

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Arabic Language Arts and Foreign Languages



Department of Foreign Languages
Division of English



Cooperative Learning as a Motivational Strategy in Enhancing Student's Writing Skill

*The Case of Second Year LMD Students at Mohamed Kheider
University of BISKRA*

A Dissertation Submitted in Partial Fulfillments of the Requirements for the
Master's Degree in "Sciences of the Language".

Submitted by:

MOKHTARI Djamila

Supervised by:

Mrs. HASSINA Nachoua

Board of Examiners:

Supervisor: Mrs. HASSINA Nachoua.

Examiner: Mrs. RABEHI Salima

Chairman: Mr. BASHAR Ahmed

June, 2013

LIST OF TABLES

| | |
|---|----|
| Table 1 : Possible Students ‘Role in Cooperative Learning Groups..... | 13 |
| Table 2 : sex | 44 |
| Table 3: Students’ Reason for the Choice of English..... | 45 |
| Table 4: Rate of Students ‘Interests in Writing..... | 46 |
| Table 5: Rate of Students ‘Fear in Writing..... | 48 |
| Table 6: Causes of Students ‘Fear in Writing..... | 50 |
| Table 7: Students’ Preference..... | 51 |
| Table 8: Frequency of Group Work Use..... | 53 |
| Table 9: Difficulties Encountered in Group work..... | 55 |
| Table 10: Teachers ‘Attitudes towards Problems..... | 56 |
| Table 11: Raising Students’ Awareness towards the skills of Cooperative Group Work | 57 |
| Table 12: Students ‘Reaction to Group Work..... | 58 |
| Table 13: Advantages of Group Work..... | 60 |
| Table 14: Amount of Benefit from Group Work..... | 62 |
| Table 15: Students’ Evaluation of Cooperative Group work..... | 63 |
| Table 16: Teachers’ Awareness of Students’ Motivation in Writing Tasks..... | 66 |
| Table 17: The Role of Teachers in Motivating Students | 67 |
| Table 18: Teachers ‘Perceptions of Students’ Anxiety in Writing..... | 69 |
| Table 19: Rate of lowering Students’ Anxiety in Students..... | 70 |
| Table 20: Rate of Building Self-esteem and Self- confidence in Students..... | 71 |
| Table 21: Rate of Establishing a Relaxed Atmosphere..... | 73 |
| Table 22: Frequency of Group Work in Writing Tasks..... | 75 |
| Table 23: Group Size..... | 76 |

| | |
|---|----|
| Table 24: Group Setting..... | 78 |
| Table 25: Rate of Group Monitoring..... | 79 |
| Table 26: Teachers' Perception of the Value of Cooperative Learning..... | 81 |
| Table 27: Teachers 'Perception of Students' Problems in Group Work..... | 82 |
| Table 28: Teachers 'Perception of Students' Reaction in Group Work..... | 84 |
| Table 29: Teachers' Evaluation of Group Work..... | 85 |

General Introduction

In the field of language teaching and learning, Writing is one of the skills which need to be mastered by EFL learners, for that reason teachers need to provide their learners with methods that increase student's motivation and interaction in the classroom, especially in writing tasks one of those methods is cooperative language learning (CLL).

Cooperative language learning is often recognized as learner –centered method in language teaching. It has emerged in opposition to the more traditional methods (grammar translation method, audio- lingual method, etc.) in which the teacher plays the major role in the classroom. One popular instructional method responding to such shift in the trends is Cooperative language learning (CLL). This method is based on students work together in small groups to achieve common goals. CLL is beneficial strategy that can increase students' motivation and interaction; also it improves performance of weaker students when they are grouped with higher achieving students.

1. Statement of the problem

In order to ensure students' mastery of writing skill, teachers need to employ methods and approaches which produce positive outcomes in student learning Teaching English in Algeria requires teachers to take into account that English can be taught and practiced only in the classroom, since the classroom is the primary situation in which learners have an opportunity to use the target language. For that reason,

Developing learners' writing skill requires mainly overcoming these obstacles. Thus, teachers have to provide learners with methods such as Cooperative group work to increase their motivation in writing tasks.

In this study we will try to investigate the effectiveness of CLL and how it plays a role in motivating and enhancing students' writing.

2. Significance of the study

This study is important because it tries to investigate the effectiveness of the CLL method as a good strategy in improving EFL student's writing skill as well as their motivation in classroom situations. When CLL is applied in EFL classes, it will create a supportive learning environment for students; also it encourages them to work together by sharing, thoughts and opinions in writing tasks.

This research can help both teachers and students; it helps teachers to motivate students and lowers their anxiety and raises their self- confidence and self-esteem. Moreover, it increases students' interaction in the classroom because learning from others and receiving a feedback from the teacher and peers can enrich information and enhance writing performance.

3. Aims of the study

The present study aims at exploring how teachers of written expression in the department of English, university of Mohamed cider, teach writing to the second year EFL student and if they use cooperative language learning as a motivational method in enhancing their students in writing . In addition it aims at:

- Increase students 'motivation in writing tasks.

- Shed some light on the influence of social and affective factors (self-confidence, motivation, anxiety, etc.) in creating a friendly relaxed learning environment.
- Make use of pairs and small groups to enhance writing performance.

4. Research questions and hypothesis

On the basis of what has been mentioned the following questions emerged

- Do teachers of written expression use CLL as a method to increase students' motivation toward writing tasks?
- Do second year students have positive an attitude on group work as a strategy in teaching writing?

On the light of research questions we hypothesize that:

- If teachers use CLL in teaching writing; they will create an effective learning environment for students and increase their motivation and performance in writing.

5. Means of research

The most important methods of collecting data are: interviews, observation and questionnaires. However, interviews and observation are more useful in understanding students' needs but more time consuming. Because of time constraints, questionnaires are chosen as a descriptive tool; one for teachers of written expression (N=10) and another for second year LMD students (N=45) randomly selected from the whole population.

6. Limitation of the study

As with all the researches, this study has certain limitations. First of all, the results obtained in this study have been applicable only to the sample of population in this study; it cannot be generalized to all the EFL learners at the university at all the levels. Second, the data based on self-reports, and the researchers do not have any means to confirm that the respondents indeed are motivated to work in groups, because due to some reasons, participants may be afraid to express themselves honestly. In addition, to time constraints, in this study we used only the questionnaires as data gathering tools which cannot make the picture clear enough about the role CLL in motivating and enhancing students writing skill. For that reason the future research should be done experimentally to test out the applicability of this the findings to a larger of subjects

7. Structure of the dissertation

The present research is divided into three chapters. The first two chapters are related to the literature and the third one is the practical part of the study. The first chapter sheds the light on CLL and discussed its effects as a source of motivation in enhancing students learning. The second outlines some of theoretical issues related to the nature of writing and examines the teaching of writing skill in academic context through the process approach and highlights its main features including writing problems and how CLL has applied in writing. The last chapter deals with data analysis, it provides a detailed analysis of both teachers and learners' questionnaires.

Chapter One

Cooperative Language Learning

Introduction

Cooperative language learning (CLL) is one of the most distinguished methods of all instructional practices. In foreign language teaching, CLL is also known as collaborative learning (CL), it has emerged as one of student-centered methods of language teaching. CLL provides students with the opportunity to use the language in meaningful situations as well as motivates them and increase their achievement. This chapter provides a better understanding of cooperative language learning, its characteristics, and the role of both teacher and learner, in addition it discussed its effects socially and psychologically.

1. Learner –Centered Instruction vs. Traditional Language Teaching

In the field of language teaching and learning, recent teaching methods, often recognized as learner-centered methods, emerged as opposed to the more traditional methods in which the teacher plays a major role in the classroom. In this classroom, the teacher is the knower and director of his students who are supposed to take in. A great deal of learner's traditional role is that students sitting in rows listening to the teacher who stand in front of them. (Harmer, 2005, p.114). This kind of instruction is characterized by the teacher is the knowledgeable part in the classroom (Scrivener, 1994, p 15). It may be difficult to motivate students to learn English particularly to students in large classes with traditional learning methods. Student of large classes has to cover the syllabus in a limited period of time, and there is no opportunity for the teacher in traditional learning methods to give individual attention to all the students. So the result is a gap between weak and able students' performance.

Recently, some significant shift has begun to take place, this shift was from teacher – centered to learner –centered instruction and from whole class instruction to group work also the role of the teacher has changed from knower and monitor to facilitator of learning. According to Burns (2002, p.164) “learner-centered learning is believed to be further enhanced by positive classroom relationships and by ensuring that the learners’ affective needs are considered”. She sees that in Lerner –centered instruction the affective factors of students are considered and teachers should provide students with a supportive learning environment that enhance their achievements. Cooperative language learning is considered as one of learner –centered instruction and one of the motivational strategies in enhancing learning.

2. Cooperative Learning

In second language teaching, cooperative language learning (CLL) shares approximately the same principle of communicative language teaching (CLT). As Richards and Rodgers (2001, p.151) put it:

Cooperative language learning originates outside of language teaching, but because it is compatible with many of the assumptions of communicative language teaching. It has become a popular and relatively uncontroversial approach to the organization of the classroom teaching in many parts of the world.

Cooperative language learning (CL), sometimes also called collaborative learning (CL) takes many forms ; each of them emphasizes a particular aspect, but all definitions, more or less shed light on the same spot. CLL is more than just putting students in groups and hoping for the best. In fact, it is more organized and involves learners working

together to achieve their goals and in doing that they interact and motivate each other. In this respect Olsen & Kagan (1992, cited in Richards and Rodgers, 2001, P. 192) clarify that:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

According to Brown (2001, p. 47) cooperative learning is an instruction in which students work together as a team, by sharing ideas and information, he states: "they are a "team" whose players must work together in order to achieve goals successfully." Similarly, Jonson et al (1994, in Richards & Rodgers, 2001) have drawn the attention to cooperation as a distinguished principle of CLL, rather than competition in learning. In cooperative learning learners work together in small groups, so they benefit more from sharing each other's thoughts rather than working alone.

Cooperation is working together to accomplish shared goals within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. (P. 195)

According to Freeman (2000, p.165) cooperative learning involves students learning from each other in groups. Similarly, Jolliffe (2007, p.3) sees that CL requires students working together in small groups to support each other and improve their own and others' language. Furthermore, Mandal (2009, p.97) describes cooperative learning as

instructional methods and technique in which students work in small groups and are rewarded in some way for performance as a group.

CL method can motivate students in their learning, Mandal (Ibid) mentions its Importance in enhancing students ‘achievements and motivation,’ the idea behind cooperative learning is that when group rather than individuals are rewarded, students will be motivated to help one another to master academic materiel”(p.4) . Similarly, Dornyei (2001, p.101) mentioned the role of CL in motivating students; he states “cooperation is motivating because the knowledge that one’s unique contribution is required for the group to succeed increases one’s effort». It means that the process of students working together and helping each other can increase their motivation to achieve their goals. Marr (1997, cited in Cohen, Brody & Shevin, 2004) highlights the Importance of cooperative learning (CL) in encouraging the mutual respect and learning among students .Although, CLL seems like traditional group work, but in fact they are not the same, so that it is necessary to distinguish between them.

2.1 Cooperative Learning vs. Group work

Cooperative learning is not like group work which involves just students working together, which means teacher instructions like “work together” or “be a team”, are not enough to create effective cooperation among learners. In fact, cooperative learning involves organizing students, Richards and Rodgers (2001) mention that the success of CL depends on the nature and the organization of the group work. Similarly, Crandall (1999, pp. 226-227) states:

Cooperative learning is more than just small group activity. In well-structured cooperative task, there is a genuine information gap, requiring learners to both listen to and contribute to the development of an oral, written or other

product which represent s group's efforts, knowledge and perspectives.

The distinction between CL and group work is a crucial one. According to Olsen and kagan (1992,cited in Richards an Rodgers ,2001)Cooperative learning is not simply synonym for students working in groups, rather than it involves these elements :positive independence , group formation, individual accountability , social skills, structuring and structure .In the other hand group work is simply students working together, they may or may not be cooperating .

2.2 Cooperative Learning and Collaborative Learning

Some researchers have made a distinction between cooperation and collaboration, for instance Damon& Phelps (1988, cited in Baily. 1996, p. 261) cooperation refers to a group working together in which the members of the group divide the work between them ,so it can be completed individually ,but collaborative learning is organized around learners working and learning together through face to face interaction .

Although, there are some differences between cooperative and collaborative, it seems to be so slight to be considered at all .Therefore, differentiating between them does not offer many benefits. For instance , Nunan (1992, p.3) uses the two terms interchangeably; he defined cooperative learning as collaborative learning which involves students working together to achieve common goals. For that reason, the two terms would be employed here to mean the same thing because both of them are demanding interaction shared goals, the promotion of positive relations between learners.

3. Characteristics of Cooperative Learning

Cooperation does not mean just students working together, but rather it consists of elements that provide success for all the members of the group. These significant elements are positive independence, group formation, individual accountability, social skills and structure and structuring.

3.1 Positive Interdependence

Positive independence means that gain for one student is associated with gains for others; that is when one student achieves, others benefit, too. It means that students must feel that they need each other, in order to complete the groups' task. For Jolliffe (2007,p.3) positive interdependence means that students “sink or swim together” they need to feel that they cannot succeed unless everyone does in the group .Similarly, Olsen and kagan (1992,cited in Richards & Rodgers , 2001,p.196) stated that “positive independence occurs when group members feel that what help one member helps all and what hurts one member hurts all”. For Crandall (1999,p.227) CL focuses on the interaction in producing or completing together something such, an essay, report...etc .That means the success or failure of CL depends on the effect of all individual members.

3.2 Group Formation

Group formation is an important factor in creating positive interdependence, Richards &Rodgers (2001, p. 196) mention that when the teacher has to divide his classes in small groups, he should consider the following:

- Group size: typically is from two to four, this will depend on the tasks that students have to carry out, student's age, time division.

- Assigning student to groups: group can be teacher –selected, random, or student – selected.

- Student roles in groups: each group member has a specific role to play in a group, such monitor, and Summarizer.

3.3 Individual Accountability :

All students in group are held accountable for doing their work and for mastery all of the material ,for Olsen & kagan (1992,cited in Richards &Rodgers ,2001,p.196) individual accountability involves both group and individual performance ,for instance by assigning each student a grade on his or her portion of team project or by calling on student at random to share with the whole class .According to Crandall (1999,p.228) accountability is also developed through activities which ask learners to engage in self –evaluation concerning their participation in the group, the value of their contribution and their attitudes and actions toward the other members. Individual accountability requires each student in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.

3.4 Social skills

According to Crandall (1999) students on CL need to develop social skills which facilitate teamwork, create trust and enhance communication, leadership, problem solving and decision –making in group interaction. Similarly, Richards &Rodgers (2001, p.197) highlights the importance of social skills in increasing students’ interaction,” social skills determine the way student interact with each other “. Moreover , in a cooperative task, the student needs to develop skills in negotiating (clarifying , seeking clarification , checking

for comprehension ,as well as group interaction skills for instance listing , encouraging ,helping ,disagreeing ,accepting others opinions and disagreement (Crandall, 1999,p.228).

3.5 Structure and Structuring

In CL group members meet face to face work together to complete assignments and promote each other success. They need to interact with each other in an organizing way as Richards &Rodgers (2001, p.197) stated “structuring and structure refer to ways of organizing student’s interaction “. It means that when students work together, they discuss ideas and opinion through face to face interaction. Thus, creates a supportive environment in the classroom and enhance them to achieve their goals.

4. The Role of the Teacher

The role of the teacher in CL differs considerably from the role of teachers in traditional teacher –instruction. The teacher role changes from a deliverer of information to a facilitator of learning. Johnson & Johnson (1994, cited in Richards & Rodgers ,2001, p.199) stated:”the teacher has to create a highly structured and well organized learning environment in the classroom , setting goals ,planning and structuring tasks, establishing the physical arrangement of the classroom ,assigning students to groups and roles ,and selecting material and time.” Harrell (1992, cited in Richards & Rodgers, *ibid.*, p.199) defines the role of the teacher:

During this time the teacher interacts ,teaches ,refocuses , questions, clarifies ,supports, expends, celebrates , empathizes , depending on what problems evolves , the following supportive behaviors are utilized . Facilitators are giving feedback, redirecting the group with questions encouraging the group to solve its own problem, expending

activity, encouraging thinking, managing conflict, observing students, supplying resources.

This means that the teacher has to be a facilitator; he should move around the classroom try to help and encourage students when their needs arise. Moreover, the teacher has to provide students with a supportive learning environment, organizes the classroom, explains the task, monitors and intervenes with a group where it is necessary, evaluates the quality and quantity of achievement and ensures that groups reflect on their achievement and effectiveness as a group as well as celebrates achievement.(Jolliffe,2007 ,p.47) .

5. The Role of Learner

In CLL, the essential role of the learner is as a group member who must work and interact with other group members. CLL involves each learner to take the role that goes with his /her personality, for that reason Crandall (1999,pp.226-227) stated :” for example ,in an activity requiring individuals roles, an extroverted or more self-confident student who likes to speak in class maybe assigned the role of reporter ,while one who prefer to write may be named as recorder .” Through CL, students became responsible for their own learning as Richards & Rodgers (2001, p.199) mentioned it, learners “are taught to plan, monitor and evaluate their own learning”. In this context, this does not mean that the teacher has no role to perform. Instead, he is there as counselor, educator, friend and facilitator of learning.

Moreover, Kagan (1994, cited in Woolfolk, 2004,p. 495) stated that the teacher can assign a variety of roles for each group member , to promote cooperation between them . The following table lists some roles that learners can perform.

| Role | Description |
|----------------------|--|
| Encourager | Encourages reluctant or shy student to participate. |
| Praiser /cheerleader | Shows appreciation of other's contributions and recognizes accomplishment. |
| Gate keeper | Equalizes participation and makes sure no one dominates. |
| Coach | Helps with the academic content, explains concepts. |
| Question commander | Make sure that all students' questions are asked answered. |
| Taskmaster | Keeps the group on the task. |
| Recorder | Writes down, decisions and plans. |
| Reflector | Keeps group aware of progress (or lack of progress) |
| Quiet captain | Monitor noise level |
| Materials monitor | Picks up and return the material |

Table 1: Possible Students 'Role in Cooperative Learning Groups

(Kagan, 1994, cited in Woolfolk, 2004, p.496)

6. Benefits of Cooperative Learning

Cooperative learning is a powerful educational approach principally because of its contribution in enhancing students' motivation and achievement. From the perspective of second language teaching, McGroarty (1989, cited in Richard & Rodgers, 2001, p.195) offers six learning advantages for ESL students in CLL classrooms:

- Increased frequency and variety of second language practice through different types of interaction.
- Possibility for development or use of language in ways that support cognitive development and increased language skills.
- Opportunities to integrate the language with content-based instruction.
- Opportunities include a greater variety of curricular materials to stimulate language as well as concept learning.
- Freedom for teacher to master new professional skill, particularly those emphasizing communication.
- Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Some researchers believe that students who are taught under Cooperative group instruction are more achieving than others who work alone ; for instance , Weston (1928, cited in Gillies & Ashman, 2003, p.3) noted that " groups think more efficiently than the best member of the group working alone " .Salvin (1995, cited in Reynolds & Miller, 2003) mentions the role of CLL in increasing students' motivation and enhancing their learning;

he sees that students in CLL are more motivated to learn also, they are encouraging and helping each other and that will result positively in learning .

Moreover , implementing CLL in classroom is beneficial, principally because its contributions in improving the overall climate in the classroom and its potential for providing supportive environment and expanded opportunities for learners to use the language , Crandall (1999,p.233) stated:” cooperative learning, like other group work ,creates a more positive affective climate in the classroom ,while it also individualizes instruction and raises student motivation” .Furthermore, cooperative learning is associated with benefits in such key areas as learning ,self –esteem, liking for school ,and interethnic relations.(Johnson ,Johnson,& Holubec ,1993 ; Salvin,1995,cited in Richards &Ranadaya ,2002). For Polloway, Patton,& Serena(2001,cited in Cohen ,Brody& Shevin,2004 ,p.3) cooperative learning arrangements are beneficial for increasing achievement ,encouraging student involvement, and enhancing motivation for learning .In addition to that Mandal (2009, p.3) sheds the light on the importance of CL , she gave the following advantages:

- Cooperative learning develops higher level of thinking skills.
- Skills building and practice can be enhanced and made less tedious though cooperative learning activities in and out the classroom.
- It creates an environment for active, involved and exploratory learning.
- It improves the performance of the weaker students when grouped with higher achieving students.
- It addresses learning styles differences among students.

CLL differ from teacher –centered instruction because it has great impact on the positive independence and develop social skills, which we mentioned before, in addition, it increases interaction among student.

6.1 Interaction

According to Williams (2003, p.139) cooperative learning has social effects on students for that reason teachers should increase their students' interaction by organizing classroom into cooperative groups , he stated “those teachers who believe that their job is to prepare young people for successful lives in a functioning society have a little difficulty recognizing that cooperation and collaboration have social and educational benefits that make work groups an important part of the classroom experience” . Similarly , Crandall (1999, p.233) sees that student when they work together they exchange ideas and that will increase their interaction he states:” In cooperative classrooms , students learn to rely on each other and also have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class ” . In addition, Gillis , Ashman &Terwel (2008, p.13) emphasized the role of cooperative learning in increasing interaction.

Individuals encouraging and facilitating each others' efforts to complete the tasks, achieve, or produce in order to reach the group's goals. It consists of a number of variables, including mutual help and assistance exchange of needed resources, affective communication, mutual influence, trust, and constructivist management of conflict.

For Scrivener (1994) interaction is necessary in CL classroom, he provides some ideas for teachers to maximize students' interaction:

- Encourage a friendly, relaxed learning environment.

- Make use of pairs and small groups to maximize opportunities for student to speak.
- Encourage interaction between student rather between students and teacher and teacher and student

In fact interaction with other students can be beneficial for both weaker and proficient learners. The latter would benefit through getting more information and knowledge, whereas good learners would explain to their peers with the result that they would rehearse that they already know. However, it should be noted that setting students in groups do not automatically result in interaction between members of the group. Interaction occurs when group members behave in such a way as to influence one another. (Dornyei & Malderz, 1999).

In addition to the benefits of CLL socially, CLL can also enhance psychologically students. According to Richard & Rodgers (2001) CL has a great impact on enhancing student's motivation, reducing stress as well as creating a positive affective climate. Kagan (2009, p.36) highlights the influence of CL on the affective factors, he stated: "cooperative learning also builds communication skills, develops self-esteem and internal locus of control, increases students' motivation, reduces discipline problems, and promotes cognitive development". Crandall (1999) also finds a necessity to shed the light on the benefits of CLL psychologically; he claimed the role CLL in encouraging and supporting most of affective factors which correlate positively with language learning, for instance, reducing anxiety, increasing motivation, promoting self-esteem and self-confidence.

6.2 Anxiety

Research on the effect of CLL on the second language learning has shown its role in reducing anxiety. For Crandall (Ibid) fear of failure is one of the most threatening dangers to students' success. One way to overcome this danger is to have an opportunity to try out ones' ideas, interact with other student and receive their criticism before the student faces the whole class.

CLL has been found to offer a good atmosphere for such a situation, thus, reducing anxiety, he stated: "time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increased participation and language learning". (P. 233). In addition, Oxford & Ehrman (1993, cited Crandall, 1999) proposed that including CLL as procedure in the classroom can reduce anxiety.

Anxiety is one of the most problems that students may face in their learning, implementing CLL in the classroom can provide students with a supportive learning environment can reduce it and make them feel well.

6.3 Self-esteem

According to Reynolds & Miller (2003) CL has big role in increasing students' self-esteem. In fact, engaging students in CL enhances their self-esteem. It seems that CL affects students' self-esteem because they develop a sense that their participation in their group makes a positive difference. Thus, cooperation makes them discover their intellectual capacities and accomplishment within a group of learners and the role they perform through their contributions. Crandall (1999) mentioned the importance of group interdependence activities in building students' self-esteem. Under cooperative conditions, students afford aides to each other, and this result in the erection of supportive community which has a direct influence on students' self-esteem.

6.4 Self –confidence

In Cooperative learning activities Students work together, they share their ideas and opinion. Thus, build their self -confidence. (Kagan, 2009). Jonson &Jonson (2003, p. 162) made a relation between self –confidence and self-efficacy achieving goals “self-efficacy may be defined as individuals ‘confidence in their ability to organize and execute a given course of action to achieve a goal’”. Moreover, students in cooperative groups will feel more liked by their classmates because of their increased opportunities to interact. Consequently, their achievement will increase.

6.5 Motivation

It is practically acknowledgeable that there is a positive correlation between motivation and learning. However trying to motivate learners to learn a foreign language is a challenging task for teachers. Research on second language learning provides evidence that CLL is a motivational strategy for enhancing English language learners, and increase their achievement. For Dornyie (2001, p.101) cooperative learning increases students’ motivation, he stated:”cooperation is also motivating because the knowledge that one’s unique contribution is required for the group to succeed increases ones’ efforts”. In addition, Reid (2007, p. 21) CLL is motivational strategy but the teacher should ensure that the dynamics of a group provides a positive experience for all students.

According to (Garibaldi 1979 ;Jonson et al.1976,cited in Jonson &Jonson ,2003 p. 164) students working together are more motivating than others who work alone “cooperative experiences , compared with individualistic ones , tend to result in more motivation to do work because it is interesting ,fun and enjoyable and greater internal

pressure to succeed.” In addition Johnson & Johnson (2003 p.163) mentioned that motivation has great impact on students who work cooperatively, they state:

The more cooperative individuals' attitudes , the more they see themselves as being intrinsically motivated, preserving in pursuit of goals, believing that their efforts determine their success, wanting to be high achievers ,and believing that learning new ideas is important and enjoyable.

For Johnson & Johnson (*ibid.*) students are working with their classmates by sharing ideas and opinions they tend to achieve their goals , consequently their motivation will increase . Moreover, Crandall (1999) mentioned that students in cooperative groups receive peer support and assistance. This will encourage them and subsequently they would be better motivated to learn .In his words “this in turn can motivate them to continue to try, especially when peers encourage and support their contribution.”(p.235).

Furthermore, sharing one's work with entire class makes students feel better about the learning process, “strengthens the bonding in the class, and motivates student to work hard” (William, 2003, p.132). For Long & Porter (1985, cited in Crandall , 1999) asserted that motivation can be increased via group work ,they argue that in CL task “resource ,goal and reward interdependence contribute to motivation ,an enjoyable activities encourage participation ,as well.”(p.235). In addition Brown (2000) stated the role of cooperative group work in motivating students and enhancing their achievement.

All in all , it appears from the previous views that CL is a significant component in enhancing learners 'motivation. Therefore, teachers can use a variety of CL techniques to

establish a strong link between students' personalities and their engagement in the learning.

Conclusion

Cooperative language learning is an approach in which students learn jointly for the purpose of achieving common goals ,it has been considered as student-centered instruction and it tends to promote productivity and achievement .The teachers' role in CLL is a vital for facilitating and monitoring the learning process .Moreover , research on second language teaching and learning provide an evidence that CL has great relation to students' affective factors, such as increasing motivation , self-esteem and self –confidence and reducing anxiety, furthermore ,CLL can create a supportive learning environment in classroom .

In fact CL has been considered as one of the motivational methods in enhancing students' learning and implementing this approach as strategy in teaching writing skill can be beneficial in enhancing students 'motivation and performance ,the following chapter will discuss this kind of instruction which is called collaborative learning .

Chapter Three

Data Collection and Analysis

Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through administration of questionnaire . As a first step, we start by introducing the population of this study. Second, we describe, analyze and interpret the questionnaire results. Which, in turn , helps us confirm or disconfirm the hypothesis about using CLL as an effective method to motivate students and create relaxed atmosphere for them as well as increase their performance in writing tasks .We provide two sections , the first one deals with the students ' questionnaire analysis and the second deals with the teachers' questionnaire analysis.

1. Means of Research

As it mentioned before, questionnaires are chosen as mean of data collection in this study, the reason behind using questionnaire is more time consuming, we can use them easily in classrooms, that enable us to gather a large amount of information .Moreover, questionnaires are easy to analyze and help us to achieve a more reliable and comprehensive picture when it is well prepared. According to Gillham (2000, cited in Dornye ,2003, p.9) questionnaire have many advantages it can help the researchers in many ways such as : researcher time ,efforts and financial resources .Moreover , one can collect a huge amount of information in less than one hour .In this study we used two questionnaires (1)students' questionnaire is designed for inviting them to contribute

information on their actual state of learning ,(2) The teachers' questionnaire is designed for teachers who are believed to be in good position for providing data analysis relevant to our study.

1.1 Definition of Questionnaire

In fact Questionnaires are list of questions designed to collect specific information from respondents .According to Brown (2001,cited in Dornyei ,2003,p.6) “questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Similarly, Yogesh (2006) sees that questionnaire is series of questions in which the respondent answer the question in them. He states:” Questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself.” (p.191)

2. Students' Questionnaire

Students' questionnaire was administered to second year LMD students at Mohamed Kheider university of Biskra (N=45) .The participant was randomly selected from the whole population. The reason behind choosing this sample was based on the consideration that second year students are experiencing the university, they have at least an idea how to work in groups, in addition teachers of written expression have taught them the basic rules of writing .Thus, will improve their writing and help them in preparing their dissertations next year.

This questionnaire is mainly designed to diagnose the students 'awareness of the cooperative group work as motivational strategy that enhance their writing. Moreover, it

also attempts to investigate their actual state of learning in terms of the use of the cooperative group work.

2.1 Description of Students' Questionnaire

Students' questionnaire is made up of 17 items and classified under three sections each one focusing on a particular aspect. First of all, students are asked about their personal information, for example in (Q1) they are asked to indicate their sex and why they choose to study English (Q2).

The first section contains three questions from (Q3-Q6), students are asked about their attitudes toward writing, (Q3) seeks information about their interest in writing, and are required to give an explanation (Q4). In (Q5) students are asked about whether they have anxiety when they write or not, and indicate the reason behind it (Q6).

The second section aims at investigating students' opinion about the implementation of CLL by teachers of written expression. The first two questions (Q7-Q8) seek information about students' preferences for individual work, pair work or group work (Q7), then they are required to justify their choices (Q8). In (Q9) students are asked about the frequency their teachers set them in groups, and his /her role in monitoring the groups (Q10). After that student are asked if they find it difficult to work cooperatively with their classmates or not and whether their teachers try to solve the problems encountered when they are working with peers (Q11).in (Q12) students are asked whether their teachers raise their awareness toward the skills of cooperative group work and how.

The third section is very important because it helps us to see the students' reaction towards cooperative writing tasks, and how they evaluate it. In question (Q13-Q14) students are asked about the degree of their motivation in cooperative group work and they

required justifying their answers. In question (15) students are asked to say whether group work helps them to: ask and respond more questions, learn to listen and respect different ideas or to develop social skills for getting along with others. In addition, the question (Q16) students are required to indicate how much they learn and benefit from group work by answering with: very much, much, little, nothing. The last question (Q17) investigates the students' evaluation of cooperative work whether it helps them in improving their writing skill or not, then they required to explain why.

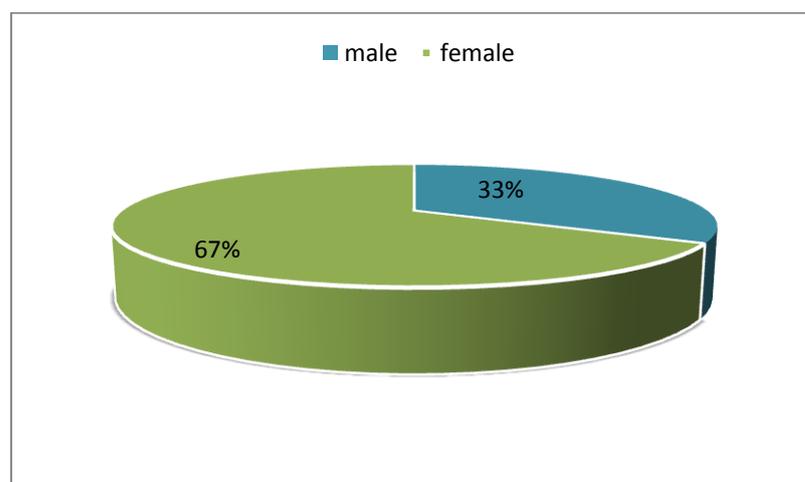
2.2 Analysis of Students 'Questionnaire

Section one: personal information.

Q 1: sex

| Sex | Participants | Percentage |
|--------|--------------|------------|
| Male | 15 | 33.33% |
| Female | 30 | 66.66% |
| Total | 45 | 100% |

Table 2: sex



Graph 1: Sex

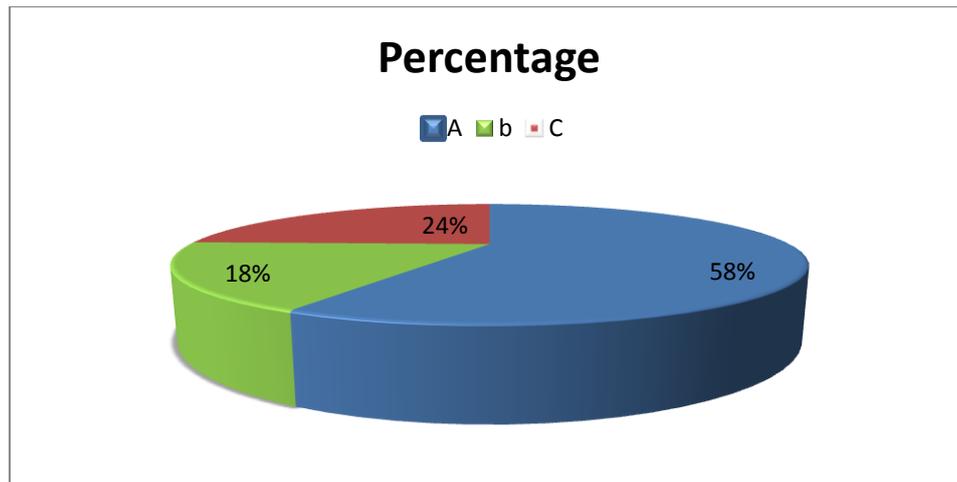
A quick glance at this table will reveal that the number of female students is more than the number of male students. In fact, we have recorded just 15 male subjects out of the total forty five (33.33%), whereas the rest, that is thirteen (66.66 %) are female subjects. This adds nothing to work except that girls are expected to be more interested in collaborating.

Q2: you choose to study English because:

- a. You like it
- b. You want to travel abroad
- c. You want to get a job

| Options | Participants | Percentage |
|---------|--------------|------------|
| A | 26 | 57.77% |
| b | 8 | 17.77% |
| C | 11 | 24.44% |
| Total | 45 | 100% |

Table 3: Students 'Reasons for the Choice of English



Graph 2: Students' Reason for the Choice of English.

Students, here, are asked to indicate the reason behind choosing to study English. The majority of respondents 26 or about (57.77%) say that they choose to study English language because they like it , about (24.44%) said that they want get job as an English teacher, while only (17.77%) said that they want to travel abroad. We noted from these results that rate of students who like this language are big, so they will be more motivated to adapt different learning strategies for instance group work.

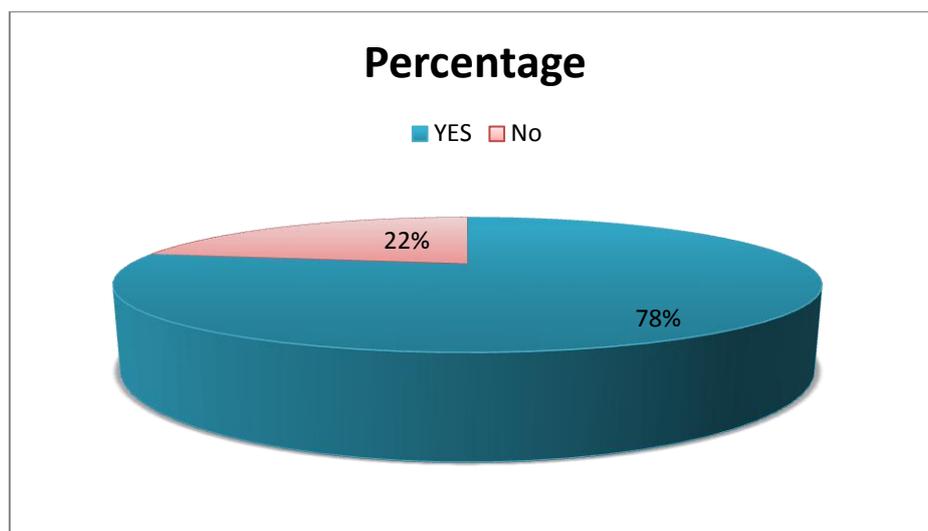
Q3: Do you like to write in English?

a. Yes

b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| YES | 35 | 77.77% |
| No | 10 | 22.44% |
| Total | 45 | 100% |

Table 4: Rate of Students' Interest in Writing



Graph 3: Rate of Students' Interests in Writing.

As table 2 indicates the majority of students (77.77%) stated that they have an interest in the writing skill .These students like writing and want to perform well in it .Of course , their interest can have many sources such as the learning context ,the teacher or simply an internal desire for it .

In the other hand (22.44%) of students stated that writing in English is not interesting or simply they do not like it .the obtained result is really severe for many reasons. First of all, writing is one of the four basic skills that foreign language learners have to master in order to learn the language properly. With these students lacking interest in writing, our curiosity arises to know some reasons for such a case .The following question, therefore, seeks to give an explanation for both students liking or disliking the writing skill.

Q: 2 whatever you answer please explain.

In this question, students who answer the previous with “yes” provide as with a variety of answers, but they fall within the same scope. Most of them consider writing interesting because it enables them to express their ideas and thoughts freely. Some

students report that writing enables them to discover their mistakes and correct them, will improve their level in English. Moreover, they argue that writing enables them to put grammatical rules into practice and learn new words and expressions. Another reason is that writing is important skill and they simply have to master if they want to become good at the English language. Finally, some students see that writing is enjoyable and makes them feel happy.

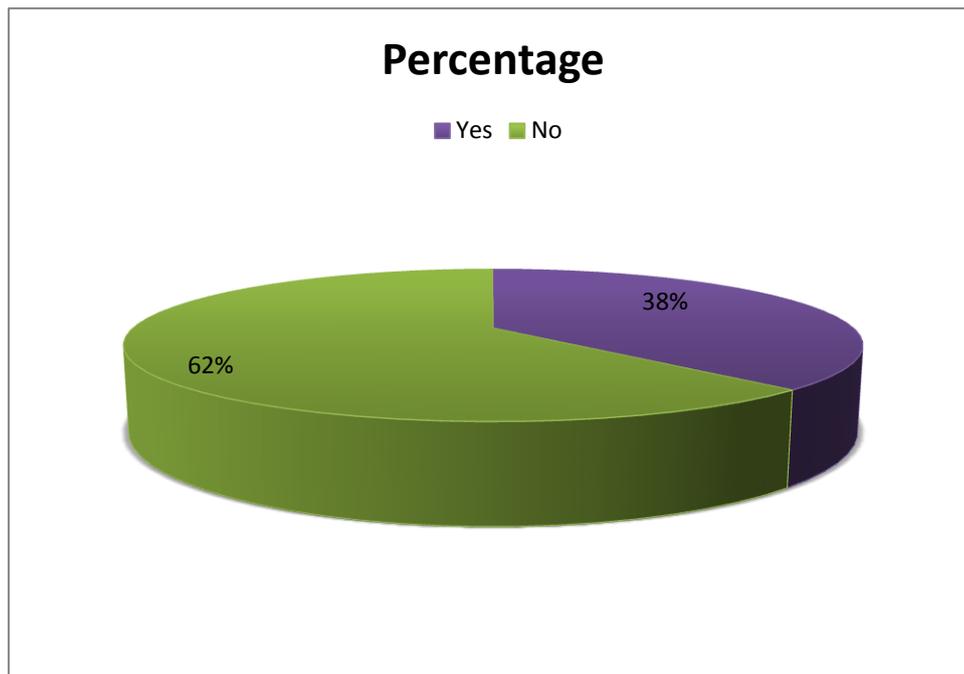
In another hand, Students who answered the question by “No”, some of them abstained from giving their explanations; however, others gave some explanation. In fact the majority of respondents argue that they do not have so many ideas on the topics and lack both knowledge and vocabulary. Another argument is that they like English but writing in particular is not enjoyable for them. In the next question will make the image clearer about the reasons that make students be afraid of this activity.

Q5: Do you feel afraid to write?

- a. Yes
- b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 17 | 37.77% |
| No | 28 | 62.22% |
| Total | 45 | 100% |

Table 5: Rate of Students ‘Fear in Writing.



Graph4: Rate of Students' Fear in Writing.

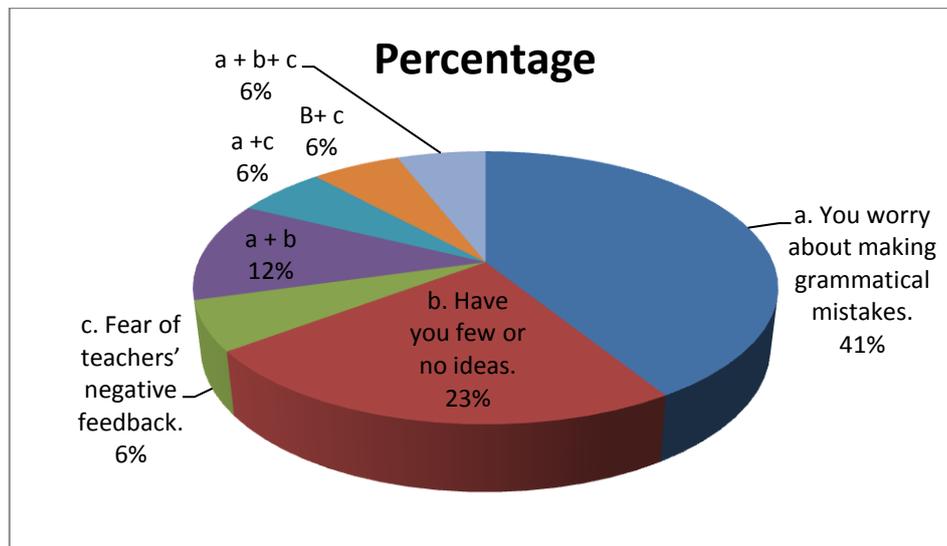
As table 3 shows, 37.77% of respondents state that they have fear of writing, and the rest, that is, 62.22% state they are not afraid to write. In fact, causes of this feeling are varied ; one possible reason is that respondents are not interested in the topics themselves. Another interpretation is that the students are not motivated enough to write. Teachers, here have to know about these causes and try to help students in such a situation. The next item investigates causes of fear from writing.

Q6: if yes, it is because:

- a. You worry about making grammatical mistakes
- b. Have you few or no ideas
- c. Fear of teachers' negative feedback

| Options | Participants | Percentage |
|----------|--------------|------------|
| a | 07 | 41.17% |
| b | 04 | 23.53% |
| c | 01 | 5.88% |
| a + b | 02 | 11.76% |
| a +c | 01 | 5,88% |
| b+ c | 01 | 5.88% |
| a + b+ c | 01 | 5.88% |
| Total | 17 | 100% |

Table5: Causes of students 'Fear in writing.



Graph 6: Causes of Students' Fear in writing.

As table 4 shows, 41.17% among students who answered question 3 with “yes” argue that they worry about making grammatical mistakes .This indicates that these students care

about the correct form and consider it essential to good writing. Other students about 23.53% argue that they fear to write because they have few or no ideas. These students see that lack of ideas discourage them because they think that the most important thing in writing is the content.

The last cause which is fear of teacher negative feedback, only 5,88% of students who indicate that this reason inhibit them for writing .The rest of students indicate to reasons equally such as : 11.67% who choose(a +b), and the same percentage 5.88% for (a+ c) (b+ c) and (a+ b +c) .These students lack self-confidence in writing because they believe that cause of fear in writing are related to many factors not only one . therefore , teachers' role is to create a friendly and relaxed atmosphere that pushes them to write.

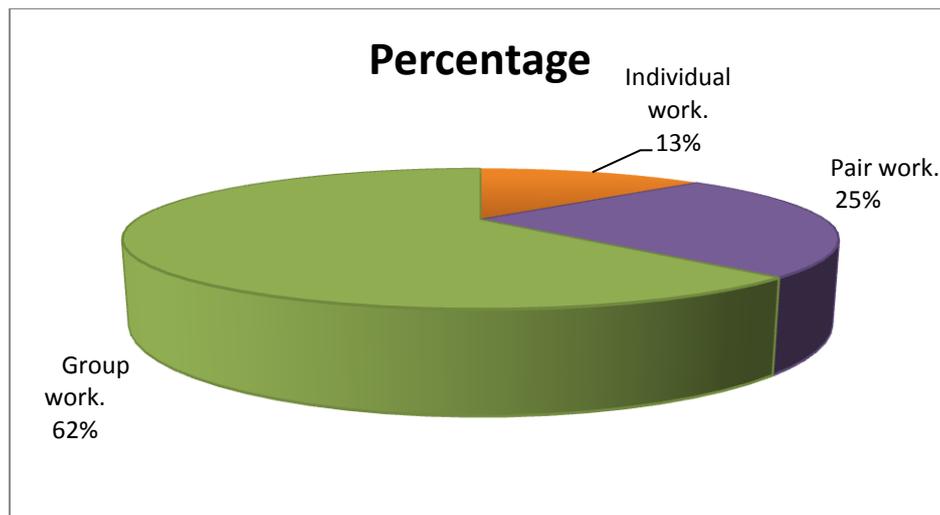
Section two: Students' attitudes of the implementation of CLL in Writing.

Q7: In writing tasks, do you prefer:

- a. Individual work
- b. Pair work
- c. Group work

| Options | Participants | Percentage |
|------------------|--------------|------------|
| Individual work. | 06 | 13.33% |
| Pair work. | 11 | 24.44% |
| Group work. | 28 | 62.22% |
| Total | 45 | 100% |

Table 7: Students' Preference.

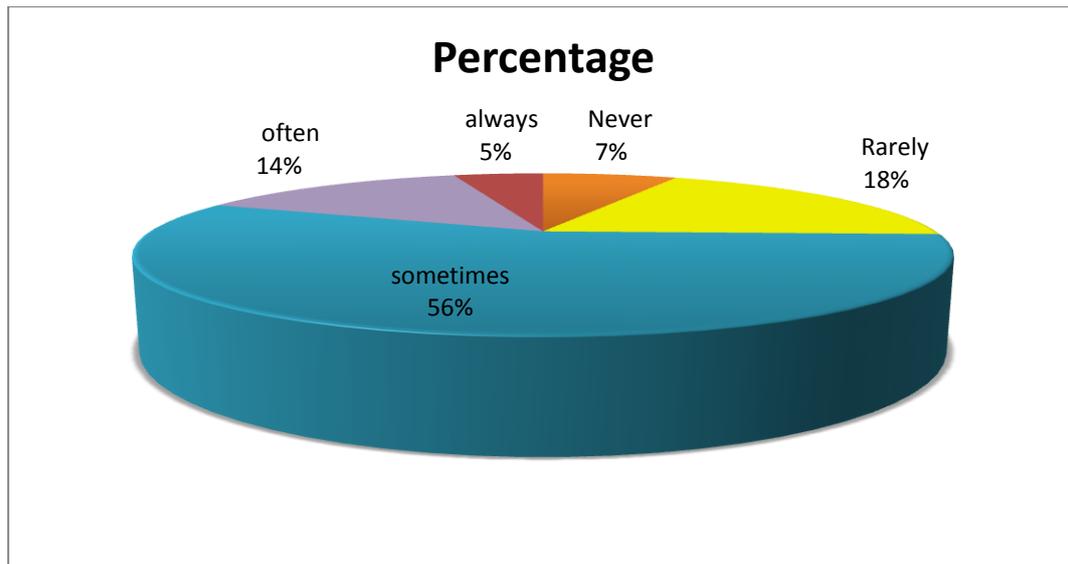


Graph 6: Students' Preference.

In this item, students are invited to say whether they prefer individual work, pair work, or group work. The aim behind this question is that opting for one type of task in preference to another may help us to see the kind of instruction students' prefer. The majority of students have indicated that they prefer group work instead of other types of tasks. These are 28 students translating into (62.22%). Eleven subjects, however, are opted for working in pairs (24.44%), and only 6 (or 13.33%) prefer to work individually.

Q8: please explain your choice.

In fact, students' answers to this question are interesting and deserve to be carefully considered. Students who prefer to work in groups argue that group work teaches them how to respect different ideas and opinions. In addition, group work makes them discover their mistakes and correct them. Add to this they state that group work helps them share ideas and experience. Finally, one student states that group work is beneficial and three brains working together are better than one.



Graph 6: Frequency of Group Work Use.

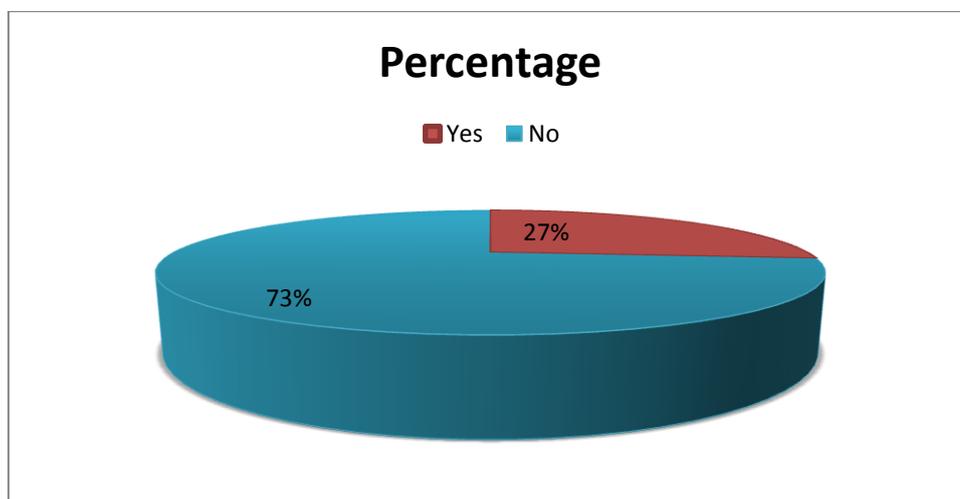
As table 7 shows the majority of students (24) translating to (53.33%) state that their teachers sometimes set them in groups. The other respondents, however, opted for other choices with varying percentages (17.77%) indicate that their teachers rarely ask to work in groups, (13.33%) choose “often” , for “always” (4.44%) which indicates that these teachers are aware about the importance of cooperative group in teaching . Finally, (6.66%) among students indicate that their teachers never ask them to work in groups .This implies that these teachers ignore this technique or simply they do not want to use it .

Q10: Do you find it difficult to work in groups?

- a. Yes
- b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 12 | 26.66% |
| No | 33 | 73.33% |
| Total | 45 | 100% |

Table 9: Difficulties encountered in Group Work.

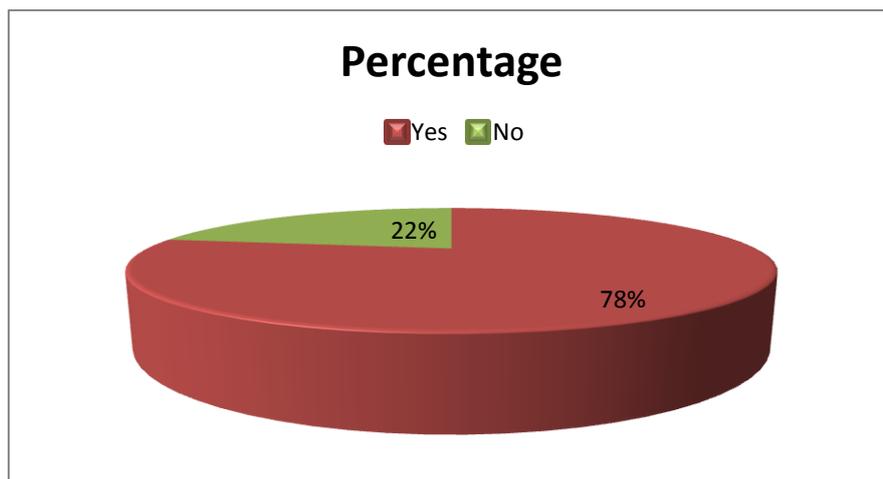


Graph 8: Difficulties encountered in Group Work.

In this question, we have recorded a majority of 33 respondents, or (73.33%), have indicated that they do not have difficulties when they work together with their classmates. This means that these students see that group work makes them exchange ideas and thoughts. In the other hand there are 12 among the respondents translating into (26.66%) who have problems when they work together with other classmates. These students argue that sometimes occur a conflict between groups members, each student want to be a leader. In addition, others said that their classmates do not take their ideas into consideration or ignore it at all.

Q11: Does the teacher try to solve problems encountered?a. Yes b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 35 | 77.77% |
| No | 10 | 22.22 % |
| Total | 45 | 100% |

Table 10: Teachers' Attitudes towards Problems.**Graph 9: Teachers' Attitudes towards Problems.**

The aim of this question is to see whether teachers help their students to solve the problems encountered while working with peers. Apparently, the majority of students (77.77%) indicate that their teachers try to solve their problems, this means that teachers care about students and try to encourage them to give the best. Whereas, others (22.22%) said that their teachers do not intervene to solve their problems. In this case, students get bored

since their problems are not solved, add to this it can affect their attitudes towards this kind of instruction.

Q12: Does your teacher raise your awareness towards skills of cooperative group work?

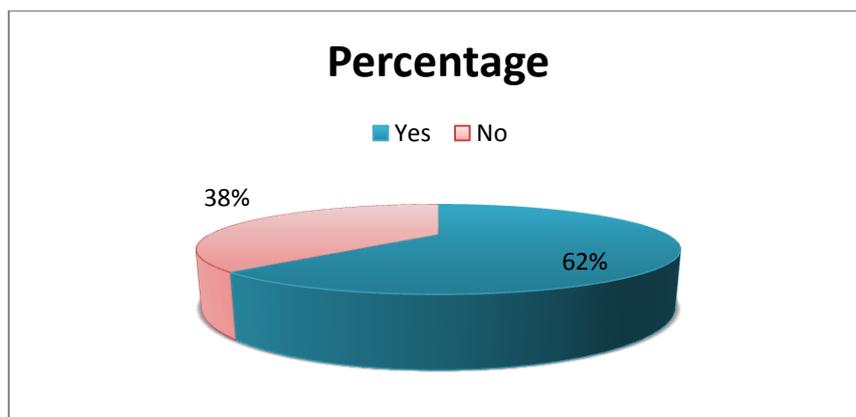
a. Yes

b. No

How?

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 28 | 62.22% |
| No | 17 | 37.77% |
| Total | 45 | 100% |

Table11: Raising students' awareness towards the skills of CLL.



Graph 10: Raising students' awareness towards the skills of CLL.

As shown in the table above, the majority of students (62.22%) answer “yes” indicating that their teachers raise their awareness of the necessary skills that would really

help them in establishing effective learning. They argue that their teachers tell them how to get information and exchange information, how to respond to questions and how to evaluate their performance. This implies that this group of teachers wants to get a good result from group work and they seem to understand that group work does not mean putting students in groups. Rather, it involves more participation on both teachers and students' part. The rest of students (37.77%) , answer with “no” indicating that their teachers do not raise their awareness towards CLL skills this can only interpreted in terms of their ignorance of this necessary skills or simply they want them acquire them through practice.

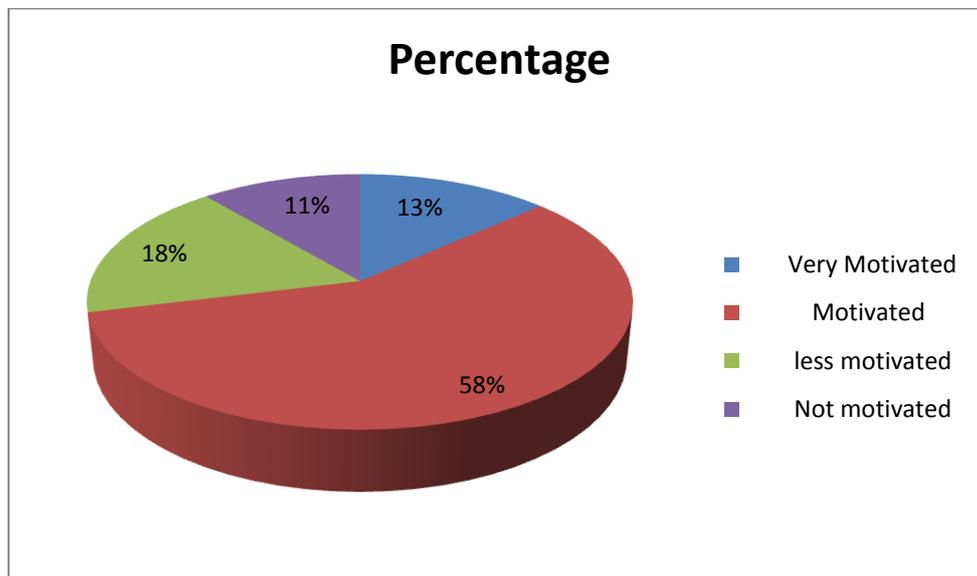
Section three: Students' attitudes towards cooperative group work.

Q13: when teacher ask you to work in groups, are you:

- a. Very motivated
- b. Motivated
- c. Less motivated
- d. Not motivated

| Options | Participants | Percentage |
|----------------|--------------|------------|
| Very Motivated | 06 | 13.33% |
| Motivated | 26 | 57.77% |
| less motivated | 08 | 17.77% |
| Not motivated | 05 | 11.11% |
| Total | 45 | 100% |

Table 12: Students' Reaction to group work.



Graph 11: Students' Reaction in Group Work.

This question seeks to explore students' reactions to group work, the obtained results show that the majority of respondents (57.77%) are motivated to work in groups with their classmates. Whereas, (13.33%) among students are very motivated, and (17.77%) are less motivated, and only (11.11%) are not motivated at all. We can note from these results that group work motivates students and facilitate the learning process for them.

Q14: whatever your answer is, please say why.

The majority of students did not answer this question, and others provide us with answers similar to those already seen in question 8. Students who said that they are very motivated and motivated simply state that they like working with their classmates and it helps them respect the other ideas and thoughts. For those who are less motivated argue that working in groups is so noisy, and often members of the group did not agree on some points of view. Add to this others see that working in groups are wasting of time because it

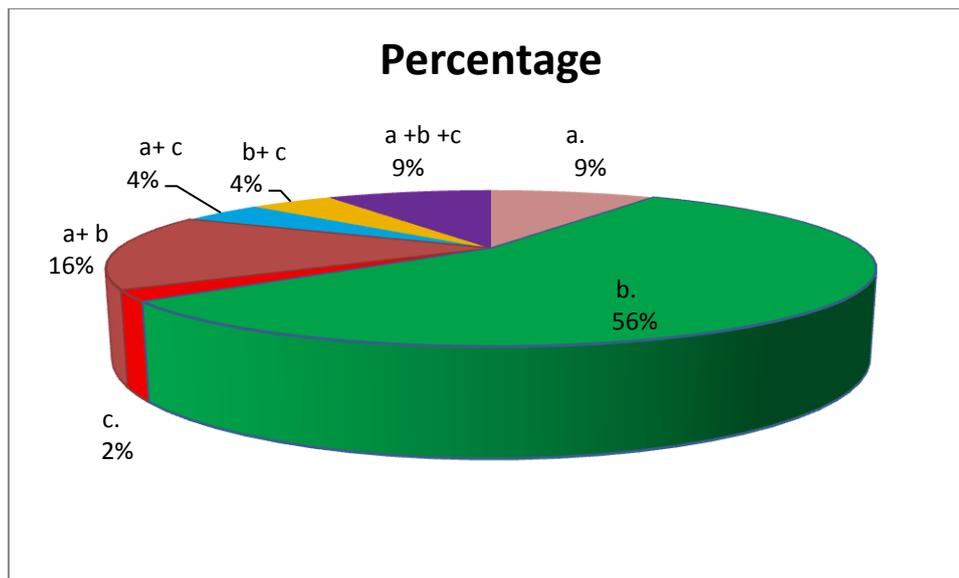
sometimes difficult to agree on particular point. Finally, students who are not motivated, gave the same justification which is simply they do not like group work.

Q15: Do you feel that group work helps you to:

- a. Ask and respond to more questions.
- b. Learn to listen and respect different ideas.
- c. Develop social skills for getting along with others

| Options | Participants | Percentage |
|--|--------------|------------|
| Ask and respond to more questions. | 04 | 8.88% |
| Learn to listen to different ideas. | 25 | 55.55% |
| Develop social skills for getting along with others. | 01 | 2.22% |
| a+ b | 07 | 15.55% |
| a+ c | 02 | 4.44% |
| b+ c | 02 | 4.44% |
| a +b +c | 04 | 8.88% |
| Total | 45 | 100% |

Table 13: Advantages of group work



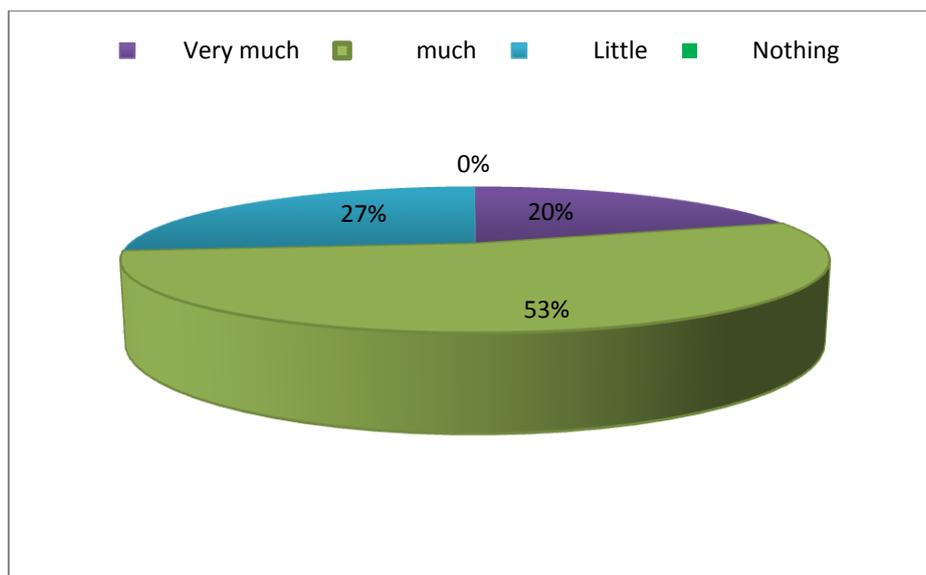
Graph 12: Advantages of Group Work.

In this question, students are asked about the advantages of group work. As table 12 shown the majority of students (55.55%) indicate that group work help them to listen and respect different ideas, these have placed this skill in first position. In fact group work relies on exchanging ideas and opinions between students which would teach them how to listen to the others and respect what they suggest .The second position is opted by just 4 students (8.88%) who indicate that group work help them to ask and respond to more questions . Moreover, only one student (2.22%) said that group work help him to develop social skills for getting with others. The result can only be explained by the fact that group work teach him how to with other people since working with peers makes him aware of the way he should treat different personalities . As for the other students (15, 55%) have opted the two first options (a + b), (4, 44 %) for either (a+ c) or (b +c) ,and 4 students (8,88%) , have opted the three options (a+ b+ c). These students seem that they already know the advantages of group work, and they benefit more from it.

Q16: How much did you learn and benefit from group work?

- a. Very much
- b. Much
- c. Little
- d. Nothing

| Options | Participants | Percentage |
|-----------|--------------|------------|
| Very much | 09 | 20% |
| much | 24 | 53.33% |
| Little | 12 | 26.66% |
| Nothing | 00 | 00% |
| Total | 45 | 100% |

Table 14: Amount of benefit from cooperative group work.**Graph 13: Amount of benefit from cooperative group work .**

The majority of students (53, 33%) state that they have learnt from group work .This indicates that cooperative group work helps students much in their learning. The rest of students have learnt from group work but with varying degree, (20%) learn very much, and a significant number of respondents (26,66%) admit that they learn a little , but no one indicate that group add nothing to him .

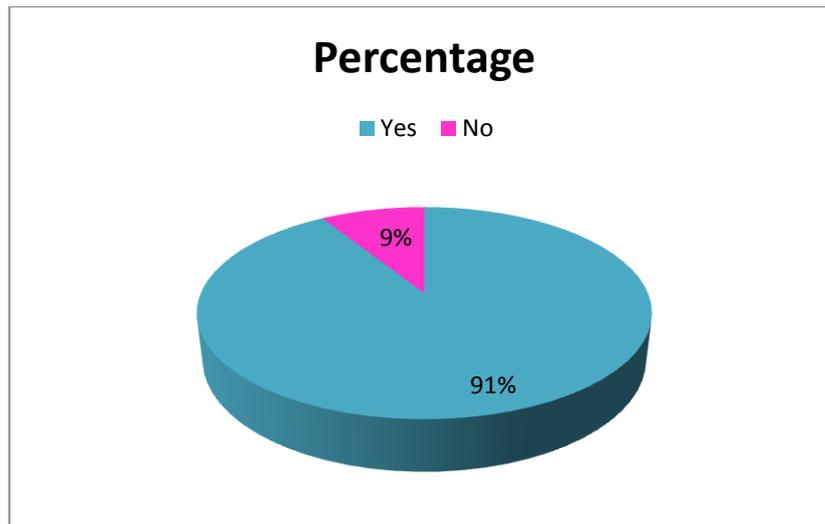
From these results, we can say that the majority of students are aware of the benefits of group work such as: developing social skills and increasing motivation to learn. However, some of them do not seem to learn from it. For that reason students in the last question are required to give us their general evaluation about this way of learning.

Q17: Do you think that cooperative group work helps you improve your writing skill?

- a. Yes
- b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 41 | 91.11% |
| No | 04 | 8.88% |
| Total | 45 | 100% |

Table 15: Students 'Evaluation of Cooperative Group Work.



Graph 14: Students 'Evaluation of Cooperative Group Work.

The obtained results shows that minority of 04 respondents (8, 88%) have indicated that cooperative group work does not help them to improve their writing skill. Whereas, the majority of students 41 translating into (91, 11%) have opted for the positive role of cooperative group work in their learning. Which means that they are recognized the positive role of cooperative learning in improving their writing skill.

In fact, most of students' justifications are related to the benefits of group work, they believed that in cooperative group make them exchange ideas and thoughts , respect others points of view, increase their interaction as well as they will feel more motivated than working individually. Moreover, they saw that CLL is strategy that lower their anxiety because when they work in groups they can help each other , feel free and not in front of the teacher.

3. Teachers' Questionnaire

Teachers' questionnaire was administered to all 2nd year teachers (N=10) of written expression in the department of English at the university of Biskra. We believe in order to investigate effectively the students' needs in term of their writing ability. It is necessary to consider the teachers' opinions and attitudes towards the use of group work presented by cooperative language learning. Teachers' questionnaire aims at investigating the teachers' thought of how they teach writing to 2nd year students, whether they consider CLL as a motivational strategy in enhancing their students' writing skill.

3.1 Description of Teachers' Questionnaire

Teachers' questionnaire is made up to 18 items and classified under three sections each one focus on a particular aspect. It involves different types of questions "closed" and "open ended" questions. Closed questions require the teacher to answer by "Yes" or "No" or tick up the right answers from a set of opinions and open-ended questions which requires from them to give their personal opinion or background information about the subjects. The first section is about teachers' awareness of affective factors of the learners in writing tasks. It contains 10 items about motivation (Q1-Q3), anxiety (Q4-Q6), self-esteem and self-confidence (Q7-Q8). In addition; it includes two questions (Q9-Q10) about teachers' awareness on climate of classrooms. The reason behind these questions is to know in which extent teachers are aware of the affective side of the students.

The second section is about the implementation of CLL in the classroom. In this section teachers of written expression are required to state if they use cooperative language learning (Q10). In (Q11) teachers are required to indicate the size of group they use, and in (Q12) they indicate the way in which they assign students in groups. The next items (Q13-

Q14) teachers are asked if they monitor the groups and how. Question 15 is aimed at investigating the role of teachers in helping students to see the value of CLL. In (Q16) teachers are required to indicate whether their students face problems working in groups or not.

The third section is about teachers 'perception of CLL as motivational strategy. It contains two questions (17-18), in this last two questions teacher are required to evaluate their students' motivation in cooperative group work (Q17), and whether they think that CLL can improve students' writing skill or not (Q18).

3.2 Analysis of Teachers' Questionnaire

Section one: Teachers' awareness of the affective factors of the learners in writing tasks.

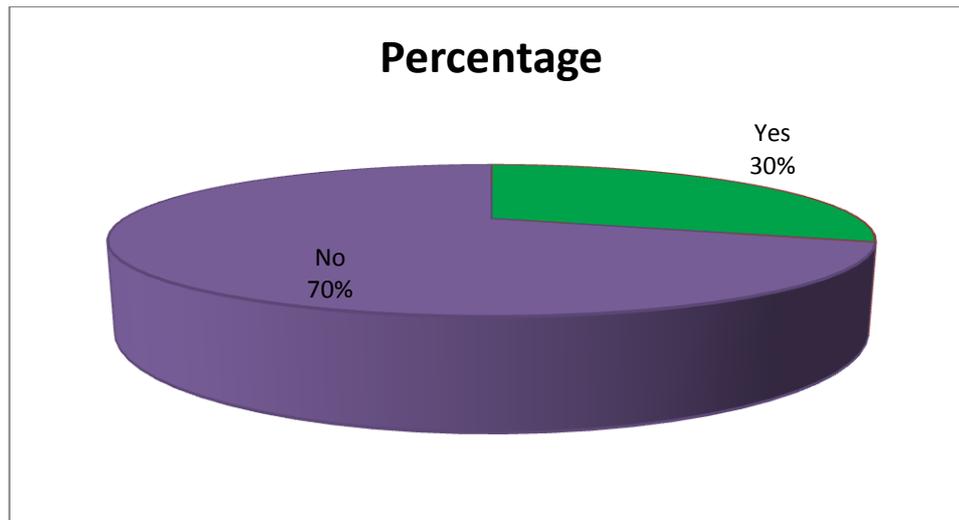
Q1: Do you feel that your students are motivated to write in English?

a. Yes

b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 03 | 30% |
| No | 07 | 70% |
| Total | 10 | 100% |

Table 16: Teachers' Awareness of Students' Motivation in Writing.



Graph 15: Teachers' Awareness of Students 'Motivation in Writing.

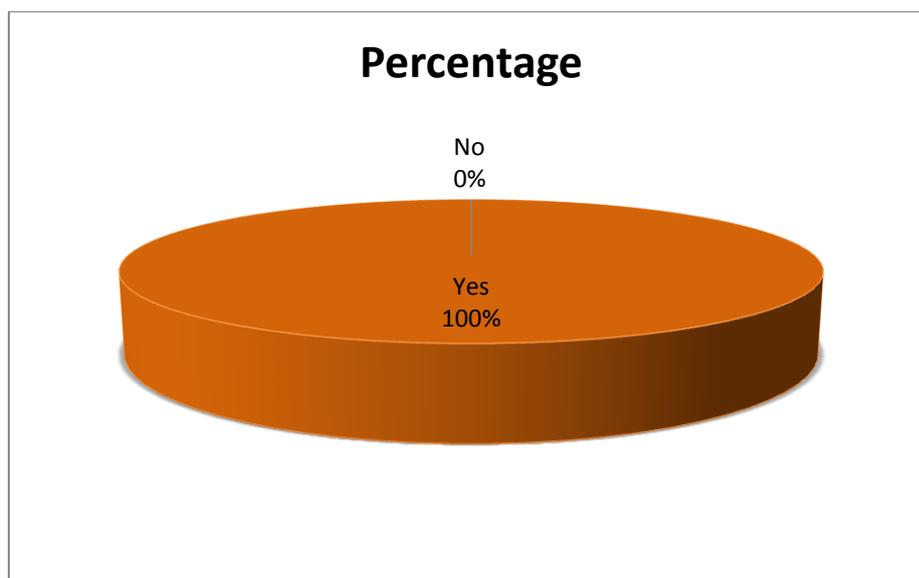
As the table 15 shows only (30%) among teachers indicate that their students are motivated to write in English language, whereas the majority of them (70%) see that their student are not motivated .This can be due to many factors such as lack of interest in some topics , or fear of making some grammatical mistakes.

Q2: Do you think that it is that teachers 'job to motivate students?

- a. Yes
- b.No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 10 | 100% |
| No | 00 | 00% |
| Total | 10 | 100% |

Table 17: The Role of Teacher in Motivating Students.



Graph 16: The Role of Teacher in motivating Students.

All the teachers (100%) proclaim that their job is to motivate students. This indicates that our teachers are aware about the role of motivation in learning.

Q3: whatever your answer, please explain.

The teachers who answered with yes in the previous question said that the teacher should encourage his students to write in English for instance, selecting topics of students' interest, creating a supportive learning atmosphere for them. Moreover, they argue that the teacher should make their students feel comfortable with learning and be encouraged to write even if their English is not that good. Another thing is that talking to students about the importance of the writing skill can help a lot in pushing them to try writing.

One of the teachers said the teacher is himself motivator, so he has to encourage his students to write by making writing interesting and also by providing feedback . Another one claimed that the motivation in the classroom especially in writing skill is not the

responsibility of the teacher only but students should make their efforts to improve their writing skill.

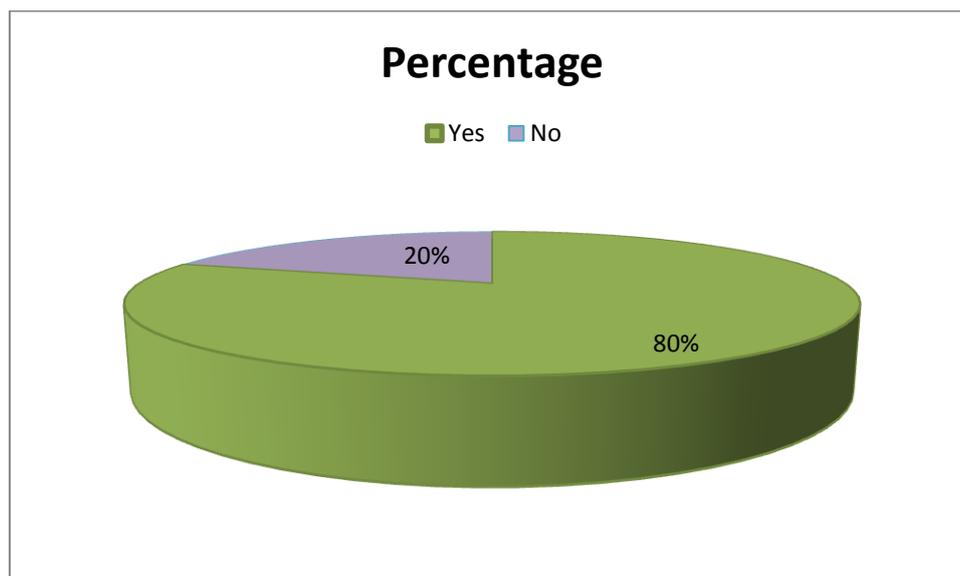
To sum up, the notion of motivation seems to be understood differently by our teachers and this leads to adopting various procedures to deal with their students in the writing classes. But, generally, motivation seems to have a place in their teaching plans.

Q4: Do you feel that your students are anxious in English writing tasks?

- a. Yes
- b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 08 | 80% |
| No | 02 | 20% |
| Total | 10 | 100% |

Table 18: Teachers' Perception of students' Anxiety in Writing.



Graph 17: Teachers 'Perception of Students' Anxiety in Writing.

The obtained results show that most of the teachers (80%) claim that their students are anxious in writing tasks, whereas, only two teachers or (20%) see that their students do not show anxiety or fear of writing .In fact, anxiety in writing can be an obstacle to learning, so teachers should make their efforts in order to help students reduce it.

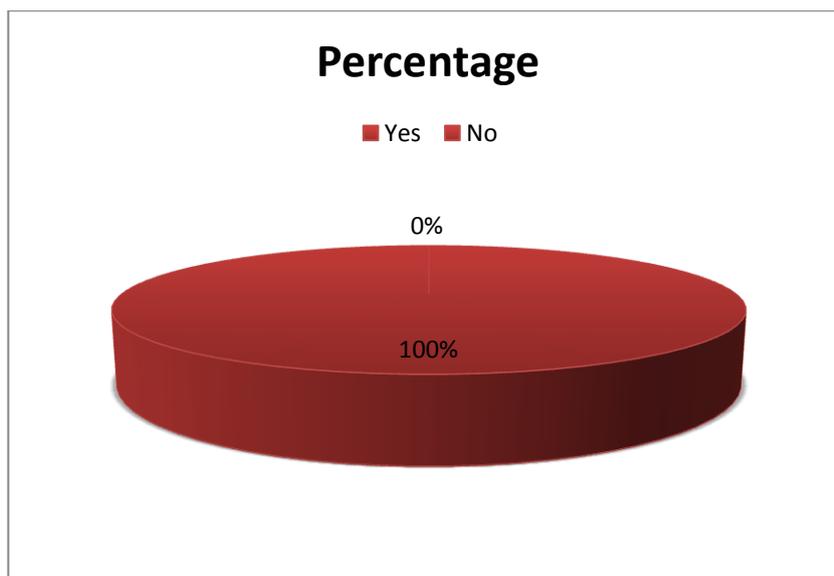
Q5: If yes, do you try to lower this anxiety?

a. Yes

b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 08 | 100% |
| No | 00 | 00 % |
| Total | 08 | 100% |

Table 19: Rate of lowering students' anxiety in writing.



Graph 18: Rate of lowering Students' anxiety in Writing.

All the teachers who stated that their students are anxious in writing tasks indicate that they try to lower it. This means that they are aware about this problem and they take it into consideration, the next question will make the image clear because it will discuss some of solutions to this problem.

Q6: HOW?

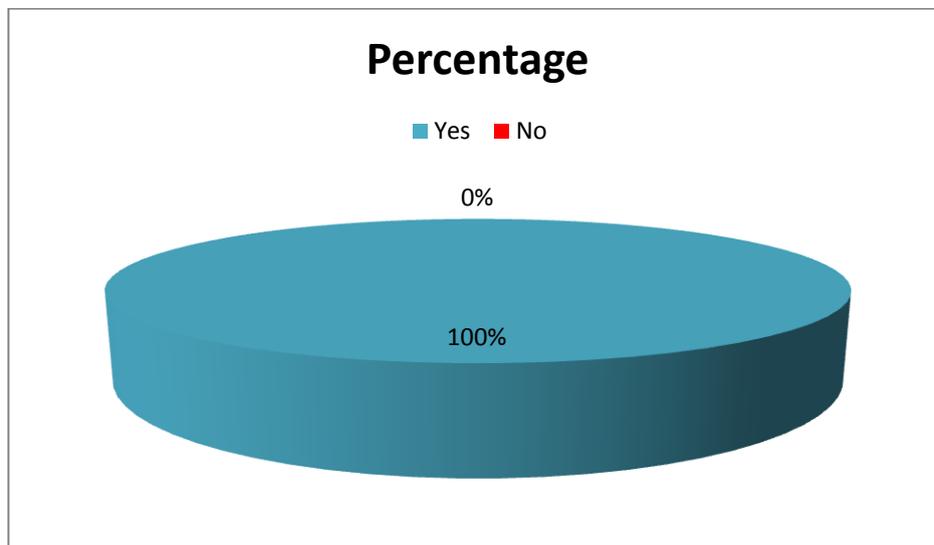
Most of the teachers argue that there are many ways to reduce students 'anxiety such as: selecting for them interesting topics to write about, providing students with effective feedback, encouraging peer correction among students. One teacher consider group work a good strategy for lowering students' anxieties in writing because working with other peers can make learning more interesting in this case students will feel comfortable . Another teacher claimed that he help student by increasing their self –confidence and reassuring them. In addition, by helping them to understand that learning comprises difficulties and that making mistakes is natural step in the process of learning.

Q7: Do you try to build self –esteem and self confidence in your students?

- a. Yes
- b. No

| Options | Participants | Percentage |
|----------------|---------------------|-------------------|
| Yes | 10 | 100% |
| No | 00 | 00% |
| Total | 10 | 100% |

Table 20: Rate of building self-esteem and self –confidence in students.



Graph 19: Rate of building self-esteem and self –confidence in students.

As table 19 shows, all the teachers argue that they try to build self-esteem and self-confidence in their students, this means that our teachers aware about students ‘psychological side which can enhance their learning.

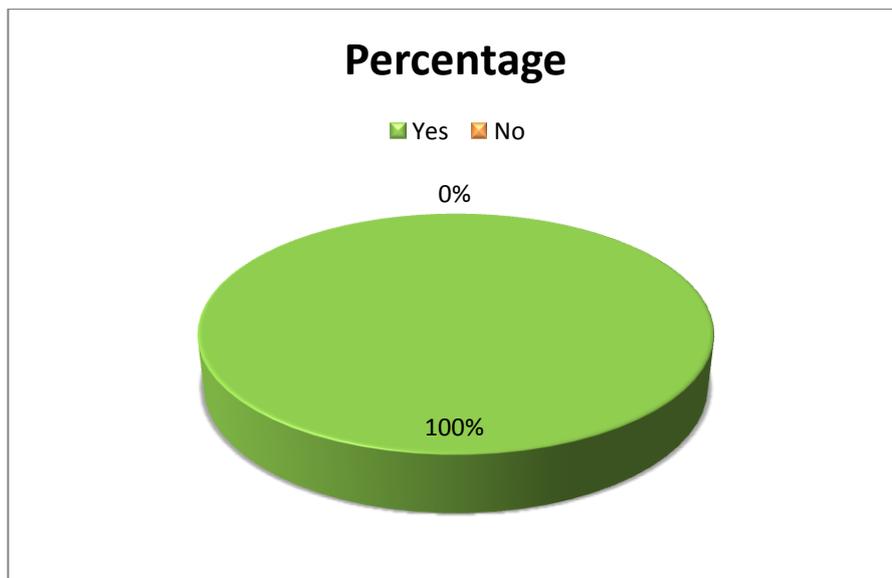
Q8: if yes, please say how?

The obtained results show that the most of teachers who said that they try to build self esteem and self confidence in their students gave us various ways such as: being positive toward students and giving them always positive remarks, making them learn the self -evaluation and to learn from others mistakes. One teacher indicted that it is important to build self –esteem and self-confidence on students by following many ways for instance , providing a safe and comfortable atmosphere ,using a methods / techniques / tasks suitable to their needs , interests speaking about the teachers ‘own experiences of learning / failures. Another one simply said that group work can help students in such case because when students working together they share ideas and opinion, they feel comfortable and consequently their self –esteem and self-confidence will increase.

Q9 : Do you try to establish a relaxed atmosphere in classroom ?

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 10 | 100% |
| No | 00 | 00% |
| Total | 10 | 100% |

Table 21: Rate of establishing a Relaxed Atmosphere.



Graph 20: Rate of Establishing a Relaxed Atmosphere.

As table 20 indicates all the teachers answered the question with yes, it means that they try to establish a relaxed atmosphere to their students. Creating such atmosphere helps students a lot and will have very positive effects on the way they behave in classroom as well as the way they look at learning .Thus, they would change their views to learning

which is generally looked at as a very serious process in a serious milieu in which teachers give knowledge to students and the latter are supposed to receive it.

Q 10: How?

In fact, most of teachers gave us several of ways for creating the good learning context that student need in order to be well engaged in learning for instance, by being tolerate and by building good relationships with students, helping students whenever ,also by providing motivation by reward . One teacher said that to establish a relaxed atmosphere in classroom; the teacher should give his students the total freedom to ask questions, to give answers to their classmates' questions. Another one proposed establishing quietness, organizing seats, using authentic materials, also by cooperation. These suggestions indicate teachers' awareness about student's affective side.

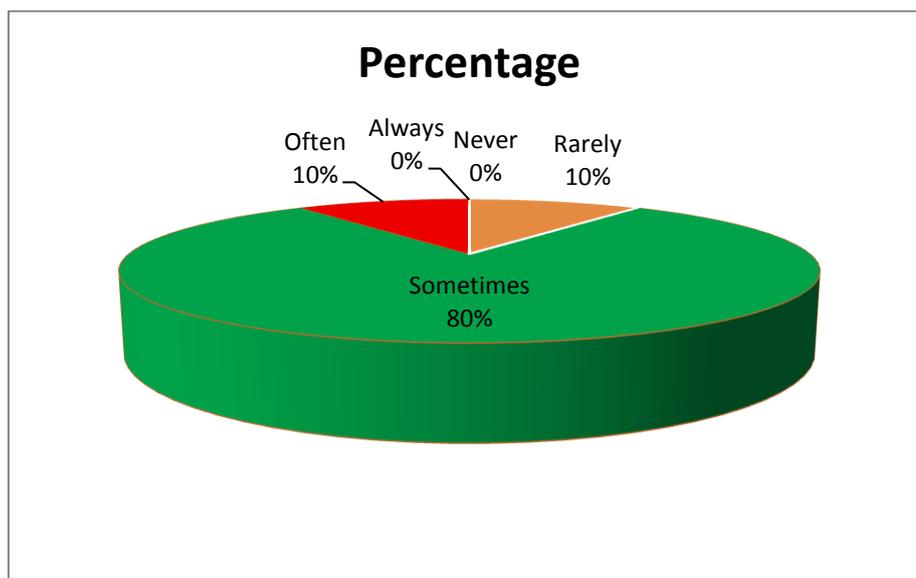
Section two: Implementing cooperative language learning in the classroom.

Q11: How often do you take your students to work in groups?

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

| Options | Participants | Percentage |
|-----------|--------------|------------|
| Never | 00 | 00% |
| Rarely | 01 | 10% |
| Sometimes | 08 | 80% |
| Often | 01 | 10% |
| Always | 00 | 00% |
| Total | 10 | 100% |

Table 22: Frequency of group work in writing tasks



Graph 21: Frequency of Group work in writing

In this questions the teachers are asked about how often they use group work in writing tasks, the obtained results shows that the only (10%) who rarely use group work and (10%) who often using it , whereas ,the majority of them(80%) use it from time to

time . These results indicate their awareness about group work and its benefits on students' achievements.

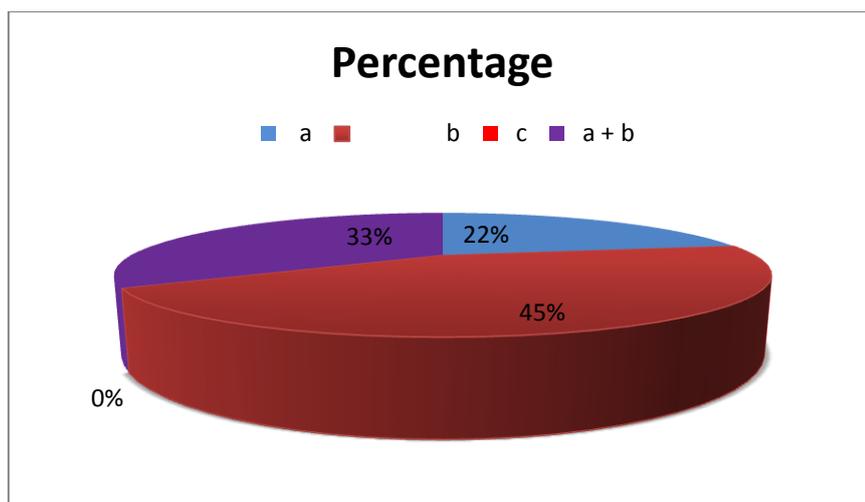
In another hand , no one choose the first option “never “ and this indicates that our teachers indeed use group work not always but at least from time to time which means they did not ignore it. The next question will discuss the way teachers use and put into practice this technique.

Q12: what group size do you use in classroom?

- a. Pairs
- b. Small group (3-4)
- c. Large group

| Options | Participants | Percentage |
|---------|--------------|------------|
| a | 02 | 20% |
| b | 04 | 40% |
| c | 00 | 00% |
| a + b | 03 | 30% |
| Total | 10 | 100% |

Table 23: Group Size.



Graph 22: Group Size.

From the table 22, we notice that (20%) among teachers prefer set students in pairs, according to them two students in each group is sufficient to carry out a writing tasks because it would enable them to share ideas and correct each other mistakes.

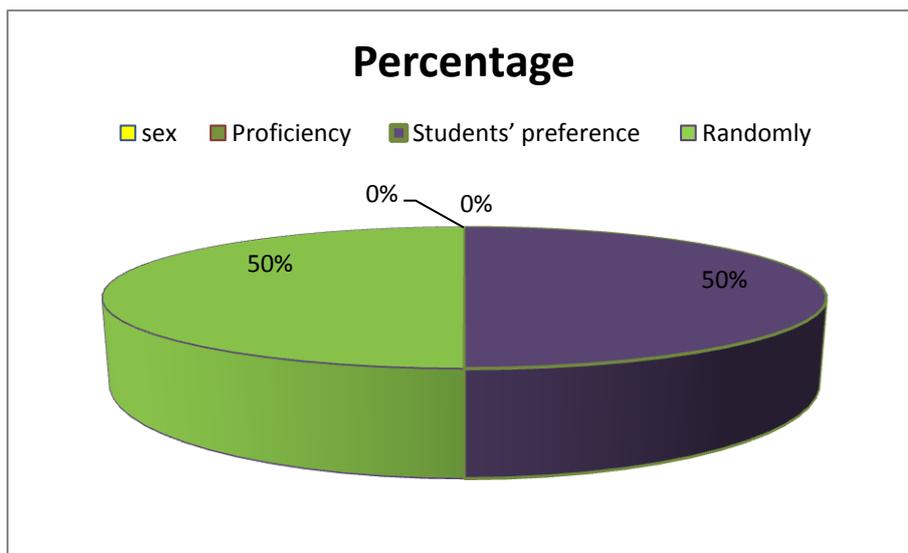
The majority of teachers (40%) choose the second option which means they prefer to set students in small groups, they probably believe that more than two students in each group would be better for the successful of the task. For instance, when students are working in small groups (3-4) they will have an opportunity to exchange their own information and learning experiences with more students make the learning process more helpful and enjoyable for them.

In other hand there three teachers represent percentage of (30%) indicate that they prefer to use both pairs and small groups, which means that they try to involve students in the two kinds of group size using each time the one that goes along with the nature of the task. For setting students in large group, it was not opted by any teacher. Probably because teachers see that large groups are noisy and not well organized. This means that teachers use the techniques that give more benefits for students.

Q13: How do you assign students to cooperative group work?

- a. Sex
- b. Proficiency
- c. Students' preference
- d. Randomly

| Options | Participants | Percentage |
|----------------------|--------------|------------|
| sex | 00 | 00% |
| Proficiency | 00 | 00% |
| Students' preference | 05 | 50% |
| Randomly | 04 | 50% |
| Total | 10 | 100% |

Table 24: Group Setting.**Graph 23: Group Setting.**

As table 23 shows (50%) of the teachers admit they give students the freedom to choose their classmate they want to work with. Probably because they see that students will feel more comfortable when they choose their group mates. Moreover, this freedom to choose with whom to work can leave a trace of responsibility in students.

As for the last option “randomly” (50%) among teachers indicate that they set students in groups randomly, perhaps because they do not care about organizing students on such bases or because it is the easy way to set students into groups . For the options “sex” it seems not considered at all by teachers when they form the groups. The same thing to the factor “proficiency “ , it is not considered by teachers probably , they believe that setting excellent students apart from weak ones can leave a kind of embarrassments and self –dissatisfaction in some students . Therefore, they would less or not motivated to learn.

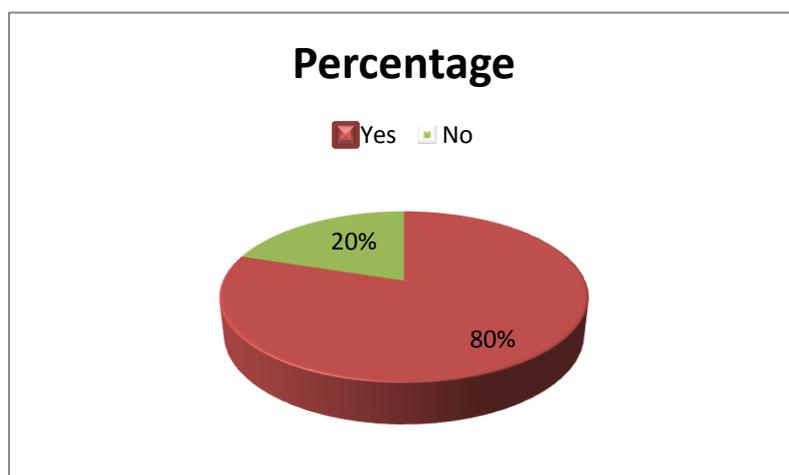
Q14: Do you monitor the groups?

a. Yes

b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 08 | 80% |
| No | 02 | 20% |
| Total | 10 | 100% |

Table 25: Rate of Group Monitoring.



Graph 24: Rate of Group Monitoring.

As the table 24 shows, the majority of teachers (80%) claim that they monitor the groups, whereas only two teachers or (20%) did not. Monitoring the groups includes checking whether students are involved in the given task, and that every student is participating in its completion. Teachers who answer with yes clearly indicates that they seriously use group work in writing tasks and that they want their students to obtain good results. For others who answer with no, probably they do not care or simply they do not know how it important to monitor the groups.

Q15: If yes , please explain .

The result of this question shows that teachers who answer with no did not provide us with their justifications, but for those who answer with “yes” we notice a variation in their responses which explained the reasons for monitoring the groups. First of all, most of teachers argue that they are monitoring the groups by giving instruction, checking the task progression from time to time and asking if they need help, also giving feedback. Moreover, one teacher emphasize the organization of the groups each group have representative, and students should be limited to the instructions, in addition , they should

speak in English. Another teacher simply believes that he should guide students, advice them as well as explain to them the various steps they should go through in order to complete the task.

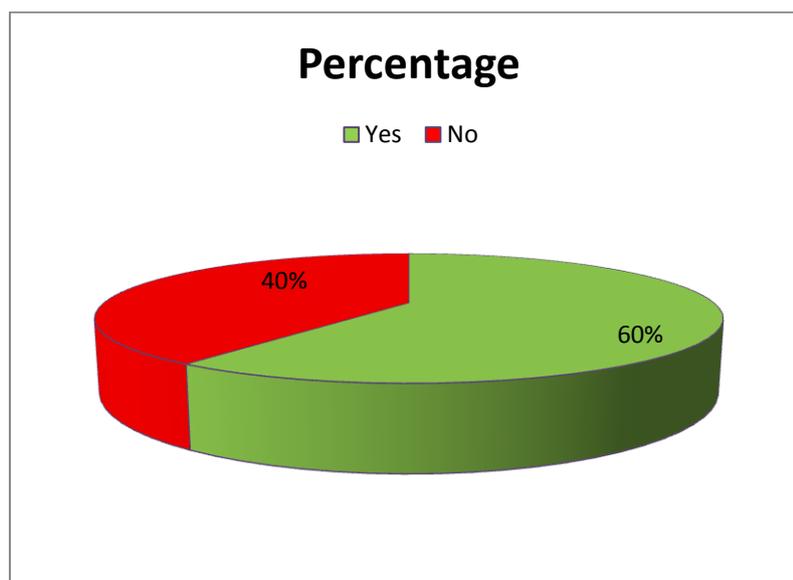
Q16: Do you raise your students ‘awareness towards the value of cooperative group work?

a. Yes

b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 60 | 60% |
| No | 40 | 40% |
| Total | 10 | 100% |

Table 26: Teachers’ Perception of the value of group work.



Graph25: Teachers ‘Perception of the value of cooperative group work

The results of this question shows that the majority of teachers (60%) raise their students awareness towards the value of cooperative group work, those teachers prefer to talk to their students about the importance of working cooperatively in order to encourage them and motivate them to engage in such activities. probably because this technique is new to some students so they do not accept it. These teachers, therefore, believe in the necessity of preparing students for such a task before they ask them to work.

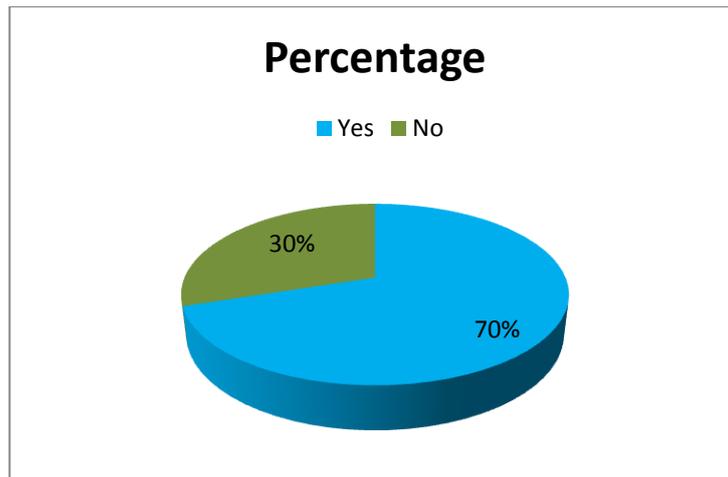
In the other hand, (40%) among teachers state that they did not a raise their students' awareness of the value of the cooperative learning, we can, therefore, say that these teachers do not know how it important to make students aware of the advantages and benefits of this technique, or simply because they want to involve their students in CLL activities and leave it for them to experience the outcomes rather than talk about them at an early time.

Q17: Do your students face problems while working in groups?

- a. Yes
- b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 07 | 70% |
| No | 03 | 30% |
| Total | 10 | 100% |

Table 27: Teachers 'Perception of students' problems in group work.



Graph 26: Teachers' Perception of students' Problems in Group Work

As shown in this table (70%) of the teachers say that their students do not have any problems working together .regarding the 3 teachers who answered yes (30%), they seem to encounter some problems when their students work together with their classmates.

In cooperative classrooms, teachers may encounter many problems, this might have several reasons; one several reason is that some students prefer to work alone. Another possible interpretation is that some students are not interested at all in learning or they do not like people who are working with. To sum up, cooperative learning demands constant control from the teacher in order to avoid problems.

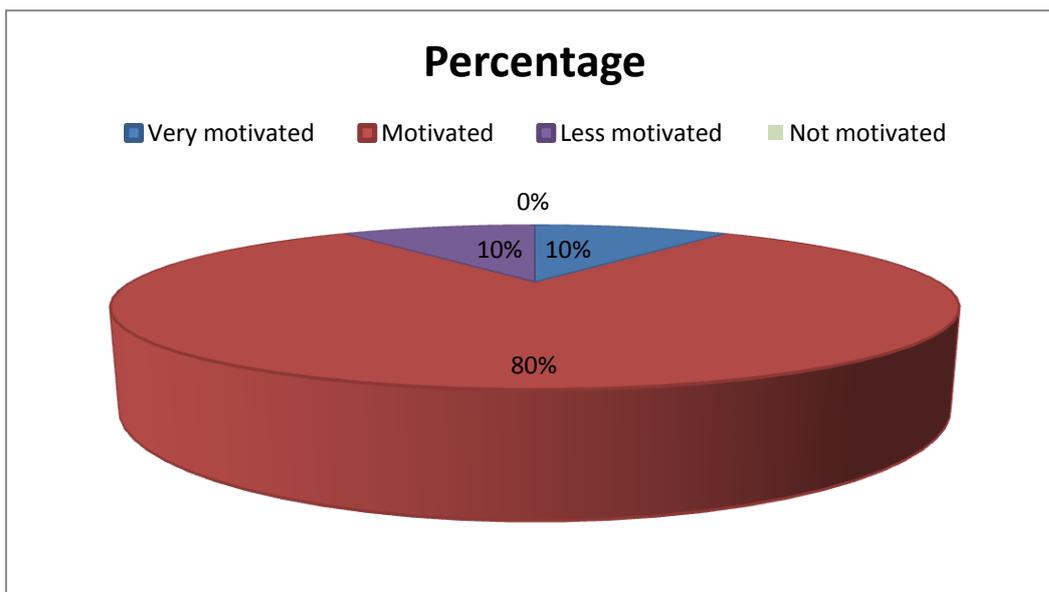
Section three: Teachers 'perception of cooperative learning as a motivational strategy.

Q19: How do you find your students while cooperative group work?

- a. Very motivated
- b. Motivated
- c. Less motivated
- d. Not motivated

| Options | Participants | Percentage |
|----------------|--------------|------------|
| Very motivated | 01 | 10% |
| Motivated | 08 | 80% |
| Less motivated | 01 | 10% |
| Not motivated | 00 | 00% |
| Total | 10 | 100% |

Table 28: Teachers' perception of students' reaction in group work.



Graph 27: Teachers 'Perception of students' Reaction in Group Work.

In this question the majority of teachers (80%) claim that their students are motivated when they work cooperatively in groups. Whereas, only one teacher (10%) sees that his/her students are very motivated and another teacher (10%) states that his students are little motivated, these results indicate that the motivational effects of CLL varies in

accordance with the way teachers apply this technique as well as the way every teacher looks at the obtained results.

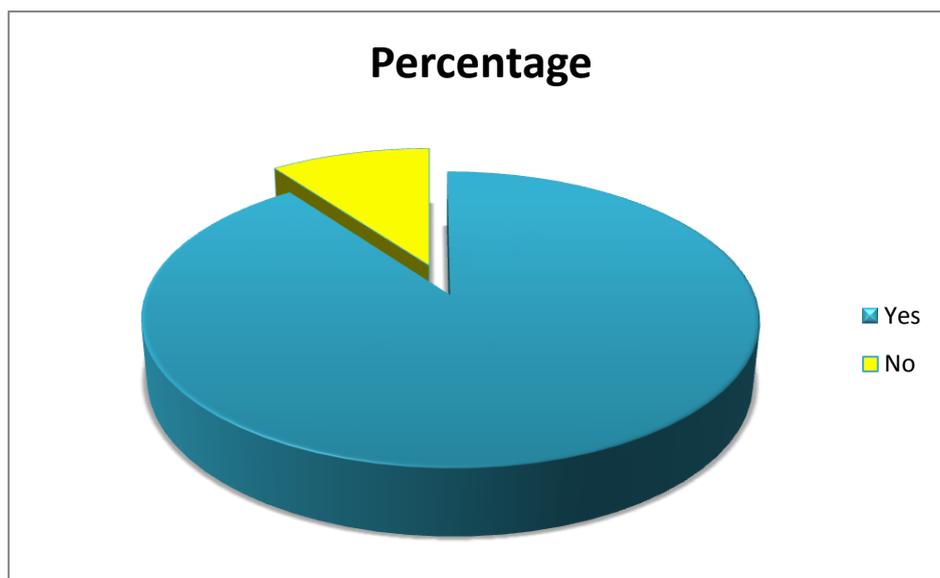
Q20: Do you think that cooperative learning can motivate students to improve their writing skill?

a. Yes

b. No

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 09 | 90% |
| No | 01 | 10% |
| Total | 10 | 100% |

Table29: Teachers' Evaluation of cooperative learning.



Graph 28: Teachers' Evaluation Cooperative Learning.

The examination of last question reveals that 9 teachers (90%) believe that cooperative group work motivate students and improve their writing skill. Only one teacher (10%) has answered negatively; i.e. denied the motivational effects of CLL in enhancing writing skill.

The only one teacher who denied the motivational effects of CLL in enhancing learning argue that most of the students ,according to his observation ,prefer to work individually, simply because they do not know the great importance of working together. In the other hand, the nine teachers who claimed that CLL has great benefits, only one teacher did not say why. The rest of the teachers provide a variety of answers. To begin with, one of the teachers indicates that cooperative group work helps students to cooperate with each other, and to be exposed to different opinions and experiences. Another one claims that in cooperative group work students have more chance to interact with each other and even the most introverted students find themselves involved in the work because they feel safe and not watched by the teacher. In addition, through cooperative learning, teachers provide more opportunities for each student to take part in the classroom and make his contribution.

Moreover, three teachers discussed the effects of CLL on the affective side of students. They claim that cooperative group work can be used to increase motivation .This latter has a great effects on increasing students' performance. In cooperative classroom, students will feel at ease to write in English when they are allowed to work together. It is further claimed by another teacher that through CLL students can help each other , they may ask each other when they too shy to ask the teacher . In the same vein, another teacher believe that this technique provides a healthy atmosphere in which students can cooperate and learn from each other ,also it has great effects on reducing students' anxiety.

Conclusion

All in all, the positive results revealed in this study concerning the role of cooperative learning as one of the motivational strategies in enhancing students writing skill have confirmed our hypotheses. This means that there is appositve relationship between cooperative group work and increasing students' motivation in writing tasks.

Cooperative\ collaborative group work is way of teaching which offers to students many advantages especially in the psychological side, the obtained results from the both students and teachers' questionnaire have shown that cooperative learning have a great impact on students' affective factors specially motivation .For that reason, if teachers teach writing under this strategy in an organized way and with serious planning, they can improve students 'writing skill.

Chapter Two

Teaching Writing Skill

Introduction

This first chapter offers a brief review of literature relevant to the study; it explores the nature of writing through defining it, and highlights its Importance. It also makes a distinction between writing and other skills. It focuses on the process approach in teaching writing because most researchers find it more appropriate and it takes the steps of the process of writing in consideration. Moreover, it explains its characteristics and the role of teacher through the writing process. In addition, it includes some psychological problems that learner may face in writing. Furthermore, it sheds the light on collaborative writing and its methods, and how we can motivate students in writing.

1. Writing Skill

Writing is one of the four skills that EFL student need to master. Harmer (1998, p.79) states: "The most important reason for teaching writing is that is basic skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements". With the many uses of writing skills, it would appear evident that people should be made aware of its importance. One of the major responsibilities of any teacher working with English language learners (ELLs) is to increase their writing performance.

1.1 The Nature of Writing

Writing has many definitions each researcher defines it according to his understanding, and no definition can cover all the meaning of writing system. Byrne (1991, p1) defines writing as "the of act of forming graphic symbols"; he sees it as the arrangement of sounds into words in

conventional form; words in their part, are organized together to make sentences. He states that "writing involves the encoding of a message of some kind: that is we translate our thoughts into language" (ibid) this implies that writing is a representation of speech and thought through various forms of sound images or graphs.

Brown (2001,p.335) explains the nature of writing in terms of written product which is often the result of thinking, drafting and revising procedures that require specialized skills. Moreover; Brown (ibid) states "the compositional nature of writing has produced writing pedagogy that focuses on student on how to generate ideas, how to organize them coherently, how to edit text for appropriate grammar, and how to produce the final product." Similarly Hedge (2000) argues that writing is the result of employing strategies and it involves a number of activities such as: setting goals, generating ideas, making a draft, reading and reviewing it, then revising and editing (p.302). Also, weighle (2002, p. 5) states:"writing is seen not just as a standardized system of communication but also as an essential tool for learning".

Moreover;(kern2000;cited in Usé Juan and Martinez ,2006,p.386) point out : "writing is no longer seen simply as a way of recording thoughts ,feelings, and ideas after the facts ,but also as a key means of generating and exploring new thoughts and ideas" . According to Hyland (1988, p.69) writing is a social act that provides engagement with people many ways personally or professionally. However, Collins (1998, cited in Carman and Wiesman, 2006, p106) explain the nature of writing in term of relation with speaking "writing is a secondary form of discourse." he explains ,speech is the primary source of communication and something we do naturally, however, writing is the one step removed from what comes naturally to us" .

Ultimately, writing is considered as a highly productive skill and the most difficult of four skills because it requires our generative power to produce ideas and put them in written form under the shape of the text which is subject to the roles of grammar and vocabulary.

1.2 The Importance of Writing

The importance of writing is to express ideas, thoughts and to convey messages to the reader in a very correct spelling, punctuation, grammatical structure and selection of vocabulary. Carroll (1990, p. 1) states: “Writing allows us to share our communication not only to with contemporaries, but also with future generation”. For that reason beside knowing speaking, listening and reading student need to know how to write, how to put written reports together, how to reply to advertisements. Barrass (2005, p. 1) mentions the necessity to study writing, he states:

Writing is Important in studying all subjects, and in all professions. Only by writing well can you give a good account of yourself as student or when applying for employment, or in career when writing e-mails, memoranda, letters, instructions and reports. It is by writing that many people judge you.

Teaching the module of written expression require form students four steps to be good in this module. Harmer (2001,p.79) points out: “the reason for teaching writing to students of English as a foreign language include reinforcement ,language development ,learning styles and, most Importantly, writing as a skill in its own right. “. Similarly, Graham &Perin (2007, p .9) explain the importance of writing in two points:

- Writing is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing reports or expressing an opinion with the support of evidence.

- Writing is means of extending and deepening students ‘knowledge; it acts as a tool for learning subject matter.

To sum up writing is one of the major skills for using language, through which one can convey his thoughts. To improve this skill one needs to make a distinction between writing and speaking this difference seems to allocate each skill an important role when used in suitable situations. In addition to that students should clearly state their ideas, to make them easy for the reader to understand without needing to the explanation .

2. Writing and other Skills

The significance of writing lies in clarifying the existing common points and differences between this skill and speaking. This comparison seems to allocate each skill an important role when used in a suitable situation .In addition, combining the practice of reading and writing has an efficacious results. In order to be able to improve writing, one needs to be proficient in reading. Therefore this combination seems to benefit learners as writers and readers.

2.1 Writing vs. Speaking

Although, writing and speaking are productive skills, but there are some differences between them. According to Richards and Renandya (2002, p.309) writing is not like speaking in the way that the writer can correct his language several times and receive feedback, but this is not the case with speaking; he stated that:”writing, unlike speaking provides us to scrutinize the ideas and the language we produce; this re-vision, this seeing again, lets us receive feedback from ourselves and others and, learning as we go, make changes and corrections”. Similarly , Hadfield & Hadfield (2008, p .116) point out:

Writing has to be learnt, unlike speaking, which is acquired in the mother tongue as a part of a child’s normal development , in

addition ,speaking is a familiar everyday activity , but for many people writing is something they do only rarely.

Brown (2001, p. 335) argues that written language is simply the graphic representation of spoken language and the only difference is the graphic instead of auditory signals. Hadfield & Hadfield (2008, p.16) mention that writing is slower ,more reflective activity than speaking and gives the learner more time to think about the language they need to express themselves.

Writing skill holds a more significance than speaking .What we write is more memorable than speaking. Writing takes a part in making historical events alive and popularized ideas and through time and space. Finally, we can say that each skill reflects its significance when it used appropriately, regarding its conventions and rules, both of them are powerful instruments for learning, expressing individual thought, and sensing the power of language to influence the other through these generative processes.

2.2 Writing vs. Reading

In fact writing is productive skill and reading is receptive one, it is important to make the distinction about how much can be learned about writing from reading .Reading tend to be the essential source of knowledge about writing .Therefore reading complements writing, this means that the two skills complete each other. Also good reading can improve students' writing skill that's why, Graham & Perin (2007, p.7) stated: "helping student learn to read better would naturally lead to the same student writing well".

Although the relation between writing and reading is that of parallel or complementary processes, they do not go hand to hand .This means that many students are able to read but

they have difficulties in writing ,for that reason Graham & Perin (ibid) explain the relation and the difference between writing and reading in terms of background knowledge ,they state:”While readers form a mental representation of thoughts written by someone else , writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.”(p. 8).

Finally, both writing and reading are used in a parallel way, and the instruction which incorporates writing and reading together enhance students ‘ability to transfer knowledge acquired in one context to a new one.

3. Process Approach to Teaching Writing

In the1970s, perception of writing has changed, it began to focus more on the process that lead to the final product, not the product itself. Applebee (1982, cited in Kroll, 1990, p.8) mentions that: ”process approach provided a way to think about writing in terms of what the writer does (planning, revising ,and the like)instead of terms of what the final product looks like (patterns of organization, spelling, grammar)”. In other words the focus changed into writing as process. Hedge (2000, p .303) states:

If we wish to influence and improve the outcomes of writing for our learners, then we need to understand how a piece of writing comes into being. In fact, a piece of writing is the outcome of set of complicated cognitive operation.

She indicates that teachers should not teach writing according to traditional ways where the most important thing is the outcome of instruction rather than the process through which the learner goes in order to get the predetermined outcome.

Richards and Ranandaya (2002, p. 315) describe the process approach of teaching writing, which comprises four stages: planning, drafting, revising, and editing as figure1. According to (Krashen, 1984 cited in Richard and Ranandya, 2002, p315) these stages are recursive, or nonlinear, and can interact with each other throughout the writing process. For example many writers return to prewriting activities during the stage of the revision process to develop a new idea or refine a viewpoint.

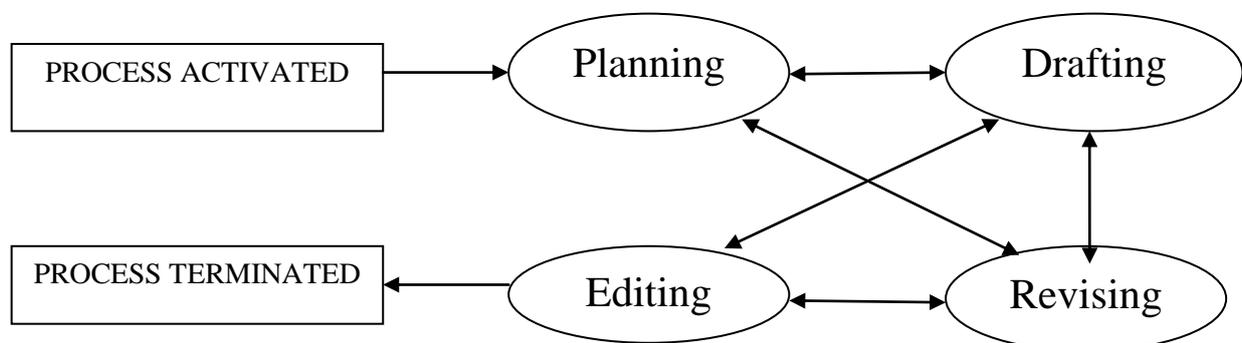


Figure 1: Writing Process.

(Cited in Richards & Ranandaya, 2002, p.315)

The process approach emphasizes revision and also feedback from others, so students may produce many drafts with much crossing out of sentences and moving around of paragraphs. The correction of spelling and punctuation is not central importance in the early stages. Hedge (2002, p. 302) points out "the process approach tries to provide useful support for student writers. The nature of support will depend on the kind of learners, for example their ages, backgrounds, and needs for writing in English". Similarly, Harmer (2001, p.258) describes the importance of stages of the process approach in involving a discussion, creating interaction between teacher and student and students themselves.

3.1 The Characteristics of Process Approach

When we come to the process approach, it is not the final product is neglected or not considered at all, only that the learner, being the central focus in this approach, would understand the processes involved in putting ideas on paper. Brown (2001,p.335) classifies the characteristics of the process approach:

- a) Focus on the process of writing that lead to the final written product;
- b) Help students writers to understand their own composing process;
- c) Help them to build a repertoire of strategies for prewriting, drafting and rewriting;
- d) Give the student time to write and rewrite;
- e) Place a central importance on the process of revision;
- f) Let student discover what they want to say as they write;
- g) Give students a feedback throughout the composing process(not just on the final product) as they attempt to bring their expression closer and closer to the intention;
- h) Encourage a feedback from both the instructor and peers;
- i) Include individual conferences between teacher and student the process of composition.

According to Kroll (1990, p.15) the process approach calls for providing a positive, encouraging, and the collaborative workshop environment within for students. According to (White and Arndt, 1991, cited in Harmer, 2001, p258) the writing process is an interrelated set of recursive stages which include:

- Drafting
- Structuring(ordering information, experimenting with arguments, etc)

- Focusing(that is make sure you are getting the message across you want to get across)
- Generating ideas and evaluation(assessing the draft and /or subsequent draft)

They represent writing process stages through the following diagram; figure 2

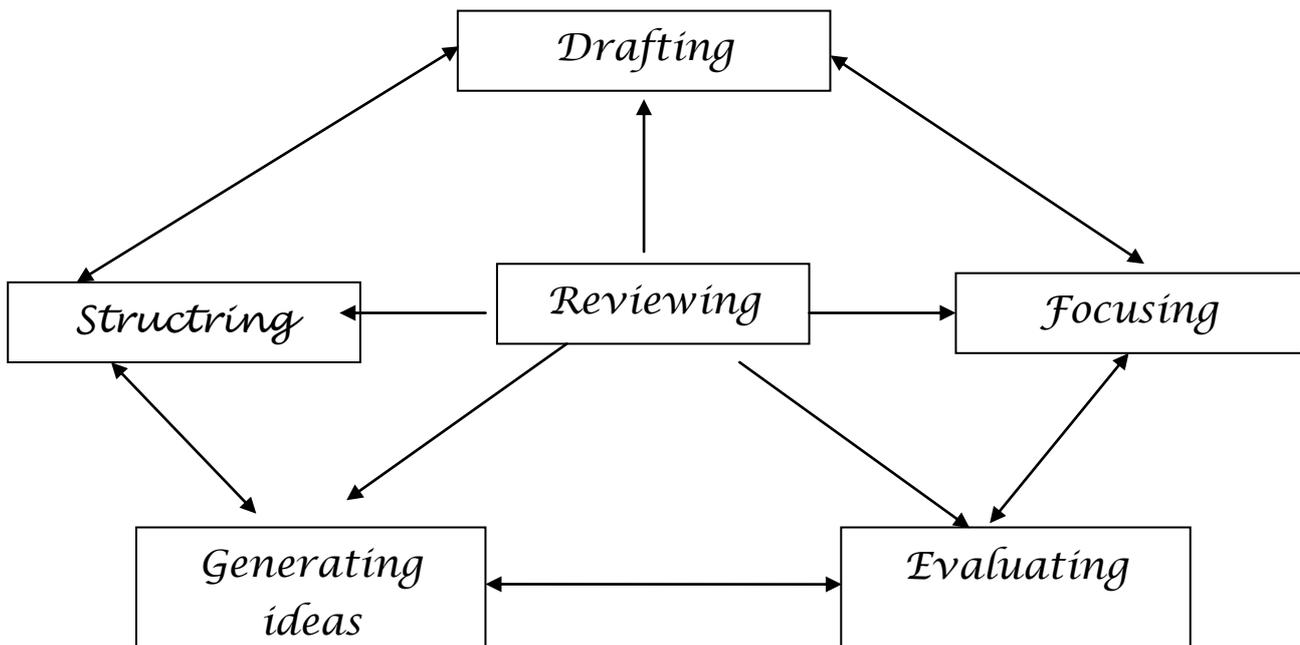


Figure 2: White and Arndt's Process Writing Model.

(White &Arndt, 1991, Cited in Harmer, 2001, p.258)

3.2 The Role of Teacher in the Process Approach

In the process approach the teacher plays the role of facilitator who intervenes to simplify the composing according to the stages of the process. Kroll (1990,p.15) explains the teachers' role in process approach, she states:

Teachers' role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics).

Moreover, Brown (2001) sees that teacher play the role of facilitator who help student in generating ideas and engage them in the thinking process of composing; however, he must respect their opinions and thoughts.

Although, the teachers' role in process approach is as facilitator who help students to generate their ideas and thoughts, he still has some problems with students in writing tasks specially with students who have psychological problems such as: anxiety, self-esteem, self- self, motivation. The teacher role here is to help them overcome these obstacles by providing them with method and strategies that facilitate the learning process.

4. Writing Problems

According to Richards and Renandya (2002) writing is the most difficult skill for learners to master; they see the difficulty not only in generating ideas but in translating these ideas to readable text. For that reason, Byrne (1991, p. 1) states that the most writers who professional or not would agree that it is neither an easy nor spontaneous activity. Byrne (ibid) classified the writing problems under three categories psychological and linguistic and cognitive. The first category is psychological problems, which include the interaction and feedback, he states: "the fact that we are required to write on our own and, without the possibility of interaction or the benefit of feedback, in it makes the act of writing

difficult.”(p4).The second category is linguistic problems. In writing; however, the situation would be different. Therefore, the absence of helping features that we should pay more attention to the selected words and structures so that produced text can easily interrupt. The third category is cognitive problems. This concerns the organization of ideas” in such a way that they can be understood by the reader who is not known to us.” (ibid, p. 5)

Arnold (1990, p. 2) investigates the role of affective side of learners and how emotion reflects the language learning. He states:”when dealing with the affective side of language learners, attention need to be given both to know how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotion.”

4.1 Motivation

Motivation is a key factor of success in successful learning. According to Dornyi (2001) motivation is an important aspect in language learning, it determines the success or failure in any learning situation. He states:”without sufficient motivation, however, even the brightest learners are unlikely to persist enough to attain any really useful language.”. For (McDermott Modell, and stoltzfus ,2001;Wang, Haertel and Walberg, 1993; Weistein, 1998,cited in Morino, 2010 ,p328) motivation has great an impact on students’ achievements ,they state :” student with a higher motivation to learn are more likely to learn and achieve as compared with those with lower motivation to learn .Similarly ,Hedge (2000) claims the importance of motivation in learning; she sees that motivation involved a desire to learn, and the intensity to achieve.

However, (Jordon, Carlile and Stack, 2008) classify motivation in two categories according to sources: external and internal sources, the external sources such as assessment requirement, or the expectation of parent or teachers. It can be also internal such as the enjoyment of learning, problem solving or the desire for academic recognition and status.

Also Kirby and McDonald (2009, p. 40) highlight the importance of motivation in leaning: “motivation is the desire and energy that moves you to complete the task or reach the goal”. Chomsky1988, cited in Arnold1999,p.13) point out the importance of activating learners ‘motivation:”the truth of the matter is that 99percent of teaching is making the students feel interested in the material “.Brown (2001) describes the motivation in the classroom as the difference between success and failure, people who are motivated will learn if they are not, they won’t.

Harmer (2000,p .8) sees that the role of teacher is just to encourage students, but students will motivate themselves. “Teachers are not, however, ultimately responsible for their students’ motivation .They can only encourage them by word or deed. Real motivation comes from within each individual”.

Finally, motivation is a psychological construct used to determine personality disposition and external influences that impact the human behavior .It is an essential element for successful learning.

4.2 Anxiety

According to Arnold (1999, p. 8) anxiety is an effective factor; it has relation with negative feelings such as: uneasiness, frustration, self-doubt, apprehension and tension. He sees that anxiety makes student nervous and afraid and thus lead to the poor performance (ibid). Dornyi (2005,p. 198) states:” anxiety is quite possibly the affective factors that most pervasively obstruct the learning process.” Harmer (2005) considers writing anxieties very dangerous in the sense that can result in a negative attitude toward writing. Bailey (1995cited in Hedge 2000) links the anxiety to competitiveness and argues that if we can discover its various causes we will be in a better position to reduce it. Moreno (2010,

p.354) sees that “anxiety is a negative state that involves a vague a highly unpleasant feeling of fear and apprehension.”

All in all anxiety in writing is negative in the way that prevents students to express their ideas and thoughts , for that reason teachers should try to create a positive atmosphere in classroom and increase students’ self-esteem and self-confidence.

4.3Self –esteem

Self- esteem is how one feels about himself. Arnold (1999, p.12) sees that notion of self-esteem come from our inner experience and our relationship with the external world. He categorize it under three progressively more specific levels: global or general self-esteem, situational self-esteem which refers to one’s appraisals of oneself in specific situations ,such as education or work, and task self-esteem , which has to do with particular tasks in specific situation. Cooper Smith (1967, cited in Andrés, 1999,p.2) states:

by self esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it express an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy .in short, self-esteem is self judgment of worthiness that is expressed in the attitudes that the individual hold toward himself.

According to the psychologist Abraham Maslow ,self-esteem was a necessary “deficiency need” which had to be met before cognitive or authentic could be engaged with.(Maslow,1987 , cited in Brown 2000,p.74) .Canfield and Wells (1994, cited in Arnold 1999,p.12) suggest for teacher to create an environment of mutual support and

care in classroom which can reduce student self-esteem . According to Brown (2001) the teacher must be patient and supportive to build student self-esteem.

4.4 Self-confidence

Students who are self –confident, they feel sure of their abilities and capacities. According to CF. Valentine, Dubois, and Cooper, (2004, cited in Dornyei, 2005, p.211) self –confidence and self-esteem have common role with person abilities and beliefs, they state:

Both Self-confidence and self-esteem (also self-efficacy) share common emphasis on the individual’s beliefs about his or her attribute and abilities as a person and various measures of self-esteem and self –confidence/efficacy have been found to correlate with each other highly.

According to Harmer (2005) self-confidence is very important for good writing. Moreover, Brown (2001, p. 62) sees that self –confidence is the feelings that make students really sure about their abilities and capacities, he points out:” learners’ belief that they indeed are fully capable of accomplishing a task as at least partially a factor in their eventual success in attaining the task”. Brown (ibid) advises teachers should sustain self-confidence if it is really exists in student, and build it in a student who do not have.

5. Collaborative /Cooperative Writing

Collaborative writing is a motivational strategy in which students can work together in writing tasks to achieve shared goals, and increase interactions between students as well as motivate them. According to Harmer (2001) collaborative writing is a successful technique which allows students to learn from each other. It gives each member of collaboration access to others ‘mind and knowledge, and it Imbues the task with the sense of shared goals which can

be very motivating. Crandall (1990, p.232) mentions the Importance of working in group in writing tasks are helpful for student, he stated:

learners can brainstorm in small groups for appropriate topics, discuss possible vocabulary or direction for first draft ,or provide more detailed feedback(praise for effective passages; questions to elicit greater specificity or clarity; or suggestion for other directions the writer may take).they can also work in pairs or groups to edit or proofread each other's drafts.

Moreover, Hadfield (2008,p.120)sees that writing in groups can be beneficial in generating ideas and thoughts , he states:" cooperative writing where learners brainstorm ideas together, or write in pairs or groups, can also generate ideas on the principle that sharing an idea can help to generate more ideas(two heads are better than one!)". Similarly, Graham & Perin (2007, p.16) define collaborative writing as it involves developing instructional arrangements whereby by students can work together, to plan to draft, revise, and edit their composition. And that can improve students' writing skill.

Students with learning disabilities allot less time to planning, generating surface thoughts and finish writing without being heedful enough to the organization of the text. This problem can only be worked out through peer or group writing which provides motivation for the learners. For that reason, Harmer(2001,p.260) reports that "writing in groups, whether as part of long process or as part of short game-like communicative activity, can be greatly; motivating for students, including as it does, not only writing but research, discussion, peer evaluation and group accomplishment." Similarly, Bryan (2011, p. 192) sees that teaching writing collaboratively, can enhance student and provide for them supportive environment, he states:

In writing course, cooperative writing groups are very effective because students establish a supportive, comfortable learning environment; are more actively engaged in the content of the course; and experience greater gains in mastering the course content.

Furthermore, Yarrow & Topping, (2001, cited in Graham& Perin, 2007) mention that collaborative writing “involves peers writing as team “, higher achieving student is assigned to be the helper and the lower achieving student is assigned to be the writer. The students are instructed to work as partners on a writing task .The helper student assists the writer student with meaning , organization, spelling, punctuation, generating ideas , creating a draft ,rereading essays, editing essays, choosing the best copy ,and evaluating the final product. Here teacher plays the role of a mentor who praises the students. Thus, peer or group work helps students to be engaged in the assigned writing activity which extends to involve research, discussion and evaluation. There are some techniques which can motivate student in writing collaboratively such as: writing workshop, writing conferences.

5.1 Writing Workshop

Richards (2005, p.23) defines workshop as” an intensive, short-term learning that is designed to provide an opportunity to acquire specific knowledge and skills. In Writing workshop students who form groups of three to five, help each other achieve a given writing task. Here the teacher is merely a facilitator. This situation creates supportive environment for students, Harrell &Jordan (2000,p.191)state that “the classroom environment in which student work together to support as they through the stages in writing process provides the support necessary to lower anxiety and motivates student to write .”

According to William (2003) writing workshop are highly beneficial in the sense that student are busy all the time. They talk, write, think and research. Furthermore, Dias-Rico & weed (2002, cited in Harrell & Jordan, 2000, p.192) claim that writing workshop can facilitate the interaction between English learners and give the opportunity to them to discuss, generate ideas and thoughts through revising and editing. In addition they highlight the reasons that make writing workshop effective:

Student must be given writing time daily. A structure must be set up in the classroom to support all stages of writing process and student must be given instruction in ways to support one another in reading drafts, giving feedback, and editing collaboratively. When the workshop is encouraged and student interaction supported, nothing provide s a more collaborative classroom environment than writing workshop.

Writing workshop is a strategy that can be beneficial in the way that motivate student and creates a supportive environment for them. It facilitates the interaction between students, as well as provides for them the opportunity to generate ideas and thought then develop their writing.

5.2 Writing Conferences

Writing conferences are another way in which teachers can use to enhance the students' writing, it consists of teachers talking with their student about their writings. They with one or more talk students having the same problems. At such conferences, students should be allowed to talk as much as possible in order to understand better what they are doing. Crandall(1999,p.232) states:"peer conferences and written peer response help students develop both

more finely-tuned negotiation skills and more socially appropriate ways of offering constructive criticism.”. Allman, Freeman, Owen, Palow & Shiotsu (2000, p. 38) consider writing conferences as “an integral aspect of growing good writers “they suggest for teachers to follow these techniques to keep their student on the track:

- Assigned conferences: set up a specific time to meet with each student, create a sign-up sheet so that no student is missed, and conduct the conferences. The role of the teacher here is to monitor the progress of each student.
- Cruise the conference: here the teacher can circulate around the room, look for each writing folder and so on. This method will help student to work more, since they know that their folders are checked regularly.
- Student- initiated conferences: here the student can get help from teacher by asking him some questions about their writing .Teachers can divide them in this method between students.
- Combination conferences: teacher makes rotates periods of assigned, student-initiated, and cruise conferences.

Allman et al (ibid) provide teachers with some tips that help them in managing the conference ,for example they can ask the student some open-ended questions that lead them to self-assessment, check spelling and grammar ,ideas....etc teachers should spend conference time with each student on a regular basis.

Conclusion

In the conclusion of this chapter, we can say that writing is a vital tool of learning and an instrument of intellectual development .It is considered as most difficult skill that can be mastered by EFL student. The teacher should take in consideration that there are some affective,

psychological factors: anxiety, lack of motivation, low self-esteem ,etc. which disturbs student or make writing difficult for them, however, applying some motivational and interactive methods such as collaborative writing can facilitate the process of learning for them.

Pedagogical Implication

Based on the results that we obtained from the analyses of the questionnaires and the pervious findings, we can suggest the following implications:

- Writing is important skill that should be taught in such a way that motivates students and encourage them for learning. So far as group work is concerned, researchers found that cooperative group work has effects on student's psychological and sociological sides. Teachers, therefore, should provide their students with an effective instructional technique such as cooperative learning to improve the quality of learners 'writing skill
- Moreover, teachers have to prepare their learners for CLL task. For cooperative learning to be successful they have to be interesting, and push students to use their intelligence. Therefore, teachers should design learning tasks carefully.
- Another implication is that teachers should take in to account that they can assign students in groups randomly or according to student preference but they should carefully monitor the groups to avoid problems that may arise between students in the groups. As it has shown in students' questionnaire some students may not like to cooperate with members they do not like.
- In fact group work is first step to CLL. The latter demands more skills on students' part. For that reason, teachers should teach students the necessary skills they need in group work such as: asking questions, responding to it, respect the different ideas, opinion and evaluating each other.
- Teachers should also explain the advantages of CLL to motivate students and make them benefit more.

- Teachers are responsible to create a relaxed and friendly situation where learners feel more comfortable to write in English language.
- Teachers should keep the use of CLL occasional but systematic. In other words, simple task are better done individually; whereas more complex one are left to CLL.

Here are some recommendations for future research:

1. To investigate the impact of cooperative learning on students 'writing skill, future research should involve more EFL learners at different levels such as first year , third year .
2. Future research should be done in large classroom size to test applicability of the findings in large group of subjects.
3. Future research should be done in the way that tests the influence of CLL on other psychological factors such as: anxiety, self –esteem,...etc.
4. Future research should be done in different kinds of qualitative studies example, interviews; classroom observations would give more information and make the image clear.

General Conclusion

Writing is a basic skill that foreign language learners should master together with other skills. Through this research, we hypothesized that if teachers use cooperative language learning in teaching writing, they will increase students' motivation in writing tasks, which in turn will increase their achievements. In this study we have found that CLL has a great role on the affective side of students, it can raise students' motivation, self-esteem and self-confidence as well as it can lower students' anxiety. Moreover, CLL encourages students to interact with each other and exchange ideas and thoughts which in turn can create a friendly relaxed atmosphere in the classroom.

The study is a total of three chapters. The first and the second chapters are the descriptive part which is a review of literature. As for the third chapter, we have administered a self-completion questionnaire one for students and another one for teachers. The first chapter provides a better understanding of cooperative learning and its benefits on the psychological and the social side of students. The second chapter mainly outlines some of the theoretical issues related to the nature of writing and the psychological problems that students may face in writing tasks. The third chapter is concerned with analysis of the obtained data gathered from teachers and students' questionnaires.

The obtained results from students' questionnaires showed that the most of students like to work with others in groups because they see that working with others provides more opportunities to interact, share ideas and thoughts and make them learn how to respect others' points of view. On the other hand, the results of teachers' questionnaires showed that our teachers care about students' affective side; they motivate them, try to lower their anxiety, and raise their self-esteem and self-confidence in writing tasks. In addition, the results showed that the

majority of teachers claimed that CLL has a great impact on students' interaction and it provides a healthy atmosphere in the classroom.

All in all, the obtained results confirmed our hypothesis that there is a positive relationship between cooperative learning and writing skill. Moreover, it confirmed that CLL has motivational effects of on student's affective side.

Bibliography

- Allman, B., Freeman, S. Owen, J., Pallow, S., & Shiotsu, V. (2000). *A skill for successful teaching*. McGraw-Hill Children's Publishing.
- Andrés, V. Self-esteem in the classroom or the metamorphosis of butterflies. (1999). In Arnold, J. *Affect in language learning*. (pp87- 102). Cambridge University press.
- Arnold, J., & Brown, D. A map of the terrain. In Arnold (1999), *Affect in language learning* (pp. 1-27). Cambridge university press.
- Barras, R. (2005). *Student must write*. London, & New York: Routledge.
- Bialy, F. (1996). The role of collaborative dialogue in teacher education. In Freeman, D., & Richards, C (Ed). *Teacher learning in language teaching*. (pp260 -278). Cambridge University press.
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman: San Francisco University.
- _____(2007) . *Principles of language learning and teaching*. Longman Pearson Education.
- Bryan, L.H. (2011) . Cooperative writing groups in community college. *Journal of Adolescent and Adult Literacy*, 40(192), 182-193.
- Burns, A.(1996) Starting all over again from teaching adults to teaching beginners. In Freeman, D., & Richards .C (Ed). *Teacher learning in language teaching* .(pp154-174). Cambridge University Press.
- Byrne, D. (1991). *Teaching writing skills* .Longman Group UK.
- Carroll, R. T.(1990). *Writing skills: Student success guide* . United states : Robert T.

- Cohen, E. G., Brody, C- M., & Shevin, M.S. (2004). *Teaching cooperative learning: the challenge for teacher education* .State of university of New York press.
- Crandall, J.(1999). Cooperative language learning .In Arnold (1999) (Ed). *Affect in language learning* .(pp226-227).Cambridge university press.
- Dôrnyie , Z,& Malderz ,A . (1999). The role of group dynamics in foreign language learning and teaching .In Arnold, J.,(Ed) . *Affect in language learning* (pp155-169). Cambridge University Press .
- Dôrnyie, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University press.
- _____ (2003). *Questionnaires in second language research: construction, administration and processing* .Lawrence Erlbaum Associates, Publishers. New Jersey.
- _____ (2005). *The psychology of language learner: Individual differences in second language acquisition*. Lawrence Erlbaum associates New Jersey London.
- Dunlap, V.C., & Weisman, E.M.(2006). *Helping English language learners succeed*. Shell education.
- Freeman, D.L. (2000). *Technique and principle in language teaching*. Oxford University press.
- Gillies ,R .M., Ashman, A.& Terwel, J.(2008). *The teachers' role in implementing cooperative learning in the classroom* . University of Queensland: Springer.
- Gillies, R. M, & Ashman , A.F.(2003). *Cooperative Learning : the social and intellectual outcomes of learning groups* . London and New Jersey: Routledge Falmer.
- Graham, S,& Perin. D .(2007). *Writing next: effective strategies to improve writing of adolescents in middle and high schools*. Carnegies Corporation of New York.
- Hadfield, J. & Hadfield, C. (2008). *Introduction to language teaching*. Oxford university press.

- Harmer, J. (2001). *The Practice in English language teaching*. Longman.
- _____ (2005). *How to teach English: an introduction to the practice of language teaching*. Pearson Education Limited.
- Harrell, A. , & Jordon, M. (2000) .*Fifty strategies for teaching English language learners*. Pearson New Jersey.
- Hedge, T. (2000).*Teaching and learning in language classroom*. Oxford university press.
- Hyland, k. (2002).*Teaching and researching writing* .Great Britain: Pearson education .
- Jolliffe, W. (2007).*cooperative learning in the classroom: putting into practice* .Paul Chapman publishing (P.C.P).
- Jordon, A., Carlile, O., & Stack, A. (2008).*Approaches to learning* .Open University press.
- Kagan, S., & kagan, M. (2009) .*cooperative learning*. Kagan publishing.
- Kibry, E.,& McDonald,J .(2009). *Engage every student: motivation tools for teachers and parents*. Search Institute Press.
- Kroll, B. (1990).*Second language writing: research insights for the classroom*. Cambridge university press.
- Mandal, R.R.(2009).Cooperative learning strategies in enhancing writing skill .*The modern journal of applied linguistics* ,1(94-98),0974-8701.
- Moreno, R. (2010). *Educational psychology*. University of New Mexico.
- Nunan, D. (1992) .*Research methods in education* .Cambridge University press.
- Reid, G. (2007).*Motivating learner in the classroom: Ideas and strategies*. Paul Chapman Publishing (P.C.P).
- Reynolds, W.M., & Miller, G.E. (2003) .*Educational psychology*. John Wiley & Sons, Inc.

- Richard, J.C. & Ranandaya, W.A. (2002). *Methodology in language teaching: anthropology of current practice*. Cambridge University Press.
- Richards, J .C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge University press.
- Richards, J. & Ferrell, T, S, C. (2005). *professional development for language teachers: strategies for teacher learning*. Cambridge University Press.
- Scrivener, J. (1994). *learning teaching: the essential guide to English language teaching*. MacMillan Education.
- Usé- Juan, E., & Martinaze- Flor, A. (2006). *Current trends in the development and teaching of the four skills* .Walter de Gruyter, GmbH & CO-kG, d-10785 Berlin.
- Weigle, C.S. (2002) . *Assessing Writing*. Cambridge University Press.
- Williams, J. D.(2003). *Preparing teach writing :Research, Theory, and practice* . Lawrence Erlbaum Associates, Publishers. New Jersey.
- Woolfolk, A. (2004) . *Educational psychology*. Pearson Education .inc.
- Yogesh, K.S.(2006). *Fundamental of research methodology and statistics*. New Age International Publishers.

LIST OF GRAPHS

| | |
|---|----|
| Graph 1: sex | 44 |
| Graph 2: Students' Reason for the Choice of English..... | 46 |
| Graph 3: Rate of Students 'Interests in Writing..... | 47 |
| Graph 4: Rate of Students 'Fear in Writing..... | 49 |
| Graph 5: Causes of Students 'Fear in Writing..... | 50 |
| Graph 6: Students' Preference..... | 52 |
| Graph 7: Frequency of Group Work Use..... | 54 |
| Graph 8: Difficulties Encountered in Group work..... | 55 |
| Graph 9: Teachers 'Attitudes towards Problems..... | 56 |
| Graph 10: Raising Students' Awareness towards the skills of Cooperative Group Work | 57 |
| Graph 11: Students 'Reaction to Group Work..... | 59 |
| Graph 12: Advantages of Group Work..... | 61 |
| Graph 13: Amount of Benefit from Group Work..... | 62 |
| Graph 14: Students' Evaluation of Cooperative Group work..... | 64 |
| Graph 15: Teachers' Awareness of Students' Motivation in Writing Tasks..... | 67 |
| Graph 16: The Role of Teachers in Motivating Students | 68 |
| Graph 17: Teachers 'Perceptions of Students' Anxiety in Writing..... | 69 |
| Graph 18: Rate of lowering Students' Anxiety in Students..... | 70 |
| Graph 19: Rate of Building Self-esteem and Self- confidence in Students..... | 72 |
| Graph 20: Rate of Establishing a Relaxed Atmosphere..... | 73 |
| Graph 21: Frequency of Group Work in Writing Tasks..... | 75 |
| Graph 22: Group Size..... | 77 |

| | |
|---|----|
| Graph 23: Group Setting..... | 78 |
| Graph 24: Rate of Group Monitoring..... | 80 |
| Graph 25: Teachers' Perception of the Value of Cooperative Learning..... | 81 |
| Graph 26: Teachers 'Perception of Students' Problems in Group Work..... | 83 |
| Graph 27: Teachers 'Perception of Students' Reaction in Group Work..... | 84 |
| Graph 28: Teachers' Evaluation of Cooperative Learning | 85 |

TEACHERS' QUESTIONNAIRE

Dear teacher

This questionnaire serves as a data collection tool for a research work that aims to propose how group work presented via cooperative language learning can be used in motivating and enhancing students' writing skill.

We would very much appreciate if you could take the time energy to share us with your experience by answering the questions below, your answers are very important and will be much help for the completion of this work.

Please, tick (✓) the corresponding box and make full statements whenever necessary.

Section one: Teacher's Awareness of Affective Factors of the Learners in Writing

Tasks.

1. Do you feel that your students are motivated to write in English?

a. Yes

b. No

2. Do you think that it is the teachers 'job to motivate students?

a. Yes

b. No

3. Whatever your answer, please explain.

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

4. Do you feel that your students are anxious in English writing tasks?

a. Yes

b. No

5. If yes, do you try to lower their anxiety?

a. Yes

b. No

6. How?

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

7. Do you try to self-esteem and self-confidence in your students?

a. Yes

b. No

8. If yes, please say how?

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

9. Do you try to establish a relaxed atmosphere in classroom?

a. Yes

b. No

10. How?

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

Section two: implementing cooperative learning in the classroom.

11. How often do you take your students to work in groups?

a. Never

b. Rarely

c. Sometimes

d. Often.

e. Always

12. What group size do you use in classroom?

- a. Pairs
- b. Small group (3-4).
- c. Large group.

13. How do you assign student to cooperative learning?

- a. Sex.
- b. Proficiency.
- c. Students' preference.
- d. Randomly.

14. Do you monitor the groups?

- a. Yes
- b. No.

15. If yes, please explain.

.....

.....

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

- a. Yes.
- b. No.

17. Do your students face problems while working in groups?

- a. Yes
- b. No

Section three: teachers 'perception of cooperative learning as a motivational strategy.

18. How do find your students while working in cooperative group work?

- a. Very motivated
- b. Motivated.
- c. Less motivated.
-

d. Not motivated.

19. Do you think that cooperative learning can motivate student to improve their writing skill?

a. Yes.

b. No.

Because

.....

.....

.....

Thank you for your Cooperation.

STUDENT'S QUESTIONNAIRE

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward the use of cooperative group work in motivating students and improving their writing skill. Your answers are very important for the validity of this research we are undertaking. As such, we hope that you will give us your full attention. Thank you.

Please, tick (✓) the choice that corresponds to your answer.

Personal information:

1. Sex :

a. Male :

b. Female :

2. You choose to study English because :

a. You like it

b. You want to travel abroad

c. You want to get a job

Section one: Student's attitudes towards the writing skill

3. Do you like to write in English?

a. Yes

b.No

4. Whatever your answer, please explain.

.....

5. Do you feel afraid to write?

a. Yes

b. No

6. If yes ,is it because :

- a. You worry about making grammatical mistakes.
- b. Have you a few or no ideas.
- c. Fear of teacher's negative feedback.

Section two: student's attitudes towards the implementation CLL in writing.

7. In writing tasks ,do you prefer :

- a. Individual work.
- b. Pairs work.
- c. Group work.

8. Please explain your choice.

.....
.....

9. How often does your teacher ask you to work in groups?

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

10. Do you find it difficult to work with your classmate in groups?

- a. Yes.
- b. No.

Justify

.....
.....

11. Does the teacher try to solve the problems encountered?

- a. Yes
-

b. No

12. Does your teacher raise your awareness toward skills of cooperative group work?

a. yes

b. No

How?

.....
.....

Section three: student's attitudes toward cooperative group work.

13. When the teacher asks you to work in groups, are you :

a. Very motivated

b. Motivated

c. Less motivated

d. Not motivated

14. Whatever your answer is, please say why.

.....
.....

15. Do you feel that group work helps you to:

a. Ask and respond to more questions.

b. Learn to listen and respect different ideas.

c. Develop social skills for getting along with others.

16. How much did you learn and benefit from group work?

a. very much

b. much

c. little

d. Nothing

17. Do you think that cooperative group work helps you improve your Writing skill?

a. yes

b. No

Because
.....
.....

Thank you for your contribution