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**Sustaining Cooperative Group Work to
Attain Writing Creativity**

**Case of Master One Students of the English Department at Mohamed Kheider
University of Biskra**

Dissertation Presented to the Department of Foreign Languages
as Partial Fulfilment for the Master's Degree in Sciences of Language

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Dedication

In the Name of Allah, Most Gracious, Most Merciful.

All the Praise is due to Allah alone, the sustainer of the entire world.

This work is dedicated to:

My beloved parents who gave me every opportunity to achieve my dreams.

My family: thank you for believing in me; for allowing me to my further studies.

To all my teachers throughout my career of study.

To everyone who knows me.

To my friends who have supported me throughout the process of my research, especially Fateh Allili, Ismail Djaballah, Bahi Douida, Amine Beshar, Chaouki Boussef and Gherieb Elboukhari. I always appreciate all what they have done.

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Abstract

This research work investigates the effect of using cooperative group work as a strategy in enhancing students' writing creativity. It aims to determine whether the students writing creativity would be improved by using this strategy. To give reliability to the study, two questionnaires have been administered to a sample composed of a group of first year Master students of English, and a group of teachers from the same branch. The aim of the questionnaires is to get information about the role and the importance given to cooperative group work by both the students and teachers in developing writing skill and creativity in classroom. The results have shown that cooperative group work is the appropriate strategy that increases students' writing creativity. Moreover, the results of the questionnaires confirmed the hypothesis that the students have a positive attitude towards using cooperative group work as a strategy to develop their creative writing ,and that the cooperative group work is the right technique to create a good atmosphere in classroom where students can participate without fear of making mistake. This study might help both teachers and learners to be involved in a better learning environment that supports creativity.

List of Abbreviations

CL : Collaborative Learning

CLL : Cooperative Language Learning

CW : Collaborative Writing

EFL : English as a Foreign language

Q : Question

% : Percentage

N : Number of Students.

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Chapter One

Writing Creativity

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General Introduction

Introduction

Writing is one of the four language skills which cause considerable difficulties for second language learners. Students learn different genres of writing like descriptive, expository, recount and narrative and they are given the opportunity to write and share their ideas and thoughts through various tasks and activities. Hence, teachers adopt and adapt various methods in the writing classrooms to ensure that the students shine at writing, during the sessions. Teachers may use different strategies such as the group work to enhance their students' written productivity and creativity by developing their knowledge about essays structure and grammatical rules. They also give students the opportunity to evaluate their own work and to motivate them to work hard in order to avoid the common difficulties.

In fact, cooperative learning can be efficient for students. Teachers in this case attempt to guide in order to develop their learners writing skills and become effective. So, to what extent can we claim that cooperative language is efficient in attaining the pre-set objectives, i.e, writing creativity?

Group work can be one of the most emotionally charged areas of a student's life. Many students see only the problems associated with working in a group. Perhaps because they never get involved in a group, perhaps because they usually do all the work – whatever the problem, teachers use this technique in many classroom activities, they use it in oral, written expression activities. Others feel that group work offers support to their students – tasks are easier when they are shared. Still others feel that they are pragmatically preparing students for the world of work, if you cannot work with other people, you are unlikely to be able to keep a job.

Group work makes individuals more creative, more productive, more motivated, makes friends and enemies, generate brainstorming and creative problem solving. Students felt comfortable and shyness when they sharing information and ideas with classmate rather than with the teacher that lead to creative thinking.

1. Statement of the Problem

Since interaction between teachers and students and among students themselves is regarded as a crucial element in language learning, being creative in a classroom can

represent a serious challenge to foreign learners, it needs really hard work in addition to clever planning to reach such high degree of creativity. One of the useful ways which helps learners developing their creativity is involving them to learn writing process through a group work. Our research problem is mainly related to the lack of writing practice and its reflection on the level of students. We mean that many students prefer to write in their own style.

From this perspective, we can say that the problem is how to let learners write in a term of group work. Accordingly, we are going to discuss the benefits of the group work on learners' writing creativity to improve their level and enhance their comprehension.

2. Significance of the study

The significance of the study is to investigate that sharing ideas and opinions during writing process make the students creative. The research is very important for teachers and learners to know that interaction through group work is an essential factor to enhance student's writing creativity through assigning classroom written tasks in a form of a group work.

3. Aim of the study

The present study aims to attract both teachers' and students' attention on one of the most important factors affecting the learners writing creativity. Though, the main aim is to sustain the importance of group work on the learner writing. After that, we will clarify and explain the relationship between learners' individual abilities and learners' interaction and its role to enhance their writing creativity.

4. Research Questions

This research aims to answer the following questions:

- 1) What is the nature of group work?
- 2) What is writing creativity?
- 3) Is there a correlation between learners' writing creativity and group work?
- 4) Does group work enhance EFL learner's writing creativity?

5. Hypothesis

In attempting to investigate the implications of the group works on learner's writing creativity, we hypothesize that if teachers use group work as a technique to teach writing, students can be more creative.

6. Research Methodology and Data Gathering Tools

This study takes the form of a descriptive research that focuses on the mixed-method. We have decided to use questionnaires as a research tool to collect and analyse the gathered data concerning teachers and students' attitudes towards the use of group work as a strategy to enhance students' writing creativity.

6.1. Population

The population of the present study are first year master students (Two hundred eighty four students) at the division of English at Mohamed Kheider University.

6.2. The Sample

As we have already mentioned, we have choose our respondents among students and teachers of written expression course; a group of fifty (50) students from first year master and seven (07) teachers from the population of fifteen teachers who teach Written Expression module selected randomly to help us accomplish this work.

7. Structure of the Study

This dissertation is undertaken to determine the effectiveness of the use of cooperative group work to enhance students' "writing creativity". It comprises three main chapters.

The first chapter encompasses two sections. The former is concerned with providing a detailed description of the writing process, its stages and categories. A connection between group work and writing has been established as well. Further, the second section is concerned with presenting a thorough body of literature of creativity. Within this section, a relationship between creativity and writing is recognized.

The second chapter tends to provide an in-depth explanation of group work. Interestingly, the difference between group work and cooperative work is offered as well. In addition, in chapter two, the impact of group work on individuals' achievements is clearly stated.

The third chapter represents the practical part of this dissertation. Within this chapter, a comprehensive representation of the research design and tools is provided. In addition, Students' and teachers' responses have been objectively reported and analysed.

Finally, conclusions and pedagogical implications have been made on the basis of the obtained results in chapter three.

Section One

Introduction

The process of teaching and learning language as a second or a foreign language depends essentially on making sure that the learners should master the four skills: reading, writing, speaking and listening. These skills can be grouped into two directions of communication: receptive skills (listening and reading) or productive skills (speaking and writing). Often, writing left the last one of the four language skills to be learned after listening

Although the difficulty of writing, it is considered as a basic and an important skill comparing with the other skills. This difficulty is a result of the considerable effort and practice of the learners to reach a tolerable level. To obtain this goal, it is necessary to be aware of nature and characteristics of the writing skill itself.

1.1 Definition of Writing Skill

According to Harmer (2004) writing is a fundamental element in the language teaching and learning process, as students need to take notes, do written exams and mastering it seen as key objective for learners because it requires methodical instruction and practice, it has seemed that writing has been seen as only a support method for learning grammar and vocabulary by stimulating them to language development rather than a skill in its own right. However, students can use their previous knowledge, use dictionaries and books to help them to accurate their writing style.

White and Arndt (1991, p.03) see that:

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

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Additionally, Widdowson defined writing as “the use of visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage.” (1978, p. 62), it means that writing is the activity of having sufficient knowledge to communicate with language and present their ideas clearly through a graphic representation of thoughts. However, it is far from being a matter of transcribing language into symbols. Therefore, writing is not as easy as it seems it is a difficult, complicated, and an important skill for language learners .

1.2. The Purpose of Teaching Writing

Writing is a skill that can not be acquired naturally like spoken language; it should be learned, whereas the ability to write has to be intentionally taught. Harmer (1998) provided more reasons to teach writing for EFL learners which include reinforcement, language development, learning style, and writing as a skill as follows:

- ✓ Reinforcement: some learners acquire language in a just oral aural way, but most of them gain greatly from seeing the language written down.
- ✓ Language development: the mental activity learners go through in order to establish proper written texts is all part of the ongoing learning experience.
- ✓ Learning style: for many learners, producing written text in a shower way is something they appreciate. Writing provides time and ease for learners to communicate.
- ✓ Writing as a skill: learners should know how to write essays, how to arrange written reports together and how the writing system works just as they need to know how to pronounce language appropriately.

1.3. Stages of Writing

Writing is a whole process that involves stages of development that differ from one theorist to another, students move methodically through the different stages of writing skill. Generally researchers consider the writing process includes four stages: prewriting, drafting, revising and editing. These four stages involve a variety of learning activities to engage students in learning how to write.

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1.3.1 Prewriting

Prewriting is the first stage in the composing process, in which students expend a good amount of time generating and building ideas about the subject and organising them into a specific plan before they start writing. Planning a piece of writing begins with reading is the reading, organising and classifying ideas. This stage in which prepares the student to approach the writing task with self-confidence. It is also the stage where the topic is generated; the purpose and form are clarified. Students need to have a clear message they wish to express, they should be aware of the use of their words, and they should consider the background, and expectations of their audience; the collection of ideas, organisation and language depends on these factors. Sundem (2006, p. 43) describes the prewriting stage as “the first step of the writing process, authors will generate ideas and put their thoughts in order”.

The possible ways of approaching the generation of ideas include: brainstorming, free writing, asking questions, listing, visualizing. The most used technique in the prewriting stage is brainstorming. Brainstorming is a way to gather information and come up with ideas. They just start writing fast without stop until they finish. The prewriting stage may also include reading, asking questions, and listening. Coleman defined brainstorming as “a method of generating ideas and solving problems through the encouragement of intensive spontaneous group discussion” (2015, p. 103).

1.3.2 Drafting

The second stage is called drafting, it is a stage through which students extend their topics on paper and real writing happens here. It is the stage where students try to determine what is included and what is excluded as well as how ideas will be arranged with other ideas. Also, Drafting emphasises on content as a mode that writer. “Drafting means writing a rough, or scratch, form of your paper. It is a time to really focus on the main ideas you want to get across in your paper” Galko (2001,p. 49).At this stage, the student initiates a real writing taking into account his/her plan. The student will write down all his information because it is high time to put them down since he decided what the suitable idea is and what is not. According to Fowler (2006, p. 18) “Professional draft and draft again” .Means that drafting should be continual as many times as necessary until

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reaching a good draft. While drafting, students are helped to use accurate words and information to work and to pass the difficulties of writing.

According to Galko (2001, p. 49) “As you draft, you do not need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage”. Means that in drafting, the writer is free and careless about grammar, spelling or even punctuation because these will be taken into consideration in a later stage.

1.3.3 Revising

Revising is the stage that comes before the last stage in the writing process. The revising process consist on looking and reviewing again as Taylor (1981, p. 7) writes: “Revision ... is that crucial point in the process when discovery and organisation come together, when writers refine and recast what they have written and shape it into coherent written statement.”. In this stage student can re-check the piece of writing. During the revising stage, students also can create new ideas to make them coherent and clear to understand and during that he corrects errors by making necessary changes.

According to Brown and Hood (1989) the revising stage is the step where you check that:

- You have said what you wanted to say.
- You have said it in clear and in appropriate way.

This step is really significant one because revising is the stage where student checks that he said what they want to say and say it in a clear and in a suitable appropriate way. Besides, he may make some changes, add new items, omit others, and so on.

1.3.4 Editing

Editing is the last stage in the writing process where the writing is clear, and before submitting it to the reader. Now student pays more attention to the writing mechanics such spelling, grammar, punctuation and the choice of words. Editing requires checking of writing to ensure that there are no errors of all these mechanics. In this stage; students can do modification on their writing, they may reformulate ideas and structure again; get new ideas and leaving the correction of spelling and punctuation at the end.

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According to Hedge (1988.p 23), “Good writers tend to concentrate on getting the content right first and leave the details like correcting spelling, punctuation and grammar until later”.this considered as a very significant one in the writing process because it presents to what extent this particular learner has developed and built up his own way of writing.

1.4.Categories of Writing

Writing is an instrument in which we express our thoughts and achieve our intellectual needs. As an activity, writing can be grouped into five basic types or categories: technical writing, expressive writing, expository writing and persuasive writing.

1.4.1 Technical Writing

Technical writing considered to be the kind of writing in which we deliver information in any technical field. As Dr. Gerson (2013, p. 07). said “technical writing is important. Technical writing is the type of written communication that our students will be responsible for on the job.”. Technical writing is mainly concerned with technical specialized topics, communication using technology and giving instructions about technical issues.

1.4.2 Expressive Writing

This type of writing through which the writer expresses his feelings and observes phenomena from a personal point of view. Doug & Emily (1996, p. 02) defined “expressive writing as the process of thinking on paper” it is about the writer’s personal experience, thoughts and feelings. This type of writing is not interested in the form as much it is about the meaning.

1.4.3 Expository Writing

This type of writing aims to provide information such as explanation or directions in order to show and to explain an clarify a piece of information. Like Buckner (2012, p.319) said: “expository writing involves providing information to the reader about a particular topic sequencing steps, comparing and contrasting, categorizing, reporting, defining, describing, explaining why, or expressing and information”. The process of

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expository writing depends on introducing the main idea, giving important information and drawing conclusion based on facts and information presented.

1.4.4. Persuasive Writing

Is considered as a writing style in which the writer presents a case with or against a particular position. “A persuasive essay is an essay used to convince a reader about a particular idea or focus, usually one that you believe in.” (“How to Write a Persuasive Essay (with Free Sample Essay),” n.d.). Also known as the argumentative essay, utilise logic and reason to show that one idea is more suitable than the opposite one. To be a good persuasive writer you need to have a persuasive style of writing in order to affect the reader.

1.5 The Importance of Writing

In learning second or foreign languages, EFL/L2 students should learn how to write those languages because “writing provides an importance mean to personal self-expression” (Mc Arthur, *et al.*, 2008, p.1). it means that our writing style and content reflect to what we want to express.

Moreover, writing expresses the social relationships through the individual’s creation in his/her writing style. According to Hyland (2003, p. 69), “writing is one of the main ways that we create a coherent social reality through engaging with others». in other word, a person need to engage in real social community that may provided writing.

In addition to that, through writing, students can give and create different styles more than those who find difficulties in learning the oral skill where students feel relaxed and secure in writing. Furthermore, writing is used in formal and informal testing, but oral is not. For example, oral capacities cannot be tested because of the huge number of students in addition to time allocated, however; writing can do so.

In education, the ultimate objective of learning the foreign languages is learning how to write for most students, to be able to participate in many aspects of language society. The value behind that is being able to write effectively, in particular, it is not only considered as a system of communication, but also as an essential tool for learning languages.

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1.6. Sub-skills of Writing

When it comes to writing, learners and teachers are aware that this particular skill entails other sub-skills. Heaton (1975) sees writing as a very complex skill that is sometimes hard to be taught. He claimed that in order to write, one has to possess sub-skills that will ensure him a coherent and cohesive written production. He grouped these skills into five general components:

- Language use: the ability to construct well-formed sentences.
- Mechanical skills: the ability to use correctly those conventions that are peculiar to written language -e.g. punctuation, spelling;
- Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information
- Stylistic skills: the ability to manipulate sentences, paragraphs, and use language effectively.
- Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with the ability to select, order, organise all the relevant information.

1.7. Writing in a group

Writing collaboratively tends to take more time than writing alone. Collaborative writing has the potential to be much superior to individual writing, since the weaknesses of individuals are covered by one another, while all the strengths of the individuals are collective because “The students gain help from each other” Hedge (2005, p. 130).

Conclusion

In conclusion to this section, it can be said that writing is a complex skill that requires mastering a number of sub-skills. Even though its complexity and difficulty, but it is the most important and effective skill comparing with the other skills. We can say that one should go through much practice to get used to the writing strategies because writing is a whole process which initiates in the writer's mind in the form of thoughts on paper as graphic representations of those latter taking into consideration the developmental stages necessary for producing coherent ideas.

Section Two

Creativity

Introduction

In education, creativity is considered as the main part in learning. Student should be creative to develop his potential abilities to make relevant information by linking prior knowledge with the new one. In the classroom teacher is ready to give and evaluate creativity of students. In addition, a lot of theories and researches show that creative students often lose their potential. Developing and supporting creativity in education system needs to prepare children for a dynamic life in society. Thus; the future depends on our ability to develop new thoughts and ideas of creative problem solvers. In this section, we will talk about how students practice creative and trigger attention through such activities concerning on writing.

1.8. Definitions of Creativity

Creativity is an interesting topic. It has many definitions that focus on characteristics of individual whose work to shape creativity, whereas others consider the work itself. For example Perkins (1988, p. 311) defined creativity as follows “creative person is a person who fairly routinely produces creative results”

The first who defines creativity Poincaré (1924) “for 15 days, I strove and reached no results. One evening contrary to custom I drank water, I drank black coffee and would not sleep. Ideas roused in clouds, I had only to write the results which took about hours”. Ausubel (1963, p. 99) defined it as “rare and unique talent in a particular field of endeavor”. Those people are creative only at a particular point of their life in which any human being has a hidden ability which can be awakened or triggered in certain condition. In other hand, Parson (1980) disagreed. He said that “the term creative can be applied to persons and the processes, although it is primarily connected with persons” (cited in Temagault, 2015)

In term of learning, creativity is a habit, it means you give the opportunity to the learners promoting their creativity via correcting their mistakes in different times by their own to do better in the future, but according to (Csikszentmihalyi, 1997, p. 41)

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Creative people are especially good at ordering their lives so that what they do, when, and with whom will enable them to do their best work. If what they need is spontaneity and disorder, then they make sure to have that too

In other word, creativity is not a matter of particular person but it is happen in the interaction between each other because the individual is influenced by a setting and knowledge. He claimed that creativity is not only biological thing; it is related to such factors. So its achieved when the persons help each other as a group in deferent condition and position

1.9. Creativity System

According to Shi (1995, cited in Tan & A.-G, 2007, p. 68) a systemic model of creativity includes nine interrelated components. These components are divided into two main categories:

1.9.1. The Inner World Category

It contains intelligence or the intellectual potential, knowledge, and experience (including general and specific knowledge and practical skills, which are mastered in previous experience), and non-intellectual personality characteristics and tendency to work creatively, and creative behavior.

1.9.2. The Outer World Category

It includes social environment, working environment, education or educational opportunities, and the creative product.

All these components can not be observed and measured, but they take part in their own roles in the system of creativity.

According to these, a creative result is viewed as a task of one's active intelligence, personality, tasks, factors from social environment and the time when the person is engaged in creative activity.

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1.10. Creative Thinking and the Brain

To know the ways of being consciously creative, we should understand how the brain works. Brown & Kusiak (2005) pointed out that experimentation on the brain has proved to be very difficult and it is only in the last few years, with advanced scanning technology, that science has discovered much about it. Put simply, the brain consists of two hemispheres joined by a bridge of nervous tissue called the Corpus Callosum. In unusual cases, some people have been born with a split Corpus Callosum where the two halves of the brain are not connected. Split brain patients are excellent subjects for studying how functions are localised and in which part of the brain they are performed. This has shown that anatomical features in one half of the body are controlled by the opposite half of the brain - the brain is crossed.

1.10.1. Left and Right Brain Functions

It is found that in right-handed people, the left brain deals with the senses and function of the right of the body, simultaneously with speech, reading, and analytical (logical) thinking.

The right brain deals with the senses and function of the left side of the body together with creativity, the interpretation of shape and the relationship of objects in space., for example, when a person is brain damaged or injury and loses say movement of one side of the body, the other side of the brain can often be trained to take over the missing brain functions. Brown & Kusiak (2005) see that the left brain is the text processor and the right brain is the picture processor. Further research proves that the logical left brain analyses new ideas generated by the creative right brain – and turns these ideas into words. Unfortunately, the left brain is found to be dominant and tends to filter out many ideas because they appear to be crazy.

The reason behind this dominance of the left brain is probably rooted in our evolutionary past. Primitive man had few left brain functions and relied on right brain functions for survival. An intruder's intentions were judged as hostile or friendly by stance and facial expression. When the left brain functions evolved, the left brain suppressed the 'suspicious' mistrusting right. Modern man needs to find a way of suppressing left brain activity to allow the right to express itself via the generation of ideas – even, and most

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importantly, the ‘crazy’ ones. Figure 1 below distinguishes left and right brain functions. Brown & Kusiak (2005)

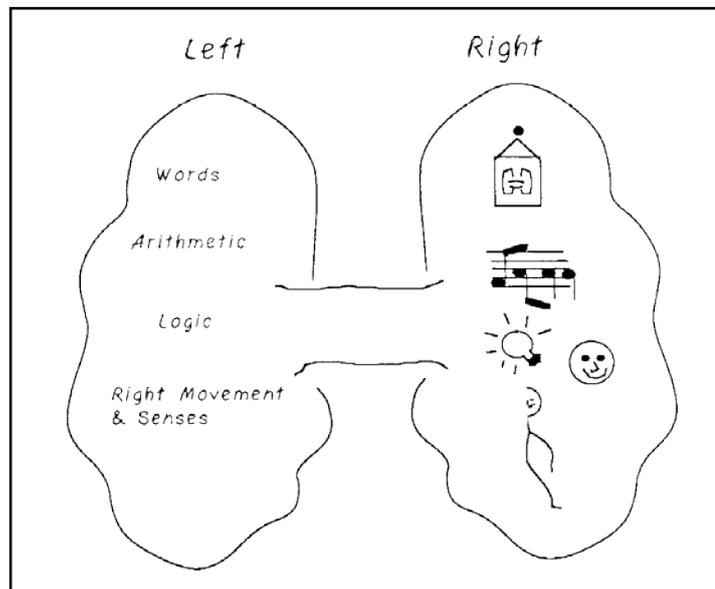


Figure 1: Left and right brain functions (Brown & Kusiak, 2005-2007, p. 05)

1.11. The Creative Process

It has been suggested that creativity is not a single unifying ability but it is viewed as a mix of intellectual abilities (Guilford, 1959). Some of these are outlined below:

- Fluency: Producing lots of ideas
- Flexibility: Producing ideas of various types
- Elaboration: Building on and embellishing existing ideas
- Originality: Producing clever and original ideas

These abilities enable to generate not only a multiplicity of answers as solutions to the same problem or tasks but answers which are also varied; some may at the same time be original.

1.12. Language and Creativity

Linguistic creativity is related to the term of verbal creativity. It is the interplay between game-like grammatical ‘rules’ and specific verbal items, ‘words’: “Words and rules give a push to the vast expressive powers of language, permitting us to share the fruits of the vast creative power of thought” (Pinker 1999, p. 321). For Pinker and Chomsky (cited in Pope, R. 2005 p. 55), verbal creativity is an aspect of mental creativity,

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and both define what it is to be distinctively human. Perhaps the most compelling example of a resource that is extraordinarily creative is language: whatever the linguistic model, linguists agree that words are at once an utterly routine and fantastically rich resource. Noam Chomsky, for example, talks of the prodigious 'generative' power of a few essentially 'deep' structures and their capacity to be 'transformed' into myriad 'surface' forms as virtually infinite realizations of basically finite resources. He observes in *Language and Mind* (Chomsky 1972, p. 88), "The normal use of language is, in this sense, a creative activity. This creative aspect of normal language use is one fundamental factor that distinguishes human language from any known system of animal communication.' In a similar vein, Steven Pinker's in his book 'language instinct' defines creativity as 'an extraordinary gift: the ability to dispatch an infinite number of precisely structured thoughts'.

1.13.Creative Student

Learners can only become proficient language users by using the language and knowing the meaning that could display creative thinking through the language. This implies that the learners must be creative in their production of ideas. Nevertheless, creative thinking skills should not be taught individually as an isolated unit, but embedded in the subject matter and "the teaching of thinking should be woven into the regular curriculum, rather than treated as a separate subject" (Mirman and Tishman, 1988,p. 55). Creative language learners are defined in terms of the learners' cognitive abilities to achieve tasks effectively. The creative language learners should be able to combine responses or ideas in novel ways (Smith, Ward and Finke, 1995), and to use elaborate and complex stimuli and thinking patterns (Feldman, 1997).

Characteristics of a person may be important in the development of creative potential. According to Starko (2005) he divided it into three general categories: cognitive characteristics, personality traits, and biographical events. Creative individuals can be different by the ways they think; by their values, temperament, and motivation; and by the things that happen during their lives. It is important that these patterns and the relationships among them are highly complex. Just as there is no single theory of creativity, there is no generic creative person. The characteristics of creative individuals vary among people and among disciplines. A creative composer has strengths, needs, and values different from

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those of a creative physicist, and no two creative physicists are exactly alike. Despite these variations, there are enough patterns to suggest some commonalities worth exploring.

1.14. Creative Teacher

The word "creative" is used frequently in schools. Virtually all of us, as teachers or students, have had experiences with creative writing. According to Starko (2005) Creative teachers should be creating suitable methods of the courses in the classroom session in which make it clear for the students so it is important for the teacher to consider the cultural contexts of students' lives. It is required to provide multiple strategies to appeal not just to students' varied abilities or learning styles, but also to their diverse social and cultural values

Teachers who understand the creative process can choose content, plan lessons, organise materials, and even grade assignments in ways that help students develop essential skills and attitudes for creativity. To do this well, teachers need both a firm grounding in research and theory regarding creativity and a variety of strategies for teaching.

1.15. Component of the Creativity

1.15.1 The Right Climate for Creativity

Creativity is like a plant; it needs the right environment to grow, anthropologists' sciences see that creativity is a social phenomenon associated to two main options: civilization and culture. A according to them a creative person is who make benefit and a great touch in his society focusing on his personal values .Accordingly ,creativity is a kind of guider and leader that some get practice , show his abilities and skills to be effected in the society (Jarwan 2005).

1.15.2. Person

The evaluation of a creative person is according to his changes in personality and individual differences in the education and progression, in other words, there are three characteristics to differ the creative person: cultural character, personal and advancement character and developmental character

1.15.3. Product

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It is the final evaluation and outcomes which express and decide to see whether someone is creative or not.

1.16. Principles and Strategies of Creative Writing

1.16.1 Principles

Vonnegut (1999, pp. 06-07), in his book *Bagombo Snuff Box: Uncollected Short Fiction*, Vonnegut listed eight rules for writing:

1. Use the time of a total stranger in such a way that he or she will not feel the time was wasted.
2. Give the reader at least one character he or she can root for.
3. Every character should want something, even if it is only a glass of water.
4. Every sentence must do one of two things—reveal character or advance the action.
5. Start as close to the end as possible.
6. Be a sadist. No matter how sweet and innocent your leading characters, make awful things happen to them—in order that the reader may see what they are made of.
7. Write to please just one person. If you open a window and make love to the world, so to speak, your story will get pneumonia.
8. Give your readers as much information as possible as soon as possible, to check with suspense. Readers should have such complete understanding of what is going on, where and why, that they could finish the story themselves, should cockroaches eat the last few pages.

1.16.2. Strategies

When we discuss about the strategies of creative writing, we cannot suppose one particular technique or method. Creative writing is a very open and rich field that consists of many styles. However, we can always go back to one perfect strategy. Teaching the creative writing process can take numerous stages that the teachers need to follow.

“Good writers, are good readers”, we often hear that in the writing classes. It is almost hard to be a good writer without reading. In order to write a creative piece of writing, one should have a many source of inspiration. Supporting the same idea, Hesketh (2010) said “Stories never arrive in the imagination fully formed. They have to be worked on. This can be a slow and difficult process”. With a loaded literature background; the learner will be able to

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distinguish between a good and bad story. With a little effort, the learner will create a literary sense.

As inspiration, structure is also essential. Preparing and planning are stages that the creative writing should not neglected. Learners have to select the style of their work, decide the setting, which is always the first to do before starting the procedure of creative writing.

Conclusion

To be competent in learning language that requires ability of being a creative thinker as well as to be ready for challenges and obstacles this may come before you. In this section, we have discussed what creativity is and how it might be targeted and enhanced. Creativity is a very important goal, it is human skill which the society aims to develop and advance. Deep knowledge base in subject and desire are too essential for creativity to play with ideas in a new ways. All in all, creativity is not only to give something new, in term of learning second language. Creativity is generating, producing what learner already studied and use it in the right time and the right place.

Chapter Two

Introduction

Giving the chance to the understudies to learn by collaborating with one another, instead of gaining from instructor is a vital point that ought to take it in thought. Numerous scientists discover that figuring out how to be effective paying little mind to the strategy or procedure of teaching (Brown, 2007). For that, teaching through cooperative group work learning strategy would be fascinating and successful learner on the grounds which this method permits understudies to take an interest and help one another's in classroom not at all like in conventional system in which the instructor assumes a real part in class.

In this chapter, we are going to present an agreeable adapting as system can be utilized by both understudies and teachers in classroom as an approach to encourage learning and that by displaying its definitions, issuing its hypothetical establishments, trailed by diverse CL components to give better comprehension of this procedure, can utilize a system. After that, we will express the distinctive sorts of CL and some conventional helpful learning exercises and their application in classroom.

2.1 Definition of Cooperative Learning

Cooperative learning is viewed as one of the strategies of training and teaching that based on the division of the trainees participants into small groups of varying abilities, to work and learn from each other and shared responsibility for their learning. According to Davidson (1990) cooperative learning is “a task for group discussion and resolution if possible, requiring Face to Face interaction, an atmosphere of cooperation and mutual helpfulness, and individual accountability” (cited in Agarwal, Nagar, 2011, p. 21). That is to say cooperative learning is a collection of students ask to claim face to face interaction, collaboration affection reciprocal personal accountability.

Cooperative learning has been known as the pedagogical approaches to teaching, that enhance communicate interaction in the classroom. In this strategy students share approximately the same principles of communicative language teaching. Richards, Rodgers (2001, p. 151) claims that:

Cooperative language learning originates outside of language teaching, but because it is compatible with

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many of the assumptions of communicative language teaching. It has become a popular and relatively uncontroversial approach to the organization of classroom teaching.

Means Cooperative language learning has been seen as the instructional approach to teaching language that raises communicative interaction in the classroom.

2.2 Goals of Cooperative Learning

The main objective of second language teaching is to provide students with the opportunity to practice the language that they are learning. Many scholars agree that interaction among students in groups leads to high achievement. Richards and Rodgers (2001) believe that cooperative learning main goals are:

- To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum elements.
- To enable focused attention to particular lexical items, language structure and communicative functions through the use of interactive tasks.
- To provide opportunities for learners to develop successful learning and communicative strategies.
- To enhance learners' motivation and reduce learners' stress and to create a positive affective classroom climate.
- To provide opportunities for naturalistic second language acquisition through the use of interactive pairs and groups activities.

Cooperative goals aim to create professional and academic norms among students that have an important effect on student's achievement.

2.3 Characteristics of Effective Work Groups

According to Mullins (2002) effective and productive groups are characterized by:

- A belief in shared aims and objectives
- A sense of commitment to the group
- Acceptance of group values and norms
- A feeling of mutual trust and dependency

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- Full participation by all members
- Free flow of information and communications
- The open expression of feelings and disagreements
- The resolution of conflict by the members themselves
- A lower level of staff turnover, absenteeism ,errors and complaints

2. 4 Theoretical Perspective Underpinning Cooperative Learning

Cooperative learning is supported by many theories; each one of them tries to give evidence for the effectiveness of using cooperative language learning. According to Thanh (2014) there are at least three general theoretical perspectives underpinning cooperative learning have guided research on cooperative learning: behavioral theory, development perspective and social interdependence theory.

2.4.1 Behavioral Theory

The behavioral theory perspective on cooperative learning is centred on skinner's observation of the impact of group rewards and Banadura (1971, 1977) focus on imitation during social interaction. This perspective focus on the impact of the group reinforces and rewards on learning. Behavioral theory thus resumes that cooperative learning efforts are powered by extrinsic motivation like cooperative goal structure or cooperative incentive structures to achieve reward. Skinner (1968) stated that behaviorists learning theory assume that students will work harder on tasks that provide a reward. (cited in Thanh 2014, p. 12)

2.4.2 Development Perspective Theory

Development perspective theory is largely based on the theories of Piaget and Vygotsky perspective. It supposed as the essential theory of cooperative learning is not the originate of external cooperative learning. To create a cooperative learning is a significance strain which is reward. Therefore it is very important when understanding among students about appropriate tasks for each one of them being an increase in the basic concepts of their agreement. Salvin (1995). The Piagetian perspective discuss the different views and solve conflict occurs that creates cognitive disequilibrium. Piaget thinks that when the learner is disequilibrium, he will have cognitive conflict that would lead to

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learning new knowledge. This in turn stimulates perspective taking ability and cognitive development. Hantano, Inagafi (1998) support that cognitive conflict would happen when the learner realizes that other learners have different opinions and points of view, and cognitive growth springs from the individuals work together to attain the common goals of the group. Hence Vygotsky emphasizes the importance of more competent peers when they help less able students because what can be done once with another time by oneself. (cited in Thanh, 2014, p. 13)

2.4.3 Social Interdependence Theory

Social interdependence is the most fundamental theory underlying cooperative learning proposed by Johnson, Johnson (1975). This emerged in the early twentieth century. It gives techniques for the success of a person to work in a cooperative way. Koffka (1935) proposed that group where dynamic wholes in which the interdependence between members could vary. Many researchers have been contributed this theory and have agreed that social interdependence occurs when individual share common goal, and each person's success is affected by the actions of others. Deutsch (1949, 1962) proposed that within groups, three types of interdependence can occur: positive interdependence occurs when individuals understand that they can only achieve their own goals if the other students in the group also achieve their goals. As individual facilitate each other's efforts to learn. Negative interdependence means that students do not work cooperatively, and results in "oppositional interaction" (Thanh, 2014, p. 14) as individuals discourage and obstruct each other's effort. None interdependence when each individual student in group works on his or her own to accomplish goals without relating to others in their group. (cited in Thanh, 2014, p. 14)

2.5 Group work and Cooperative Learning

Group work viewed as one of the critical variables to enhance learners' communication. Various definitions of group work and collaborative work have been suggested by many researchers. According to Slavin,(1986, as cited in Dunkin ed. 1987, p. 238) "Group work is a division of the class into learning groups of four to six members who are of all levels of ability. These groups also have mix of boys and girls and students of different racial, ethnic backgrounds in about some proportion, they represent in the class as a whole."

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In Beard's (1978, as cited in Dunkin, ed., 1987, p. 288) opinion, "Group work is discussion of academic work that affords students the opportunity to organise their thinking by comparing ideas and interpretation with each other and to give expression and hence form to their understanding of a subject."

We can see a distinction in this definition between group work as an organisational strategy and group work as having distinctive cognitive aims. Collaborative work defined as a more developed form of "group work", where work is done together and the outcome is a collective product. (Pollard & Tann, 1987).

It has been suggested by Bennett & Dunne (1989, as cited in Galton & Williamson, 1992, p. 10) that "In collaborative work all the pupils are expected to work together to produce a single outcome and the group has to debate a social or moral issue and produce agreed solutions or recommendations." It means that all students had to work collectively in each task to reach the goal.

2.6 Types of Cooperative Learning

According to Johnson, Johnson and Holubec (1998) there are three categories of cooperative learning: formal, informal and cooperative base group. (cited in Agarwal, Nagar 2011, p. 26)

2.6.1 Formal Cooperative Learning

Formal cooperative learning is the official group may last from share descriptive one to several weeks, to attain shared learning goals. The role of teacher includes making requirement for any decision or tasks, objectives and monitoring students learning to provide assistance in completing the students process how well their group functioned. Formal cooperative learning group is the platform to build collaborative. Agarwal, Nagar (2011).

2.6.2 Informal Cooperative Group

Agarwal, Nagar (2011) argues that informal cooperative learning known as groups with special purpose may last from a few minutes to share a descriptive one. Uses this type of group during direct instruction, which includes activities such as lecture, presentation of students to the material will be learned. Informal cooperative learning used to make sure students are actively concerned in understanding what is being studied. It is

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also useful to set a mood conducive to learning. Students make sure to address the material intellectually and provide closure the share.

2.6.3 Cooperative Base Groups

According to Agarwal, Nagar (2011) Cooperative base group is mixed membership in particular terms of achievement motivation, they are long term. The main objective of this type is for the members to provide support tasks by helping each other to solve problems. This type provides the social support needed to increase achievement of academic long term.

2.6.4 Integrated Use of Three Types of Cooperative Learning

According to Johnson & Johnson, the three types of cooperative learning (formal, informal and base group) may be used together. The class session begins with a base group meeting, and then followed by a short lecture in which informal cooperative learning is used. After that, the lecture is followed by a formal cooperative learning lesson. Before the end of the class session, another short lecture may be delivered with the use of informal cooperative learning. Finally, the class ends with a base group meeting (Gillies, Ashman and Terwel,2008).

2.7 Classroom and Group Work

Cohen, Brody and Shevin argued that in the classroom situation, many teachers worry about making group work since they do not know how to manage and organize the classroom in order to create a good atmosphere that will motivate the learners to perform cooperatively inside the classroom. Students when doing a group work, they need the learning task to be understood by all the members of the group in order to make all the students participate in that task, they need to know also how to request help and how to help the other members of their group working in order to make their group more successful than other groups; in addition, they need to know how to deal with such problems that may arise in classroom. (2004)

Group work then, makes the learners perform well in the classroom and develop their second language as Allwright and Bailey state: “Not only did the learners in pairs get more turns [...], but they also perform a wider range of communicative functions with the

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language.”(1991, p. 147) it means that interaction between students has a great effect on language usage.

2.7.1 Work in Groups

In a competitive academic environment, where students have most often been rewarded for individual effort, collaboration may not come naturally or easily for everyone. The interpersonal and organizational skills needed for managing a group project that is highlighted in any assignment, so that students recognize the importance of such things as: listening, clarifying statements, and providing good feedback; keeping discussions on task; probing assumptions and evidence; eliciting viewpoints and perspectives; mediating conflicts; and summarizing and presenting findings (Bosworth, 1994).

“Although most teachers are opposed to spend valuable class time discussing group process, we suggest that the student disengagement that results from major problems in group dynamics makes the investment of one class period in group work skills well worthwhile” (Bosworth & Hamilton, 1994, p. 42) it means that the benefits of group work depends on the teacher as a energetic more than on the student.

2.7.2 Group Activity and Assessment

Each group given a social issue with four choices or alternative solutions to discuss; then they were given ten minutes to discuss and come to a decision. The group discussions were observed and recorded twice, once before and once after the training. Specifically, the group discussions were observed to identify and examine the type of interaction strategies, and the frequency and effectiveness of the interaction strategies which were used before and after the training. (Blum, 2012)

2.7.3 The Purpose of Using Group Work in the Classroom

Group and collaborative work could be an effective teaching technique regarding to the use of teacher time and resources. It may also be a strategy to test particular types of learning such as group discussions. In spite of that, group work and collaborative work are a necessary component of teaching. The purpose of the group work and collaborative work are to share the classroom ideas and work together to achieve common merged goal. As

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we know that resources may not be sufficient for all individual students in addition of that, some tasks need to be discussed. In such cases, group work could be solution for teaching. As can be observed, the main goal of group work can be achieved through the combined efforts, talents, ideas and knowledge of group participants. Therefore, apart from the end product of students' work, the aim of engaging students in group work activities includes the following points as Exley & Dennick (2004) has listed out :

- 1- The development of intellectual understanding and the intellectual of professional abilities: by thinking and problem solving, e.g. analyzing, evaluating evidence, rational reasoning and synthesising, by explicate the concepts and theories through discussing and accepting and linking interrelationships and connections.
- 2- The development of communication skills and the group work skills: working in a group work gives an opportunity to practice a multiple tasks of group management skills and group roles including leadership, planning and organisation tasks, giving support by encouraging participants, setting tasks, monitoring progress. Through discussion practicing, giving internal feedback and explanations, listening, questioning, presenting and defending a position.
- 3- personal growth and support for independence: by taking a part in debates and discussion students can test their values and attitudes while increasing self esteem and self confidence and by preparing small group teaching discussions and activities students recognise their personal responsibility for the progress of their own learning.

2.7.4 How to make a group

Many scientists on cooperative learning believe that teacher should choose the group, at least until when the students get competent at cooperation. Teacher-selected groups help to achieve a heterogeneous mix which contain of different people from one another. This combination develops helps to take down obstacle. The teacher may pick randomly to shape the groups and this way of grouping is quick, easy and conveys the idea that one can work with anyone. The teacher can use any way to randomize the group. He, for example, can take the number of pupils in class and divides them according to the number of pupils he wants per group. When pupils become good at cooperative group work, they can group themselves by interests for self-directed projects, in other hand, Gerard & Miller (1975) found that when the groups are formed from different

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backgrounds, they make good companionship with each other. Also, they maintain their friendship after group working.

2.8 The Impact of Group Work

Coming to the fundamental issue of whether working in the group or as an individual is going to be helpful or not to us will be depending basically on the group structure.

2.8.1. The Impact of the Group on the Cooperative Learning

The group can affect the cooperative learning in different ways.

2.8.1.1 Group size

A group can be of any size from two persons to a collection of large people, however small groups of size from 2 to 10 participants are viewed as more proficient in their job performance as it allows active and positive interactions between the groups. Usually large groups create a feeling of confusion and chaos that lead to waste of time in choosing which process to be done and who should be doing it. The group size as a result affects not only on the group participation as well as effects the satisfaction of the members. (Steiner, 1972)

2.8.1.2. Group role

In case of formal groups the roles and functions of the group participants all assigned as per pre-plan, in which each role may have specific duties and responsibilities to perform. Even though these are established, sometimes new kind of assignments also emerge in between and after that it needs to be created and assigned to the already existing assignments of the members. And these brand new roles often will be changing the existing roles of the participants who will be starting to be further assertive and start expressing on their own (Grubbs, Cassell, & Mulkey, 2006)

2.8.1.3 Group norms

Mullins (2002) defined “A group norm is an assumption held by group members concerning what kind of behaviour is right or wrong, good or bad, allowed or not allowed,

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and appropriate or not appropriate”. These are the common behavioral patterns that are exhibited by all the participants of the group. The basic reason behind the particular creation of these norms would be to facilitate the group survival, and also to make the group behavior more expected and organized.

2.8.1.4 Group Cohesiveness

The particular Social interaction is a very typical and natural human action. The aspect of group cohesiveness reflects how badly members of the group want to be with each other and the bond that is present among them. The amount of group cohesiveness is determined by a lot of factors. Simply by normal conviction, the more hard to be a group member, the greater cohesive that group is regarded as to be. One more reason each time a group tends to get more cohesive is when they are in stressed competition from other groups or even may be some external intimidation to their own survival(Argyle 1989). Although Seashore (1955) found that cohesiveness was related to low and high performing groups.

2.8.1.5 Peer Pressure

By peer pressure it describes the influence or stress exerted by a peer team in encouraging an individual within changing ones attitudes, beliefs or behavior so that he or she confirms to the group norms. The social groups impacted by the peers include formal groups like political party, trade union or casual groups. However a person who is impacted by the peer pressure may or may not wish to carry on with the group. This would help persons in finding out if they really belong to the group, which would lead to bad impacts of the group’s behavior (Steinberg & Monahan, 2007).

2.8.2 The Impact of Group Work on the Individual

The group work can have a great affect on the individuals as well, we will discuss its influence below.

2.8.2.1 Creativity

Creativeness is an inborn skill that a very few people have, this happen only like flash that do not last for long. Everybody is born having a different skill sets, knowledge

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and personal attributes. When inside a group different people with different suggestions come together and more creative and innovative ideas are created, which will help us in improving our knowledge and may become use them for our future interests. (Mann, Watt, & Matthews, 2012)

2.8.2.2 Satisfaction

Satisfaction in learning is not having sufficient knowledge it is the opposite; it is the wish to have more knowledge but with joy. As a team keeps upon interacting more and more they tend to become more cohesive and enjoy the achievements of one another which leads to a better satisfaction and team achievement. (Coates, 2001)

2.8.2.3 Skill

Skill is adapting the current circumstances and uses it in our benefit. According to Hutchins (1995, as cited in Higgs, 2008, p. 347) argued that no individual comes into the world with all the skills required for performing everything. So when we are inside a team we can make the job more easier.

2.8.2.4 Speed

If you have a need to do a big work, it would take a lot of amount of time in finishing it, if everything has to be complete by ourselves. However when the same work is performed by a team, it has an advantage of job sharing, as well as the same job can be designated to members of the group, where in the job is completed at a much faster pace.

2.9 Advantages and Disadvantages of Cooperative Group Work

2.9.1 Advantages

According to ("American Federation of Teachers / Mississippi | Stateweb," n.d.) state that

- Cooperative group work requires students to study from each other through their interactions.
- Cooperative group work has helpful effects on students' interpersonal correlation in the classroom and can advance the attitudes of students of different races as well as academic abilities toward one another.

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- Cooperative group work has a positive effect in the achievement and tends to be mainly effective in promoting conceptual and higher-level learning.”

These advantages are vital to what most teachers wish to provide his or her students. These advantages highlighting the work of students in small groups.

2.9.2 Disadvantages

Unfortunately in group work, one student might chose not to engage in the work as hard as others, or simply allow others to do it for them. This one student hurts the whole group and brings the morale behind. Additionally Ormond (2008) states that “in some cases, students may simply not have the skills to help one another learn” (p. 443).To overcome these disadvantages, the teacher should stay active within the groups.

2.10 Overcoming difficulties in Group Work

There are several difficulties may reduce the achievement and outcomes of group work, this is related to internal or external factors in the classroom: luck of time, the effect of L1, noise, groups working at different speeds are some drawbacks of the group work. They are some of the possible problems that teachers encounter when dealing with the group work.

2.10.1 Luck of time

It is too difficult for both teacher and the learners to prepare and achieve a good task limiting by time. When teachers are doing as much possible as they could to get through the curriculum or finish the textbook, they get doubt for time to apply the tasks which absolutely help students to understand more, so, if there is no much longer space in the lesson, here teacher should be smart to divide the work into class work and home work. For instance the group work can take place in lessons whereas individual tasks may be done at home. Hutchinson (1991, p. 17) also notes: “The positive motivation that projects generate affects the students” attitude to all the other aspects of the language programmers...group work is actually a very cost-effective use of time. There is no substitute for quality”

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2.10.2 The students often using L1

The main issue may find in the group work is children speaking their first language instead of English may appear in monolingual classes. However, Hutchinson (1991) asserts that L1 and the studied language are not two “completely separated domains”, but the learner who can operate them both may switch constantly and naturally from one to another. As long as the final product is presented in English, the usage of L1 does not matter. It is also a precious opportunity for realistic translation work because children use various materials and make interviews and surveys in their mother tongue but must report them in English (Hutchinson, 1991).

However, even the lower level students can use a certain amount of English during their work. In order to assist them by pictures with classroom English and relevant phrases placed on the wall. A teacher should discuss the importance of using English and remind them to speak English all the time or nominate an “English monitor” in each group who will encourage using English in the particular task. (Hardy-Goud, 2003).

2.10.3 Noise

Most of the teachers are always fear when they form a group that a member of the group will be noisier than the typical classroom and that this will bother other classes in the school. In lessons that depending on group as technique in learning and teaching the level of the noise is probably much higher than in traditional lessons since students will often need to talk and they may be moving around to get a pair of scissors or to consult a reference book. In addition there are some activities requiring a lot of talking. If students are doing a survey in their class, for example, there will be a lot of moving around and talking.

However, any productive creative activity needs a kind of noise. Matt Wicks says that it can be a good sign which often means that children are enjoying the activity. If the noise is disturbing, the class and a teacher have to agree on some “quiet sign” (e.g. teacher rising or clapping hands). He or she should to fix this by explain gently and not to scream than children (Wicks, 2000). Group lessons are not innately noisier than any other tasks done in class. He does not observe the difference between having a discussion about the task and listening to a tape and giving a choral response. On the contrary to take out the

Chapter Two: Cooperative Group Work

pictures and fix them into a project book can make the lesson a lot quieter than a loudly speaking teacher.

The problem is not really a problem of noise; it is about the control. Group work is a different way of working and one that requires a different form of control. In group work students are working independently, therefore, take on some of the responsibility for organising their learning environment. When you introduce group work you also need to support and guide the learners towards working quietly. Remember that they will enjoy doing the work and will not want to stop it because it is causing too much of noise. So it should not be too hard to get your students to behave wisely. (Hutchinson, 1991).

2.10.4 Different levels

In classroom teacher are always give opportunity to everyone to but sometimes they get fear because without their control the weaker students will be lost. In this situation, Hutchinson (1991) says that the teacher's constant supervision is not necessary for all students in the class and the brighter students can be encouraged to work independently so that the teacher can devote his time to those students who require it most.

2.10.5 Learning from errors

Learners are discussing and interpreting the difficult points may find in the task within group also some of them make errors which seem true for others. one of the main points of having learners speak with each other to help them to increase their confidence and reduce the anxiety, but all learners in the group should consider on the work to avoid errors from class mates. However, the teacher should follow and know how to guide the student to do the right thing.

2.10.6 The Teacher

Some learners find the task not easy due to the teacher, here we get options, maybe he is not close enough to the learners this is make learner fear or shy. May be the teacher does not follow a suitable strategy to help students to get information or he is interesting on the good students.

Chapter Two: Cooperative Group Work

2.11 Cooperative Learning and Writing

Harmer (2006) states that writing in groups is effective in genre-based in addition to process approach. Students observed that the activity motivating in terms of the writing itself. They also found the activity experience to be motivating when they begin the research, discussed on the subjects issues, had peer evaluation as well as achieved the groups aim. In other hand, Legenhausen and Wolff (1990) agree that writing in small groups is an efficient method to enhance writing abilities and it was an excellent interaction activity. Their views were supported by a study conducted by Kagan and High (2002) which showed that learners performed better in writing activities when cooperative learning was integrated in the classroom.

Collaborative work between learners is positive to increase motivation and develop positive attitudes about the writing activities (Nunan 1991; Spencer 1983). The students should be responsible in their writing to share their work with others. The immediate feedback and positive reinforcement will boost their motivation to take part in writing activities.

Conclusion

The group work considered to be an important and effective technique in learning. Whatever the task, group work needs a method to provide a rich learning experience: rich an action, interaction, involvement, creativity. Learning in groups gets positive motivation during the task, and generate effects on the student's attitude to all the other aspects of language program. The most important technique that helps the student to focus more on grammar and vocabulary is when they learn in groups because it facilitates and helps them to understand each other. Group work creates a fresh atmosphere between learners and teacher w they consider as their supervisor and motivator that guide the students and assist them to involve their abilities through interaction. As a result we can say that group work is a key of communication that the learner should be interest in.

Chapter Three

Introduction

The main objective of this research is to investigate the importance of cooperative learning technique in enhancing writing creativity. For this reason, the researcher found that it is necessary to administer two main questionnaires; one for students, and one for teachers, in order to obtain data concerning the student's and teacher's opinions.

3.1 Research Design

A descriptive design was applied in this study. The main tools implied in the research study were two questionnaires which were administered in a second semester. The questionnaires were distributed randomly to both teachers and master one students in English department of Mohamed Kheider university of Biskra.

3.2 The Sample of Population

In order to gather valuable information for the study, we worked on a representative sample randomly selected from a population. Our sample included fifty students from the Department of English at Mohamed Kheider University of Biskra. The participants answered the questionnaire in the classrooms. We have also seven teachers who teaching written expression in the same department. We would have involved more teachers, students, and more questions but by fear of not assigning our work in time, the number was restricted.

3.3 Description of Teachers' Questionnaire

The teachers' questionnaire was consisted of thirteen (13) open-ended and multiple choice questions divided into two sections as follows:

Section 1: In this section, we ask teachers some questions in order to seek general Information about the teachers' gradation, teaching experience.

Section 2: this section seeks information about some aspects of the writing skill like the different difficulties that face them in teaching writing skill. In addition to that, teachers are required to state their views about their students' level in writing. In addition to that, we ask them if their students find difficulties when they work in group, how they solve these problems. At the end teachers are required to say whether they think that cooperative learning enhances students' writing creativity or not and what is his role in

Chapter Three: Field Work

these activities.

3.4. Description of students Questionnaire

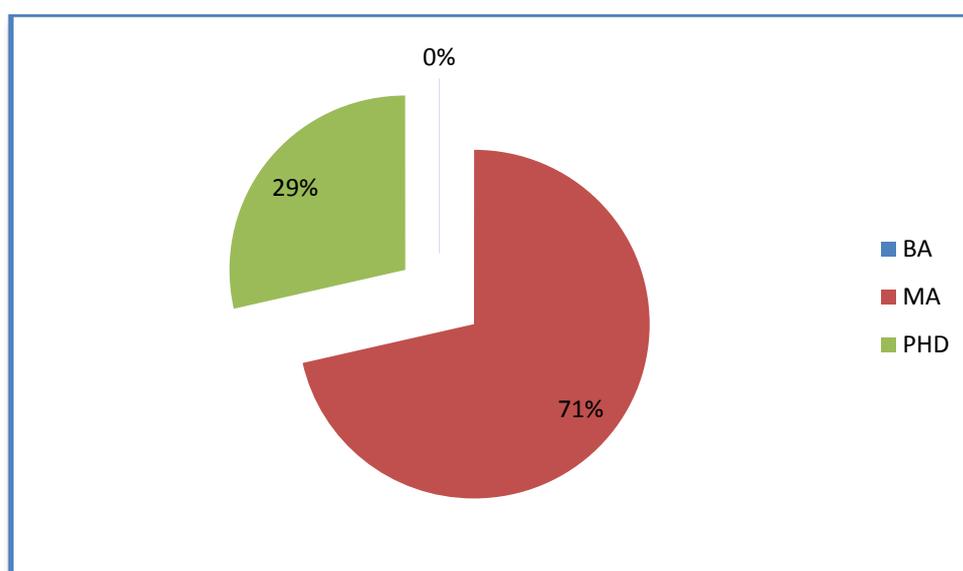
The students' questionnaire consists of eleven 11 questions that are divided into two sections. In the first section we have 03 questions, asked to students in order to indicate their gender, their age and why they choose English. In the second section, we have 09 Q. At the beginning, we ask them about writing skill, if they like I, their perception of the importance of writing. After that, students are asked if they like working in group, in pair or individually. In the next question we asked them about the difficulties that they face them when they work with others, if they benefit from the group and whether the group work motivate them or not. Finally, we asked them about their attitude about cooperative learning as a way to enhance their writing and whether this strategy has disadvantages.

3.5 Analysis of the Teachers' Questionnaire

Q1. Degree(s) held:

| Options | N° | (%) |
|---------|----|-----|
| BA | 0 | 0 |
| MA | 5 | 71 |
| PHD | 2 | 29 |

Table 1: Participants' Graduation



Graph 01: Participants' Graduation

Chapter Three: Field Work

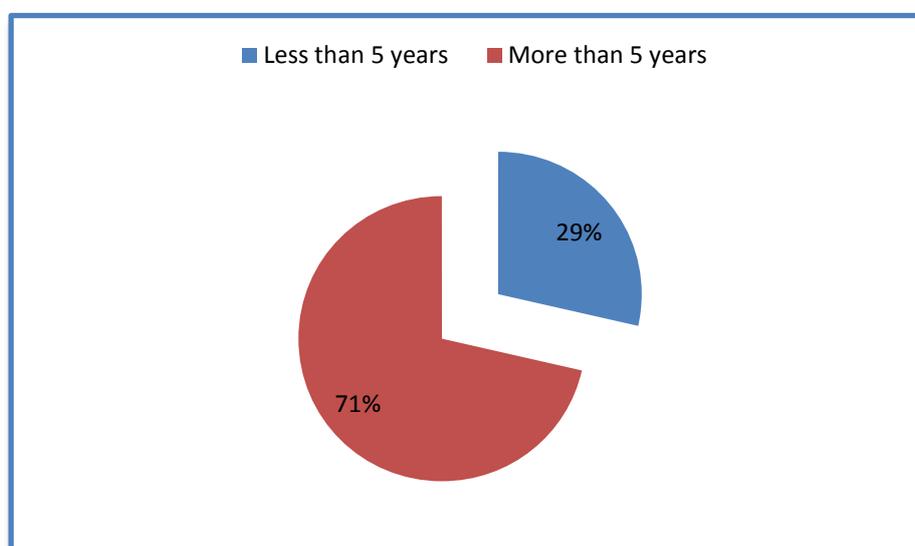
Among the teachers who kindly accepted to fill in our questionnaire, five of them as the table shows hold a Magister degree, where two of them were preparing for their doctorate research. and there were no teachers hold a license degree. which means that our teachers sample are experienced.

Q2. How many years have you been teaching English at the university?

| Options | N° | (%) |
|-------------------|----|-----|
| Less than 5 years | 02 | 29 |
| More than 5 years | 05 | 71 |
| Total | 07 | 10 |

Table 2: Percentage represents teachers' experience in writing

Table 2 shows that five of teachers have been exerting teaching for more than 5 years. However 2 of them were teaching from 1 to 5 years. This means that our English Department comprised an acceptable number of experienced teachers; this will positively contribute to reach the aim behind our research.



Graph 02: Informants' Experience in Teaching

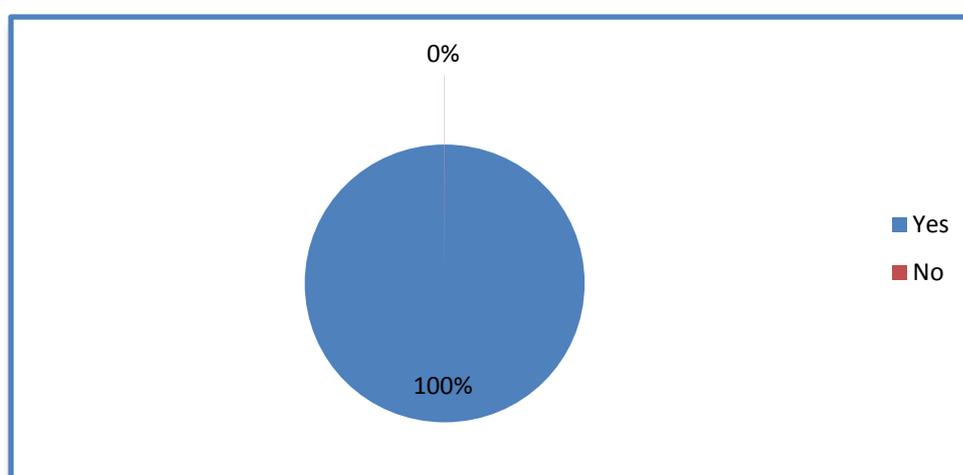
Chapter Three: Field Work

Q3. Did you teach Written Expression module

| Options | N ^o | (%) |
|---------|----------------|-------|
| Yes | 7 | 100 |
| No | 0 | 0 |
| Total | 7 | 100 % |

Table 3: Teachers percentage in written expression module

What is noticeable in the table 3, all teachers were respond positively the question, this indicates that the written expression module is a major skill that teachers should focus on it.. This implies that teachers were raising their student motivation to write.



Graph 03: Teachers teaching written expression module

Q.4. How many years have you been teaching written expression module:

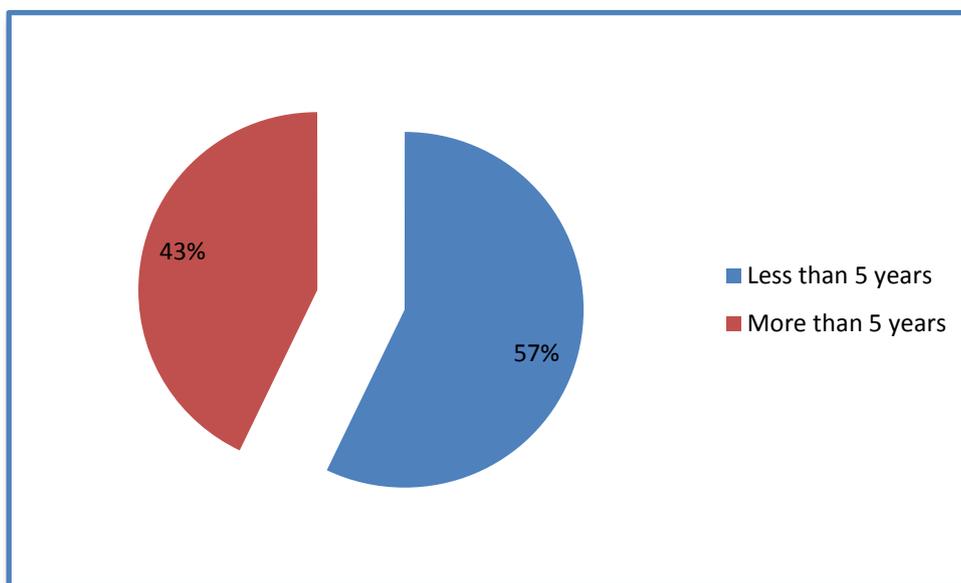
Teachers are required by this question to give as in numbers how many years they have been teaching written expression module i.e. their teaching experience in teaching written expression.

| Options | N | % |
|-------------------|---|-----|
| Less than 5 years | 4 | 57 |
| More than 5 years | 3 | 43 |
| Total | 7 | 100 |

Table 04: years of experience in teaching written expression module

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By this table we understand that teachers are experienced in teaching writing skill and that they are aware to develop students writing.



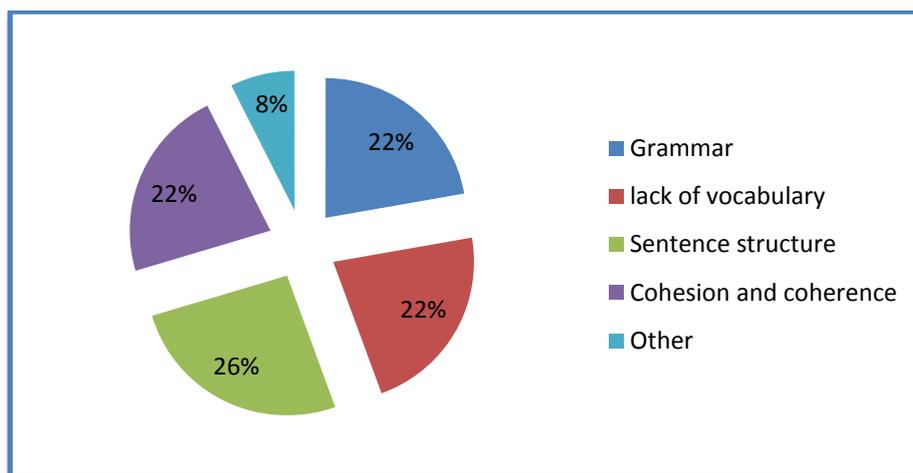
Graph 04: years of experience in teaching written expression module

Q5. What are the major difficulties you face in teaching writing?

| Options | N ^o | (%) |
|------------------------|----------------|-----|
| Grammar | 6 | 22 |
| lack of vocabulary | 6 | 22 |
| Sentence structure | 7 | 26 |
| Cohesion and coherence | 6 | 22 |
| Others | 2 | 8 |
| Total | 27 | 100 |

Table 05: the difficulties that face teachers in teaching writing

Chapter Three: Field Work



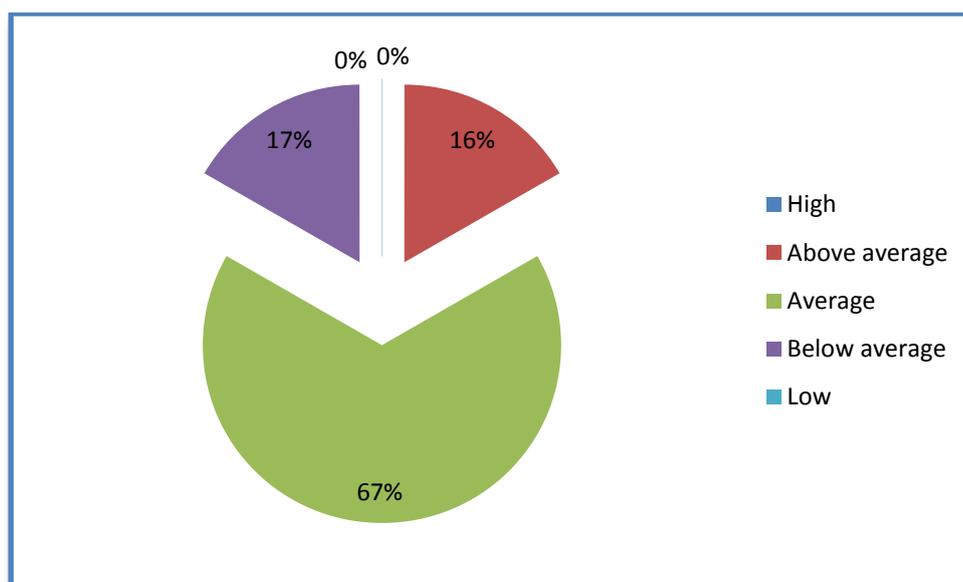
Graph 05: the difficulties that face teachers in teaching writing

By this question, we give to the teacher a multiple choice question concerning the difficulties that face them when teaching writing. The majority of them faced problem in teaching writing with (Grammar, lack of vocabulary, sentence structure, cohesion, coherence and others), Just one teacher add other difficulties : Generating ideas

Q6. level of your students :

| Options | N° | (%) |
|---------------|----|-----|
| High | 0 | 0 |
| Above average | 1 | 16 |
| Average | 4 | 67 |
| Below average | 1 | 17 |
| Low | 0 | 0 |
| Total | 6 | 100 |

Table 06 : the level of your students



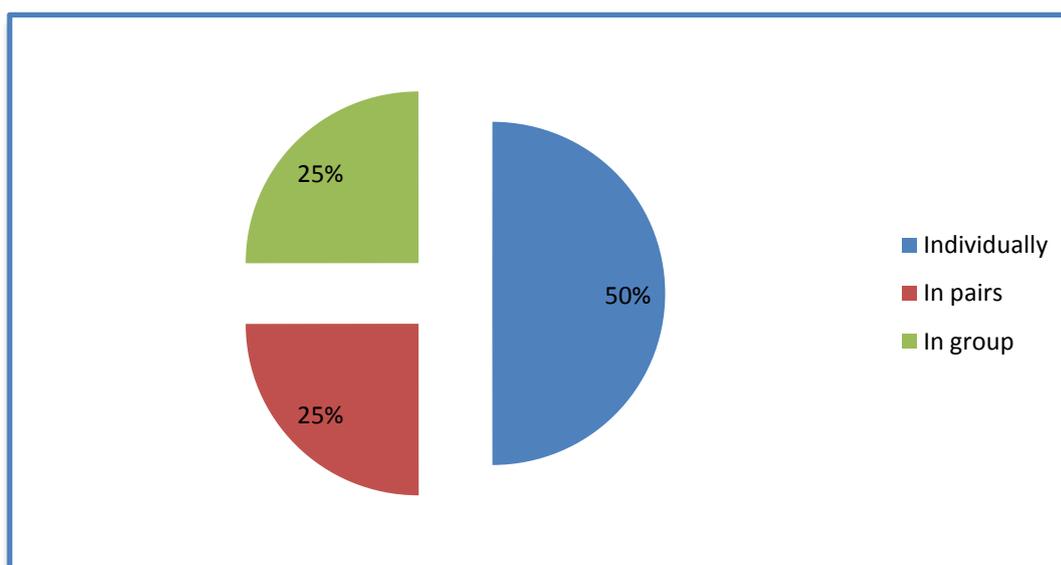
Graph 06: the level of your students

The question is required to describe teachers' opinions about their students' level of writing proficiency. It seems to us that a majority of 04 teachers agree that their students are average in writing, 02 teachers selected "Above average" and "Below average" for each, and No one of teachers have selected "high" and "low" options. It seems to us that the majority of students do not have a good level in writing in English, probably, one of the teachers noted that most of learners are not effective writers, may need to practice a lot. Another teacher asserts that they are unable to write a clear piece of writing.

Q7. When you give an activity to your students, do you ask them to work?

| Options | N° | (%) |
|--------------|----|-----|
| Individually | 6 | 50 |
| In pairs | 3 | 25 |
| In group | 3 | 25 |
| Total | 12 | 100 |

Table 07 : Teachers' organization of students in a given activity



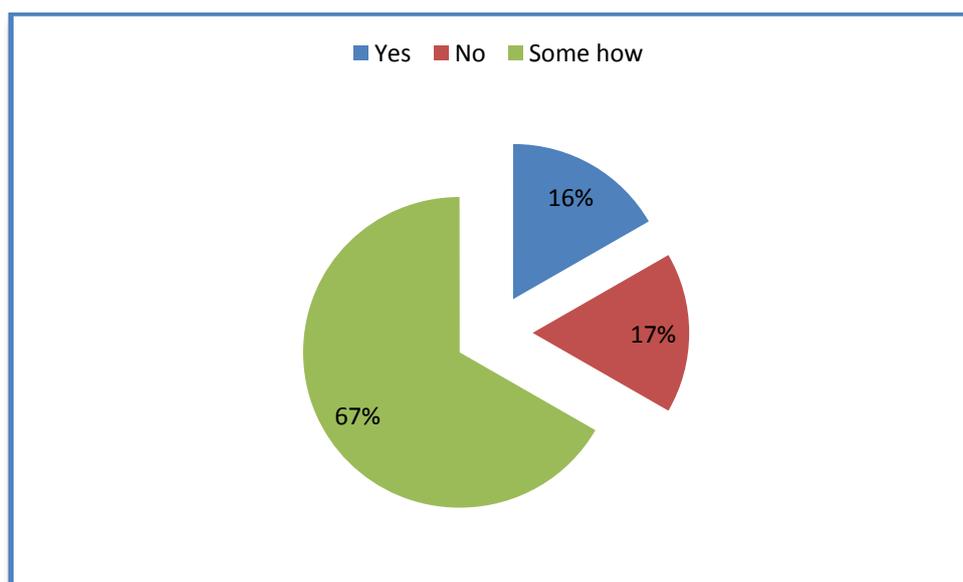
Graph 07: Teachers' organization of students in a given activity

Among the teachers, 06 (50%) teachers states that when they give an activity to the students they ask them to work individually, while 03 (25%) they ask their students to work in groups, and 03 (25%) who ask them to work in pairs. However, they claim that according to the type of the activity they organize them.

Q8. Do you think that your students face problems when they work in group?

| Options | N° | (%) |
|----------|----|-----|
| Yes | 1 | 16 |
| No | 1 | 17 |
| Some how | 4 | 67 |
| Total | 6 | 100 |

Table 08: Teachers' view of students' problem in group



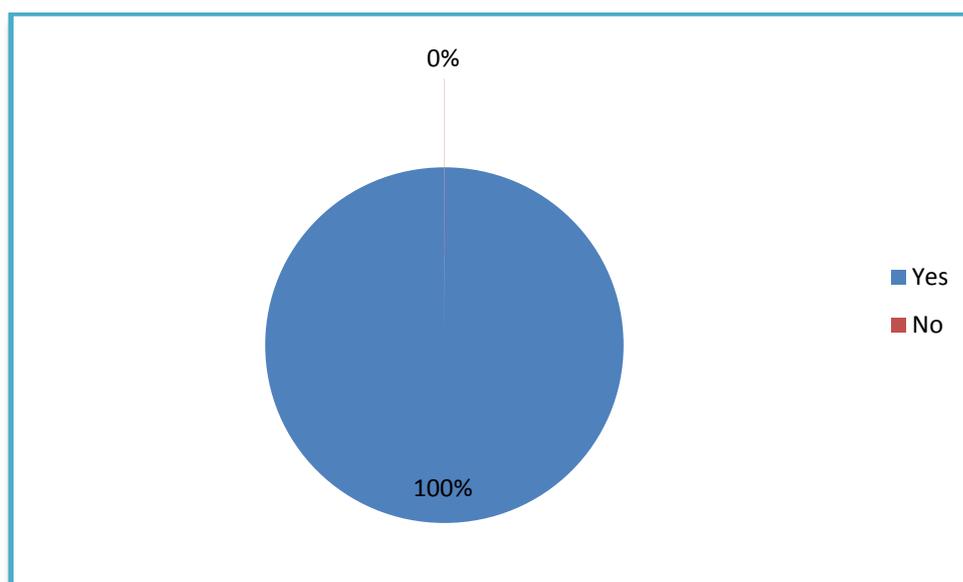
Grap08 : Teachers' view of students' problem in group

As shown in this table, one of the teachers agree that their students have problem when working together. One of teachers answered No; while 04 (67%) of them indicate that their students face some problems when their students working together with others. This means that the teacher should interact more with their students to discover their problems and try to solve them. The teachers are aware that the best way that helps students to increase their writing skill is to work individually and alone.

Q09. Do you try to solve these problems?

| Options | N° | (%) |
|---------|----|-----|
| Yes | 6 | 100 |
| No | 0 | 0 |
| Total | 6 | 100 |

Table 09: Teachers attitudes towards the problems



Graph09: Teachers attitudes towards solving the problems

The aim of this question is to see whether teachers help their students to solve their problems encountered while working with their peers or not. The majority of the teachers (100%) indicate that they solve the problems raised when the students work in groups. This means that the teacher has an important role in cooperative learning activities as a problem. Also this indicates that all teachers are responsible in their classes.

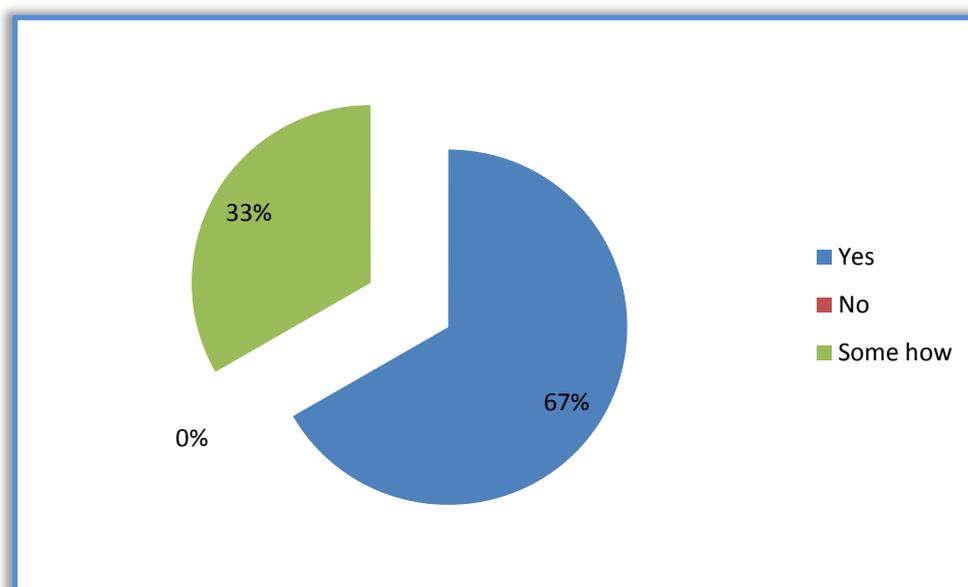
They suggest some solutions to solve these problems:

- Constant checking out of their work
- Appropriate grouping of students
- Encourage them to work individually then ask them to correct each other or self-correction
- Vary the techniques of cooperative learning

Q10. Does cooperative learning enhance your student writing?

| Options | N° | (%) |
|----------|----|-----|
| Yes | 4 | 67 |
| No | 0 | 0 |
| Some how | 2 | 33 |
| Total | 6 | 100 |

Table 10: Teacher evaluation of cooperative learning



Graph 10: Teacher evaluation of cooperative learning

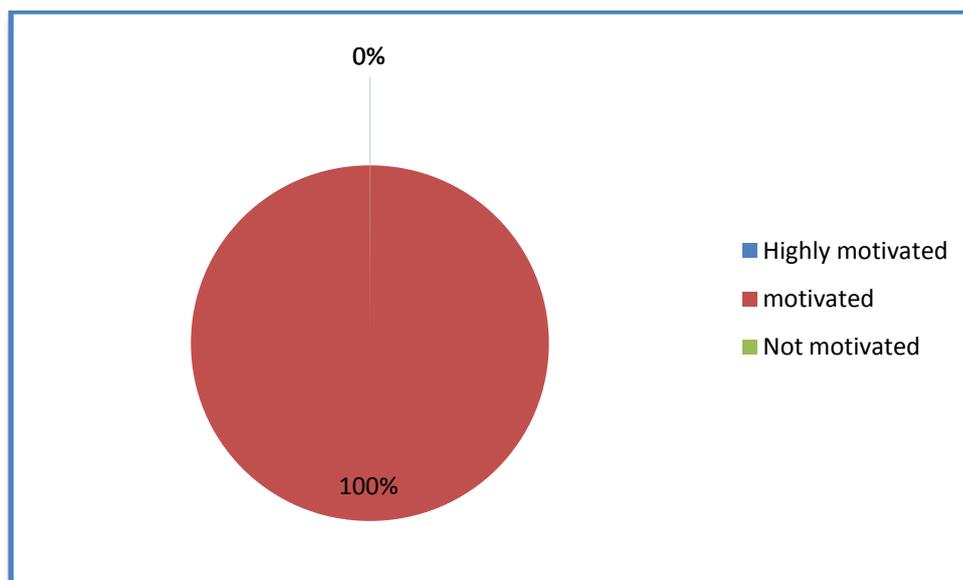
By this question we ask the teachers to express their agreements or disagreement about using cooperative group work as a strategy which enhances their students writing creativity in the class .As it is expected, most of teachers (67%) gave a positive answer to this question while two of them (33%) choose somehow answer. The results show that the teachers like this strategy and find it very important to promote students interaction and enhance their writing.

One of them suggest a peer review as a solution to many problems. Other sees the cooperative group work as communication, exchange, and way of learning together technique.

Q11. When the students work in group, do they appear:

| Options | N° | (%) |
|------------------|----|-----|
| Highly motivated | 0 | 0 |
| Motivated | 6 | 100 |
| Not motivated | 0 | 0 |
| Total | 6 | 100 |

Table 11: Students' Reaction to the Use of Group Work



Graph 11: Teachers view of Students' Reaction to the Use of Group Work

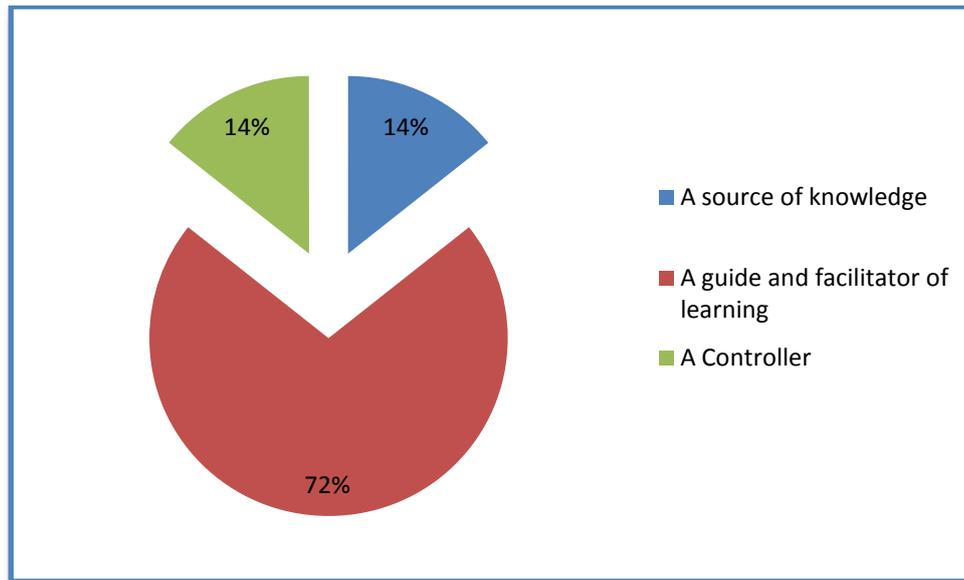
By this question we ask the teachers if their students are motivated or not when they work in group by giving them multiple choices. 6 of them indicate that their students are motivated, and. From the table we noticed that most of teachers have a positive attitude toward cooperative learning as a good strategy that motivates students.

Two of teachers asserted that students feel at ease when they are exchanging ideas and discussing together

Q12. Do you consider your role in class as:

| Options | N° | (%) |
|-------------------------------------|----|-----|
| A source of knowledge | 1 | 14 |
| A guide and facilitator of learning | 5 | 72 |
| A Controller | 1 | 14 |
| Total | 7 | 100 |

Table 12: the role of the teacher in class:



Graph12: the role of the teacher in class

As shown in the results, 05 of teachers consider their role in the classroom as a guide and facilitator of learning, 1 teacher working as a source of knowledge, while 1 teacher consider himself as a controller. That is indicates that the teachers have an important role in classroom, and their role defer according to the given task and the needs of students.

They stated that it depends on the context of learning and when is needed the teacher can plays all roles

Q13. Further suggestions concerning using cooperative learning in classroom?

At the end of the given questionnaire, we asked the teachers if they have further suggestions concerning the topic. Those who answered this question state that:

- Reading more with more practice.
- Should not ignore individual production.
- Right grouping of students and varying the techniques.
- Teachers should prepare special tasks that suit group work.

Chapter Three: Field Work

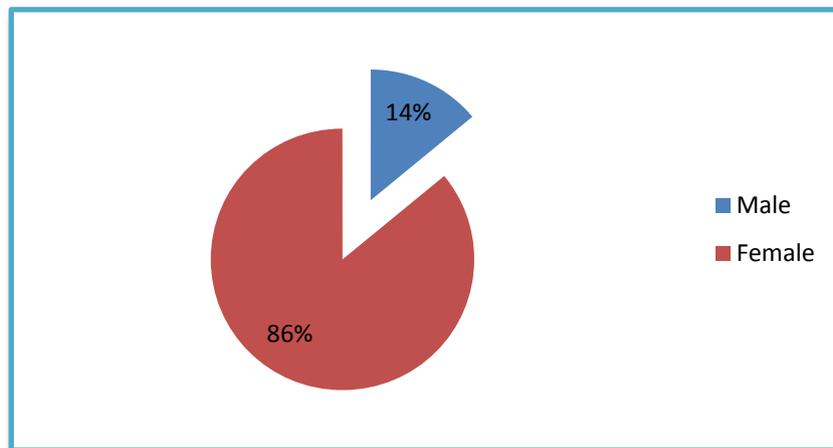
3.6 Analysis of Students' questionnaire

Q1. Gender:

| Options | N° | (%) |
|---------|----|-----|
| Male | 7 | 14 |
| Female | 43 | 86 |
| Total | 50 | 100 |

Table 13: The students' gender

This table shows that the majority of students 43/50 (86%) are females and only 7/50 (14%) are males because females who are likely to be more interested in learning a foreign language than males.



Graph13: The students' gender

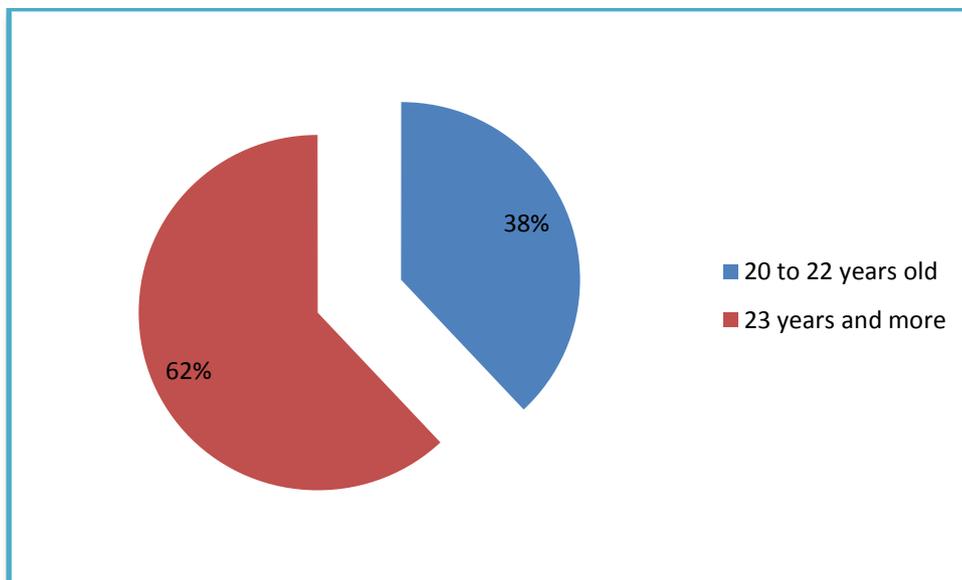
Q2. Age:

| Options | N° | (%) |
|--------------------|----|-----|
| 20 to 22 years old | 19 | 38 |
| 23 years and more | 31 | 62 |
| Total | 50 | 100 |

Table 14: Students' age

Chapter Three: Field Work

From the table, we noticed that the majority of students' age is 23 years and more, and the students aged from 20 to 22 years are 19/50 (38%). So; the learning of English will be very simple without age difficulties.

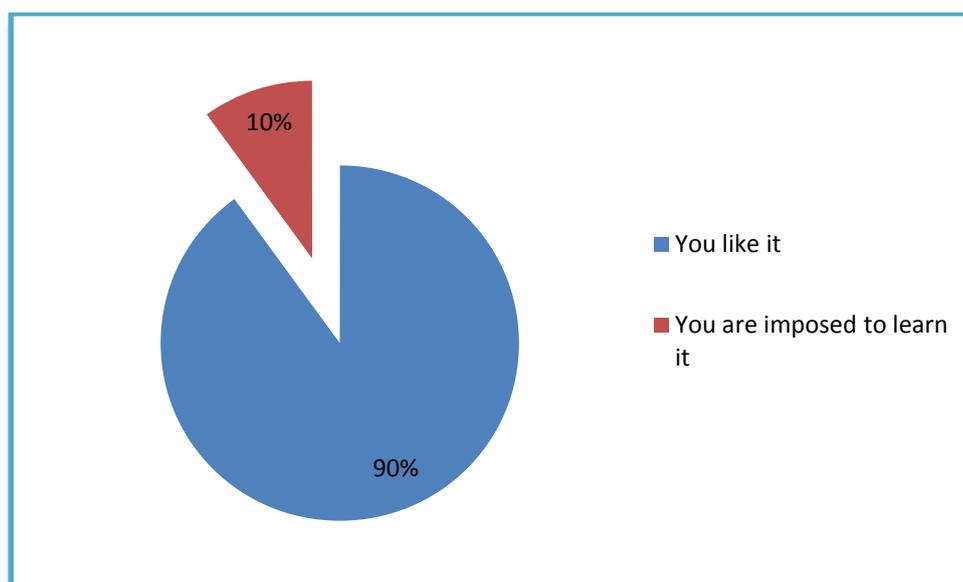


Graph14: students' age

Q3. You choose English because:

| Options | N° | (%) |
|-----------------------------|----|-----|
| You like it | 45 | 90 |
| You are imposed to learn it | 5 | 10 |
| Total | 50 | 100 |

Table 15: students choosing English



Graph 15: students choosing English

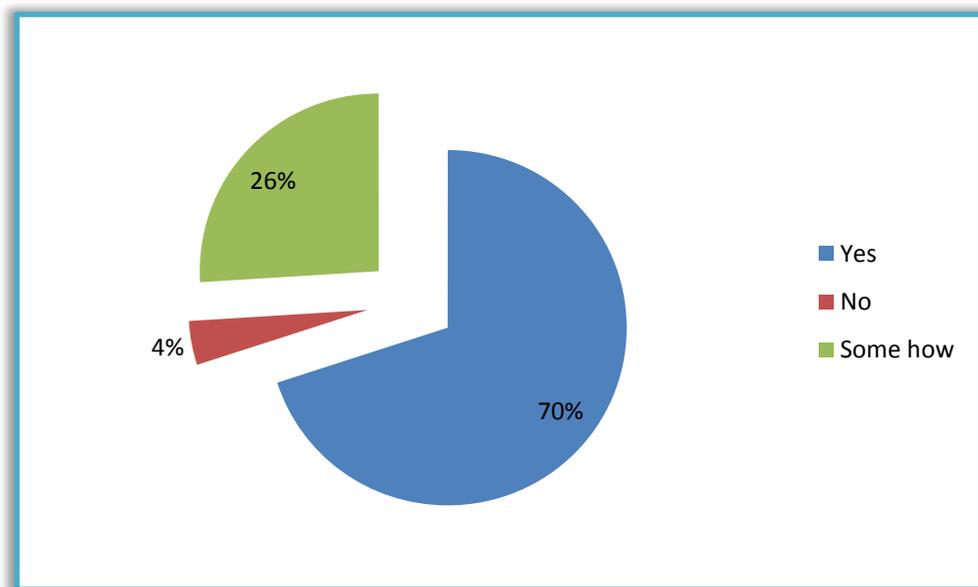
There are different opinions for the reason behind why the students choose Studying English. We noticed that 45 (90%) of student choose English because they like it and they want to learn it more; however, 05 (10%) students are obliged to learn it for many reasons, like they want to study another branch or they are imposed by their parents. This indicates that English is viewed as an important skill to be rewarded.

Section two: Cooperative learning in enhancing writing skill

Q4. Do you like writing in English?

| Options | N° | (%) |
|----------------|-----------|------------|
| Yes | 35 | 70 |
| No | 2 | 4 |
| Some how | 13 | 26 |
| Total | 50 | 100 |

Table16: Students interest in writing



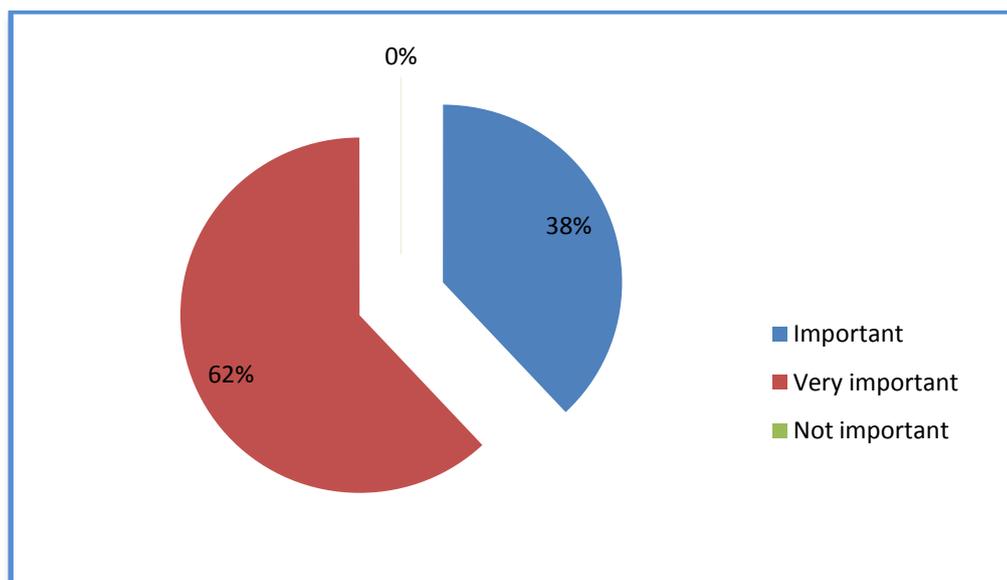
Graph16: Student interest in writing

We asked the students if they like writing. The results shows that 35/50 (70%) of students like to write in English answered with “ yes”. 2/50 (04%) of students answer with “no” dislike writing, while 13/50 (26%) from them they said somehow, this means that they like to write but not so much.

Q5. Do you think that learning to write is :

| Options | N° | (%) |
|----------------|----|-----|
| Important | 19 | 38 |
| Very important | 31 | 62 |
| Not important | 0 | 0 |
| Total | 50 | 100 |

Table17: Students’ opinion about the important of writing



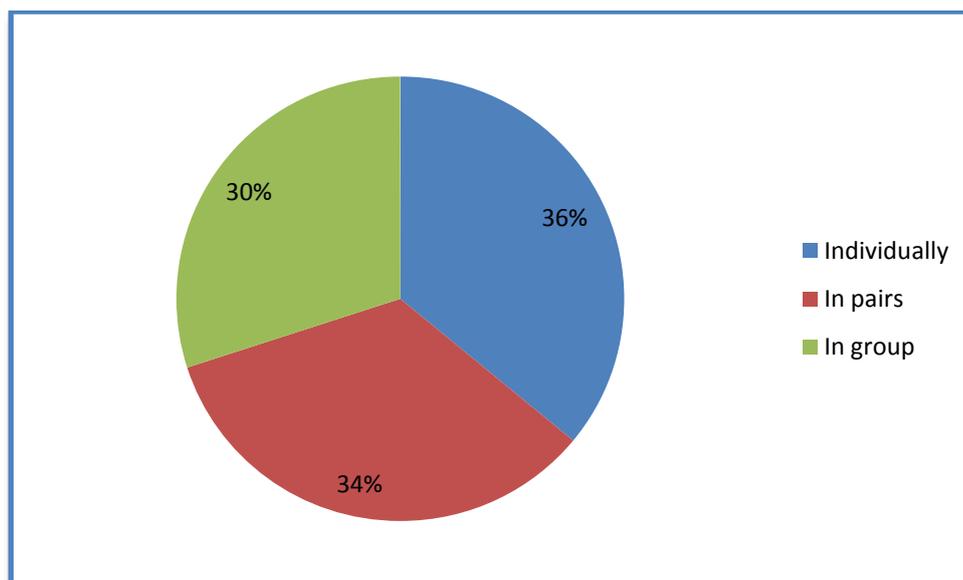
Graph17: Students' opinion about the important of writing

The result shows that most the students answer positively the question. We have 31/50 (62%) of students find that writing skill is very important skill, and 19/50 (38%) find it important, while no one states that writing is not important. This result demonstrates that the students are aware of the importance of writing skill.

Q5. Do you like to write:

| Options | N° | (%) |
|--------------|----|-----|
| Individually | 18 | 36 |
| In pairs | 17 | 34 |
| In group | 15 | 30 |
| Total | 50 | 100 |

Table18: Students' preference of writing process



Graph18: Students' preference of writing process

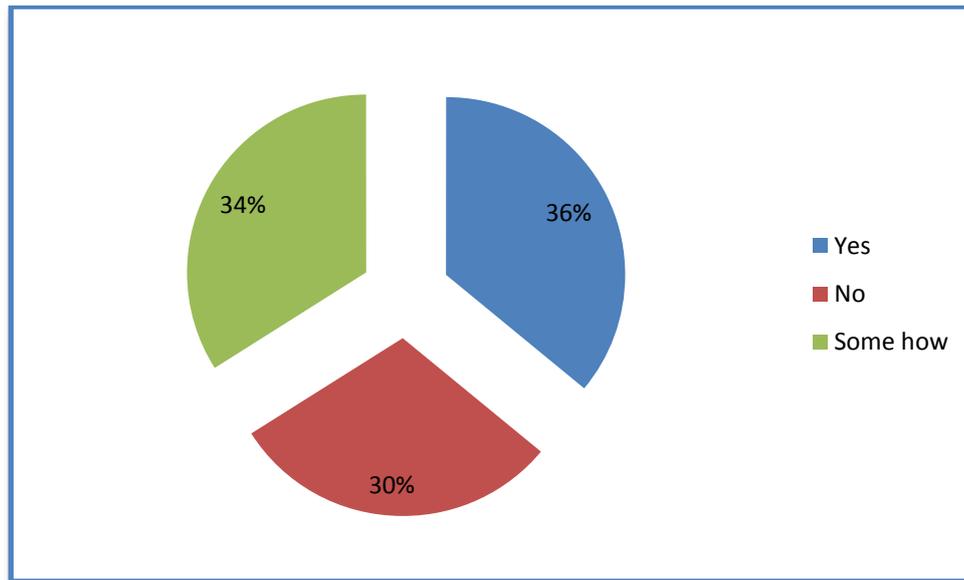
By this question we invited students to say whether they prefer individual work, pair work, or group work. Our aim is to know the type of instruction students' prefer. 18 students indicated that they prefer having working individually to evaluate their piece of writing and claims that they can organize and control their flow of ideas. 17 student indicates that they prefer working in pair. while the rest of 15 student indicate that they prefer working in group. That states that :

- Everyone can generate new ideas and more information are gathered
- I love to express my own ideas
- To have the chance to exchange ideas, to correct mistakes and do learn new information

Q7. Do you face difficulties when working in pair or in group?

| Options | N° | (%) |
|----------|----|-----|
| Yes | 18 | 36 |
| No | 15 | 30 |
| Some how | 17 | 34 |
| Total | 50 | 100 |

Table19: Students' perception of their problem when working in group



Graph19: Students' perception of their problem when working in group

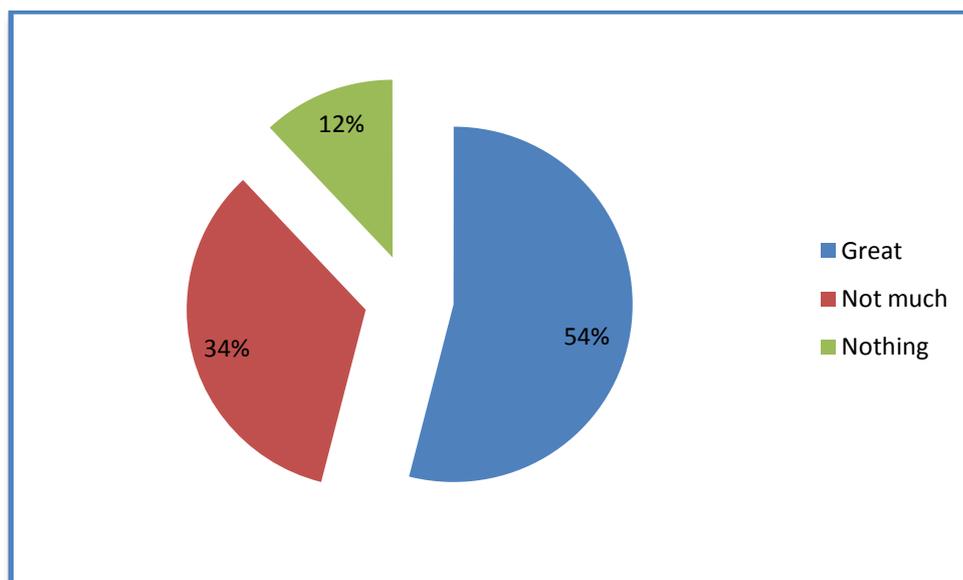
By this question we ask students if they find difficulties when they work in group. We have 18 students indicated that they have difficulties when they work in group. 15 students who said no and that may be because they like collaborating and share their thoughts with others, while 17 students have some problems in working with others. They indicate some problems:

- Dealing together
- Differences in opinion, level and background
- Ego and domination

Q8. Do you benefit from other when you work in group?

| Options | N° | (%) |
|----------|----|-----|
| Great | 27 | 54 |
| Not much | 17 | 34 |
| Nothing | 6 | 12 |
| Total | 50 | 100 |

Table20: the amount of benefits from group work



Graph20: The amount of benefits from group work

The result point it out that 27 of students learnt great from the group, in the other hand we find that some students 17 who stated that they benefit from group work , but not so much ;however, 6 of them indicate that they did not benefit from others.

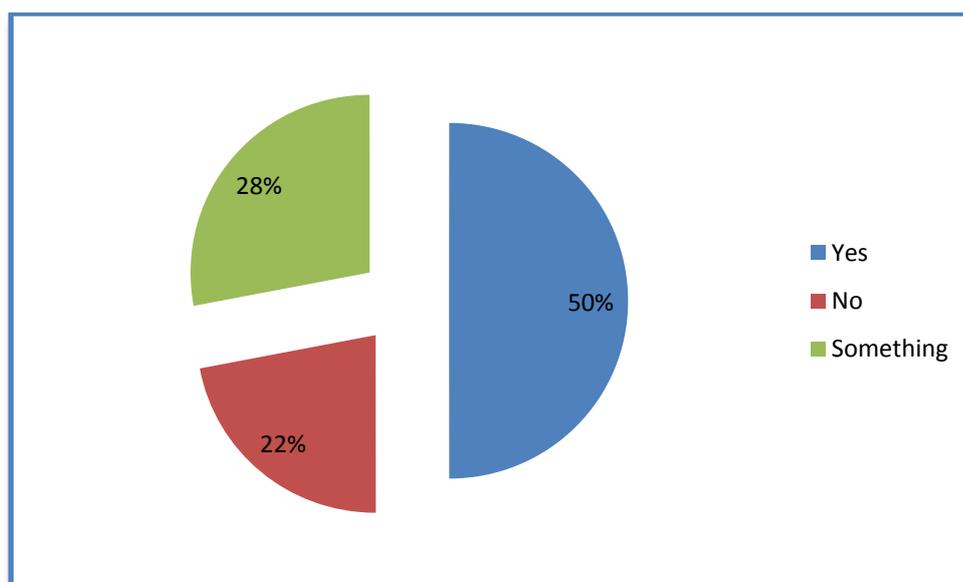
Q9. In your opinion, what are the benefits of working in group?

The aim of this question is to know the benefits of group work from students' angel. The students state that they could gain new ideas, new vocabularies, and other claims that by raising the cooperation in order to rise motivation and to fight anxiety. in other hand, some of student thought that group work is useless, it is just creates noisy classroom.

Q10. Do you think that writing in group work is a good strategy to enhance your writing in classroom?

| Options | N° | (%) |
|---------|----|-----|
| Yes | 25 | 50 |
| No | 11 | 22 |
| Somehow | 14 | 28 |
| Total | 50 | 100 |

Table21: Students opinion about group work



Graph 21: Students opinion about group work

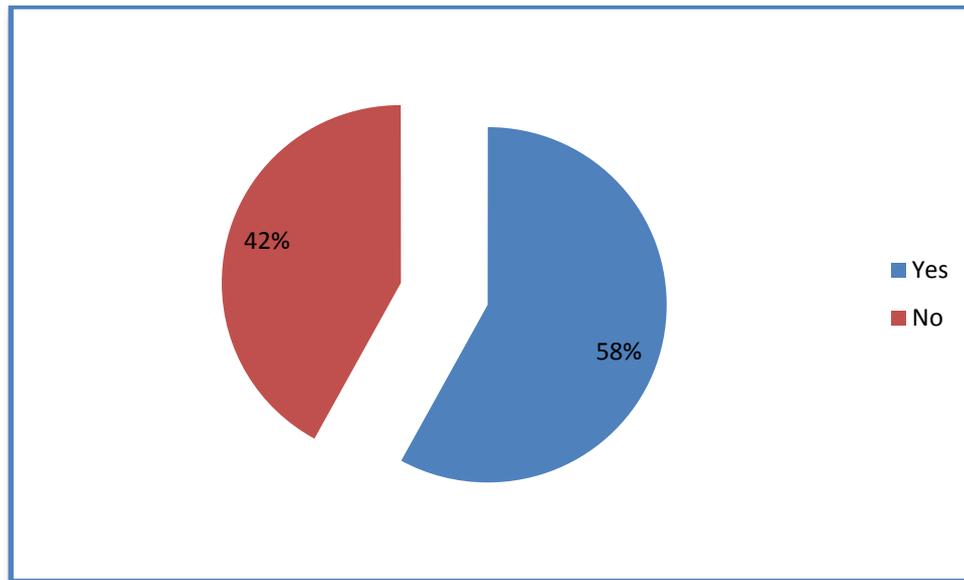
From the given answers, the majority of students agree that writing in group work is a strategy to enhance their writing in the classroom, and 11 students disagree of using group work in their classroom, while the rest of students answer somehow .That is means that the teachers should raise students' awareness of the benefits of CL as a strategy that develop their writing and promote interaction in classroom.

The stated that group work help them to organize their ideas and could learn things they didn't know it before, while other see group work is a good strategy only when a good topic met with interested group.

Q11. Do you think that there are disadvantages of working in group?

| Options | N° | (%) |
|---------|----|-----|
| Yes | 29 | 58 |
| No | 21 | 42 |
| Total | 50 | 100 |

Table22: disadvantage of working in group



Graph 22: Disadvantage of working in group

Most of students 29/50 (58 %) claim that cooperative learning has disadvantages, while 21/50 (42%) of students state that cooperative learning it does not have any disadvantages.

They stated that when the group work is not well organized and the students are not interested by the topic, the group work will not beneficial, another one stated that group work creates noisy class fulfill by enemies, careless members and selfishness.

3.7 Discussion of teachers' questionnaire

On the basic of the analysis of teacher's questionnaire:

- The findings show that the majority of teachers teach written expression module. This implies that the teachers are aware in developing students writing proficiency.
- Teachers think that their students face many difficulties when they write , they think that all of them have problems in grammar, lack of vocabulary, sentence structure, cohesion and coherence; in addition to, content, organization, and punctuation. For that teachers should take in consideration this difficulties and work hard in order to solve them.
help students to develop their writing in classroom.

Chapter Three: Field Work

- The finding shows that the majority of teachers believe that cooperative learning is an effective strategy that enhances students writing proficiency in English and promoting interaction between students.
- The teacher has an important role in developing students' writing skill in classroom. His role differs according to the activity.
- One of the teachers did not filled the section of cooperative group work because he/she did not use it in his/her classes that may

3.8. Discussion of students' questionnaire

The analysis of the students' questionnaire reveals these notes:

- We see that the majority of students like to write in English, this means that students find writing interesting. Such a finding is very encouraging, and the teacher has to get students more motivated and interested to write.
- From the analyses of students' questionnaire, the students showed different views about the way they prefer of classroom arrangement. For that, the teacher should choose the appropriate arrangement in order to provide learner with a Variety of opportunities to interact with each other in classroom.
- Concerning the values of CL and its motivational factor, it seems that most students see the effectiveness of this technique and they said that it is the preferable technique to enhance writing skill in classroom.
- Many students confirm that group work has an important role in motivating and enhance students writing in classroom. They state that through group work, they will have the opportunity to exchange ideas, promote interaction and they improve their language.
- From the analyses of the questionnaire, we find that most of students state some disadvantage of working in group like:, noisy classes, students did not care...

3.9. Limitation of study

The present study was carried in Mohamed Kheider University of Biskra with first year master students in branch of English where written expression is taught. Our study has some limitations one of these limitations is the time because we do not have enough time to deal with larger sample of students and teachers and to use the appropriate tools, also to analyze all the questionnaires.

General Conclusion and Recommendation

General Conclusion

This study was conducted in order to make teachers of written expression aware of the rising need for integrating cooperative learning techniques within the context of teaching writing to English as a foreign language learners. The main focus of this study was given to cooperative learning and how teachers and learners can make use of them in EFL teaching and learning settings in order to enhance the quality and creativity of the written production of EFL learners. Furthermore, we tried to show the positive impact of using cooperative learning with all of their customizable features on learners' creative writing.

The investigation was carried out at Mohammed Khider University of Biskra with both EFL teachers and learners. Concerning the population, the sample is first year masters students. Learners were chosen randomly with no regards to their previous knowledge about the cooperative learning nor their age, sex or social class. 50 learners among this population were given a questionnaire designed in order to get insights about their attitudes towards adopting such a technique like cooperative learning for the purpose of enhancing learners' writing creativity. In order to supplement the investigation results, we have used another questionnaire for teachers whose experience with writing is good enough that enables them to provide us with information from different perspectives. This field work aimed at whether confirming or rejecting the hypothesis that blogging is a very important way in supporting and developing EFL learners' creative writing integrating cooperative learning technique that learners through which they can present and share their written production.

The Findings revealed that English language learners' are very interested in integrating and working cooperatively in their courses since it will provide them with a new and customizable features which they believe will enhance the learning process and encourage a good communication atmosphere. Most of the participants are very interested and enthusiastic about cooperative learning as a mean through which they can be so creative in writing and receive quality feedback

They also believe that cooperative learning can be a solid ground for creativity, but this depends mainly on the way student know how to use this technique and employ it for their benefit. By reviewing both learners' and teachers' questionnaire, this research has led us to assert that cooperative learning can be considered as a facilitator for EFL learners by creating a new interactive space which makes learners more confident to express their ideas. Cooperative learning can be a very useful way of practicing the writing skill for EFL learners and offers them a new and an interactive environment that support creativity.

To conclude, we can say that the descriptive method was a modest attempt to deal with such a topic, but because of the fact that we have been limited by time, it was the ultimate way to reach some results.

Recommendations

The present research attempted to provide a deeper understanding of the effects of using cooperative learning strategy to enhance second-year EFL students' writing creativity. According to what have seen, the following recommendations are made for further research:

- Teachers should inform students about the crucial role of writing skill, and they should encourage them to write more. Also they should find more effective ways of teaching to develop writing in classroom.
- Teachers should make students aware of the values of cooperative learning and that by stating the benefits and the effectiveness of this strategy to promote learning and enhance students writing.
- The teachers should emphasize the right decision of conducting CL in classroom ; otherwise, the benefits of cooperative learning would not obtained
- We have carry out this study in larger samples to be more representative to get more reliable and consistent results.

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Appendix One
Questionnaire for teachers

Dear Teachers

This questionnaire is a part of a research work about Sustaining Cooperative Group Work to Attain Writing Creativity. You are kindly requested to answer the following questionnaire. Please tick (✓) the appropriate box or write full statements if necessary

Thank you very much in advance

Section one: personal information:

1. Degree (s) held:

a. BA (License)

b. MA (Magister/Master)

c. PHD (Doctorate)

2. How many years have you been teaching English at the university?

Less than 5years

More than 5years

Section two: Cooperative Writing:

3. Do you teach Written Expression module?

Yes

No

4. For how many years?

5. What are the major difficulties you face in teaching writing?

Grammar lack vocabulary

Sentence structure Cohesion and coherence

Others :

6. The level of your students is:

a. High

b. Above average

c. Average

d. Below average

e. Low

Explain :

.....

.....

7. When you give an activity to your students do you ask them to work

Individually

In pairs

In group

Explain :

.....

.....

8. Do you think that your students face problems when they work in group?

Yes

No

Some how

If yes, what are these problems?

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

9. Do you try to solve these problems?

Yes

No

If yes how you solve them?

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

10. Does cooperative learning enhance your student writing?

Yes

No

Some how

How :

.....

.....

11. When the students work in group do they appear :

Highly motivated

Motivated

Not motivated

Explain :

.....

.....

12. Do you consider your role in class as:

source of knowledge

A guide and facilitator of learning

Controller

Explain :

.....

.....

13. Further suggestions concerning using cooperative learning in classroom:

.....

.....

.....

Appendix Two

Questionnaire for student's

Dear students

This questionnaire is a tool which helps us to collect data about our research. I would be so thankful if you answer the questions in order to give your opinions and attitudes about using cooperative group work as a strategy to attain writing creativity. Your cooperation is very important and very helpful in our investigation, so please tick (✓) in the box which expresses your answer

Thank you very much in advance

Section one: personal information:

1. Gender:

Female Male

2. Age

3. You choose English because:

a. You like it

b. You are imposed to learn it

Section two:

4. do you like writing in English

Yes

No

Some how

5. Do you think that learning to write is

Important

Very important

Not important

6. Do you like to write Individually

In pair

In group

Why :

.....

7. Do you face difficulties when you work in pair or in group?

Yes

No

Some how

If yes, what are these difficulties

.....

.....

.....

8. Do you benefit from others when you work in group?

Great

Not much

Nothing

9. In your opinion, what are the benefits of working in group?

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

10. Do you think that writing in group work is a good strategy to enhance your writing in classroom?

Yes

No

Some how

Why :
.....
.....

11. Do you think that there are disadvantages of working in group?

Yes

No

If yes explain?

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

الملخص

هذا العمل البحثي يحقق في أثر استخدام العمل الجماعي التعاوني كاستراتيجية في تعزيز الإبداع الكتابي لدى الطلاب ، فإنه يهدف إلى تحديد ما إذا كان الطلاب الإبداع الكتابي سيتحسن باستخدام هذه الاستراتيجية . لإعطاء الاتساق لهذه الدراسة، تم إعطاء اثنين من الاستبيانات على عينة مكونة من مجموعة من طلاب السنة الأولى ماستر في اللغة الإنجليزية، ومجموعة من الاساتذة من نفس القسم . والهدف من هذه الاستبيان هو الحصول على معلومات عن دور وأهمية العمل الجماعي التعاوني من قبل كل من الطلاب و الاساتذة في تطوير مهارة الكتابة والإبداع في الفصول الدراسية . وقد أظهرت النتائج أن العمل الجماعي التعاوني هو استراتيجية مناسبة التي تزيد من إبداع الطلبة في الكتابة . وعلاوة على ذلك، أكدت نتائج الاستبيانات فرضية أن الطلاب لديهم موقف إيجابي نحو استخدام العمل الجماعي كاستراتيجية لتطوير الكتابة الإبداعية، وأن العمل الجماعي التعاوني هو الأسلوب الصحيح لخلق مناخ جيد في الفصول الدراسية حيث يقوم الطلاب بالمشاركة دون الخوف من الوقوع في الخطأ . قد تساعد هذه الدراسة كل من المعلمين والمتعلمين على أن تشارك في بيئة تعليمية أفضل تسعى إلى دعم الإبداع.