage in group processing and identify, define, and solve the problems they are having working together effectively (ibid,1999,p71).

5.3.Individual Accountability

Olson & Kagan (1992) pointed out that individual accountability involves both group and individual performance by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class (Richard & Rogers, 2001, p.197). Gillies (2007) states that individual accountability involves students’ understanding that they will be held accountable for their individual contributions to the group and that everyone must contribute (Fehling, Kassel and Deutschland, n.d, p.1). Therefore,

individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance and encouragement in learning (Johnson & Johnson, 2001, p.4).

5.4.Face-to-Face Promotive Interaction

Promotive interaction involves working in small groups (Gillies, 2007, p.1); and it refers to ways of organizing student interaction. Students need to arrange themselves so that they are positioned to face each other for direct eye-to-eye contact and face to face conversation (Eric, n.d, p.2). Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting and encouraging each other's efforts (Johnson & Johnson, 2001, p.4).Accordingly, face- to -face interaction promotes each other's learning directly to improve their mutual goals. In order to achieve meaningful face-to-face interaction, the size of groups needs to be small (2to4 members) (Johnson & Johnson, 1999, p.71).

1.6.Collaborative Skills

Gillies (2007) claimed that collaborative skill refers to interpersonal and small group which needs to cooperate successfully (Fehling et al, n, d, and p.1). In this respect, Olson & Kagan (1992) determined cooperative learning as the way students interact with each other as teammates (ibid, 2001, p.197). Therefore, some explicit instruction in social skills is needed to ensure successful interaction (ibid, p.197). Hence, it requires interpersonal skills; placing socially unskilled individuals in a group and telling them learning in cooperation does not guarantee that they will be so effectively, as well as it is not enough to enhance totally their skills (Johnson et al, 1999, p.71).

6. Implementing Cooperative Learning in the EFL Classroom:

6.1.Grouping

In the EFL classrooms, teachers use pair and group work as an integral part of language learning (Dornyei and Malderez, 1997, p.1). Hence, collaborative learning work provides

several opportunities for students to improve a range of skills such as critical thinking, problem solving and discover different personalities and perspectives. Thus, cooperative learning plays an important role to realize the learning process (Dornyei and Malderez, 1997, p.14). Besides, Tuckeman and Jensen (1977) reported that "... the close relationship formed during the learning process... has a significant effect on the group" (ibid, p.19). This effect develops cooperation among team members to work collaboratively in fostering the skill provided. Indeed, it is up to the teacher to decide when CL is relevant to be implemented (George M. Jacobs, p 31).

6.2.Types of Grouping

There are, in the literature, four types of grouping:

6.2.1. Grouping Students According to Their Preferences

Students decide the members to work with. In this way students are likely to feel more comfortable in their groups and possibly share a similar working style (Jacobs, 2006, p32).

6.2.2. Grouping Students According to Their Common Interest

Students are formed on the basis of some commonality, as Reid,(1993) clarified, such as those who like a particular topic; those who have a similar problem in their writing or those holding different views on the same issue (Jacobs, 2006, p32). Thus, students share the same task, issue and topic to write in a collaborative manner.

6.2.3. Grouping Students Randomly

Students in random groups are quick and easy to form because it seems better to students to be selected in this way (Ibid: 2006, p32).

6.2.4. Grouping Students According to the Teacher Decision

In this type, teachers place students in heterogeneous group with such characteristics as language proficiency, on-task behavior, ethnicity and gender (Jacobs 2006, p32). This heterogeneous grouping is a means of helping students (ibid, 2006, p32).

7. Cooperative Learning Principles, Advantages and Disadvantages in EFL Classroom

7.1.Cooperative Learning Principles

Many principles have been attributed to cooperative learning, however, we tackle the most relevant to language teaching and learning:

7.1.1. Heterogeneous Grouping

Cooperative learning is most often associated with heterogeneous grouping as Watson & Marshall (1995) suggested, “heterogeneous grouping of students in cooperative learning is so commonly accepted that it is often included as part of the definition of cooperative learning” (Baer, n, d, p.170).In this respect, it is important to make the teams heterogeneous in ability level, because it is undesirable to form a group with only weak or strong students (homogenous group). As a result, in heterogeneous groups, the weaker students (unskilled students) gain from seeing how skilled students solve problems and overcome the difficulties in which the skilled students gain a deeper understanding of the subject by teaching it to others (Felder &Brent, n.d, p.7).

7.1.2. Group Autonomy

As Roger Johnson writes, “teachers must trust the peer interaction to do many of the things they have felt responsible for themselves” (Jacobs, n, d, p.4).This principle encourages students to rely on themselves to look for resources rather than rely on the teacher. Thus, it encourages students to look first to their group mates when they need help or want feedback (Jacobs & Seow, 2015, p.31).For instance, only When students’ group have difficulties and

they cannot overcome it without teacher's helps, then, it is very necessary for teachers to intervene either in a particular group or with the entire class (ibid, p.4).

7.1.3. Equal Opportunity to Participate

Kagan (1994) claimed that a frequent problem in groups is that one or more group members dominate (s) the group participation (Jacobs, 2016, p.4). Besides, Jacobs & Seow (n, d) argued that some group members are denying others' chance to interact with the task and with group mates (p.32). Thus, students who are excluded from the group participation or interaction may learn less and enjoy less, at the same time, the rest of the group members loses the benefits of interacting with the excluded persons (ibid,p.32

7.1.4. Maximum Peer Interactions

Maximum Peer Interactions encourages more student-student interactions and fewer teacher-student interactions (Jacobs & Seow, 2015, and p.32). So, the word 'maximum' refers to maximizing two aspects of peer interactions; first, the quantity of peer interactions increases when group activities are used; especially when the number of members in each group is kept small. Second, Chiang, et al (2013) determined the quality of peer interactions increases when students use higher order thinking skills (in Jacobs & Seow, 2015, p.32).

7.2.Advantages

Richards & Rodgers (2001) listed numerous advantages of cooperative learning in the context of the foreign language classroom:

- ❖ To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate (Mekki, 2016, p.57).
- ❖ Cooperative learning develops higher level thinking skills, Skill building and practice learning activities in and out the classroom (Rani Mandal, 2009, p.98).
- ❖ To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks (Gillies & Boyle, n, d, and p.7).
- ❖ McGroarty (1989) mentioned that CL creates an environment for active, involved and exploratory learning and provides teachers with appropriate methodology that enables

them to achieve collaborative learning , and can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming) (Richard & Rogers , 2001, p.195).

- ❖ It improves the performance of the weaker students when grouped with skilled students (Rani Mandal, 2009, p.89).
- ❖ It addresses learning style differences among students (ibid, 2009, p.89).

7.3.Disadvantages

Based on the advantages mentioned above, cooperative learning strategies have some weaknesses:

- ❖ During the group activity, the teacher cannot control the language used by the students because they prefer to use their L1 instead of English language while working in a group (Chamisah, 2013, p.143).
- ❖ Though the class size is formed for resolving the subject matter, students' participation depends on the weak or shy students who may prefer to sit silent or rely on other members (Wei & Tang, 2015, p.401).
- ❖ It is difficult to manage classes and maintain the students' discipline while engaging in any interesting activity because of different dynamics (Cloud, 2014, p.8).
- ❖ It is time consuming to organize a group work and not all students enjoy CL since they rather prefer to focus on teachers' attention rather than working in their group (ibid, 2013, p.143).
- ❖ Age is also a factor, as group work is difficult in case of young students and mature students who have not the same thoughts and perceptions.

Conclusion

To conclude, in this section, we have discussed the cooperative learning in EFL classroom, the purposes and the types. In addition, we showed the basic elements of cooperative learning in EFL classroom concerning grouping and the types of grouping. Indeed, we pointed out the principles, advantages and disadvantages of cooperative learning in EFL classroom. The following section is devoted to collaborative writing.

Section Three: Collaborative Writing in EFL Classroom

Introduction

Brophy (1969) stated that students often benefit from working in pairs or small groups to construct understanding or help one another master skills (p.27). Here, the author assumed that students could improve or master skills such as writing skill in pairs or small groups. As, Ferris (1994) believed, "inadequate content", "poor organization" and "stylistic inappropriateness" are weaknesses of student writers (Shiri Aminloo, 2013, p.803-804). In this regard, Zimmet (2000) expressed that Collaborative work and small group give the unskilled students enough security to participate more frequently (ibid, 2013, p.803). Accordingly, Murray (1992) cited that collaborative writing is a common occurrence in the community or workplace (Nunan, 1992, p.100). In other words, Nystrand (1992) stated that writing occurs in a community and for a community (Murray, 1992, p.100). Thus, Murray (1992) argued that we incorporate collaborative strategies in the ESL writing classroom and we determine effective ways of using collaborative writing where the group learning produces written texts (ibid, 1992, p.100).

1. Collaborative Writing Definition

Harmer (2011) affirmed that one way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing (p.12). A collaborative writing assignment can be organized in several ways and students avoid giving one member all the work. For instance, students' group might break down a writing assignment into parts; each student writes his or her part and then collects it for compilation and edits to write the final draft together. Hence, a pair or group of students working together on a piece of writing can respond to each other's ideas, making suggestions for changes, and contributing to the

success of the end product (Harmer, 2011, p.12). Hence, collaborative writing refers to written texts which are created by pair/ small groups together.

2. Importance of Collaborative Writing

Kwiatkowski (2015) claimed that through collaborative learning the whole class benefits from each other not just the individual students (p.4). So, Collaborative writing has become a popular method of instruction in many composition courses because it helps student writers and increases students' confidence by allowing them learn together in order to develop their skills (Antonio, 2011, p.3-4). Elbow (1999 cited in Antonio, 2011, p.4) explained the benefit of collaborative writing as follows:

When people write alone, they make countless simple and complex writerly decisions tacitly, instinctively - without articulating the reasons for them. . .

But the process of writing with someone else forces us to put many of these decisions into words . . . the process of collaborative writing forces students to become more conscious and articulate about the rhetorical decision making.

Thus, collaborative writing is important to develop the unskilled students, who face difficulties to understand their own writing processes and provides an active space that increases students' confidence in writing, as it encourages them to think critically about their writing (Antonio, 2011, p.4). This strategy guides them together throughout the stages of the writing process, from brainstorming and outlining to an edited piece of a critical prose (Antonio, 2011, p.5).

3. Types of Collaborative Writing

Murray (1992) mentioned that Collaborative writing can be divided into two types (p.101).

3.1.Interaction on Paper

Murray (1992) argued that Collaborative writing can be divided into two types: The first type is students' interaction that occurs on paper and it is the case in the review of books or articles for publication where the reviewers and editor make notes on the writer's draft and also write additional comments (Nunan, 1992, p.101). Hence, collaborative paper helps students to interact on a given task by following the writing characteristics which guide them for an effective written construction.

3.2.Collaborative Writing as a Literacy Event

Murray (1992) said that the second type is students' interaction in which the text is constructed through oral discussion (ibid, 1992, p.101). This type of collaborative writing is what Heath (1983) called a "literacy event" and considers as a model for classroom writing (Murray, 1992, p.101). In addition, Heath (1983) mentioned that "many of the texts read and written in communities are part of literacy event". This means an event that "has social interactional rules which regulate the type and amount of talk about what is written and define ways in which oral language reinforces, denies, extends or sets aside the written material"(Heath, 1983 cited in Murray, 1992,p.102). Hence, Murray defined a number of different features for those events considered successful for students and which resulted in a satisfactory written product. Thus, literacy events are considered as a model that encourages students write in collaboration. (p101, 102)

3.3.Social & Interactional Rules in Collaborative Writing

Murray (1992) pointed out that Collaborative writing is a social process through which writers look for areas of shared understanding (p.103). So, to achieve such an understanding, students function according to several social and interactional rules: they set a common goal, they have differential knowledge, they interact as a group and they distance themselves from the text. Thus, the audience and common goal is to produce a text that contains specific criteria required by ESL teacher (Murray, 1992, p104).

4. Cooperative Learning Group size, Strategies and Tasks in Collaborative Writing

4.1.Group Size

Team size is very important when implementing cooperative learning in writing session especially in the EFL classroom because it makes students achieve their thoughts in writing any assignment. If the group size is uncontrolled, the motivation to learn is lowered. As Levine and Moreland (1990) commented, “as a group grows larger, it also changes in other ways, generally for the worse. People who belong to larger groups are less satisfied, participate less often, and are less likely to cooperate with one another” (Qtd in Wilkinson & Fung, 2002, p.436). The required size is around two to four students in a group. According to Jacob (2006) four members in a group seem to be the most sufficient size, and as it is minimized, it will be better for the learning process (Mekki, 2016, p.64).

4.2.Cooperative Learning Strategies

There are several cooperative learning strategies to be applied in the EFL classroom to encourage students to write in collaboration. Each strategy has its criteria which motivates students to help each other to learn; among these strategies we mention: Round table, Write-pair-share and Numbered heads to develop writing skill.

4.2.1Round Table

It is a brainstorming strategy in which students generate ideas to answer the question asked by the teacher (Mandal, 2009, p.99). Indeed, the round table has sequent steps to prompt the writing task. After the teacher poses a question which motivates students to write, they put on the table a piece of paper and one pen per group members (Mohamed, 2016, p.60). Olson & Kagan (1992) describe another step in which each student makes a contribution and passes the paper and pen to another student in the same group (Richard &

Rogers, 2001, p.198). Therefore, each student writes a response or makes a contribution to achieve their target goal (ibid, 2001, p.198).

4.2.2 Write -Pair-Share

Isbahi (2014) said that write- pair -share (WPS) is one of the CL strategies adapted from think- pair -share (p.5). Write- pair- share contains these sequential steps to fulfil the task given by the teacher. As, Jacobs et al (1997) stated , the steps in write- pair- share strategy are writing down the ideas individually (Isbahi, 2014, p.5); which means that students cannot do the first step in pair or other groups but each one writes his/her ideas alone (Isbahi,2014,p.5). Then, discuss the ideas with the pair or small group who consists of two students (ibid, 2014, p.5). Besides, Jacobs et al (1997) argued that the final step is sharing their writing composition in front of the class to get feedback from other groups (ibid, 2014, p.5).

4.2.3 Numbered Heads

Mandal (2009) defines numbered heads as a team of four students and each student is given a number (1, 2, 3 and 4) (p.99). In 1992, Kagan said that Numbred heads can be used in EFL/ESL writing class (Jacobs & Hall, 2006, p.52). Accordingly, Olsen & Kagan (1992) stated that it is a CL strategy in which students put their heads together and make sure everyone knows and can explain the answer for the question that is asked by the teacher (Richard & Rogers,2001,p.199). Numbered heads strategy encourages successful group functioning because when students help their group mates, they help themselves and their group (Jacobs & Hall, 2006, p.52-53).

5. Cooperative Learning Tasks

There are numerous activities and tasks that can be used in a cooperative language learning classroom (Richard & Rogers, 2001, p.197). Accordingly, Coelho (1992b) described major kinds of CL tasks with a learning focus (ibid, 2001):

5.1.Team Practice from Common Input

Before students engage in the required task or start to work on the same task; the teacher provides them with a common input to develop the writing material. In the practice phase, students could follow the previous teacher's presentations (teachers input) to develop the given task in a format of a new product. For that reason, it could be an effective starting point for teachers and students new to group writing (Richard & Rogers, 2001, p.197). In fact, Coelho (1992) said that involving in any task is to make sure that everyone in the group knows the answer and how they obtained the material to achieve their final objective; that includes the progression of the written task followed by the needed process (Richard & Rogers, 2001,p.197). In brief, students use the input concerning the task to produce a better written sample and be sure that each of them participates in and contributes to the assignment.

5.2.Cooperative Projects

It is a task a teacher requires students to perform, for example, write an essay about a free topic. In other words, Coello (1992) stated that cooperative projects (CP) are topics and resources selected by students which may be different for each group (Richard & Rogers, 2001, p. 198). Besides, students identify their subtopics for each group, and then synthesize the information for a written presentation (ibid). Indeed, each member in the group presents a part of the presentation. Thus, this task emphasizes students' interests who need many of previous experiences with more structured group to write more effectively (ibid). In general, when students are supposed to write in collaboration about a free topic, they contribute to the task individually by their previous background to achieve the task.

5.3.Critical Debate

Kirkland and Saunders (1991) maintained that the activities in collaborative writing can begin orally and progress to collaborative writing exercises in which students supply topic sentences and main ideas. Such activities typically begin with concrete material and move to

more abstract content (Shiri Aminloo, 2013, p.804). Mandal (2009) pointed out that this activity could be used while drafting argumentative essays (p.100). In this respect, each student selects his/her point of views concerning the issue given to write about (ibid, 2009). Mandal (2009) showed that students form teams and discuss, present, and argue the issue against the opposing team. So, critical debate exposes the class to a focused, in-depth, multiple-perspective analysis of issues (ibid). As a result, it can take students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspectives inherent in complex topics (ibid).

6. Teachers' , Students' roles and procedures in Collaborative Writing Classroom

6.1. Teacher's Roles in Collaborative Writing Class

Johnson et al. (1994) pointed out that the teacher has to create a highly structured and well-organized learning environment in the classroom, set goals, plan and structure tasks, establish the physical arrangement of the classroom, assign students to groups and roles, and select materials and time (Richard & Rogers, 2006, p.199). Moreover, Robinson (1995) stated that " teacher conceives self a flexible, permissive, interested in stimulating discussion and seeing other grow". In addition to this, McDonnell (1992) said that a teacher in the cooperative learning plays a role as a supporter, facilitator, observer and adviser (Mekki, 2016, p.64). Thus, in cooperative learning class, Zhang (2010) clarified that teachers are facilitators who guide their learners to prompt and achieve their educational objectives (ibid, 2016, p.64). Teachers just guide the learner to how they construct their knowledge and they are required to provide their students with a model answer to encourage further learning. Accordingly, Richard & Rogers (2006, p.199) illustrated that teachers speak less in a cooperative class than in teacher-fronted classes. Indeed, Harel (1992) stated that they provide broad questions to challenge thinking, prepare students for the tasks they will carry out, assist

students in the learning tasks, and give few commands imposing less disciplinary control ((Richard & Rogers,2006,p.199).

6.2.Students' Roles in Collaborative Writing Class

Zhang (2000) argued that students are active participants. Each student is a member of a group who must work collaboratively on tasks with other group members to achieve the target goal. Thus, learning is something that requires students' direct and active involvement and participation (Richard & Rogers, 2006, p.199).In this sense, pair grouping seems to be a typical cooperative language learning format which gains more time when engaging in any learning activity (Richard & Rogers, 2006, p.199). Therefore, Jacob (2006) pointed out that there are five roles EFL learners have to perform during a cooperative learning activity (Mekki, 2016, p.65):

Student's role is as facilitator in which is the member who coordinates the group's works. Indeed, student is considered as recorder's responsibility which means recording what the group has accomplished. Also as reporter tells others about the group's work and time keeper helps the group be aware of time constraints, keeps the group on tasks and fills in for missing group members. Yet, as observer of collaborative skill checks if group members are using a particular collaborative skill deemed important to the group's interaction.

6.3.Procedures in Collaborative Writing Class

Johnson et al. (1994) illustrated some outlines of how a collaborative Learning lesson would be carried out when students are required to write an essay, report, poem, or story, or review something they have read(Richard & Rogers,2001, p.200).The procedure works in the following way:

- *The students work together to write the first paragraph of each composition to ensure that they both have a clear start on their compositions.*
- *The students write their compositions individually.*
- *When the students have completed their compositions, they proofread each other's compositions, making corrections in capitalization, punctuation, spelling, language usage, and other aspects of writing the teacher specifies. Students also give each other suggestions for revision.*

- *The students revise their compositions.*
- *The students then reread each other's compositions and sign their names. Indeed, during this process, the teacher monitors the pairs, intervenes when appropriate to help students master the needed writing and cooperative skills.*

7. Previous Studies Related to Collaborative Writing

Cooperative learning as opposed to individualistic and competitive learning requires learners to work together in groups to achieve a common goal (Ahangari & Samadian, 2014, p.121).

Aicha (2012) investigated the effect of using cooperative learning as a strategy in enhancing students' level of English language writing. The aim was to determine whether the students' writing ability would be improved by using this strategy. Accordingly, the results have shown that cooperative learning is the appropriate strategy that increases students' writing proficiency. Henceforth, the results confirmed the hypothesis that the students have a positive attitude toward using CL to develop their writing skill and create a safe atmosphere in classroom where students can participate without fear of making mistakes.

Albeshar (2012) also investigated the effectiveness of using collaborative learning to improve the writing skills of students of English as a second language. The aim was to determine whether students who were involved in collaborative learning produced better written texts in terms of organization, development, cohesion, structure, vocabulary and mechanics than students who wrote individually and whether engaging in collaborative learning has a positive effect on the attitudes and perceptions of learners. As a result, this study indicated that collaborative writing benefitted the students a great deal in terms of the quality of their writing (development, cohesion and organization). Henceforth, collaborative learning had a positive effect on the students' attitudes towards writing in English.

Moreover, Ahangari and Samadian (2014) conducted a research on the Effect of Cooperative Learning Activities on Writing Skills of Iranian EFL Learners. The result obtained after the empirical study showed that EFL learners under a cooperative learning environment explored the language knowledge they want to master. Hence, cooperative learning activities improve writing skills in EFL classes.

Besides, Ahmadi, Motallabzade & Fateni (2014) shed light on the effect of cooperative learning strategies on Iranian intermediate students' writing achievement. The researchers implemented the experimental and control groups to teach them how to write TOFL essays in cooperative and traditional ways. Accordingly, the data obtained from the findings indicated that the experimental cooperative group's influence students' performance. Therefore, the researchers found out that the application of cooperative learning had a positive effect on Iranian intermediate students' writing achievement.

Moreover, Kesharz, Shahroki & Najad (2014) investigated the effect of cooperative learning techniques on promoting writing skills of Iranian EFL learners. After the empirical study, they found that the experimental groups performed better on writing skills than the control group, and based on the results, cooperative learning enhances students' writing performance. In other words, before CL was incorporated in the class, the students obtained low scores, but after the implementation of CL, the students scored significantly better in their writing. So, it is obvious that the implementation of CL in the writing session has been proven to produce positive effects on students' writing.

Furthermore, Mohamed (2014) highlighted the effectiveness of using the Cooperative Language Learning Approach to enhance EFL writing skills. Indeed, cooperative language learning (CLL) approach was used to encourage second- Year University students at the college of languages and translation to develop their writing skills. Therefore, students in

CLL_ based groups were trained to be more responsible for their learning through developing their personal interaction as well as their linguistic competence in a more relaxed social context. The result revealed that the students' scores in writing were higher after incorporating cooperative language learning (CLL). So, the finding obtained proved that the students developed positive attitudes towards using CLL, to develop their language skills in general and writing skills in particular.

Lastly, Siddique and Singh (2016) dealt with the role of cooperative learning in enhancing students' writing skills. This study examined the causes of poor writing skills of intermediate students. Accordingly, they used collaborative learning to enhance the writing skills of the students. Thus, Siddique and Singh (2016) said that cooperative learning strategy can be very effective for the intermediate students. Besides, they recommended other researchers to employ CL strategies to help students enhance essay writing skills effectively.

It is obvious from the previous studies cited above that the use of cooperative learning strategies improves EFL students' writing.

Conclusion

Throughout this section, we have provided definition, importance and types of collaborative writing. Yet, we have mentioned the importance of group size when implementing cooperative learning strategies and cooperative learning tasks and strategies. Accordingly, we have emphasized the teacher's roles and students' roles in collaborative writing class and the procedures they could follow. Finally, we dealt with the previous studies related to collaborative writing. The next chapter deals with the practical part of our work.

Chapter Two: Methodological Consideration and Study Results

Introduction

The present study aims to identify the effect of cooperative learning strategies on fostering EFL students' writing skills. For doing so, we opted for a pre-experimental methodology, using questionnaires and students' written samples analysis. Therefore, the research methodology section examines to which extent these strategies motivate students to write better. Hence, this chapter aims to provide an answer to our research questions and hypothesis. For this need, we divided this chapter into three sections. The first section is all about the description of our methodology. In the second section, we provide our findings, analysis and discussion. The last section is about the limitations of the study and the possible implications; then, it is concluded with suggestions for future research.

Section One: Methodology and Research Design

This section deals with a detailed description of the methodology. We present our methodology, describe our sample, population and the instruments used for data collection; then, we explain the procedures for data collection and analysis.

1. Population and Sample (participants)

Khan (2010) argued that participants show the people who are participated in our study (p5). Our population is EFL students of 3rd year at the Universty of A-Mira Bejaia, Faculty of Arts and Languages, Department of English. Indeed, all groups which represent the whole population are asked to answer the pre-post questionnaire. The population encompasses 6 groups of 31 students .Our sample consists of one group. The group is composed of 31 students, but only 28 attended their writing classes regularly. The background information got from the pre-questionnaire (see Appendix1) revealed that our population consists of 55

females (78, 58%) and 15 males (21, 42%) ranging from 20 to 26 years old, with the mean age of 23 years old.

2. Design and Methods

Our choice of the methodology is based on the objectives of the study. We aim to deal with the effects of cooperative learning strategies on students' writing skill. More specifically, we aim at testing the cause/effect relationship between the cooperative learning strategies and writing skill. The reason is to motivate students to write an academic essay in cooperation, and help them to overcome their writing difficulties. Accordingly, this study relies on a Pre-experimental study, the lack of control and the use of one experimental group with a pre-post test show our choice of pre-experiment (Cohen, Manion & Morrison, 2000; Best & Kahn, 2006). Moreover, to increase our research validity, we adopted for a mixed methodology consisting of the pre-experiment with a pre-post questionnaire and textual analysis.

2.1. The Quantitative Method

Biggan (2008: 86) argued that quantitative method “refers to research that is concerned with quantities and measurements such as proportion and number. Hence, to collect quantitative data we used pre-post questionnaires.

2.1.1. The Pre- questionnaire

Quantitative methods of data collection are used to generate numbers and measure a given problem (Biggan, 2008: 130). In our case, our choice falls upon the use of a pre-experiment using the pre-questionnaire which is handed for the whole population, with a post questionnaire to test the effects of cooperative learning strategies on the empirical group as whether they improve their writing skill or not.

2.1.2. The Post-questionnaire

It is the final version of the pre-questionnaire. It is composed of open– ended and close questions to allow us discuss its results and the ones of the pre-questionnaire to determine any significant change or improvement.

2.2.The Qualitative Method

“Qualitative research is linked to in-depth exploratory studies where the opportunity for quality responses exists” (Biggan, 2008, p86). Moreover, Denzin and Lincoln (1994) hold that qualitative research involves studying ‘things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them’ (cited in: Biggan, 2008, p.86).

2.2.1. Text Analysis (written samples)

Marczyk, DeMatteo and Festinger (2005) said that “Qualitative research is often used as a source of hypotheses for later testing in quantitative research” (p.17). In our study, it consists of textual analysis of students’ essays. Text analysis is based on a description of students’ essays in terms of coherence, cohesion, language, creativity and essay development. This analysis permits us to evaluate students’ essays in terms of quality and determine any improvement in their writing after using the cooperative learning strategies. The students’ essays are analyzed and evaluated by the teacher of the group for more reliability.

3. The Experiment’s Programme

Our empirical study deals with a cause/effect relationship. Accordingly, the training programme is based on five sessions. In the first session, we handed the questionnaire for the group. Then, the remaining sessions were used to experiment the cooperative learning strategies to write essays about the three genres (Descriptive, Argumentative and Narrative genre). Hence, each session is divided into three stages. First, direct instructions about how students implement cooperative learning strategies are provided; followed by theoretical

background they need to write an accurate essay in relation to a specific genre. The next stage asks students to write an essay on a free or given topic, following the previous outlines or conventions. Finally, we motivated students to exchange the drafts between them for a critical debate in order to get feedback and in the same time, make a final revision for their drafts before the submission. After that, the teacher evaluates students' essays in accordance to the rubric (see appendix 8) which shows the criteria of essay writing.

4. Data Collection Procedures

The administration of the pre-questionnaire started on 19th till 21st /February, 2018. We spent 8 days to administer the pre-questionnaire, after that we start the experiment on 28th February till April because of the spring Holidays and some limitations. We had 1 session per week, on Wednesday from 13:00 a.m. to 14:30 p.m., building 03 room 14. For each session, we designed a lesson plan on the basis of the text genre dealt with (see Appendix 5). In the last session, we conducted the last session of the experiment and directly administered the post-questionnaire to ensure the presence of all the participants.

5. Data Analysis Procedures

The data obtained from the quantitative method (pre and post questionnaires) are analyzed using the description of the data relying on percentages. Concerning the qualitative method, we selected five groups consists of two or four members for each to evaluate their essays (the total of all written samples is 16 essays). The textual analysis is based on a description of students' essays in terms of coherence, cohesion, language, essay development, grammar mechanics, style, format and students' use of imagination and creativity with illustrations from their essays on the basis of an essay scoring rubric.

Section Two: Analysis and Discussion

In this section, we analyze the results and discuss them as well. Tabulation is used for reporting the statistical data obtained from preliminary, post-questionnaires using frequency values and graphs for demonstrating the significant difference. At the end, discussion of the results is covered in relation to previous scholars' findings.

I. Analysis

1. Description of The Pre- Questionnaire

The questionnaire as a whole consists of 22 items divided into five parts. The first part of the questionnaire (Qs: 1, 2, 3) is concerned with general information about the students such as: the age, the gender and attitudes towards English studies. The second part contains 5 questions about the writing skill. The third part consists of 6 questions about collaborative learning. The fourth part compromises 7 questions regarding writing in collaboration. The final part deals with 1 question that gives our sample participants to provide any comments or suggestions about writing in collaboration.

1.1 Analysis of the Pre-Questionnaires

The whole population consists of 180 students in the department of English at the University of Bejaia. Thus, we used a questionnaire to collect data about the students' attitudes and perceptions towards collaborative writing. Then, we handed the questionnaire to 180 students but only 70 students handed it back. Indeed, the sample included 28 students of third year to implement the empirical study in order to overcome written expression difficulties and to which extent the use of cooperative learning strategy is appropriate to write better. Hence, the sample group consisted of 28 students; however, only 24 students were included in the experimental study since the other 4 students were never present.

1.1.1. Part One: General Information: (Q1-3)

The first item deals with background information of the whole population. The results showed that the students' age goes around 20 to 26 years old. The responses to the second question showed that 55 of the participants that represents 78, 58% are females and 15 students that represents 21, 42% are males. This concludes that the number of the females selecting English as a subject of study out-number the males. The third item results revealed that 90% of our population enjoys being a student of English and only 10% answered with "NO ". The above results are summarized in the following table.

	Age	Gender		Enjoying being student of English	
Student-participants	20-26 years old	Female	Male	Yes	No
		55 (78.58%)	15 (21.42%)	63 (90%)	7 (10%)
Total	70 (100%)				

Table 01: students background information

1.1.2 Part Two: Students' perceptions toward the writing skill (Q4-8)

To the fourth question concerning the students' perceptions toward the writing skill , 55 students answered with "YES " (78,58%) and 15 students answered with" NO" (21,42%) .

Option	YES	NO	TOTAL
Students	55	15	70
Percentages	78,58%	21,42%	100%

Table. 02. Students' Perceptions toward the Writing Skill

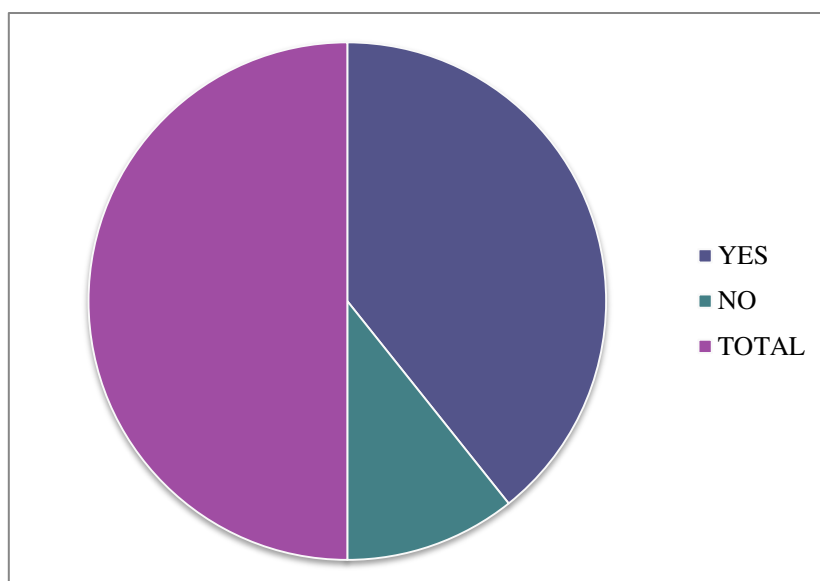


Diagram. 01. Students' perceptions toward the writing skill

Concerning our population writing difficulties, the results showed that 70% of the third year students answered with "Yes" whereas 30% said "No". Among the alternatives, the students were asked to choose regarding the difficulties they face: "a- the lack of ideas or background" represents 50 % of students of the whole population really face problems regarding the information about the topic. 15% of students chose the description of the word in form of sentence and others facilitate the mission by asking their classmates or the teacher which means "b" the lack of vocabulary . 10% of students specified their answer with "c" which is "do not master the grammatical rules" and 15% of students answered with "d" facing difficulties to write because of the inability to organize the ideas or words. Finally, 10% of students chose "e" have difficulties to follow the academic methodology, as there are few students who chose another explanation such as: *"I do not find words to start and we have difficulties to find a suitable topic"*.

Option	Difficulties
YES	70%
NO	30%
TOTAL	100%

Table.03.Students Difficulties in Writing Skill

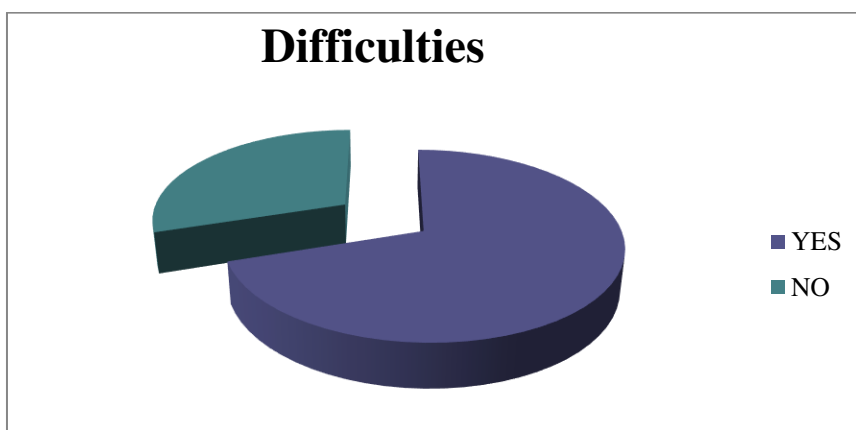


Diagram.02.Students Difficulties in Writing Skill

Option	Difficulties
a. The lack of ideas or background.	50%
b The lack of vocabulary.	15%
c.You didn't master the grammatical rules.	10%
d.The inability to organize the ideas or words.	15%
The difficulty of following the academic methodology.	10%
TOTAL	100%

Table.04.Difficulties of Students while Writing

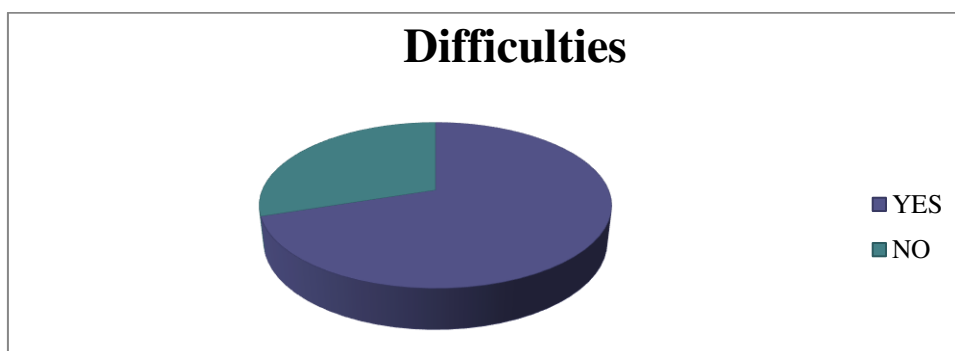


Diagram.03. Students' Writing Difficulties

The sixth question addresses mainly the students who face difficulties in writing, and proposes some solutions or alternatives that would help them improve their skills in writing. The results showed that: writing outside the classroom about any topic is chosen by, 39% of students as a solution to remedy their writing difficulties and enhance their writing skill. 24, 24% of students clarified their answers with option” b” reading books about writing methodology which make some points clear to write better. Then,”c” you write everyday a paragraph about your daily routines (20, 20%). 15, 15% of students answered with”d” (we ask teacher about any difficult point to write an accurate composition); and one student did not answer. Accordingly, some students tackle other suggestions such as” *reading articles on the net. Reading in general which means not following the pedagogical syllabus whether methodology books or novels helps my writing skill.* Also, there is one who emphasise on the structure of writing by saying “*I improve my handwriting before moving to the content*”.

Options	Solutions					total
	a	b	c	d	others	
Percentages	39%	24,24%	20,20%	15,15%	1,41%	100%

Table.05. Students’ Solutions to Improve their Writing (See Appendix 01)

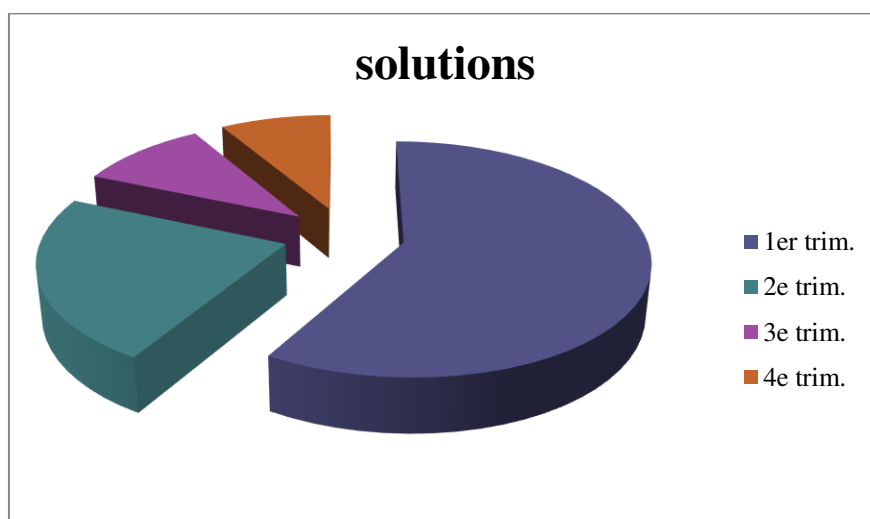


Diagram.04. Students’ Solutions to Improve their Writing

The seventh question let the students express their attitudes toward the module of written expression and whether it gives them opportunities to write structured and accurate essay. 59

students -84, 28%- said “YES” that the module of written expression pushes them to write accurately with the help of the teacher, and 7 students -10% - answered with “NO “. Those who said “NO” explained the reasons:” *It would be helpful if the teacher corrects our mistakes. The teacher does not correct our drafts just collect them without any feedback. Teachers do not give us much motivation to improve our writing skill. It does not impact us because we study it just once a week and the topics are not really interesting*”. Whereas, those who said “YES “ explained how the written expression module helps them write accurately. Some of them said: *“It helps us especially to write with a correct structure and format. Then it helps us to learn new vocabulary, method and the right processes to writeect”*. As, 4 students represent 5, 72% did not answer the question.

	students	percentage
YES	59	84, 28%
No	7	10%
No answer	4	5, 72%
total	70	100%

Table.06. Students’ Accurate Essay through Written Expression (See Appendix 01)

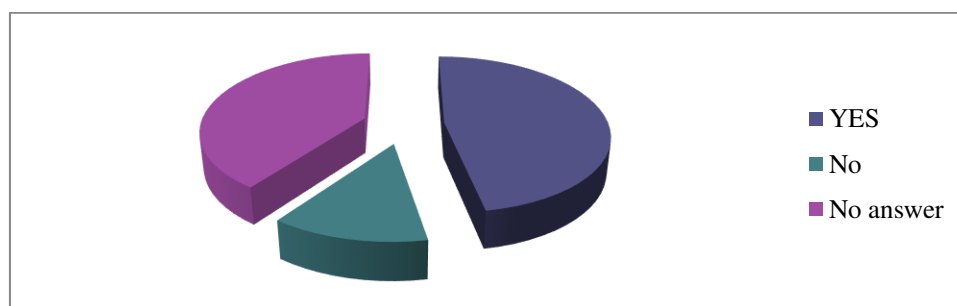


Diagram.05. Students’ Accurate Essay through Written Expression

The last question emphasises the help and contribution of the writing content delivered in class to write effectively. 33 students representing 47, 14% said” yes” and explained how “by learning grammatical rules. It gives us an idea about how the thoughts are organised. We are provided with the methodology how to write an essay correctly concerning the structure. I get an idea how to write an essay. every session the teacher provides us a new topic then we

assimilate many information or providing for us a useful texts full of knowledge which lead us to learn new vocabulary and deliver for us the steps to write a good essay". According to the students' attitude we viewed that most of them point to the structure, vocabulary, grammar and some background knowledge about different topics to know how to write different genres of essays.

However, 9 students (12, 86%) answered with "NO" and clarified their perceptions toward the content delivered in the written session to write an essay as follows *"because we do not study it many times a week. The content is not interesting. It depends on the members group work if they share the same idea, agreements and working together about the task till the end. The information is not enough to write a complete essay and the content it's really not sufficient, then it is not enough because teachers did not help or give us the appropriate methodology and just instruction without any example"*. These students do not believe that the content or the theory provided by the teacher helpful and practical for writing effectively; 28 students did not answer this question neither with "yes" or "No" representing 40%.

OPTIONS	students	percentage
YES	33	47, 14%
No	9	12, 86%)
No answer	28	40%
total	70	100%

Table.07. Students' Essay through the Content Delivered in Class (See Appendix 01)

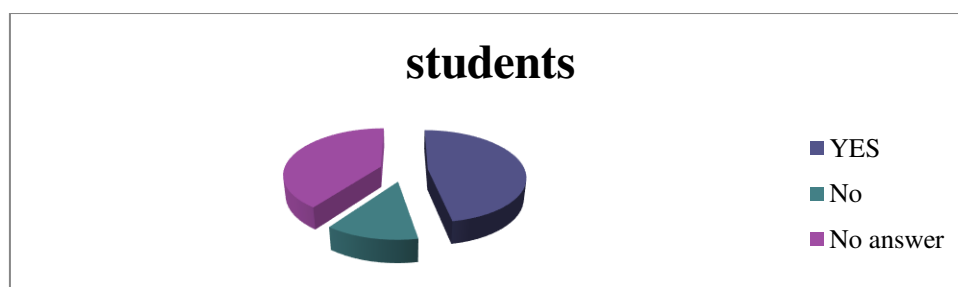


Diagram.06. Students' Essay through the Content Delivered in Class

1.1.3 Part Three: The Students' Attitudes towards Using Cooperative Learning (Q9-14):

In the ninth question, 52 students representing 74, 29% of the population argued with “YES”, that they feel comfortable when learning in pairs or small groups whereas 17 students representing 24, 28% of the population claimed “NO” that they do not feel comfortable when learning in pairs or in small groups and one student (1,43%) did not answer the question.

Option	Yes	No	No answer	total
Students	52	17	1	70
Percentage	74,29%	24,28%	1,43%	100%

Table. 08. Students 'Attitudes toward Learning in Collaboration (see Appendix 01)

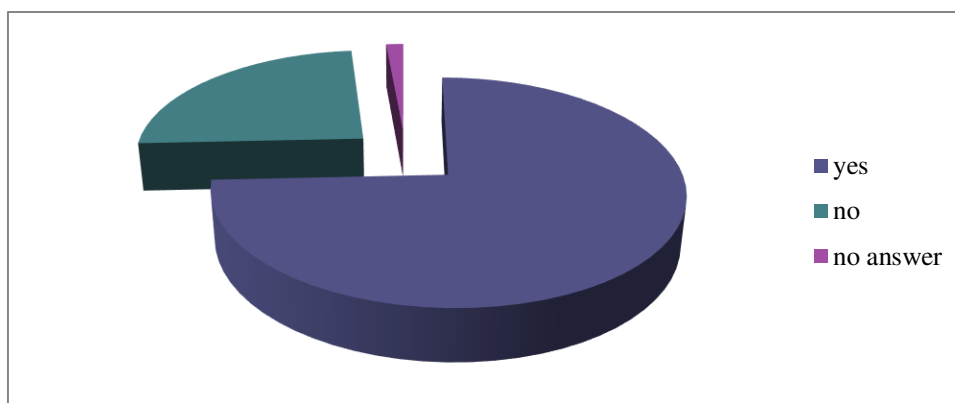


Diagram.07. Students 'Attitudes towards Learning in Collaboration

For the tenth question, 16 students representing 21, 05% of the population said that “we collect ideas by using the English language”, 17 students representing 22, 36% of the population opted for “b” which is the use of both, to collect ideas “English and French”, and 37 students representing 48, 69% of the population choose the possibility “d” which is the use of “English and mother tongue, French and Arabic” in order to collect ideas. Moreover, 6 students representing 7, 90% of the population did not answer the question and one student added another suggestion which is “*sometimes translating from the mother tongue to English*”.

Options	a	b	c	d
students	16	17	0	37
percentages	21,05%	22,36%	0%	48,69%

Table.09. The Language Used while Learning in Collaboration (see appendix 01)

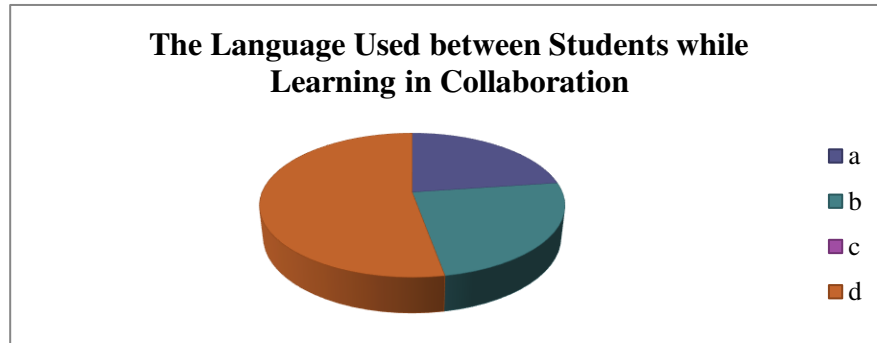


Diagram.08. The Language Used while Learning in Collaboration

The eleventh question showed the students' answer about their learning preferences (individual, pair, and in group). 28, 77% said that “we prefer learning individually”. 38, 33 % prefer learning in pairs and 32, 9% of the population answered with “c” which is “learning in group”. As the results highlighted, 71, 23% of the whole population prefers learning in collaboration.

Options	a	b	c	total
Answers	21	28	24	73
percentages	28,77%	38,33%	32,9%	100%

Table.10. Students' Learning Preferences (See Appendix 01)

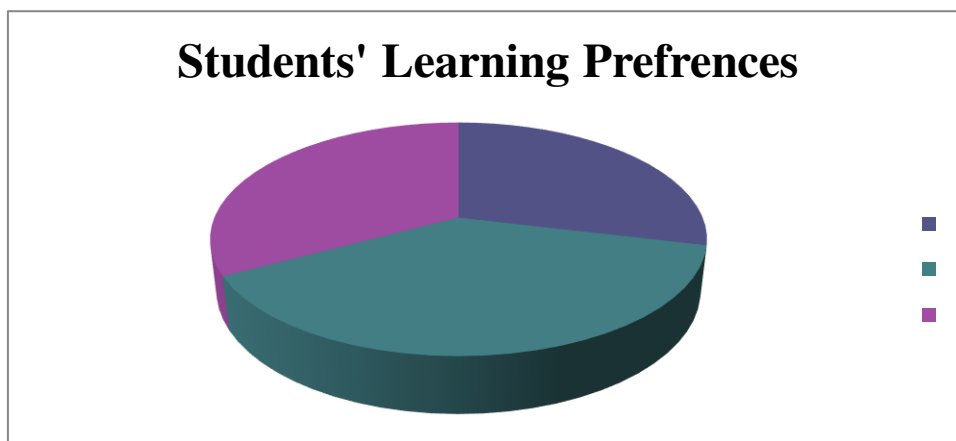


Diagram.09. Students' Learning Preferences

For the twelveth question, 26 students representing 37, 14% of the population chose the answer “a” which is progressing better when learning alone and 44 students representing 62, 86% of the population selected the answer “b” which is progressing better when “learning in pairs/Small groups.

Options	alone	collaboration	Total
Students	26	44	70
Percentages	37,14%	62,86%	100%

Table.11. Students’ Progression when Learning in Collaboration/Individually (See Appendix 01)

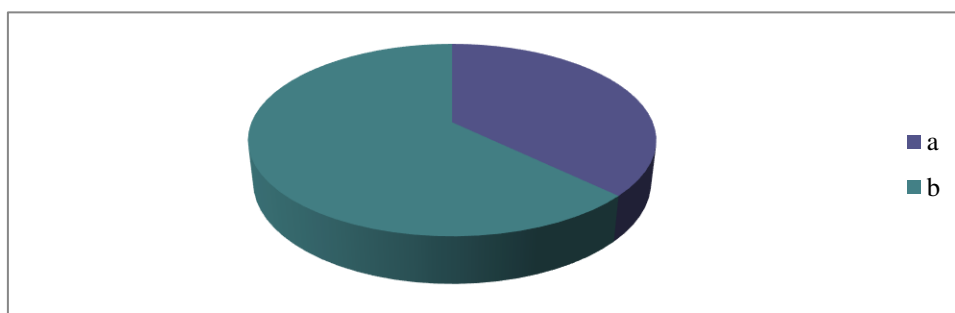


Diagram.10. Students Progression when Learning in Collaboration/Individually

9 students representing 12, 85% of the population claimed “YES” to the thirteenth question “Do you have opportunities to learn in pairs/groups in the classroom”, while 61 students representing 87, 14% of the population said “NO”.

Options	YES	No	total
students	9	61	70
percentages	12,85%	87,14%	100%

Table.12. Students’ Opportunities to Learn in Collaboration in the Classroom (See Appendix 01)

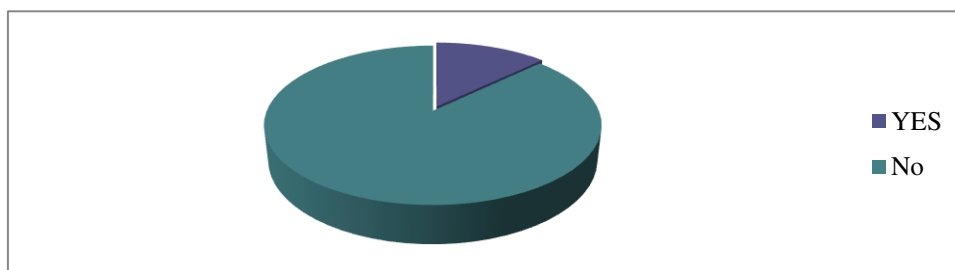


Diagram.11. Students’ Opportunities to Learn in Collaboration in the Classroom

Lastly, for those who answered with “Yes”, they mentioned the modules in which they are appealed to learn in pairs and groups: Methodology, Oral expression, ESP, Literature, Linguistics and Civilization.

1.1.4. Part Four: Students’ Perceptions towards Collaborative Writing (Q15-21)

Most of the students who answered the question number fifteen, argued that they prefer writing individually. In this respect, 65, 72% that is 46 students claimed “we prefer writing alone” whereas 21, 42% that is representing 15 students prefer writing in pairs and the remaining 12, 86% that 9 students prefer rather writing in group. So, 34, 28 prefer writing in collaboration, in contrast, 65, 72% prefer writing alone or individually.

Options	a	b	c	Total
Students	46	15	9	70
percentages	65,72%	21,42%	12,86%	100%

Table.13. Students’ Preferences while Writing in Collaboration (See Appendix 01)

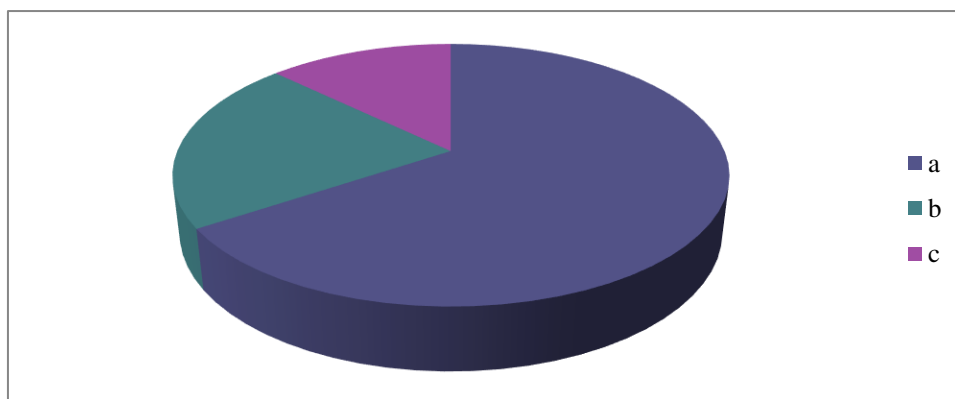


Diagram.12.Students’ Preferences while Writing in Collaboration

For the sixteenth question, 40 students representing (57, 14%) answered with “YES”, they find it easier to write an essay in cooperation. They provided their reasons, among them: *“because we correct each other. Each student gives his/her ideas to let the essay rich in the content. It helps us to exchange ideas .it makes the topic easy to manipulate. It motivates me to write and learning many styles, while I work in pairs I feel more comfortable to express myself. Working in cooperation impact us in order to improve and enrich our knowledge. It*

helps us to write an accurate essay. sometimes we do not have sufficient information about the topic but when we write in pairs/ groups we share multiple ideas and the skilled or competent mates help me “.

The 30 remaining students (42, 85%) argued “NO”: “It is not easy to write in collaboration”. They provided the reasons that pushed them to say “NO”: “*because there are a lot of confusion and misunderstanding. I interrupted by others’ ideas. Lack of concentration, I like writing in my proper way without imposing any order. Each one has his/her style and in fact we have only one essay to write. The group disturbs me when writing and there is a disagreement about our views. I like a deep thinking to write down my ideas. There are a lot of ideas and we have difficulties to link them”.*

Options	YES	NO	TOTAL
Students	40	30	70
Percentage	57,14%	42,85%	100%

Table.14. Students’ Perceptions toward Writing an Essay in Collaboration(Appendix01)

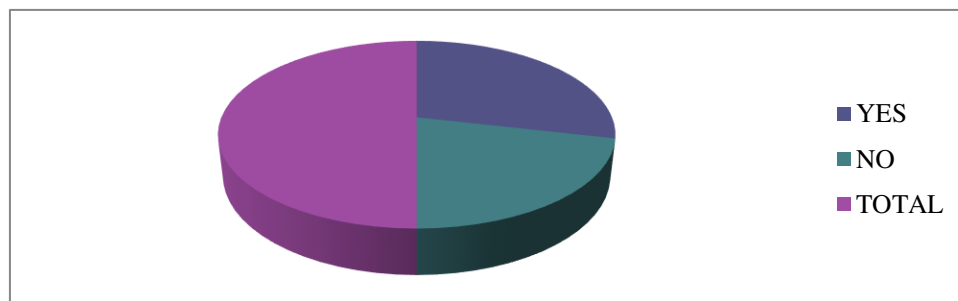


Diagram.13. Students’ Perceptions toward Writing an Essay in Collaboration

seventeenth, 23 students representing 32,86% said “YES”, that they get a lot of opportunities to practice writing in collaboration, however, 47 students representing 67,14% claimed “NO”, that they do not have opportunities to write in collaboration in the classroom.

Options	YES	NO	TOTAL
Students	23	47	70
Percentages	32,86%	67,14%	100%

Table. 15. Students’ Opportunities to Write in Collaboration (Appendix01)

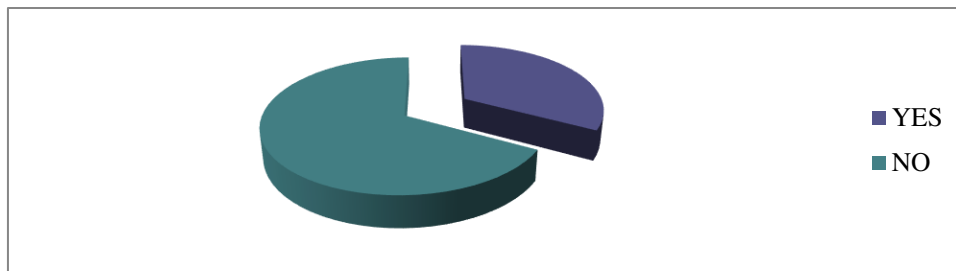


Diagram.14. Students' Opportunities to Write in Collaboration

To the question number eighteenth," Does writing in groups or pairs help you to gain time?", 39 students representing 55,71% of the population said "YES" while 31 students representing 44,28% of the population answered with "NO". Those who said "YES" explained how writing in pairs/groups helps them to gain time: by saying *"when I write a lone, I feel lost whereas writing in collaboration permits me to decide quickly what am 'I going to write and to produce a good essay in a short time. It will be faster to write instead of writing a lone. it helps us to collect information without losing much time to write the required topic. It becomes easy to write and we earn time. We devise the task between us, when working in collaboration we have many ideas then we just organize them and began our writing. It will be easy to write, understand and we finish quickly unlike writing alone "*.

Those who said" NO" provided some reasons: *"because I take time to discuss with them. Each one has his/her method. Each one has hi/her way to organize their time. We spend time in talking rather than working and we have different ideas. We forget about the task and just joking and laughing. There is much information that we should organize it, so we need much time and every one shares their thought and it is difficult to choose the best one"*.

option	students	percentage
YES	39	55,71%
No	31	44,28%
total	70	100%

Table.16. Gaining time by Writng in Collaboration (Appendix 01)

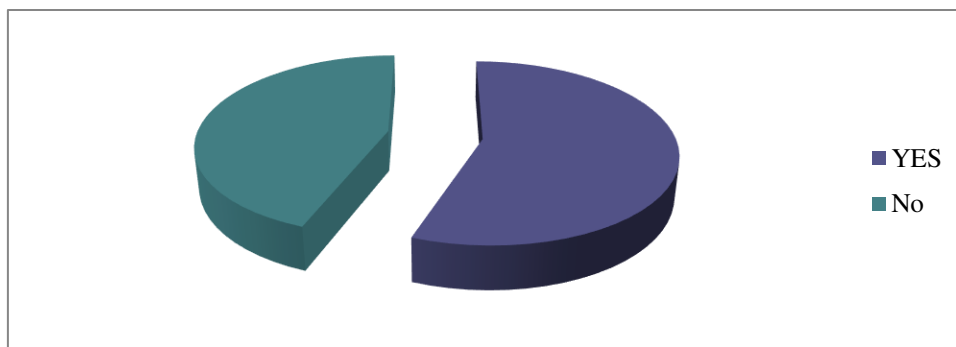


Diagram.15. Gaining time by Writing in Collaboration

The question number nineteenth, 40 students representing 57,14% of the population said “YES”, they make progress when they write in collaboration (pairs/group), in contrast, 30 students representing 42,85% of the population argued with “NO”, they do not make progress when writing in group or in pair. Accordingly, the students who said “yes” clarified that it is “*because we understand more in group. We correct each other, in order to write a perfect written draft. It is practical and encourages students. I feel that there is a power of knowledge which makes us motivated to write*”.

The students who said “NO”, argued on their part with: “*I personally find it difficult to learn writing in group. Every time we finish with a disagreement because of the different opinions. I cannot concentrate when there is a lot of noise. The skilled students can write easily and the unskilled students have not the chance to participate*”.

	students	percentage
YES	40	57,14%
No	30	42,85%
total	70	100%

Table.17. Students’ progression while writing in Collaboration (Appendix 01)

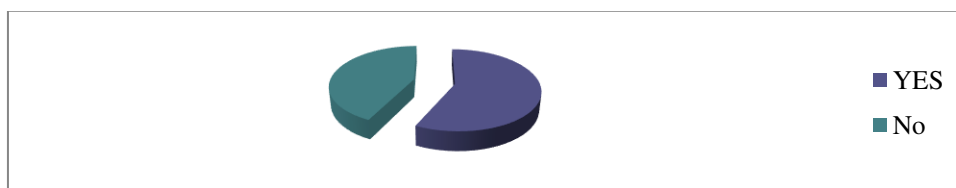


Diagram16. Students’ progression while writing in Collaboration

For the twentieth question, 12 students representing 17, 14% of the population agree strongly on writing in collaboration that is in pairs and groups during writing sessions, 40 students representing 57, 14% of the populations agree on collaborative writing during writing sessions. Whereas, 18 students were representing 25, 71% disagree on writing in collaboration. In other words, they prefer individual writing.

Options	a	b	c	Total
Students	12	40	18	70
Percentages	17,14%	57,14%	25,71%	100%

Table.18. Students' Perceptions toward Using Collaborative Writing in Classroom

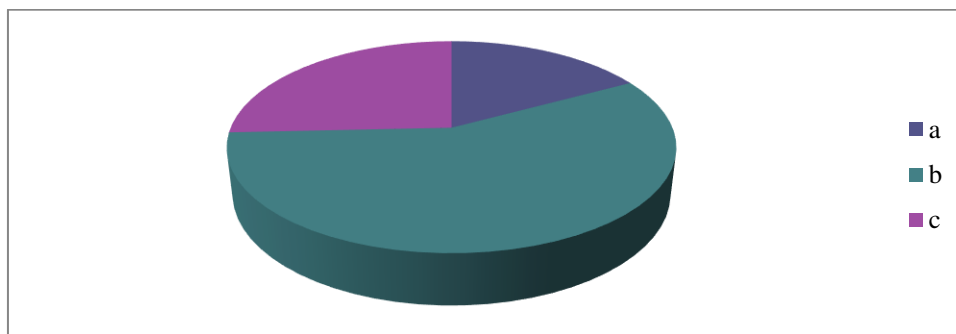


Diagram.17. Students' Perceptions toward Using Collaborative Writing in Classroom

For the question twenty one, “How does cooperative learning contribute in your writing?”, 27 students representing 38, 58% of the population answered with a positive contribution of cooperative learning in enhancing writing skill with “I learn more information when I am writing in the group, to grasp a huge background knowledge” whereas 43 students representing 61, 42% of the population did not answer the question seven.

Among their arguments:” *I learn more information when I’ am writing with the group, to grasp a huge background knowledge. Cooperative learning contributes in my writing by exchanging ideas and corrects one another mistakes. It helps us to improve our writing skill, correction of mistakes, sharing new ideas. Many points of view then it helps to progress in our writing. Working in groups gives us the opportunity to learn more information and correct some false idea concerning grammar, orthography, vocabulary. Working in groups lead to learn more by other students and even with mistakes. It helps us to improve ourselves by exchanging ideas, listening to others experience or knowledge and comments on others*

thoughts. I felt more relaxed, motivated and lack of us has got an idea then we exchange between us these information in order to achieve our target. It helps to gain time, learn new words, thoughts; it helps us a lot in using a right methodology and strategy of writing. It is important because it helps us to develop our learning studies.

Indeed, It helps us learn new words, expressions, thoughts which push us to improve our writing skill and others ideas may help seeing the subject that we write more clearly, I like this idea of cooperation because it helps us to learn many thing, I cannot think of a reason because if I could spare the collective group I do, cooperative learning helps the student to produce better through working together and the students get the opportunity to help each other, to correct each other mistakes , to support one another ; thus the students will feel more comfortable expressing his/herself which leads to better results, exploring new horizons .correcting each other mistakes and developing team spirit. , we can be creative.

However, there are some students who are against by arguing “ *It does not really help, it is an individual work, some people work better in groups other they prefer to work alone, we do practice cooperative learning because we mostly focus on individual and autonomous writing. It does not really help me in my writing, I prefer doing it alone, cooperative learning makes confusion in the group, I think that learning writing alone is more creative and inspiring also I think that silence can help rather than noise of people , I learn new words and vocabulary but I prefer writing alone because inspiration comes when I am alone and in calm place, for me cooperative learning does not contribute in my writing because of the lack of concentration*”. As, 43 students representing 61, 42% of the population did not answer the question seven whether the cooperative learning contributes in their writing.

Option	students	percentage
YES	27	38, 58%
No	43	61, 42%
total	70	100%

Table.19. Cooperative Learning Contribution in Students’ Writing (Appendix 01)

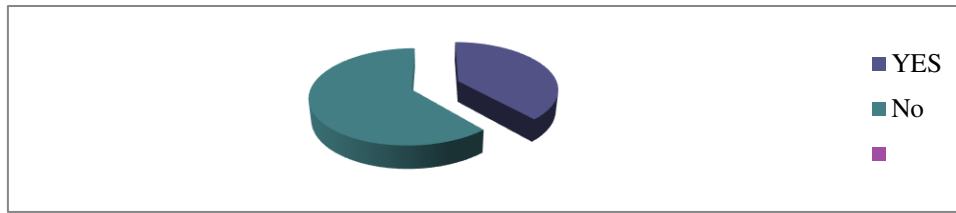


Diagram.18. Cooperative Learning Contribution in Students' Writing

1.1.5 Part Five: Further Suggestions (Q22)

The last part of the questionnaire gives the students an opportunity to add any suggestion about the use of collaborative writing in class. So, the students who answered the final question are 28 representing 40% of the population. Among their suggestions: *“The teacher should put the students with the average students in order to facilitate learning. I suggest making in every session a group work and each time change the students in these groups. They should add to the method the help of the teacher to get a best knowledge by correcting their mistakes and show for us the effective writing style. I think that working in pairs can improve our relationship, exchanging ideas, improving our language. I think the most important thing in cooperative learning is the choice of the partner and according to the topic will be discussed in group. Discussing pictures then they create their own story by writing different ideas about the topic and collecting the work into one essay. The teacher should give interesting subjects to write about and try to form groups that do not know each other to avoid much talking.*

In contrast, there are few students answered by showing a disagreement to the use of cooperative learning strategy during written session. *“For me, writing alone helps me to be more creative and learning from our mistakes, personally I do not believe in pair work as being the best method but I prefer writing my thoughts and my ideas alone because writing in collaboration does not help me, I personally prefer writing in written session individually, pair work is a problem without controlling and organizing students by teachers, otherwise it would be a mess, I do not really enjoy working in group, for me writing should be a single*

work, in written session, it is better that the students works alone and express his/her own style, using his/her own words and paper knowledge". According to these answers, we view that the students who are with collaborative, they have approximate suggestions and for those who are against have also the same point of view in which they prefer writing alone during written session to show their innovation and creativity in their written production.

In short, according to the answers and the percentages, we concluded that the 65, 72% of students did not agree to write in collaboration and 21, 42% of the population agreed to implement group/pair strategies during writing session. However, we found 57, 14% of the population agreed to write an essay in collaboration, in contrast, 42,85% were against writing an essay in cooperation. In spite of the percentage that students did not like writing in collaboration, we notice a considerable number of students representing 57, 14% of the population responding with “yes” “we make progress when writing in collaboration (pair/group writing)”, however, 42, 85% of the population argued with “No” we did not make progression. Indeed, we found 17,14% and 57,14% of the population claimed with strongly agree and agree to using collaborative learning during writing session, comparing it to those who said we totally disagree with writing in collaboration representing 25,71% of the population. Finally, we found 38, 58% of the population said that cooperative learning contributes in our writing, whereas, 61, 42% of the population did not answer to give their attitude toward the positive contribution of cooperative learning in writing.

2. Description of the post- questionnaire

The post- questionnaire contains 20 items as a whole. The three primary questions are concerned with the attitudes of students toward the learning and writing in collaboration; and how many times they practice cooperative learning strategies during written sessions. Then, we asked the students questions (4, 5, 6, 7 and 8) about the difficulties faced during writing in pairs and in small groups and where the obstacle occurs and at which level?. Indeed, the

following Qs (9, 10 and 11) are asked to the students to give their perceptions, whether CL helped them to overcome the difficulties while writing or not.

Therefore, we asked the following Qs (12, 13,14and 15) which aimed to clarify the emphasis of students during writing (product, process and genre); and what is the characteristics they follow when writing in collaboration. Hence, while implementing CL strategies on EFL students to write in collaboration, we asked them to give their perceptions whether CL strategies improved their writing or not and “If it motivates them to learn writing as a skill or as a means of other subject matter by following the crucial elements of writing.

Finally, we asked the students questions (16, 17, 18 and 19) in order to obtain our objective while implementing collaborative writing on them. We asked these following Qs “Did collaborative writing motivate you during writing sessions”, “Does writing in pairs/in small groups have a positive effect on writing an essay” and if they are comfortable when expressing their thoughts in collaboration. Then, a bracket is opened to the students to add any suggestions about using pair/group strategies in English writing classes.

2.1. Analysis of the Post-Questionnaires

The first question showed whether the students have enjoyed learning in pairs/in groups or not. 79,16% said “yes” because *“It is amazing to learn in pairs, because we exchange ideas and do not spend much time , each one can suggest ideas about the topic to learn more information”* , they also said *“we can exchange our ideas and each one corrects one another, we change ideas and we help each other , we enrich each other vocabulary and gain time, it helps us to understand more about the topic or the subject and all the time the skilled students help the unskilled one”*. In contrast, 20, 84% of students said “NO” because *“I enjoy learning a lone and working in group disturb me and I do not feel relaxed, learning alone makes me feel comfortable, I am more creative alone”*.

Options	Yes	No	Total
percentage	79,16%	20,84%	100%

Table.20. Students' Perceptions toward Learning in Collaboration (See Appendix 02)

In the second Q2, 83,33% of students said “yes” because “ *I enjoy writing in group because we share information, ideas and we select the best one for our handwriting , each one of us correct the mistakes of others either grammatical or vocabulary, it helps to exchange ideas , we enjoy writing in pairs/in groups when we have a good mood and feel free not anxious , because while giving each of us ideas help us to motivate one another and think about things which did not cross our mind before, each one provides what he/she knows, so that the writing will be full of ideas. It helped me to improve my writing, we change information, I enhance my language when others correct for me, I enjoy it more in pairs.* However, 16, 67% said “No” because “*I do not really enjoy writing in pairs because everyone has his/her own ideas and it disturbs me, we did not write anything and I just share some pieces of information “.*

Options	yes	No	total
percentage	83,33%	16,67%	100%

Table.21. Students' Perceptions toward Writing in Collaboration (See Appendix 02)

In the third Q, students who prefer write in collaboration especially in pairs represent 72, 22%, whereas, 27, 78% of students prefer to write in group.

Options	In Pairs	Small Group	total
percentage	72,22%	27,78%	100%

Table.22. Students' Preferences while Writing in Collaboration (See Appendix 02)

Therefore, in the fourth Q, 87,57% of students answered with “ sometimes” that we practice writing in pairs/in group , 8,33% of students chose the option “a” which is “everyday” and 4,16% opted for the answer “ not at all”.

Options	Sometimes	Everyday	Not at all	Total
Percentage	87,56%	8,30%	4,15%	100%

Table.23. Students' Writing in Collaboration (See Appendix 02)

Furthermore, in the fifth Q, 62, 5% said “yes” we implement writing in collaboration just in the writing session, however, 37, 5% said “No” that they write in collaboration not just in writing sessions.

Options	yes	No	Total
Percentage	62,5%	37,5%	100%

Table.24. The Implementation of Writing in Collaboration during Writing Session and Other Modules (See Appendix 02)

Additionally, in the sixth Q, 4,16% said “a”, “ we write in collaboration in “linguistic matters”, 20,84% chose option “b” “ literary theme”, 8,33% said in civilization subject”, 12,5% said in “ everyday activities and projects” which is similar to the percentage of oral expression (12,5%) where the students practice collaborative writing (CW) before speaking. Also, we found 16, 67% of students write in collaboration in ESP, 20, 84% represents students CW in methodology and 4, 16% of students write in collaboration but in all modules.

Options	a	b	c	d	e	f	g	total
Percentages	4,16%	8,33%	12,5%	12,5%	16, 67%	20, 84%	4, 16%	100%

Table.25. The Implementation of Writing in Collaboration during in Specific Modules

In the seventh Q, 83, 33% of students said writing in collaboration (in pairs/in group) is easy, in contrast, 16, 67% of students answered that it is difficult.

Options	Easy	Difficult	Total
Percentage	83,33%	16,67%	100%

Table.26. Students’ Perceptions toward Writing after the Implementation of Cooperative Strategies

In the eighth Q, those students who said it is easy to write in collaboration because of “a” the exchange of vocabulary” represents 34% , “b” correcting the grammatical mistakes between each other represents 14%, 32% represents students who said “ because of sharing the background knowledge which improves the content”, 5% of students said “it is easy because of “ the awareness of the group writing on spelling and punctuation” and 45%

represents students who clarified option “e” “ the skilled students helped the unskilled students”.

Options	a	b	c	d	e	total
Percentages	34 %	14 %	32 %	5 %	45 %	100%

Table.27. Writing in Collaboration Easily (Appendix 02)

Next, **In the ninth Q**, the students who answered with “ it is difficult” chose the option “a” “disagreement about the topic” represents 25% and 41,67% of students chose option “b” “ differences of point of view and style” and for those who said “ the skilled students did not give the chance to the unskilled students” represent 8,33% , as 8,33% of students said “ we did not work on the task seriously” and some chose option “e” “ wasting time on joking and laughing” represent 16,07%.

Options	a	b	c	d	e	total
Percentages	25 %	41,67 %	8,33 %	8,33 %	16,07 %.	100%

Table.28. Students’ Difficulties While Writing in Collaboration (Appendix 02)

Moreover, for the **Q ten**, 70, 84% represents students who said “yes” “we overcome the writing difficulties when writing in collaboration. However, 20, 83% represents students who said “NO”, we do not. 8, 33% gave no answer. Accordingly, the students who said “yes” argued “*we correct each other, we overcome the grammatical mistakes and the vocabulary too, each one discover and develops his weaknesses, I find real help sometimes and discover real things that we do not know in the past (already), because we exchange ideas to write a better essay*”.

OPTIONS	YES	No	No answer	total
percentage	70, 84%	20, 83%	8, 33%	8, 33%

Table .29. Overcoming the Writing Difficulties while Writing in Collaboration

Henceforth, in the **Q eleven**, 83, 33% represents 20 students who said “yes” that cooperative learning strategies helped us to overcome these difficulties and 16, 67% represents 4 students who said “NO”.

OPTIONS	students	percentage
YES	20	83, 33%
No	4	16, 67%
total	24	100%

Table.30.Overcoming the Writing Difficulties Using Cooperative Learning Strategies

While Writing in Collaboration

Besides, in the **Q twelve**, we asked students whether they follow elements of writing while writing in collaboration or not. 79,15% of students said “yes” because “ *they are important elements to write, enhance our knowledge , they are all important but the most important is the audience or reader; to have a coherent , perfect and well done essay, they constitute the basis of the writing skill and because we were helping each other to do the writing task*” . However, 20,85% represents students who said “NO” because “ *I do not know if i should follow them , i try to create my own style and because of misunderstanding I did not*” .

Options	Yes	No	Total
Percentage	79,15%	20,85%	100%

Table.31. The Use of Elements of Writing while Writing in Collaboration

Furthermore, in **Q 13**, 66, 67% said “yes” that they follow the writing process when writing in collaboration, in contrast, 33, 33% answered with “NO”.

OPTIONS	YES	No	total
percentage	66, 67%	33, 33%	100%

Table.32.Following the Writing Process while Writing in Collaboration

Concerning, the **Q 14**, 70% answered with option “a” that they pay attention more to the product while writing in collaboration , 16,67% answered with option “b” : “the process” and 13,32% answered with option “c” “ the genre”. Accordingly, most students deal with process writing.

Options	Product	Process	Genre	Total
Percentage	70%	16,68%	13,32%	100%

Table.33. The Emphasis of Students while Writing in Collaboration

The **Q 15** revealed that 41, 67% of students said writing in collaboration helps them to learn writing as a skill and 8, 33% of students said as a means of other subject matters and 50% said they learn writing in both cases while writing in collaboration.

OPTIONS	As a Skill	As a Means	Both	Total
percentage	41, 67%	8, 33%	50%	100%

Table.34. Learning Writing as a Skill & as a Means While Writing in Collaboration

In the **Q 16**, we found 91, 30% of the students said that collaborative writing motivates them during writing sessions, whereas, 8, 70% answered with “No” that it did not. On the one hand, those who said “yes” justified with *“we encourage each other, we have fun, we have spirit of competition and give more information, it helps to improve my writing skill, because we exchange our ideas and knowledge, we work in a harmony and no stress of time, to enhance my own style because writing in group in any module is motivating students and each one of us gives his ideas and it develops our writing”*. On the other hand, 8, 69% of students said “NO” clarified with *“because I have not gather new information and one student did not answer at all”*.

Options	yes	No	Total
Percentage	91,30%	8,70%	100%

Table.35. Students’ Motivation while Writing in Collaboration

Additionally, in the **Q 17**, 95, 84% said “yes” that they feel relaxed when expressing their thoughts while writing in collaboration. In this situation, they justified their answer with *“I want to write without limitation, we could see the first judgment before doing it, I feel free in expressing my ideas and because there is a comfortable atmosphere”*. Otherwise, 4, 16% said “NO” because *“everyone expresses his own thoughts and we get chances and know new knowledge”*. As there is one student did not argue their answer for “yes” and “NO”.

OPTIONS	YES	No	total
percentage	95, 84%	4, 16%	100%

Table.36. Students’ Feeling while Writing in Collaboration

So, in **the Q 18**, 66, 67% answered with “yes” that writing in collaboration improves their writing. However, 16, 67% said “NO” they did not improve their writing and 16, 67% did not answer.

Option	YES	No	No answer	total
percentage	66, 67%	16, 67%	16, 67%	100%

Table.37. Improving Students’ Writing in Collaboration

As a result, **in the Q 19**, writing in pairs/ in group has a positive effect when writing an essay and the percentages prove it. Hence, 87, 5% said “yes” because “we write a rich and effective piece of writing, it improves the writing skill of each one, it is a good strategy to write, all the members express their writing and spend less time, it motivates us to write better than other groups, develops our skills of writing and helps us to write better, we correct mistakes to ameliorate our writing”. In comparison to those who said “NO” (12, 5%), they argued “*sometimes has bad or negative effects, I work with my own ideas which make me feel good*”.

Options	yes	No	Total
Percentage	87,5%	12,5%	100%

Table.38. The Positive Effect of Cooperative Learning Strategies on Students’ Pieces of Writing

Pursuing this further, **in Q 20**, students suggest these following points: “*I think it will be great if collaborative method will be implemented in the schedule and the programme officially*», *I suggest to apply this method twice or three times a week for each module, choose the group before engaging in writing*”.

3. Text Analysis (written samples)

1.1 Description of Essay Scoring Rubric

The EFL students write an essay about any topic within a specific genre in collaboration. Accordingly, we used a rubric essay (see Appendix 08), which contains

important criteria. Furthermore, the rubric essay prerequisites are organization, level of content, development, Grammar and Mechanics and style and format. Hence, teacher graded students on the basis of these criteria by distributing the points on each features to get the whole marks. Henceforth, the students know if they overcome the difficulties they face while writing or not. Therefore, we used the general rubric of writing assessment, which leads to assess the written texts by following the conventions required. The following discussion will provide a clear explanation of what has been taken into consideration and noted during the training period.

2.2. Description of Written Essay Analysis Procedure

Throughout these written samples (essays), we have identified the students' drafts according to the grading rubric essay which contains five criteria and each criterion is evaluated using points from 1 to 4 out of twenty. In other words, the 5 criteria correspond to the high score 20/20 (see Appendix 8). Then in the first session we implemented collaborative writing following the two strategies, writing in pairs or in small groups, to write argumentative essay. According to the criteria, we found that the global score is 10, 3/20 as each draft has a specific score. In addition, students wrote the argumentative essay in two sessions because they could not finish it in one session.

Next, for the 3rd session, we implemented cooperative learning strategies in order to write a descriptive essay. Hence, the students wrote a descriptive essay easily which is appeared in their drafts in which we noticed an achievement in comparison to their scores, in this regard the global score is 11, 66/20. Indeed, the fourth session we implemented again collaborative writing following the conditions of a narrative essay. Accordingly, the students enhanced their writing as we can find few students who did not write better their essay. Moreover, the global score of the students who wrote a narrative essay is 13, 2/20. However, we noticed that four students did not respond to collaborative writing and were not

appropriate to them. In other terms, the four students preferred individual writing then cooperative writing. On the other hand, the majority of students accepted as collaborative learning strategies in classroom to achieve progress in their writing. Hence, 24 student-participants' samples are included in the experiment because four samples are excluded as they are individually written. This will be summarized in the following table, including the essay titles.

Table39: summary of the written samples titles according to the writing genre

WRITING GENRES	COOPERATIVE WRITING STUDENTS' ESSAY TITLES					
ARGUMENTATIVE	BARRIER IN SOCIETY	WALL	THE WALL	THE WORD WALL	A boundary between the present and the past	
DESCRIPTIVE	Friendship	my brother	Mother	DREAM HOUSE	TOBACCO	<i>Human Cruelty</i>
NARRATIVE	<i>My brother</i>	Risky trip	<i>Our first day at university</i>	<i>Scary at night</i>	<i>Don't lose hope</i>	

2.3. Description of Argumentative Essay

We proposed a topic which is “**burling Wall**” which led students write different points of view: Historical, Educational, political, Economical and Social. In this genre, we

implemented the formal cooperative learning type with different strategies such: Write-Pair-Share, Round-Table and Numbered-Head to fulfil the aim. The intended aim is to explain, analyze to convince readers and audiences.

2.3.1 Analysis of Argumentative Essays

1) The First essay (Score 10/20) “Barrier in Society”

This group wrote an essay about “**barrier in society**” regarding the argumentative conventions. The essay is coherent but some ideas remain misplaced and the transitional words are not used throughout the essay. Indeed, the content is dealing with events that we live which means the students use original thoughts but lack evidence through using real illustrations to convince the reader . Also, the development of ideas into paragraphs is appropriate in which the main point is presented in a few critical thinking.

Moreover, most of grammar and mechanics are correct but few errors are appeared according to the content level such as (e.g. **wall** instead of **A wall**, **desperate** instead of **A desperate** ..., **person** instead of **persons**, **them are the basic of human right** instead of ...between them **on** the basic of human right), punctuation (e.g. ...to society like people appearance rather thansociety like **;** people appearance).

According to students’ teacher, the style is relevant to the current level (third year students’) and the format is written as it is required; so we notice the use of correct indentation and clear separation of paragraphs. The reader can understand the students’ thoughts and ideas but the essay lacks most important points to persuade the reader about this “topic”.

2) The Second Essay (Score 15/20) “Wall”

This essay tackles an argumentative essay about “Burling Wall”. The essay is organized; coherence and cohesion are appealed by using the transitional words between sentences and paragraphs to maintain the unity of ideas.

Besides, the level of content indicates original issues with the sufficient evidence using real illustrations such as “Education is the most powerful weapon which you can use to change the world “Nelson Mandela.

Indeed, the students followed the required development which is effective, they buildt he essay in four paragraphs and the thesis statement is visible and each paragraph has a clear topic sentence.

Grammar and Mechanics are correct but there are some spellings, punctuation errors. The style is appropriate for an argumentative essay by using the sentence variety and giving positive and negative arguments related to the topic. The format is well formed following the margins and the space to let the structure clear. So, this essay shows for the reader sufficient point of view about wall “Historical, Educational progression to strengthen the world”.

3) The Third Draft (Score 6,5/20) “A Boundary between the Present and the Future”

This essay is coherent but some points remain misplaced. This group writes about their feeling and their virtual world in which they try to break the obstacles and face their issues in life in order to achieve success in the future. Indeed, they did not give arguments about the given topic; they just narrate their suggestions without persuading the reader. So, the level of content is poor, they showed some thinking and reasoning but most ideas are underdeveloped and unoriginal. Accordingly, the development is not relevant to the argumentative essay. Also, the body paragraph is long whereas the introduction is short and conclusion is too short (just in two lines). Yet, the thesis statement is clear but the topic sentence is too obscure.

Moreover, grammar and mechanics are prevalent through the essay. As, spelling (interpret instead of interpret, others rather than other, individus instead of individuals, virtuel rather than virtual, conquered rather than conquered), grammar (e.g. to break a brick after anotherRather ... to break a brick one after another ... , ... be ready for facing the

uncertain future instead of **be ready to face/ confront, It never too late...** rather **It is never too late**).

Therefore, the style is elementary and the format is generally correct margins, however, it is not following the argumentative format. Hence, the reader cannot notice that the essay has enough arguments to convince him/her to be an argumentative genre.

4) The Fourth Draft (6, 5/20) “The Wall”

In this essay, the group defined what we mean by the wall in general. They described the topic as a historical and philosophical memory which leads to many senses and topics nowadays. So, the essay is far away from the criteria of an argumentative genre because they did not give arguments either positive or negative about their intended topic.

First, the essay is average in the organization and the transitional words are not sufficient throughout the essay which keeps coherence and the unity of the whole topic.

Second, the level of content shows students thoughts in general and still as a surface content.

Third, the development of the essay is poor and lacks details about their conveyed meaning. Indeed, the thesis statement is not clear.

Furthermore, mechanics are inaccurate in which errors remain, such spelling errors (e.g. **Structor** instead of **structure**, **elswhere** rather **elsewhere**, **discution** instead of **discussion**, **simpl** instead of **simple**), punctuation (e.g. ... The Berlin wall ., In this sense ;..., ...elsewhere;, Gaza barrier ., speaking ,...), however the grammar errors are not appeared .

Finally, the style is simple without any creativity and the format is failed because the lines are not organized, the separation of the paragraphs is correct. However, the reader can find many difficulties while reading the essay.

5) The Fifth Draft (Score 13, 5/20) “The Word Wall”

The students’ writing is coherent and organized with the use of coordinated conjunction “and” however, the transitional words which maintain the unity of the whole essay are not used.

Next, the essay content indicates thinking and reasoning applied with original thought on a few ideas. Then, the group writers repeated the same ideas and meaning throughout the essay such as which are as (E.g. Humans can use this word to show that there is a barrier between different races and cultures), (e.g. A wall is seen and well accepted when it refers to protection and safety, a real wall that human being live during their life....).

Indeed, the students developed the topic with limited details and redundancy in their critical thinking; however, the chronological order of ideas and the development of paragraphs are relevant. The thesis statement and the topic sentence of each paragraph are clear (4 paragraphs).

Moreover, the students’ grammar and mechanics are free of distracting spelling, punctuation and grammatical errors. So, the essay is effective in grammatical and mechanics sides.

In short, the students’ style is adequate due to the use of some variety in vocabulary and sentence pattern with few rhetorical devices such as (e.g. the mental wall ..., rudeness and severity of nature.). In addition, the essay format is correct and obvious to any reader, following the required indentation and structure of an accurate essay.

2.4.Description of the Descriptive Essay

We asked students to form pairs or small groups through a heterogeneity instruction which means, the skilled students work with unskilled students to achieve the final goal and help each other. The goal is to write a descriptive essay about describing people, places,

things and moments with enough details to help the reader creates a mental picture of what is being written about (Jordan, 1997, p.133).

2.4.1. Analysis of the Descriptive Essay

1) The First Draft (Score 6/20) "Dream House"

First, it lacks organization; the students showed some coherence, but ideas lack unity and made serious errors. In this level, the students used just limited frequency adverbs such (First, Second, Finally), coordination conjunction "and" and limited transitional words "Moreover, Also". Indeed, they used relative pronoun "where" many times. Second, the teacher noticed in this students' draft, some thinking and reasoning but most ideas are underdeveloped. Here, the students repeated the same ideas without any extension to develop their topic which is "Dream House". Third, the development is inadequate. Main points lack detailed explanation and description. So, the sentences used in this essay miss a lot of adjectives and the vocabulary is restricted. Moreover, ideas are vague with little evidence of critical thinking. They wrote ideas with little illustration and emphasis to their voice and dream.

Furthermore, grammar and mechanics are absent. The students used frequent time model verbs (*I can hide, I can live, I can breath, we can relax, would be, would provide, would breeze, would be made out, would be pointed, would be spacious, would be big, would have, I awake up*), and those are the whole grammatical expressions which are used in the whole essay to describe their topic. Accordingly alack of punctuation is also noticed such(*e.g. It is known that each one of us has in his mind perfect and magnificent picture of the house that we always dreamt , Also having a lake my basement would be my secret box where I can hide all the valuable and worthy things*).

Lastly, the style is in basic form with no variety in sentence structure (e.g. also having a lake nearly where we can relax and throw our negative vibes, the living room would be spacious, there would be a big sofa where we can watch T.V comfortably, the floor with

balcony so that every time I awake up, I can breath air). Indeed, we noticed that students did not follow the natural essay format. The introduction misses a thesis statement and is too long in comparison to the body paragraph; therefore, we noticed a lack of supporting ideas and details. In this respect, students failed to follow format and assignment requirements and neatness of essay needs attention.

2) The Second Draft (Score 10/20)“Human Cruelty”

This essay shows the coherence and the organization of ideas. The use of transition words is evident but not used throughout essay (e.g. They use: But, First and, Next). Some points remain misplaced (e.g. Men become mad to the idea of fulfilling and accomplishing that inner, sad and painful feeling). This illustration is misplaced because the topic is not related really to psychological status of man cruelty. Second, the content indicates thinking and reasoning applied with original thought on a few ideas. The students used evident adjectives to enrich their topic “Human Cruelty” (e.g. *Cupid men, Harsh, Pitiless, Bloodthirsty, and Dictatorship, mad, sad*). Third, the development of the students’ draft is relevant and they wrote five paragraphs in which their thesis statement is obvious and each paragraph contains a topic sentence, however, the main points are present but with limited details and development. Besides, some critical thinking is present.

Moreover, we noticed most spelling and punctuation are correct allowing reader to progress through essay as (e.g. *“The first aspect that comes in mind when thinking about human cruelty is wars”*). Indeed, the accurate grammar is allowing the reader to progress understanding the whole meaning and message about “ Human cruelty according to the students point of view “). But, some errors remain, such as (e.g. *“Money and power were instead of (are) the most important thing for them than humanity”, “ Humans evoluted instead of (evolve) through time “;” Most of the wars were made rather than(occurred) because of cupid men”*). Finally, the students’ style is accepted because of the usage of some variety in

sentence patterns and rhetorical devices .Yet, they followed the required format, correct margins and indentation. So, the essay is clear but still has some errors. In short, the reader notices the use of original ideas and reality about the topic at the level of thoughts.

3) The Third Draft(Score 11/20) “Mother”

The essay revealed a coherent writing logically organized. Transition is apparent but not used throughout the essay, so the students used only the coordinative conjunction “and” and one transitional word “but”. Second, students’ content indicates original thinking and developing ideas with sufficient and firm evidence. Indeed, the students wrote simple sentences while describing their topic “Mother”. Third, the development is well developed with quality supporting details and quantity. Also, the critical thinking is weaved to the thesis statement (*e.g. they say, there is nothing that could last: happiness, joy, youth, even the purest love ...my vision about these is completely different. There is someone is immortale-* here they mean the mother). However, the topic sentence of each paragraph is not obvious as they used three paragraphs and a short conclusion which demonstrates the value of the “Mother”. Concerning, grammar and mechanics, they created distraction because of the spelling errors (*e.g. Outter, joy, for ever, immortale, spontaneously, personne, existe*), missed punctuation and capitalisation (*e.g. they say no real love existe. In fact, they are right but not the one of the mother*) and ungrammatical sentences such as (*e.g. these is instead of these are, she gives birth instead of she gave birth, we will be surprised instead of we are surprised*). To finish, the students’ writing style is accurate; the tone is appropriate and rhetorical devices used to enhance content as (*These enchantment feelings’, a symbol of peace*), in addition to the adjectives such as (*pure, brave, tender, strong*). Besides, the students respected the required format in which spacing and indentations are correct. Here, the essay is neat and correctly assembled the ideas and the reader can notice the students’ sincerity and their ideal description of the mother.

4) The Fourth Draft(Score 16/20) “Friendship”

First, this essay shows a high degree of attention to logic and reasoning of point's. This draft contains unity of ideas which leads the reader to conclusion and stirs thought regarding the topic “Friendship”. However, students found few difficulties to express their controversy point to initiate another paragraph after demonstrating the negatives of their friend which are the transitional words “However or In contrast” (e.g. replacing it with “but this is not true”). Also, they missed one important coordinating conjunction “and” and the use of relative pronouns “which” instead of “that”.

Second, the level of content indicates synthesis of ideas in depth analysis and evidence, original thought and support for the topic. Thus, the draft contains large details about the students’ friend such as” physical appearance, characteristics” either negative or positive and how “their intimate group is happy and powerful”. Accordingly, the essay development is effective because the main points evolved with quality and quantity delivering enough supporting details. Therefore, the critical thinking of the students is related to the thesis statement and each paragraph has an obvious topic sentence which is physical appearance and the positive side of her character and then the negatives of her personality. Yet, the essay contains few grammatical errors. As, the spelling errors appeared such as in (e.g. *a prescious, carres and as instead of us*), ungrammatical expressions and punctuation errors are not appealed.

Moreover, the students, style in this descriptive essay is accepted and we noticed the variation of sentence pattern but still not effective (e.g. you instead of we, we are our proud instead of we are proud). To end, the students obeyed to the required format by using the correct indentation and the essay is very clear which shows the students’ competences on manipulating the theme “ Friendship” with illustration to make the reader appreciate the

essay. Besides, we noticed the use of variant adjectives which make the essay amazing and let the reader appreciate the different colours used to describe “Friendship”.

5) The Fifth Draft (Score 13/20) “Tobacco”

The essay seems coherent and logically organized with certain use of transitions. The overall unity of ideas is present because each idea is related to another one. In the same way, the level of content of this draft shows authentic thinking and developing ideas with concrete illustrations which make the content effective.

Besides, the students developed the main point with quality and quantity details. Also, the critical thinking is matched to the thesis statement and the body paragraph. Accordingly, the development of the essay consists of three paragraphs: a detailed introduction, one body paragraph which exposes the social factor and healthy factors and a short conclusion concludes.

The whole essay is correct in most punctuation and grammatical patterns but still there are few spelling errors such as (e.g. Dozes instead of doses, destoroyes instead of destroys, reaserchers instead of researchers). Indeed, the adequate grammar and mechanics allow reader to understand the transmitted thoughts.

The final criteria are style and format. The students’ style is relevant where we notice the variety of sentence patterns, but there is one error (e.g. they can be also consumed asInstead of it can beetc). However, the essay format is failed because of the incorrect margins and indentation but in the same time the reader can notice the organization of the ideas and the chronological array of ideas to expose “Tobacco”.

6) The Sixth Draft (Score 14/20) “The Brother”

The essay is considered coherent and organized but transition words are not really used with few relative pronouns “who, that, when, then”. Besides, the level of content indicates

original thinking and develops ideas with sufficient evidence. Also, students used different adjectives to show their brother characters.

In fact, the development of the whole essay is relevant and consists of three paragraphs which are related to each other and evolve the topic “My Brother”. Moreover, the grammar patterns are correct, however, spelling as (musicc, I a conclusion instead of In conclusion) and punctuation (e.g. “Also,”” I a conclusion,,”my everything” are not totally correct. To conclude, the essay style and format are relevant to the required prerequisites. The essay comprises rhetorical devices (e.g. these words to me sound like a smooth music) and sentence patterns are correct but there are few errors (e.g. these instead of this). Yet, the format follows the required conditions such as the use of space, indentation. As a conclusion, the essay is clear and leads the reader to appreciate this description.

2.5.Description of the Narrative Essay

We asked students to put one paper and one pen in order to motivate each student in pairs/Small groups write their ideas and narrate any story or events in which, they share the same ideas and opinions. Narrative essay tells what happens, real or imaginary to put in a time sequence; chronological and sequential presentation of the events that add up to a story (Jordan, 1997, p.133).

2.5.1. The Analysis of the Narrative Essays

1) The First Draft (Score 15/20) “Scary Night”

This essay is coherent and logically organized by variant transitional words such as (then, so, and, as, suddenly, after, therefore, in fact). Then, we noticed sufficient connectors between sentences and paragraphs which kept the writing of the topic present.

Indeed, they used clear and simple language with a lot of imagination in the whole essay. So, the imagination used when narrating the story enriches the content and makes it enthusiastic to follow the events till the end.

Accordingly, the development shows the adequacy of the ideas and how it weaved from the beginning to the end in five paragraphs. So, the ideas are well developed.

Besides, the sentences are correct in spelling and punctuation (e.g. Comma, Full stop, inverted commas) but few grammatical errors remain.

Therefore, the style is appropriate and the format is also effective, following the required space and structure of each paragraph. So, the reader can follow the narrated ideas easily without any difficulty.

2) The Second Draft (Score 16/20) “the Eldest Brother”

The narrative essay is coherent and cohesive. Then, it shows a high degree of attention and reasoning of ideas. The unity clearly leads the reader to the conclusion. So, it is organized following the chronological order of the story using (e.g. with, but, that, then, as).

Indeed, we noticed that the content indicates authentic thinking by using real illustrations to the story. Concerning the essay development, it is well developed with sufficient details into five paragraphs.

Next, the grammar and mechanics are correct which are revealed through the use of variant connectors with different punctuation marks and different pronouns.

The style is accurate using different sentence patterns which enhance the level of content and the format is appropriate following the correct indentation and margins to a well structured paragraph.

So, the essay leads the reader to appreciate it and understand the whole story easily without any confusion because of the chronological order of events.

3) The Third Draft (Score 6, 5/20) “Our First Day at University”

The essay lacks logical organization in the ideas and lacks transitional words. The content also is poor; they used few ideas with repetition. In addition to the development, it is not well

constructed; they wrote five paragraphs and incorporate the conclusion with the paragraph before.

Accordingly, the grammar and mechanics are making distraction, so the spelling errors such as (e.g. exited instead of excited, than instead of then, as instead of us, wher rather than where) and the punctuation is limited in the use of comma, full stop; sometimes they even missed to use them.

Moreover, the style is poor in the use of sentence patterns and rhetorical devices. The format is incorrect and ambiguous in understanding the conclusion. So, we noticed that the reader can find many difficulties in the comprehension of the essay because of the chronological disorder of the events.

4) The Fourth Draft (Score 15/20) “Don’t lose hope”

The essay is coherent and the ideas are logically well organized. Then, they used several transitional words which make the essay unified in meaning such as (e.g. so, when, where, after and since). The content used in the essay demonstrates original thinking and developed thoughts with sufficient evidence in which the students used their creativity while writing.

Indeed, the thesis statement is developed throughout the essay to narrate “the story of orphan brothers” with the use of supporting ideas to attract and lead the reader to the end of the story.

Next, the grammar and punctuation are correct; however, we noticed few spelling errors (e.g. secratly instead of secretly....) in which the reader follows the events easily.

Then, the style used is simple and clear, in addition to the format in which the students followed the prerequisites required to write.

So, the readers notice the clarity, creativity as well as simple and correct style, format and grammar to narrate an original story which touches their feeling.

5) The Fifth Draft (Score 15/20) “The Risky Trip”

This narrative essay is coherent and chronologically organized with the use of variant transitional words between ideas and paragraphs to create coherence such as (e.g. But, and, when, As, So, while ...).

Indeed, the students showed their creativity by using their imagination to write this story “Risky trip” and let the reader goes ahead with the story to the end. They also used sufficient images to attract the reader. The main points are well developed through the five paragraphs with consistent and concise details to transmit for us what happened in the heart of the forest.

Moreover, the Grammar and mechanics are mostly correct which allows the readers follow ideas clearly. Punctuation, spelling and grammar rules are accurate such as using the past simple throughout the essay as a principle to narrative writing.

Concerning the style, it is appropriate in which the use of sentence variety is evident. Hence, the reader can feel the adventure the students narrated. the format is also as it is required paying attention to the indentation and the clarity in the paragraphs’ organized. Hence, we noticed the students writing progression in contrast to previous drafts.

Overall, the application of cooperative learning strategies on students writing essay in regards to the three genres; our aim is to ensure that students write better after the incorporation of cooperative learning strategies. Indeed, they are required to respect the criteria “organization, level of content, development, Grammar and Mechanics and style and format” which the teacher takes into consideration while assessing their drafts in order to grade their level in writing during writing sessions. Henceforth, we experimented these strategies on EFL students, whether it helps them to write better and enhance their writing skill competences in collaboration. The table below summarising the teachers’ assessment of the students’ samples according to the genre dealt with on the basis of the scoring rubric adopted.

Table 40: Summary of students' scores on their writing samples

	Pair/ Small Group	Genre of the essay					The Score	Mean
		org	Cont	dev	Gram Micha	Sty Fmt		
First Session Argumentative Essay	<i>Barrier in Society</i>	2	2	2	2	1/1	10	10,3
	<i>Wall</i>	3	3	3	3	1,5 1,5	15	
	<i>The wall</i>	2	1	1	1	1/0,5	6,5	
	<i>The word wall</i>	3	2	2	4	1/1,5	13,5	
	<i>A boundary between the present and the past</i>	2	1	1	1	1/0,5	6,5	
Second Session Descriptive Esaay	<i>Friend ship</i>	4	4	3	3	1/1	16	11,66
	<i>My brother</i>	3	3	3	2	1,5 1,5	14	
	<i>Tobacco</i>	3	3	3	2	1,5 0,5	13	
	<i>Mother</i>	2	2	3	1	1,5 1,5	11	

	<i>Human Cruelty</i>	2	2	2	2	1 1	10	
	<i>Dream house</i>	1	1	1	1	1 1	6	
Third Session Narrative Essays	<i>Risky trip</i>	3	3	3	3	1,5 1,5	15	13,4
	<i>Our first day at university</i>	1	1	2	1	0,5 0,5	6	
	<i>Scary night</i>	3	3	3	3	1,5 1,5	15	
	<i>My brother</i>	4	3	3	3	1,5 1,5	16	
	<i>Don't lose hope</i>	3	3	3	3	1,5 1,5	15	

N.B: writing rubric the meaning of the abbreviation in the table

Org: organization

Cont: Content

Dev: Development

Gram: Grammar

Micha: Mechanics

Sty/Fmt: Style and Format

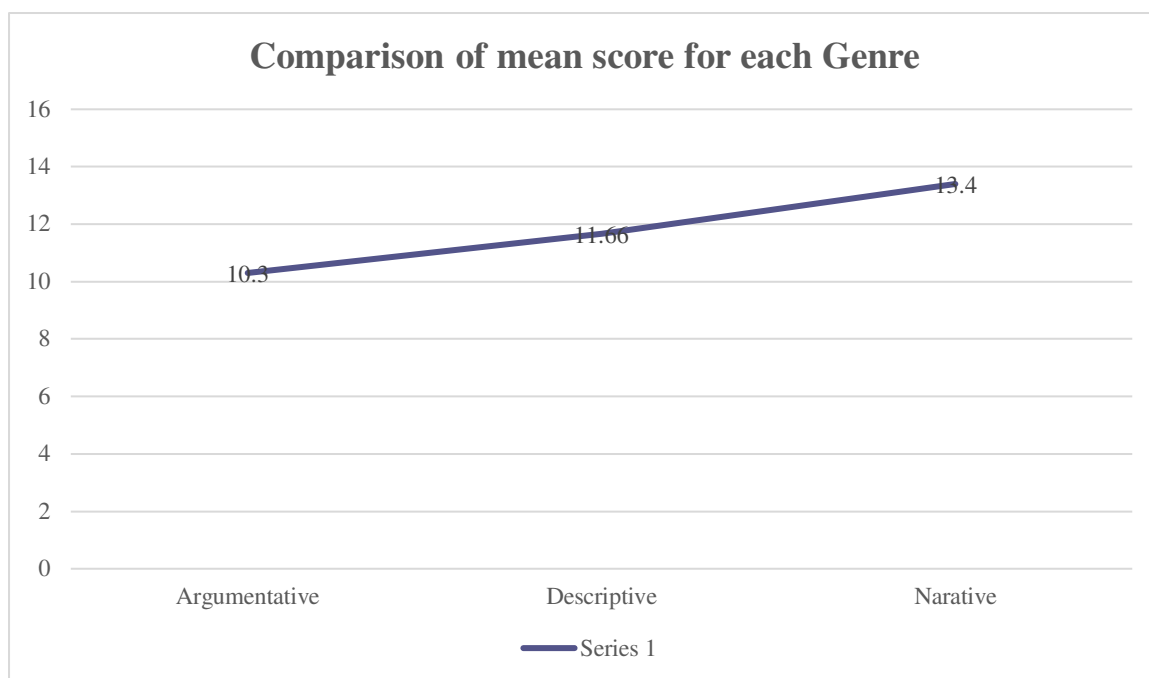


Diagram .19: Comparison of the mean score for each genre

The line chart above demonstrates the student-participants progress in their writing essays. This goes along the training with cooperative writing. The diagram illustrates the evolution of students' writing from 10, 5/20 in the first essays to 13, 4/20 in the last essays. This shows the improvement of students on their essay writing as they have given the opportunity to write in collaboration.

II. Discussion

1. Discussion of the Findings

The following discussion will sketch the findings of the administered questionnaires relating them to previous literature findings as well as the discussion of the results obtained from the analysis of the students' written samples.

The findings of the pre- questionnaire demonstrate the perceptions and attitudes of students toward cooperative learning and writing. The first part shows that 55 student-participants out of 70 are female. This shows the tendency that girls are more likely to select

English as a subject of their interest compared to male. This is similar to the evidence that math for boys and language learning for girls (Meece and Courtney, 1992; Oktay, 2009). Concerning the students' perceptions toward the writing skill, the participants expressed that writing is a difficult skill due to the lack of vocabulary, language accuracy and unawareness of the academic process and organization. Similarly, the findings of the previous scholars examining EFL learners writing difficulties showed nearly the same results (e.g., see Abdul Haq, 1982; Al-Khuweileh and Al-Shoumali, 2000; Al-Hazmi, 2006; Al-Samdani, 2010; Grami, 2010; Adway, 2013; Saihi, 2013). The students have provided their own perceptions of what best help them solve their writing difficulties, they noted free extensive reading, free writing topics, writing essays on a daily basis. This finding confirms the assumption that reading skill is crucial for fostering learners' writing skills that are complementary to each other (Richards and Schmidt, 2002). They also inform the importance of teacher scaffolding in writing accurately. However, they expressed the need of teacher feedback on the pieces of writing instead of a formal assessment. This end will enable them to frame out their weaknesses and work on them accordingly.

In this sense, teacher feedback needs to work for students' needs and helps them amend their own learning difficulties (Tsui, 1995). 10% of the student-participants pronounced that the writing module is out of their own expectations (analysis part for more details). Most of the student-respondents feel comfortable while working in a collaborative environment. This demonstrates the positive attitude the students hold towards collaborative learning. Additionally, the majority of the participants welcomed positively the collaborative writing. Most of the participants also favoured collaborative writing as they claimed it helps them reduce their writing difficulties, finds the right words with right grammar and sentencing; it also allows them to learn from their fellows. Our finding is in line with the findings of Lazarowitz & Miller, 1992; Johnson, 1989; Salvin, 1992; Watson, 1991 who argued that

collaboration is a powerful technique for peer interactive learning and transferability. However, in another question, the participants expressed that collaborative writing reduces individual opportunities to write and express their own thoughts as they are influenced by their peers' cognitions. Thus, they claimed that collaborative writing hampers them to discover their individual writing weaknesses. This end demonstrates the misunderstanding of students to the meaning and practice of collaborative writing. Hence, this study acts as a reaction to that student misunderstanding, taking the initiative to train them on collaborative writing and raising their awareness on its importance on developing their writing skill.

After the training programme with collaborative writing using two collaborative learning strategies, a post questionnaire has been delivered to the students. This is to figure out their own attitudes, experiences, thoughts, reflection and perceptions toward collaborative writing, its importance and the difficulties faced accordingly. It also shows whether incorporation of cooperative strategies to writing sessions affects their writing positively or not. The findings of these questionnaires provide an answer to the research questions of the present study. 1) *What are the effects of cooperative strategies on EFL students' essay writings?* 2) *Do cooperative learning strategies help learners in structuring their written essays? If yes, how?;* 3) *“what are the students' perceptions and attitudes towards collaborative writing/ the incorporation of cooperative strategies in essay writing?”.*

As an answer to the first question, the majority of the student-participants reported that collaborative writing helped them to develop their writing. This is through giving them the opportunity to exchange ideas with peers, correct each other, and get the appropriate grammar and vocabulary. For example in their answer to question two (p.62), 83.33 % claimed that collaborative writing is an effective strategy and easy for them because it allows them to get corrective feedback from their peers and check out their grammar, spelling and punctuation as well as the cohesion and the coherence of ideas (see also answers to question (1(p61)-4(62)-3

(p.62)-19 (67)). This finding is in line with Jacobs and McCafferty (2006) who claimed that cooperative learning provides more chances for learning.

As an answer to the second question, the participants showed their positive answer to the importance of cooperative strategies in structuring their written essays. For example, in question 12 (p.65), 79, 15% claimed that collaboration helps them achieve a coherent, cohesive and unite essays with the help of peers. It also allows them follow process writing and overcome the writing difficulties encountered individually (see answers to questions 8(63)-10(64)-11 (p.64).

Concerning the students' perceptions toward the incorporation of collaborative writing, the students welcomed positively the integration of the cooperative strategies in their official study programme (see answer to question 20(p.67). They also argued that cooperative writing boosts their motivation and makes them more relaxed to write and express their thoughts (see replies to the questions 16(p.66)-17(p.66). This reminds us with Krahsen's (1981) affective filter hypothesis that creating an anxiety free environment helps learners learn easily.

Overall, the present study shows the importance of integrating cooperative learning strategies into the writing sessions to increase the students' motivation to write, reduce their writing difficulties and encourage peer correction and negotiation of ideas. This is for increasing their opportunities of writing and clearing up the borders of writing as a difficult skill. All in all, cooperative learning strategies not only serve as a knowledge booster strategy but also as a psychological remedy for writing anxiety and a motivation heightener based on the students' post-questionnaire claims.

The analyses of the written samples also have provided an answer to the first and second question of the study, but this is based on the empirical evidence that are practical in nature. This is not like the questionnaires answers that provided somehow students' beliefs and perceptions of what effects cooperative learning strategies on their writing skill. The findings

elucidates that cooperative writing enhances learners' writing in terms of cohesion and structuring. It also engages students in writing. In particular, small and pair group writing are the two strategies that drive students to an improvement in their writing product. This is as demonstrated in the analysis part; that students progress from 10.6 score to 13.4 in their last writing papers. This finding is similar to the previous researchers' findings (see e.g., Dornyei and Malderez, 1997; Richard & Rogers, 2006), who claimed that pair and group working help learners engaging in their writing task. They also develop their criticality and negotiation (see e.g., Mandal, 2009).

In short, the results arrived to in the post questionnaire and the written samples after the implementation of cooperative learning strategies on EFL students at classroom during one month confirmed the hypothesis. As a result, students wrote better and enhanced their writing skill. Consequently, cooperative learning strategies have a positive effect on the students' compositions during writing sessions.

Section Three: Implications, Limitations and Recommendations for Further Research

This section is devoted to three main elements of each research. It provides some fruitful and helpful implications for teachers of written expression and EFL students on the implementation and the application of cooperative strategies. It also deals with the limitations encountered throughout the research; as, it provides some recommendations for further research.

1. Implications

Our main objective from this research was to confirm the hypothesis that cooperative learning strategies promote students' writing. Accordingly, many implications are addressed to the students as follows:

- We changed students' perceptions toward collaborative writing and the use of cooperative learning during written sessions positively.
- We integrated critical debate activity in written session. After students finished their drafts, we allowed each group to read its draft in order to motivate them correct or evaluate each other. Indeed, in the same time; it is considered a revision which let them edit their essays before handing it to the teacher for assessment.
- We encouraged students to behave as one team and increased the positive spirit that the skilled students helped the unskilled students in order to fulfill the goal.
- We encouraged students to use the principle of heterogeneity when forming groups through the mixture of skilled students with unskilled students. On the one hand, the purpose is to motivate the unskilled students rise their competence. On the other hand, this principle leads skilled students to help the weak students by rehearsing their knowledge again and again; which strengthen their learning process; hence, they memorize it in their long – term memory.
- Students' motivation to write in collaboration is increased by drawing instruction of the team in a way that each student raises the pen to contribute within his/her ideas.
- Make the process of writing easier when writing in collaboration and raise their confidence.
- Motivate students to read more in order to have sufficient background to work effectively.

2. Limitations of the Study

The present study was carried out at the University of Abderahmane-mira Bejaia. We conducted a research on “improving students' writing skill through cooperative learning strategies”. Hence, it is a pe- experimental study. We have faced some limitations such as: we have started our empirical study on February till April because all the time the students were absent and sometimes the teacher was occupied by the administration stuff. The time allotted to implement the strategies was not sufficient (one hour and a half per week). Finally, the sample was not enough to generalize the result for the whole population and it would be better if the research includes a huge number of students from different levels .

3. Recommendations

In the light of the present study, some recommendations are raised:

First of all, in this research we tested students by asking them to write in pairs/ in small groups an essay about a specific genre in one session during written expression. Thus, we recommend the future researchers to ask students to write individually and then write in collaboration to compare the written samples (before and after the implementation of cooperative learning strategies) and start their training early to avoid any obstacles.

Second, researchers would increase the awareness of students toward writing and show them the importance of writing in their academic learning process and even in their career. Hence, researchers would recommend another writing session per week because it is not enough to enhance students' writing in one session and let them be aware about the significance of writing skill.

Furthermore, the researcher would implement CL strategies in a large sample in regard to the population for an effective and reliable result.

At last, we recommend students to read more since reading is a powerful tool that promotes critical thinking, vocabulary enrichment. These latter improve writing in a considerable way (Jordan, Carile & Stack, 2008, p.195). Then, in order to improve the writing skills, students would write frequently and read variant topics and books. As, we stress that knowledge transforming on paper also is important (writing) not just knowledge telling (speaking) (ibid, 2008, p.195). According to this present research, students point out the lack of background while writing. Thus, it is obvious that reading would enable students to write better with valuable content. Indeed, further researchers could conduct a research about improving writing through reading skill.

Conclusion

This chapter is practical in nature. It allowed us to frame out the data gathering procedures; the research design opted for, the work validity, reliability and ethical considerations. Furthermore, we presented the findings; we explained how the hypothesis is confirmed by the results obtained. Furthermore, we highlighted the fact that the deductions arrived to remain with the samples' limits and cannot go further to the whole population in the light of the short training duration with a little scoped sample. We finally closed the research work with some implications and recommendations for future researchers in the same field of interest. Finally, we summarized the shortcomings or defects of the present work.

General Conclusion

“Writing involves the encoding of a message of some kind that is we translate our thoughts into language” (Byrne, 1993, P.1); but in the same time, writing is a difficult activity for most people among them EFL students (Byrne, 1993, p.4). As Renandya & Richards point out “there is no doubt that writing is the most difficult skill for L2 learners to master (2002, p303).

We implemented Cooperative Learning strategies to overcome the writing difficulties of 3rd year EFL students. Lewis (2017) said that Cooperative learning is a form of active learning where students write together to perform specific tasks (p.1). In this respect, small group and pair group were used to provide knowledge between students and increase their interaction about the subject matter. In cooperative learning, students share their thoughts and obtain benefits from each other to achieve a specific goal in academic circumstances. As, Kagan (n.d) argued, cooperative learning equals to content and structure in which these structures are designed to increase participation, comprehension and achievement (Qtd in Carruthers, n.d, p.6).

Accordingly, our objective of using collaborative writing was to enhance students’ writing in the department of English at the University of Bejaia. Therefore, we raised these following questions in order to confirm or disconfirm our hypothesis: 1) what are the effects of cooperative strategies on EFL students’ essay writings? 2) Do cooperative learning strategies help learners in structuring their written essays? If yes, how?; 3) “what are the students’ perceptions and attitudes towards collaborative writing?”. The suggested hypothesis from the beginning of the research is “If students write in collaboration, they would develop their writing skill better”

In this respect, the method implemented is pre-experimental to test the cause/effect relationship between cooperative learning strategies and students’ writing. Concerning the

data collection, we have opted for pre-post questionnaires and students' written samples for the aim of implementing CL strategies in EFL classroom as a way to enhance and improve students' writing.

Besides, in this context, our population consists of 3rd year EFL students at the university of A.Mira Bejaia faculty of arts and languages, department of English. Our sample consists basically of 28 students but only 24 students were present the entire time.

Accordingly, the results obtained from the analysis demonstrate that collaborative writing helped students to develop their writing skill. The participants showed their positive attitudes to the importance of cooperative strategies in structuring their written essays. Concerning the students' perception toward the incorporation of collaborative writing, the students welcomed it positively. The finding also shows that students argued that cooperative writing boosts their motivation and makes them more relaxed to write and express their thoughts.

Overall, the present study shows the importance of integrating cooperative learning strategies into the writing sessions to increase the students' motivation to write, reduce their writing difficulties and encourage peer correction and negotiation of ideas. This is for increasing their opportunities of writing and clearing up the borders of writing as a difficult skill.

All in all, these results occur that the hypothesis has been confirmed. While the students write in collaboration, there is an enhancement in their writing products. In this context, Baer (n, d, p.170) suggested that "cooperative learning is a powerful technique that has been shown to increase students' achievement in a wide variety of studies" (Lazarowitz & Miller 1992; Johnson 1989; Salvin 1992; Watson 1991).

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Appendix 01

University of A_ Mira, Bejaia
Faculty of Arts and languages
Department of English
3rd year, LMD,G .

Pre-Questionnaire

Dear students',

I am dealing with the effect of cooperative learning strategy on students' writing. Your anonymous contribution throughout this questionnaire will certainly be of tremendous assistance. You are gently invited to answer these questions.

Thank you for your Collaboration!

Please tick () or choose the appropriate answer(s):

Part one : General Information

1. How old are you ?.....
2. Your Gender : FemaleMale
3. Do you enjoy yourself being a student of English?

YesNo

Part Two: Students' Perceptions toward Writing

4. Do you enjoy the writing skill?
- YES NO
5. Do you face or find any difficulties while trying to write?
- YES NO
- IF yes, is it because of:
- a- The lack of ideas or background.
 - b- The lack of vocabulary.
 - c- You didn't master the grammatical rules.
 - d- The inability to organize the ideas or words.
 - e- The difficulty of following the academic methodology.

Others.....

6. What do you do to improve your writing skill?
 - a- Writing outside the classroom about any topic.
 - b- Reading books about writing methodology.

- c- You write everyday a paragraph about your daily routines.
- d- Ask your teacher about any difficult point.

Others.....

7. Does the module of written expression help you to write an accurate essay?

YES

NO

IF yes, how?

IF No, why?

8. Is the writing content delivered in class help you to write the essay?

IF yes, how?.....

IF No, why?.....

PART 3: The Students' Attitudes toward Using Cooperative Learning

9. Do you feel comfortable when learning in collaboration?

YES

NO

10- When learning in pairs or small groups, do you collect ideas by using?

a- The English language.

b- The English with French.

c- The mother tongue or Arabic language.

c- The English with mother tongue, French and Arabic.

Others.....

11. Do you prefer learning in?

a- Individually , b - pairs , c- group

12. Do you make progress when?

a. Learning alone.

b. Learning in pairs/ groups.

13. Do you have opportunities to learn in pairs/ groups in the classroom?

Yes

NO

14. If yes, in which modules?

PART 4: Students' Perceptions towards Collaborative Writing

15 Do you prefer to write?

a. Alone b. in pairs c. in groups

16. Is it easier to write an essay in cooperation?

Yes

No

IF yes, why?

IF NO,why?.....

17. Do you get a lot of opportunities to practice writing in collaboration in class?

YES

NO

18. Does writing in groups or pairs help you to gain time?

YES

NO

IF YES, how?

IFNO,why?.....

19. When you write in collaboration, do you make progress?

YES

NO

IFYES,why?.....

IF"NO",why?.....

20. How much do you agree on writing in groups during writing sessions?

a- Strongly agree b- Agree c- Disagree

21. How does cooperative learning contribute in your writing?

.....

PART 5: Further suggestions.

22. Would you please add any suggestion about using pair or group learning in writing sessions?

.....

Thank you for your Collaboration!

Appendix 02

Post-Questionnaire

Dear Students',

This dissertation deals with cooperative learning strategies to help students' achievement in writing. Your anonymous contribution throughout this questionnaire will certainly be of tremendous assistance. You are gently invited to answer these questions.

Thank for your Collaboration!

Please tick () or choose the appropriate answer(s):

1. Have you enjoyed learning in pairs / in groups?

- a. Yes b. No

Justify in both cases.....

.....

.....

2. Have you enjoyed writing in pairs/in groups?

- a. Yes b. No

Justify in both cases:

.....

.....

3. Did you prefer writing in collaboration?

- a. In pair or b. In small group

4. How often did you practice writing in pairs/in groups?

- a. Everyday b. sometimes c. not at all

5. Did you write in collaboration just in the written session?

- a. Yes b. No

6. If “No”, you write in collaboration in :

- a. Linguistics matters
- b. Literary theme
- c. Civilization subjects
- d. Everyday activities and projects
- e. Oral expression
- f. ESP
- g. Methodology

h. All modules

Others.....

7. Did you find writing in pairs/ in groups?

- a. Easy b. Difficult

8. If it is easy to write in collaboration, is it due to?

- a. The exchange of vocabulary
 b. Correcting the grammatical mistakes between each other
 c. Sharing the background knowledge which improves the content
 d. The awareness of the group work on spelling and punctuation
 e. The skilled students helped the unskilled students

Others

9. If it is difficult to write in collaboration, is it because of?

- a. Disagreement about the topic
 b. Differences of point of view and style
 c. The skilled students did not give the chance to the unskilled students
 d. We did not work on the task seriously
 e. Wasting time on joking and laughing

Others

10. Did you overcome the writing difficulties when writing in collaboration?

- a. Yes b. No

If yes, how ?

If No , why ?

11. Are cooperative learning strategies help you to overcome these difficulties?

- a. Yes b. No

12. Did you follow the elements of writing while writing in collaboration?

a. Yes

b. No

Elements of writing are:

a. Purpose b. audience c. clarity d. unity e. cohesion/coherence f. word choice

If “Yes”, why?

If “No” , why ?

13. Did you follow the writing process when writing in collaboration?

a. Yes

b. No

14. . While writing in collaboration, did you focus on?

a. The product

b. The process

c. The genre

Others

.....

.....

15. Did writing in collaboration help you to learn writing?

a. as a skill b. as a means of other subject matter c. Both

Others:

.....

.....

16. Did collaborative writing motivate you during writing session?

a. Yes

b. No

If “Yes”, why?

If “No” , why ?.....

17. Do you feel relaxed when expressing your thoughts while writing in collaboration?

a. Yes

b. No

If “ Yes” , How ?

If “ No” , Why?

18. Did you find writing in collaboration improve your writing?

a. Yes

b. No

If “Yes”, how?

If “No”, why?

19. Does writing in pairs/in groups have a positive effect on writing an essay?

a. Yes

b. No

If “ Yes” , why ?

If “ No” , why ?

20. Would you add any suggestions about using pair/ group strategies in writing session?

.....

.....

.....

.....

.....

.....

.....

Thank for your Collaboration!

Appendix 03

This table adapted from Lisa Webley (2005, p25, 26) demonstrates the good steps to write a well organized essay that would help students to manipulate their time and efforts. We wish the following essay writing stages assist us in writing essays.

Stage 1: Read the question	<ul style="list-style-type: none"> a. Dissect the question. Are you clear on what it is asking you to do? b. Try to rewrite it in your own words or to explain the question to someone else. c. Do not move on to confident that you understand the question.
Stage 2: Read through your notes and make a list of relevant issues	<ul style="list-style-type: none"> a. Read through your lecture notes on the topics covered by the question. b. Read through your tutorial notes on the topics covered by the question. c. Undertake further research in books, journals, cases and legislative sources and make notes on issues relevant to the question.
Stage 3: Organize your ideas into a logical order	<ul style="list-style-type: none"> a. Read through your notes and group similar issues together, these will become your themes/ Ideas. Write a sentence after each idea to explain how it relates to the question. b. Number the themes/ ideas in an order that appears to be logical to develop your arguments. c. Note down the evidence you have for each theme/ ideas, in terms of cases, legislation, quotes, etc.

You are now ready to start writing

Stage 4: Write the introduction	<ul style="list-style-type: none"> a. Briefly explain the task that you are undertaking. You may wish to use the text of the question that you rewrite at an earlier stage. b. Set out the issues that you will deal with in your essays and how you will approach the question.
Stage 5: Write the middle section of the essay	<ul style="list-style-type: none"> a. Organize your ideas into paragraphs. One paragraph should contain one issue. b. Begin each paragraph by stating the point that will be discussed within it. c. Discuss the point in the middle section of the paragraph. d. Use evidence to back up your points. Does each point have evidence that supports it? e. Conclude each paragraph by explaining what the point means in relation to the question.
Stage 6: The conclusion	<ul style="list-style-type: none"> a. Draw the issues and their relevance together to provide a final answer to the question. b. Do not introduce new ideas into the conclusion.

Appendix 04

Lesson content

1. The way of writing a good essay:

1. Reading and understanding the topic to have a good essay.
2. Analyze the question and making a plan.
3. Introduction one paragraph, body can contain one paragraph or three paragraphs and conclusion one paragraph.
4. We can ask question in the introduction and answer it in the body.
5. The most important is thesis statement which is the core of the essay.
6. We write thesis statement only in the first sentence in the introduction of the whole essay.
7. Each single paragraph could contain a topic sentence even the conclusion have the topic sentence or thesis sentence.
8. There are two ways to find thesis statements: students find the direction only or with the preview of points (subtopic). If the topic itself has different cases mentioned the direction (key word in the statement) and other following key words for the topic.

Examples:

Learning disabilities can create physical, psychological, academic and social problems.

Topic sentence statement/ Preview of point

The topic: learning disabilities.

Brainstorm the topic: we find the direction and inside the direction we discuss the problems.

Coordinate / Subordinate ideas which related to thesis sentence.

- a. **Coordinate ideas:** equality between the subtopics.

Eg: In spring holidays people enjoy their social, personal, spiritual lives and fishing.

The last subtopic is not equal to others. Then, the subtopics are not coordinating because are not equal.

- b. **Subordinate ideas:** something dependent on other thing. All of psychology, academic, social are subordinate to the direction in thesis statement.
- c. **The topic** is the mirror of the whole essay and both coordinate and subordinate ideas are writing together in thesis statement.

Materials: blackboard, Chalk, paper, pen.

Instruction : write in pairs or in group of 3 or 4.

Objective: By the end of each lesson, students would be able to write an essay by following the stages of a good essay in collaboration, implementing the pair or group writing.

2. Collaborative Learning:

Cooperative learning owes students opportunities to learn in collaboration in which the skilled students motivate the unskilled students to achieve the shared goal. Indeed, these strategies to be successful at the classroom the students would follow these:

2.1 The Conditions:

Each member gives encouragement to the whole group.

Respect others and be serious.

Use quite voices and emphasis on the task

Participate actively and stay in one group (Fixed Group)

2.2 The Basic Elements:

a. Positive Interdependence:

The aim is to maintain the unity of the group.

b . Group Formation:

When the students confront a shared problem, they make a unified decision to solve it.

c . Face to Face interaction:

The group size would be small to allow students face each other and interact about the given task.

d . Individual Accountability:

Each student in the group must contribute in the task to obtain a good score or results for the whole group by his/her performance.

e . Collaborative Skills:

The social skills are needed between students to ensure a successful interaction about the shared activity.

Material: Paper, pen

Instruction:

Use write-pair-share (Pair Writing), Numbred Heads (Small group Writing)

Objective: Motivate Students to write in collaboration respecting some criteria (see appendix08).

Appendix 05

Argumentative Essay

University A_Mira, Bejaia

Faculty of Arts and Languages

Department of English

Course: Writing Session

Treatment Group (06) 3rd YEAR

Trainer: Miss .Ait Eldjoudi lydia

Session Four: The Use of cooperative Learning Strategies (CL) to write an argumentative essay. (PDST, 2014, p.27)

Lesson plan			
Topic: burling wall/ Given topic	Class level: Intermediate level (3 year LSD students)	Time: 90mn/ (1H : 30mn)	Date:
Lesson objectives: Motivate students to write an argumentative essay. The students will be conscious to these following points: <ul style="list-style-type: none"> ➤ Introduce their evidence either in a few words or in a full sentence and paragraph to reconstruct an essay. ➤ Demonstrate their arguments, if they are against or with, in a persuasive manner and here they take in consideration the reader or the audience. 			
Material: Paper, pen Class Management: writing in pair / group of 3 or 4 students.			
Preparation : pre-writing <ul style="list-style-type: none"> ➤ Ask students to write their point of view as a brainstorming to the argumentative essay. 			
Presentation: pre- writing/ Brainstorming ideas <ul style="list-style-type: none"> ➤ Introducing the writing task and the stages of using background knowledge. 			
Practice: Writing in collaboration group of 3/4 or pairs ‘First draft ‘ <ul style="list-style-type: none"> ➤ Advice students’ to provide a brief explanation about their issue. ➤ Show their point of view toward the dilemma proposed to them in order to resolute it or discuss it in collaboration. ➤ Suggest many persuasive thoughts to convince the reader whether against or for the topic in collaboration. 			
Evaluation: ‘Revising and Editing ‘ <ul style="list-style-type: none"> ➤ Allow students to read their drafts to open the critical debate which leads to interaction between students-students and teammates. ➤ After that the teacher intervenes to give their final feedback above the written samples of each group. 			
Expansion: Motivate them to write in collaboration about any topic by interpreting their thoughts which persuade the reader or audience.			

Lesson content

Task 01: write argumentative essay following the outlines.

Instructions:

- Follow the writing process and write an argumentative essay about Burling wall in open brackets.
- You (students) need to make a claim, give reasons and then provide at least two pieces of evidence for each reason.

Guide Practice:

- Formed groups to write in pairs (write-pair -share) or small groups (Numbered-Heads) in order to write in collaboration.
- Use one paper and one pen.

Objective:

Students will be able to outline an argument essay by stating a claim, listing reasons and providing evidence following the important criteria of an essay.

Preparation and presentation:

A. Pre-writing: prepare your ideas to persuade the reader or audiences.

1. Set your aim by clarifying what you are going to write.
2. Find arguments for and supporting evidence.
3. Give your point of view, reasons, position and evidence.

Practicing:

Activity01:

1. Write the main idea.

2. Make a list of the reasons or examples to **support your main idea**.

3. Write a composition about the wall. Persuade your readers, **starting with a generalization** and using **reasons** and examples to support your argument.

B. Drafting: Write the first draft.

1. Use proposition to be argued arguments in logical order
2. Use linking words associated with reasoning.
3. Put the ideas you gathered into meaningful sentences, then paragraphs to construct an essay.

Evaluation:

Activity02: Critical Debate

- After the students write their first draft, we allow each group for 3 minutes to read the essay for the sake of revising and editing before submitting the final draft.
- Discuss and clarify as necessary
- This activity leads the students to interact between each other and grasp a maximum feedback and different point of view to enrich more their drafts.
- Teacher circulates the room while students are discussing to add some comments if they use really the claim, reasons and evidence correctly.

C. . Revising: After the critical debate the students review their drafts.

1. Rearrange their words and sentences.

2. Select your mistakes by Omitting or add details to clarify your goal.
3. Ask for your teacher's feedback before final assessment

D. **Editing:** Correct your draft.

1. Correct your linguistic side (Grammar, Punctuation, Spelling.....).
2. Make sure you have used a simple and clear sentences within short paragraphs.
3. Check if you follow the right criteria for a good essay following the writing stages.
4. Exchange your work with small group or pairs.

E. **Final draft:** before the Submission

1. Read your essay aloud for self-evaluation.

Assessment:

The teacher assesses the students' argumentative essays according to the grading rubric which contains the important criteria which is mentioned in Appendix.

Appendix 06

Descriptive essay

University A_Mira, Bejaia

Faculty of Arts and Languages

Department of English

Course: Writing Session

Treatment Group (06) 3rd YEAR

Trainer: Miss .Ait Eldjoudi lydia

Session two: The Use of cooperative Learning Strategies (CL) to write an academic essay following the writing process and take in consideration the criteria that we provide previously.

Lesson plan			
Topic: Free topic/ Given topic.	Class level: Intermediate level (3 year LMD students)	Time: 90mn/ (1H: 30mn).	Date: 7 /03/2018
Lesson objectives: While students are writing an essay about a topic in their choice. The students will be conscious to these following points: <ul style="list-style-type: none"> ➤ Following writing process. ➤ Raise the learner's awareness on the criteria of a descriptive essay by using present simple, adjectives to describe a person, object and phenomena. 			
Material: blackboard, chalk, paper, pen Class Management: working in pair / group of 3 or 4 students.			
Preparation : <ul style="list-style-type: none"> ➤ Suggest some tasks using pictures to describe these persons. ➤ Motivate students to write some sentences using adjectives, present simples. ➤ Ask students how they come up with topics and ideas to respond for the thesis statement. 			
Presentation: Write in cooperation group of 3/4 or pairs <ul style="list-style-type: none"> ➤ Introducing the writing process and give some rules about using adjectives in all models. 			
Practice: <ul style="list-style-type: none"> ➤ Ask students to write sentences describing their classroom or their preferable topic. ➤ After that they write paragraphs by using previous sentences to construct the essay. 			
Evaluation: <ul style="list-style-type: none"> ➤ Exchange the drafts between teammates to criticize each other and foster their essay. ➤ Evaluate students drafts according to the rubric (see appendix?). 			
Expansion: We give students some suggested topic or free topic to be sure that they can write again.			

Lesson content

“preparation”:

Task one: (Rich,2006,p42)

Pair writing: write some sentences describing these famous people. Use the cues in the table.

Examples: A: Fatma nsoumer has a brown eyes and dark hair.

Who ‘s the	Man / Woman	With (a)	Long/ short/ Curly/ Straight/ Wavy hair? Glasses / Cane/Scar on the face? Wide / Big/ Small/ Curved, turned-up nose? Big/ Small/ Blue / Brown eyes? Moustache / Beard / Whiskers?
		With (a)	White /Black/ Blue/ Suit/ Piece of cloth? Pink/ Brown/ Trousers/ Dress/ Blouse? Purple/ Yellow shoes/ Sandals/ Turban?

Aim: is warming up students to recognize words are used above which are adjectives that they use later to write sentences with.

Task 2: write an essay that you describe a member of your family whom you miss or you love, following this plan or any topic in your choice.

- a. I miss my grandfather/ grandmother/ uncle.....so much.
- b. S/he left us / Passed away
- c. What did s/he look like? Choose items which describe her/ him from the table below.

S/he is	Tall Average height. Bald. Fat. Thin. Black. White.	S/he has	Long Shoulder- length Short Curly	Blond Red Brown Fair dark	hair
			a moustache. a beard. Fair/ dark complexion. Light blue / Green/ Brown eyes. Dark blue/ Green eyes.		

d. What is s/he like? Choose items which describe her/ him from the box below.

S/he is gentle / Sweet/ Generous/ Tolerant/ Friendly/ Helpful/ Courageous/ Cheerful/
Funny.

Presentation phase“pre- writing”

Step one: big/small/beautiful(Lewis,2007,p.39-42)

T: writes sentences using adjectives as follow:

1. *An interesting book*
2. **A difficult project**
3. He's got **blue eyes** and **brown hair**
4. I just love **Indian food**
5. This **lovely red dress** is not **expensive**

Rules: In English, the adjective is before the noun

1. **A tall woman**
2. **A tall man**
3. **Some tall people**

Adjectives always remain the same; they do not change according to the subject.

T: explains for students how to compare two things by using short adjectives.

Ali 14 years old	}	Ali is older er than Samia.
Samia 13 years old.		

Students: write short paragraphs to describe your partner.

Rules: when comparing two things, persons or countries using short adjectives formed with ones syllable, we use this form: short **adj** plus **er** and **than**

Eg: Monia is taller **er** **than** Lydia.

Step two: Bigger than/ Smaller than

1. Box A is bigger than box B and box C.
2. Box B is smaller than box A, but bigger than box C.
3. Box C is smaller than box A and B.

The biggest/The smallest:

1. Box A is **the biggest**. = it's bigger than **all** the others.
2. Box C is **the smallest**. =it's smaller than **all** the others.

With small adjectives, we add *-er* to make comparatives:

- ✓ small – smaller
- ✓ large – larger
- ✓ quick – quicker
- ✓ slow – slower

We add a consonant to adjectives that have one consonant at the end:

- ✓ big – bigger
- ✓ thin – thinner
- ✓ fat – fatter

Adjectives that end in *-y* change to *i*:

- ✓ funny – funnier
- ✓ happy – happier
- ✓ easy – easier

Long adjectives are different. We cannot add *-er*, instead we use:

More before the adjective

- ✓ *A Ferrari is more expensive than a BMW*
- ✓ *Korean films are more interesting than American ones*
- ✓ *Paris is more beautiful than London*

Rules: when comparing things, persons, countries using long adjectives formed with more than one syllable, we use this form

More long adj plus than

Superlatives: Small adjectives take **the + -est** to make superlatives:

1. The tallest mountain in the world is Everest.
2. The longest river in the world is the Amazon.
3. The richest man in the world is Bill Gates.

There are three exceptions:

1. Good □ better □ the best
2. Bad □ worse □ the worst
3. Far □ further □ the furthest

Example:

1. The weather is better today than it was yesterday.

2. After the war, the situation became worse than before.
3. Sydney is further than Kuala Lumpur.

Practicing phase: “First draft”

Task one: use the previous adjectives to describe your classroom, member of your family or any topic that you are able to describe it. Then, write sentences:

1.
2.
3.
4.



AIM: Let students write short sentences by using adjectives in order to ensure that they are able to write any given topic or free topic.

Task two: Write 3 descriptive paragraphs by using the previous sentences about the previous topic.

-Suggestion: describe the classroom as it appears in space when you are directly looking at it. Describe it from top to down, right to left, front to back.

Task three: Join the 3 paragraphs to form an essay with another introduction and conclusion.

AIM: Using the 3 descriptive paragraphs to formulate a descriptive essay.

Evaluation: “Reviewing and Editing”

After students write the essay in collaboration (in pairs/small group) they exchange it between groups to benefit from the feedback of each other (peer, group feedback) and the teacher evaluates it using grading rubric with specific criteria that used to write an effective descriptive essay.

Expansion: “Final draft”

- Rewrite another descriptive essay in collaboration by describing your parents.
- Constructing paragraphs by using adjectives.
- Write one introduction and conclusion in one paragraph, then writing two or three paragraphs in the body.

AIM: to be sure those students are really able to write in collaboration an essay and following in the same time the writing process and criteria.

Appendix 07

Narrative essay

University A_Mira, Bejaia

Faculty of Arts and Languages

Department of English

Course: Writing Session

Treatment Group (06) 3rd YEAR

Trainer: Miss .Ait Eldjoudi lydia

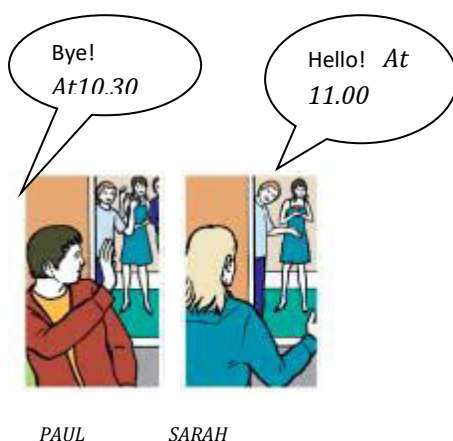
Session One: The Use of cooperative Learning Strategies (CL) to write an academic essay following the writing process and the essential conventions of a narrative essay.

Lesson plan			
Topic: writing about students interesting topic.	Class level: Intermediate level (3 year LMD students)	Time: 90mn/ (1H : 30mn)	Date: 21 /02/2018
<p>Lesson objectives: While writing a narrative essay about any topic. The students will be conscious to these following points:</p> <ul style="list-style-type: none"> ➤ Write an essay correctly by paying attention to Grammar (past tense or past perfect). ➤ Learn writing strategies to write step by step. ➤ Raise the learner's awareness to some important criteria such as: organization, level of content, development, style and format, chronological order of events, linking words to do with time.(PDST,2014,p.4) 			
<p>Material: blackboard, chalk, paper, pen</p> <p>Class Management: write in pair / group of 3 or 4 students.</p>			
<p>Preparation :</p> <ul style="list-style-type: none"> ➤ Go around the room asking general questions about the convention of a narrative essay to achieve it at the end of the session. ➤ Ask students how they come up with topics and ideas to respond for the thesis statement. 			
<p>Presentation: Works in cooperation group of 3/4 or pairs</p> <ul style="list-style-type: none"> ➤ Introducing the writing task and the strategy of using background knowledge. ➤ The students learn how they narrate using past simple or past perfect through the rules which are delivered to them. 			
<p>Practice:</p> <ul style="list-style-type: none"> ➤ Sharing the task between the group using simple words to involve the reader easily in the peace of writing. 			
<p>Evaluation:</p> <ul style="list-style-type: none"> ➤ After writing their first draft, we allow them to exchange the paragraphs between the groups to observe or get an idea about others' writing form and content, in order to exchange feedback about every missed point (peer- Feedback). ➤ Let students seek suggestions for improving their drafts and revise it. They continue the revision process until the final draft (self-Feedback). ➤ The final step is the teacher use of a specific rubric to correct the written samples to owe them a grade they deserve. 			

Lesson content

Preparation: (Murphy,2004,p.05)

Sarah went to a party last week. Paul went to the party too, but they didn't see each other. Paul left the party at 10.30 and Sarah arrived at 11 o'clock. So: When Sarah arrived at the party, Paul wasn't there



Eg:

He **had gone** home.

Had gone is the *past perfect (simple)*:

I/we/they/you he/she/it	had	(= I'd etc.) (= he'd etc.)	gone seen Finished etc.
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Presentation: we present what is past perfect for students.

The past perfect simple is **had** + *past participle* (**gone/seen/finished** etc). For a list of irregular verbs, see page 12.

Sometimes we talk about something that happened in the past:

1. Sarah **arrived** at the party.

This is the starting point of the story. Then, if we want to talk about things that happened *before* this time, we use the past perfect (**had** ...):

2. When Sarah arrived at the party, Paul **had** already **gone** home.

Compare the *present perfect* (**have seen** etc.) and the *past perfect* (**had seen** etc.):

Present perfect		Past perfect		
Have seen		had seen		
Past	Now	Past	Now	
1. Who is that woman? I've never seen I didn't know who she was. I'd never her before. Seen her before. (= before that time) 2. We aren't hungry. We've just had lunch. We weren't hungry. We'd just had lunch. 3. The house is dirty. They haven't cleaned The house was dirty. They hadn't it for weeks.		1. I didn't know who she was. I'd never her before. Seen her before. (= before that time) 2. We weren't hungry. We'd just had lunch. 3. The house was dirty. They hadn't cleaned it for weeks.		

The narrative essay :

- is told from a particular point of view
- makes and supports a point
- is filled with precise detail
- uses conflict and sequence as does any story

Objective :

The purpose of writing a narrative essay is to narrate something. Many students write narrative essay to show something that happen in the past. Once an incident is chosen, the writer should keep some principles in mind.

1. Remember to involve readers in the story. It is much more interesting to actually recreate an incident for readers than to simply tell about it.
2. Find a generalization, which the story supports. This is the only way the writer's personal experience will take on meaning for readers. This generalization does not have to encompass humanity as a whole; it can concern the writer, men, women, or children of various ages and backgrounds.
3. Remember that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story.
4. Narratives are generally written in the first person, that is, using I. However, third person (he, she, or it) can also be used.
5. Narratives rely on concrete, sensory details to convey their point. These details should create a unified, forceful effect, a dominant impression. More information on the use of specific details is available on another page.
6. Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending.

Practice:

Task one: Write sentences using past perfect to narrate your childhood for your classmates.

1.
2.

TASK TWO: Write short paragraphs to demonstrate your previous experience in life.

Aim: train students to write narrative paragraph in a correct form and following its conventions.

TASK THREE: Combine short sentences and paragraphs to write a narrative essay using past simple or past perfect.

Other suggested topic:

- First Day at College
- The Day I Decided to Change My Life
- My Best Friend
- The Moment of Success
- A Memorable Journey

Evaluation:

The teacher takes the sample essays of students for review. Then, students edit their essays.

Expansion:

Rewrite another narrative essay in collaboration and choose your own topic.

Finale Notes

Books

B.Rich, H. (2005-2006). *At the CrossRoads , Secondary Education*. Algiers:

D.N.P.S.(p.42/145)

Murphy, R. (2004). *English Grammar in Use, Grammar Refrence*. Cambridge University

Press.(p.05)

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Lewis, J. (2007). *Free English Grammar*. (p.39-42)

www.anglais-facile.com

Websites

<https://essayinfo.com/essays/narrative-essay/>

<https://www.education.com/download/lesson-plan/argument-writing-claim-reasons-evidence/argum>

<https://int.search.myway.com/search/GGmain.jhtml?searchfor=Argumentative+Essay+ACTIVITY&n=78486b06&p2=%5ECNI%5>

<http://home.snu.edu/~hculbert/criteria.pdf>

Appendix 08

Grading Rubric for Written Assignments

Levels of Assessment

Criteria	Inadequate=D (Below Standard)	Adequate=C (Meets Standard)	Above Average=B (Exceeds Standard)	Exemplary=A (Far Exceeds Standard)
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Level of Content	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Grammar & Mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
Style	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
Format	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

<http://home.snu.edu/~hculbert/criteria.pdf>

Barrier In Society

A Wall can be a desperate position or state of defeat, failure or ruin, it can also be something related to society like people appearance. But most importantly, It refers to the differences in societies, people, cultures, etc.

We human beings are all different in many ways: gender, age, physical characteristics, personality, hobbies, beliefs, etc. And all these are a kind of barrier or wall between people, either while having a conversation or accepting people as friend or member of family. So persons can encounter these differences mainly in culture, social and ethnic points.

such issues may appear clear whenever we think about people from other societies or countries but not only in this case. We feel different from those born and living in our country but whose culture and ways of life differ somehow from ours. And These differences include: different ways of looking at things and different ways of dressing, and sometimes These differences can cause problems interpreting what the other person is doing.

In term of culture, we may divided ^{it} into 2 main parts: low culture context and high culture context. Where a high culture identifies the culture of an upper class like aristocracy, but low culture are the lower classes and sometimes they are less-educated.

To conclude, All these that have been mentioned may exhort people to say that we are different from one another, but this does not mean we are not equal. We all have the same status including; civil rights, Freedom of Speech, equal opportunities and obligation.

Because we are born equal. mainly this equality should be applied between men and women of course they are different but the equality between them are the basic of human right.

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The Wall, Firm, ^{Wall} solid structure both protective and threatening (menace). It can be a danger, an obstacle against your dreams, your ideas, your thoughts, even ~~the~~ freedom. It is a physical and psychological limit for man.

As it can be also a protection against some danger, we can point to ^{stone} Hadrian's Wall (England) and the Antonine Wall against the Barbarian Invasions of the Picts (Scotland), also. The Great Wall of China designed to protect the ~~Northern border~~ ^{Chinese} ~~China's northeastern border~~ ^{with} the Northern border of China. And quite simply, the walls of your houses serve you a well and perfect protection.

What about a Collapsed Wall?

More positive rather than negative. often Throughout history, the collapsed walls symbolise freedom, the end of oppression and marginalisation, history has shown it to us several times:

- The Fall of the Berlin Wall in 1989 and the Cold War
- The end of the Apartheid (a racial segregation) in South Africa in 1991

- A step towards knowledge: a brick broke from the wall is the 1st step towards knowledge, the questioning, ~~the~~ to appeal the reason ^{to the power} as this famous George Carlin said "Don't just teach your children to read - teach them to question what they read. Teach them to question everything?" Indeed it is one of the most important

Key (thing to apply)

Education is the most powerful weapon which you can use to change the world. Nelson Mandela

the minor negative point is the collapse of some walls which caused (lead to the (extinction) disappearance of some civilizations

And Finally, the wall has long been a source of fascination for human being, The 1st paintings ^{and} drawing of men were made on the walls like as mural paintings on cave walls, who were able to transmit the story from generation to generation.

It is also found in certain Greek Mythology and in religion, for example, the Wailing Wall, a very ^{some} important building for Jews.

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A boundary between the present and the future

When hearing about the word "wall", many people imagine that vertical structure often made by stones and bricks, but others interpret that wall as an abstract barrier between their fears and their goals.

That ~~spiritual~~ wall is what prevent them from making any progress. It's the problem itself. Sometimes to go beyond that wall, it takes courage, sacrifice, or even going beyond their ability. Individuals conquered fear during their long, tiring journey through solving what prevent them from getting ^{obtaining} what they want. They have to break a brick ^{one} after another and face their deepest fears until achieving what they have always dreamed of. It may take years for someone to decide to face their present fears in order to be ready ^{to face / confront} for facing the uncertain future. It depends on the situation and the goal of the person. the higher is the wall, the greater is the award and the delight felt after breaking all the bricks of that wall, and finally making a big step toward the future and have the ability to go beyond that wall.

When the willingness is great, the difficulty decreases. It is never too late to face our fears in order to achieve success. Success



"the wall"

Generally speaking the wall is a structure of bricks or stone, that surrounds an area or separates one area from another or the structure that that forms the side of a room or a building.

The wall can be a symbol of shame. "Wall of Shame" is a phrase that is most commonly associated with the Berlin wall. In this sense the phrase was coined by Willy Brandt and it was used by the government of West Berlin and later popularized in the English speaking world and elsewhere; the term has later been applied to wide range of uses, more recently the term has been used in reference to the Mexico - United States barrier and the Egypt - Gaza barrier.

The wall can be a symbol of greatness, and ancient civilizations such as the great wall of China.

Philosophically speaking, the wall can be a symbol of racism between man & women and between different races.

To conclude I would say that this simple and familiar word "wall" is a vast topic of discussion.

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The word wall

A wall can have different meanings according to the situation. In some situations, it may convey the meaning of security, safety and a shelter for people. In most cases, it conveys the meaning of separation or obstacle.

Humans can use this word to show that there is a barrier between different races and cultures. It can take form of extremism towards others stance and beliefs. It can also be attached to racism and hatred of any difference and diversity. The mental wall or barrier differs from time to time and people to people. Extremism and intolerance to others differences has always been part of the world that changes from time to another due to political and social circumstances.

A wall is well-seen and well-accepted when it refers to protection and safety. A house, for instance, is made of walls to protect those

who live in from ^{the} rudeness and severity of nature. It may also be a protection from the cruelty of human beings. In this case, wars are the most common aspects of human cruelty.

At the end, either for the mental well or real well, they both, at a specific time of its existence fall. Both of them can be broken. Nothing lasts forever.

Dream house

6/20

magnificent

It is known that each one of us has in his mind perfect and magnificent picture of the house that we always dream of.

First, our dream house would be situated in the midst of the forest surrounded by gigantic, wonderful green trees that would provide us with fresh air which would breeze our faces. Also, having a lake nearby where we can relax and throw our negative vibes.

Moreover, the house would be made out of wood with basement and two floors. My basement would be my secret box where I can hide all the valuable and worthy things.

The first floor devoted for the kitchen and the living room and the dining room. The walls would be painted by my favourite themes and colours. The living room would be spacious, big so there would be a big sofa where we can watch T.V.

comfortably

The second floor would have four rooms and two balconies.

My room would be at the centre of the floor with balcony so that everytime I wake up, I can ~~finally~~ breathe air.

finally, my dreamhouse would be a place where I can ~~live~~ live happily and comfortably with my family.

Humans evolved through time from prehistorical men to modern ones, shifting from stone tools to new technologies. But, there is one aspect that resisted to the power of time which is the human cruelty.

The first aspect that comes in mind when thinking about human cruelty is wars. Most of the ~~wars~~ ^{war} ~~were~~ ^{occurred} made because of ^{act} cupid men. Their ^{act} avidity to enrich themselves and gain power made ^{act} them harsh and pitiless to their victims. Money and power ^{are} were the most important thing ^{than} for them ^{is} their humanity.

The next aspect can be related to dictatorship. ^{act} We can notice that there was many dictators through time, taking power by force and ^{exploit} using people's weakness to reach their goals and satisfying their ^{act} blood-thirsty. These characteristics are well-shown in the personality of Hitler, when he burned the Jewish people.

The last ^{aspect} but not the least is revenge.

It is the most common cruelty that affected too much people. It is a response to others oppression and can be seen a result of the first cruelty. Men become mad to the idea of fulfilling and accomplishing that inner, ^{act} sort and painful feeling.

Finally, we can conclude that human cruelty has always been part of human being and this ^{is} the only thing that will never change.

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They say, there is nothing that could last: happiness, joy, youth even the purest love. Well, maybe I am from an ~~other~~ ^{other} space, my vision about these ~~is~~ ^{are} completely different.

There is something or I should say someone that is immortal ~~and~~ ^{and} last for ~~forever~~ ^{forever} ever, unified all these enchantment feelings. I ~~will~~ ^{will} transport you through this essay to my world where your ^{hidden} love of your mother will raise up. ^{adj}

A ^{adj} pure soul, a ^{adj} wiser mind, comprehensive ~~and~~ ^{and} loving heart, ~~the~~ mother is a symbol of peace. When we hear her name tranquility ~~and~~ ^{and} safety ~~comes~~ ^{come} spontaneously through our inner feeling. She ~~gives~~ ^{gives} birth to humanity. It is difficult to give a right description, no word could define what mother

really is, they say no real love exist^s.
in fact, they are right but not the
~~love~~ of the mother.

She is the only and unique person^s
with whom we find real comfort^s,
share both of bad or good experience^s
and feelings, she is offered to us her
own world full of tender, she is trying
to be brave and stay strong^s but we will are
be surprised at everything she hide inside
her heart.

They say that perfection doesn't
exist, so my mother does not belong to
the human race.

group: 06

Theme: Friendship

Friendship means to us ^{a precious} treasure. It takes big place in our life, so we make a lot of friends easily. We cannot imagine our life without them. But there is a new special one who joined our intimate group, and ^{became} part in our heart, which ^{That} pushes our relation to get stronger.

Anna is very ^{adj} beautiful, ^{adj} charming and elegant girl. She always attracts males attention. She is tall with straight brown hair, white ^{adj} skin and brown eyes ^{adj}.

Like most of teenagers, she gives a big importance to her appearance and likes dressing in the latest fashion. By nature Anna is communicative, outgoing and pleasant to speak with. Her biggest dream is to become a famous singer, ^{as} we as her friends we believe in her potential and talent, ^{adj} because she sings really incredibly.

As a normal human being, she has also negatives, she never goes on time to her dates, she is not at all punctual. Sometimes she is absent-minded that makes people think ^{and} she never takes things seriously but this is ^{however, in contrast, unlike} not true, she has strong sense of responsibility and you ^{we} can always rely on her, because she ^{cares} about other people.

For us, Friendship is the most important thing in the world. We are ^{that} proud to say that we have such a loyal and helpful Friend, who we can find in our times of happiness and ^{sadness} sad moment. Like the proverb illustrates the real meaning: Friend in need are friend in deed^{ss}.

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Tobacco is a social phenomenon that affects (let's) everyone especially teenagers. Tobacco is a product deduced from the leaves of the tobacco plant by curing them. It has many forms and contains toxic ~~ages~~ ^{destrays} that ~~destroys~~ ^{which} human organs, mainly lungs and that ~~push~~ ^{which} and arise other risks such as: cardiovascular risks, asthma. Tobacco use is a risk factor for many other diseases, besides those mentioned above, we add ^{it} cancer.

They can be also consumed as snuff, chewing tobacco and drub.

From the primitive period tobacco was widely used, for instance, in the Americas and Mexico especially by teenagers due to many factors such as: family problems, social

issues and the period of maturity itself
probleming a high risk of using these
products, but the consequences were
of higher hazard, that made
researchers asking for anti-tobacco
movement to get rid of these high
level of mortality and to eradicate
this phenomenon

Tobacco is a risk for humanity
all powers should be hand to hand

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My words will be exclusively and entirely devoted and dedicated to my beloved role model in life.

The VIP of mine "My dear brother" who has a colossal gigantic, tremendous impact on me when I'm asked to owe someone a gratefulness, I imagine not another one on behalf!

My soulmate and kind hearted hero is so down to earth, gentle with everyone, docile, comprehensive as well. ~~These~~ ^{These} words to me sounds like a smooth music ~~acrossing~~ ^{acrossing} my ears, seeing him walking all along the street with eyes looking to the down ground, and just add feel that smell of masculinity and virility miles away! ~~not~~ ^{not} to mention the smile that do not leave his bashful face. ~~Alas~~

I owe him a lot, I found him ^{because}

by my side in the little and the thin
in all the downs and the ups of life.
If I'm here studying English
with good level it's thanks to him.

In a conclusion, I say that you
are the second to none, you are
my inspiration, my happiness, simply
my everything. So I'm imploring
to Allah to bless you, and guard
you for all our family.

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Scary Night

once upon time, There were three friends. Among them the eldest is named Jack, then the youngest is named William and the girl ~~who~~ is called Carolina. They were all the time together and they help each other in any problem as the proverb "Said" the Friend in need is the Friend indeed".

So, one day Carolina has been in trouble because the game is demanding payment of her father's debt. Since she was afraid of telling her father, she had to ask for help from her friends. As, her friends like her, They did all their best to get the money but they could not. Suddenly, one night, They heard the radio talking about a rich blind man who left the hospital recently. This rich man was living in a wonderful house alone with his family.

After hearing this news, an idea came into their heads that they would attack ^{the house of} the blind man. Therefore, The next night they went to that house to steal the money. Once arrived there the eldest boy tried to find a way to enter the house but all the doors ~~are~~ locked. After few minutes later, Carolina calls them because she found a small broken window. All of them went inside, William went upstairs in order to pay the old man who is sick and blind while the two others tried to find the where the money is hidden. After all the efforts, they find the money in a small room. As, they tried to escape, the old man

them with a gun in his hands.

In fact, the old man was not sleeping and he was a very strong man with strong bones. Consequently, he killed them in all cruelty with his gun.

Early in the morning, The old man took the ~~very~~ cadavers to a remote forest in order ~~to the police will not find them,~~ and buried them in order ~~to the police will not find them~~ and put an end to this awful crime.

16th
20th

My eldest brother

I passed my childhood in a good situation with my father, Mother, one sister and one brother. I suspected that I'm the eldest. I'm the eldest one between my brothers, but, brought time I discovered that my father married one time without having children and also my mother married by giving birth to a child.

Then, before I knew that I have another brother (brother in law) I say all the time I wish to have another brother of course a big brother. As I go to grandmother every week one time I heard someone knocked on the door and I run in order to open the door to my grandfather to get my candy that he always bought to me as a curious girl I asked him: who are you and he answered me in the same manner hhh who are you not me and he said: forget about this, where is my mother; oh your mother here, I guess that you are missed the house, and now I saw his face changed to red and yellow my grandmother arrived she said: oh my dear grandson you had time you didn't enter this house you are welcome, welcome dear son.

He entered the house (lived) with a little bit of shyness and my mother cries with loud voice my grandson after twenty years of separation she looked him in a deep and seeking way. Each minute they hang each other because the first time he saw his mother after a long sad story.

I was confused what was happening. I asked my mom, who is this and why you are crying? she looked at me in a grief manner responding this is your eldest brother.

I answered her, my eldest brother! in a surprising manner, for I longed him telling oh god, Thanks for realizing my dream. Now, I do have an old brother. He smiled and said yes I'm your brother.

This is my story, how I first met and knew my step-old brother. where I discovered that mum has a child in her first marriage, that is considered orphan after her divorce. I felt that he misses the mother's affection after my growth.

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Our First Day At University

We remember our first day, we were waiting all the summer to enter at the university. ^{As} we felt ^{excited} excited and at the same time we were nervous because it was our first day, and we did not know any one.

We can say that our first day was good although we did not know how to arrive to our classroom, we were lost and we had to ask someone about where we are going to take ~~the~~ classes, this person was kind he told us the right direction, when we arrived we saw some people, ~~we~~ we approached to one girl and we asked about if they are in the same group with ~~us~~ and then we introduced ourselves to each other, and ~~me~~ just few minutes the teacher arrived, she introduced her self ~~and~~ we did the same.

~~After few days, we began to know more about each other and~~

After some hours we began to know more about each other. Such as where ^{were} we ~~are~~ from or what we did, we spend the rest of the day together.

We are always going to remember that day because we had the opportunity to meet more people. Finally we think that it is natural that ^{at the university} on the first day we feel nervous but, the things always have happy ending, that's why we say that our first day was very interesting.

Don't lose hope

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Once upon time, in countryside there were three orphan brothers living in a very poor village with miserable situation, they were residing in their uncle lodge which was dreary with bad conditions.

One day their uncle wanted to take back his small house to use it for raising his pets. So, He asked them to free the house at least in two days. The three brothers felt desperate not knowing how to face this thunderbolt. At the end of the deadline, They were obliged to quit the dwelling and moved to live in the workhouse where they got harassed by the director. When they were there, they suffered from hunger and thirst, they worked as child labor. They did not support these horrifying situation.

In one early morning, they decided to escape secretly hiding from the master of the workhouse. When they were outside, they were lost and did not know where to go and walked in the streets for many days without having what to eat or where to sleep.

On a stormy day, These three brothers felt sick, tired, weak, and faint. Fortunately, an old rich man passed by and found them laid at the ground. Because of his kindness, he took them to his house and took care of them. After their recovery, They told him everything happened to them. He was affected and touched.

Since he was living alone, he decided to adopt them and offer them new life full of joy, happiness, and peace trying to help them to forget their miserable past.

18/04/201

07 06 $\frac{15}{20}$

J Trap

It was during a sunny day that a group of people decided to go in an adventure to the Amazon forest. They were all ready and excited to start this long journey, but little did they know what fate was hiding for them.

Alice, the youngest among the group, had a bad feeling about this trip since the beginning, yet her friend Lucy reassured her and promised that they will have a lot of fun together.

Arriving at the heart of the forest, they settled down and set their tents up. The guide divided the members into small groups each with a specific task. Alice and Lucy were charged to bring water, so they headed down to the nearest river that they found on the map. When they reached the river, Lucy took a bucket and started filling it up, then she suddenly saw something ~~so~~ underwater coming her way, she stood still completely petrified as she saw a giant Anaconda showing up from the shallow waters.

She tried to escape, but unfortunately the Anaconda cut off her leg. She yelled out to her life, as Alice ran towards her and carried her fainted body away, she got exhausted from carrying her friend who was still bleeding. As it was dark, Alice took shelter down a tree while Lucy whispered her last words: "go! leave me alone! I'm slowing you down." She passed away even before her friend could answer her. She sat ~~down~~^{and} on her knees, hopelessly crying her eyes out.

The poor girl laid down the tree and fell asleep as an old man showed up ~~and took her~~ to rescue her and get her back to her friends. When she woke and realised she was safe and soul, she thanked God and promised to never go on ~~any~~ risky trips again.