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Cooperative Learning as a Motivational Factor in Enhancing Students' Writing

The Case of Second Year Students of English at Mohamed kheider Biskra.

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Language of the sciences

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DEDICATION

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Abstract

A recent study signifies the significance of cooperative learning, and its invention in the progression of higher academic achievement among a wide range of students. And because the writing skill is as much important as other skills, CLL was investigated, more precisely to which extent this technique is implemented by teachers who teach this skill, since CLL motivational elements affect directly the student's learning. Based on the characteristics explored, three hypotheses were put. The first stated that; Teachers' awareness of CLL would lead to create an affective learning environment through classroom participation in the writing tasks. The second, Students' positive attitudes towards the use of group work could positively correlate with their motivation. The third was, when writing English paragraphs is taught under cooperative learning, students' motivation to write would be increased. To make the conclusion of this study possible, two questionnaires were conducted: one for teachers, about 6 teachers, and another for students, about 41 questionnaire administered to second year LMD students, English division, departement of foreign languages. The results obtained from teachers' questionnaire prove that second year teachers are more concerned with the expressive area of their students and seek to form a good surrounding of learning. At the same time in favor of implementing CLL, they are much aware of the successful application of this method of teaching, and this gives a plus point to the students considering their learning. Students' questionnaire reveals that second year students have positive attitudes towards group work in teaching writing; yet, as they argued some features which they do appreciate to a great extent in their teachers' ways of teaching, they also reported some of aspects which they do not be grateful for. Results would guide us to recommend that CLL is part of a complete class transformations effort. And to reach this aim, teachers have to open communication about differences and classroom applications, and mutual assistance, for students to succeed within their groups. Careful consideration regarding group heterogeneity must be given in combination with roles that ensure active, equivalent involvement by all students. All of these concerns involve planning and organization for the teaching to be successful.

LIST OF ABBREVIATIONS

- | | |
|---------------|-------------------------------|
| 1. CL | Cooperative learning |
| 2. CLL | Cooperative language learning |
| 3. EFL | English as a foreign language |
| 4. Q | Question |
| 5. % | Percentage |
| 6. GW | Group work |
| 7. CW | Cooperative writing |

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General Introduction

Scholars, teachers, and learners of second language are quite aware that the writing skill is among the four skills, the most dominant one, in which the apprentice cooperate by way of the target language. Moreover, all the way through it he or she would have the chance to show that, he or she is, not any more, the receiver of knowledge, but rather the contributor in the process of that knowledge, this is in one hand. In the other hand, this dominance is able to makes it easier said than done; for an individual who wants to accomplish an advanced level in the second language to enhance his or her standards of living and functioning in today's society, regardless of his or her proficiency in learning that language. For this challenge, teachers have to "think of writing, then, not as a way to transmit a message but rather, as a way to grow and cook a message."(Brown, 2001, p.337).

Writing in the second or the foreign language is more challenging than writing in the learners' mother tongue based on that, the previous requests a number of talents which the student is required to obtain. Including; grammar, punctuation, spelling, and usage, which meant to be the teachers' role in helping students to encounter these problems.

There are three basic ways students can help them in learning second or foreign language. Even, they can make an educational contest between them in the classroom to see who is the "most excellent," or they can work by themselves "individually" with the intention of reaching an identical purpose, otherwise they are capable of working cooperatively with a mutual awareness in learning. At whatever time learning ambitions are vital, cooperative learning is very required. Preservation is important, a task is complex or conceptual, divergent thinking or creativity is desired, quality of performance is expected, and higher-level reasoning strategies and critical thinking are needed.

1. Statement Of the problem

Out of the need for the high involvement of the learners in writing tasks, there has been a great deal of discussion about how to increase learners' intrinsic motivation to write in English. Some researchers accentuate the use of extrinsic motivators like reward, while others prefer to rely on intrinsic motivators like cooperative learning.

The researchers' learning experience during four years in the University of Biskra provided him/her with an opportunity to observe how students report their worry due, in one part, to their lack of motivation to write English paragraphs, and in another part to the absence of cooperative learning. The researcher also observed that many instructors do not take advantage of cooperative learning in designing lessons assigned for teaching writing. On the basis of the researchers' observations and the assumptions of researchers, the problem of this study revolves around students' reluctance to write.

Students who would benefit from cooperative learning techniques are not instructed with this method; thus, continue to perform poorly in academic and cognitive growth. Even though teachers believe they are using cooperative learning correctly, often times it is incorrectly applied or is completely omitted from the curriculum.

2. Aim of the study

The purposes of this study are:

- Outline standards for cooperative learning in a simplified and

Informative manner.

- Specify the roles of students and the teachers during a cooperative

Learning lesson.

- Demonstrate how to create an atmosphere where all students have a

Positive social and educational learning experience.

- Put light on cooperative learning as a motivational factor to develop the Learners' writing achievement.

3. Research questions and Hypothesis

This research aims to answer the following:

1. Do teachers of written expression incorporate elements of CLL as a motivational element to create an affective learning classroom?
2. What attitudes and opinions do second year students have about group work as a way to teach writing?
3. Does cooperative learning enhances students' writing?

In the light of these research questions, the hypotheses state that:

- ❖ Teachers' awareness of CLL would lead to create an affective learning environment through classroom participation in the writing tasks.
- ❖ Students' positive attitudes towards the use of group work could positively correlate with their affective side.
- ❖ When writing English paragraphs is taught under cooperative learning, students' motivation to write would be increased.

4. Research methodology

Any researcher has a number of methods; he/she should opt for the right method, that is, the one which is more appropriate to the nature of the study: descriptive, experimental, historical etc., To do this, teachers' and learners 'questionnaires have been chosen as suitable descriptive tools for gathering data as well as the quantitative method will be used to collect and analyze data.

5. Population and sampling

According to Cohen & Manion (1980), there is no exact size of sample to carry out a particular research, that is to say, it all depends on "the purpose of the study and the nature of the population under scrutiny." (p. 77). Teachers' questionnaire will be administered to all 2nd year teachers (a total of 6) of written expression in the department of English at the University of Biskra during the academic year: 2014-2015. This is mainly to make the sample large; thus, a large amount of information would be provided this in one hand. The students' questionnaire, on the other hand, will be given to randomly 41 students of the whole population (a total of 429). These EFL students complete their degree within the new system (LMD). This size makes the sample representative of the whole population.

The participants will be randomly selected which gives each member of the whole population an equal chance of being selected. It is opted for second year students on the basis that the latter have already experienced university learning which makes them able to form conceptions about their teachers' forms of teaching; they have already experienced writing, so they are aware about the main constraints they encounter; therefore, they can provide us with useful data.

This research is qualitative in the sense that it simply studies learners' and teachers' introspections of various aspects of the teaching/learning process without any statistics made (except numbers and percentages). Here, it should be stated that the obtained results will be applied only to the participants in the study.

6. The structure of the dissertation

The dissertation is a whole of three chapters. The first chapter sheds light on teaching the writing skill in academic contexts through the process approach, and highlights its main features including writing problems and their sources writing. Chapter two highlights the cooperative learning and discusses its effects as a source of motivation and affection, thus enhancing students' writing. It is in the third chapter that we expose the methodology used to carry out the practical part of this study; teachers' and students' questionnaires will be analyzed later on.

CHAPTER ONE
TEACHING THE WRITING SKILL

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CHAPTER ONE: TEACHING THE WRITING SKILL

Introduction

This chapter presents an evaluation to the point, which is applicable to the research study. It will clarify the different spectacles of the nature of writing. It also comes across at how writing is much similar to the speaking skill. It gives much more concentration on the main approach for progressing it, the process approach and its main characteristics. The second part of this chapter is concerned with teaching the writing skill, another feature that this chapter will deal with is; peer review which is regarded as a significant factor of the process approach.

1. Writing Skill

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of the language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (Lingual Links, p.1, 2015)

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job (ibid).

Generally speaking, Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Writing involve many definitions ; researchers differ in the way that they explain it of course according to every ones' understanding, an no explanation can entire writing with its massive systems that exist and have ever existed. Daniels, Peter T. & Bright, William

(cited in Oxford, 1996: 3)defines writing as ‘‘ a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the uttered’’

in this respect, Coulmas and Florian (1999; in oxford: 560) state that

“ a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system’’

In this framework, Fischer, Steven Rodger (in Reaktion, 2001, p. 12) asserts that “ All writing systems use visible signs with the exception of the raised notation systems used by blind and visually impaired people, such as Braille and Moon’’.

In *A History of Writing*, Steven Roger Fischer (ibid), argues that no one definition of writing can cover all the writing systems that exist and have ever existed. Instead he states that a 'complete writing' system should fulfill all the following criteria:

- it must have its purpose which is; communication
- It must consist of artificial graphic marks on a durable or electronic surface.
- it must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved (ibid.)

Writing systems are both functional, providing a visual way to represent language, and also symbolic, in that they represent cultures and peoples. In *The writing systems of the world*, Florian Coulmas (Oxford, 1991) describes them as follows:

1.1 Nature of Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple

sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

Several contributions on the social nature of writing posit a positive agreement, (Chandler, 1995). Hayes (1996) disputed that writing is communal "Because it is a social artifact and is carried out in social setting."(p. 5). Correspondingly, Zhu (2004) illuminated this nature of writing in terms of learners' positions that have to be social in the first place. As a final point, Johns (1990; cited in Gabrielatos, 2002, p. 4) reflect on the consequences of writing as "a social act".

In addition, Neman (1995) posits that writing itself has the ability to be learned and then improved. "Writing is a craft, an artistic process with techniques and conventions that can be learned, employing skills that can be improved."(p. 4)

1.2 Writing vs. Speaking

Learning how to Engage in writing is a gradual process, and one of the main goals of second language learners is to enhance writing, therefore; we are in need to consider the similarities and differences between writing and speaking, despite the fact that both differ obviously, and this differences could be easily remarked. dissimilarities and equivalence in terms of both; the processes that students go throughout, as well as forms or structures to produce the target language which is English. (Harmer, 2005, p. 6)

Harmer (2005), furthermore; states that: some of the similarities and differences between speaking and writing in favor of a superior understanding of how people write. He maintains that the audience to whom we are writing is significantly important. In speaking, we have the advantage of interacting with what he calls "co-participants", whether we know them or not. This of course is highly beneficial for the speaker who may modify his speech according to his co-participants' reactions. But in writing, we write for an unknown audience, which means that our words are the only means available to us. Another difference between the two productive skills lies in the

processes speakers and writers go through. According to him, "The process of writing is usually more complex than the process of speaking, but not always."(p. 8)

Harmer (2005), sees that: ‘one of the most noticeable differences between writing and speaking has to do with the processes that the writer and speakers go through’ (P.9).Hence, in speaking a strong believes says that verbal communication happens on the spot. Clearly saying, those ideas becomes utterances in no time counted. Producers of the language make immediate decisions about what to say and how to say it, therefore; they could use enormous idioms like; rephrasing, repetition and also ‘time-buying’ (ibid)

Knowing that either speaking or writing, in both processes students have the right to: adjust, modify, express ideas differently before create the final product for writing, utterances for speaking.

2. Process Approach to Teaching Writing

English writing, as a basic language skill for second language learners, is being paid close attention to. How to achieve better results in English teaching and how to develop students’ writing competence remain an arduous task for English teachers. Based on the review of the concerning literature from other researchers as well as a summary of the author’s own experimental research, the author of this essay for the first time tries to give definitions of the process approach to writing, make a comparison between product and process approach to teaching writing and accordingly make suggestions about the basic principles of teaching writing with the application of the process approach (Opt.cit, 2009)

With this understanding of the process approach to writing, the author focuses on a discussion about the two classroom teaching models by using the process approach, namely teaching models with minimal control and maximal control to different English level students. Experimental study shows that the subjects were all making significant progress in their writing skill (ibid)

The process approach places more focus on the steps of the writing process prepared on the final product, it is the learners’ central approach and not exclusively

related to formal assessment such as; exams. According to Zamel (1983) “writing is a process through which students can explore their thoughts” (P.147). He also believes that composing means thinking.

Harmer (2001, P. 257) argues that “the process approach aims to get to the heart of the various skills that should employ when writing”; several researchers as Harmer, believe that when writing in the process approach, the writer gives much more focus on its stages which are: planning, drafting, editing. Which are known as linguistic skills? Otherwise, linguistic knowledge similar to: vocabulary, text structure, and grammar, is somehow dismissed.

2.1 Characteristics of the Process Approach

When using a process approach to teaching writing, teachers focus on what students think and do as they write. Graves (1994; in opt.cit) identified five stages of the writing process: prewriting, drafting, revising, editing, and publishing/sharing. Research has shown the writing process does not take place in a linear manner; rather, writing involves recurring cycles. The stages have been labeled as a way of identifying and discussing writing activities (Graves & Perl; 1994, in ibid). Tompkins (2003; in ibid) lists the key features of the writing process as follows:

Figure 1.1 :

Stage	Writing Process
Stage 1: Prewriting	<ul style="list-style-type: none"> • Students write on topics based on their own experiences. • Students engage in rehearsal activities before writing. • Students identify the audience for whom they will write. • Students identify the function of the writing activity. • Students choose an appropriate fore for their compositions based on audience and

	purpose.
Stage 2: Drafting	<ul style="list-style-type: none"> • Students write a rough draft. • Students mark their writing as a rough draft. • Students emphasize content rather than mechanics.
Stage 3: Revising	<ul style="list-style-type: none"> • Students reread their writing. • Students share their writing in writing groups. • Students participate constructively in discussion about classmates' writing. • Students make changes in their compositions to reflect the reactions and comments of both teacher and classmates.
Stage 4: Editing	<ul style="list-style-type: none"> • Students proofread their own compositions. • Students help proofread classmates' compositions. • Students increasingly identify and correct their own mechanical errors. • Students meet with the teacher for a final editing.
Stage 5: Publishing	<ul style="list-style-type: none"> • Students make the final copy of their writing, often using word processing. • Students publish their writing in an appropriate form. • Students share their finished writing with an appropriate audience. • Students sit in the author's chair to share their writing.

Figure 1.1: process model of writing instruction.

(Adapted from Graves, Perl; 1994)

As figure 1.1 shows, features of writing are not linear but ‘‘recursive, interactive, and potentially simultaneous’’ (Hyland, 2003. P.11). this implies that,

the student in the process approach, learners have the opportunity to plan, write, revise, and edit before the total text is formed.

Often teachers who use the process approach to writing could also use reading workshops in their classes; the two go hand-in-hand. The key element of both workshops is student choice; that is, students choose what they read and write. Often, these choices are within boundaries established by teachers. For example, students may choose to read books from an assigned genre and engage in a specified type of writing. Writing in writing workshops may be in response to literature. Writing workshops work best when there is a large block of time for students to write. (Graves, Perl; 1994)

2.2 The Teacher's Role in the Writing Process

Learning to write is a linear process, and the tackling of new skill depends upon mastering the skills that came before it. Early struggles with basic skills become magnified and more problematic as academic tasks become more challenging. Writing becomes a chore for these learners, and they will often try to avoid it at all costs. However, there are several things that teachers can do to support the learning of the writing skills that will help their students believe that they, too, can be writing experts (Baker, B; 2002)

When serving students to become enhanced writers, teachers have a number of vital roles to perform. This is principally correct when students are doing 'writing-for-writing' activities, where they may be hesitant to convey themselves or have obscurity finding ways and means of expressing themselves to their pleasure.

Harmer (2004, p. 41) proposed that in the middle of the roles which teachers have to perform before, during, and after students' writing are the following:

- **Motivator and provoker** – teachers can help students' writes, in provoking them in order to find ideas that correspond the writing task, furthermore, motivating them how fun it could be. (Harmer 2004, p.42)

Students could be asked by their instructors in the classroom to commence or to complete an activity on the board or putting ideas of the text in the right order, rather than having students to think ideas on the spot. Also, they perhaps will be asked to discuss ideas on new subjects before engaging in the writing task. (Harmer, 2004, p.42)

- **Evaluator** – every student needs to recognize what average he have or she has reached (in the case of a progress/achievement tests) so teachers ought to tell the students how well they have done. When teachers evaluate students in academic purposes “tests” teachers can specify the use of words, and also where they make mistakes, and this later could be done in terms of reward grades; but, while scores is different from responding, evaluations can still be used not just to grade students; it will be considered also as a learning chance (ibid.)

Teachers can use another technique in correcting writing pieces of students they teach and which probably assist students to reduce making mistakes. The former is by highlighting errors and make students correct them- rather than only filling the corrected pieces of work into the back of their folders and never looking at them again (ibid).

3. Understanding writing problems

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression (Baker, B; 2002)

Language is not a self-governing system that learners can acquire without relating their feelings and emotions. Brown (2000) explains what is meant by language:

“Language is behavior, that is, a phase of human activity which must not be treated in essence as structurally divorced from the structure of nonverbal human activity. The activity of man constitutes a structural whole in such a way that it

cannot be subdivided into neat "parts" or "levels" or "compartments" with language in a behavioral compartment insulated in character, content, and organization from other behavior"(P .144)

It is well obvious that there are some other external factors may help or hinder the process of second language learning. As Arnold and Brown (1999) sees, "the various emotions affecting language learning are intertwined and interrelated in ways that make it impossible to isolate completely the influence of any one of them." (p. 8) hence, affective factors such as "emotions" needs a watchful control from the language learner in a way that he or she understands better its effects on the process.

Shoe bottom (1996; cited in opt.cit) sees that, foreign language learners that wish for an excellent piece of writing require assistance, in understanding how to avoid making mistakes in their writing. He hypothesized that writing problems made by students fall into the umbrella of four main types: spelling, punctuation, grammar and usage (ibid.)

3.1 Spelling

Spelling errors are among the most common surface errors as well as the most easily corrected. To correct spelling errors, use a spell-checker, regardless of the student's spelling skill, along with a dictionary to help him or her to find the right alternative for a misspelled word. Remembering that the spell-checker won't help with homonyms, words that sound alike but have different spellings and meanings. (opt.cit)

3.2 Punctuation

English language students have to discover specific forms of the English punctuation structure, the same as the way to punctuate direct speech. In common, conversely, the common of punctuation mistakes are made not barely by ESL students, although by native speakers as well. Such mistakes are because of the need of a comprehensible understanding of what a sentence is, furthermore they outcome in fragments (unfinished sentences) or run-ons ('sentences' that do not stop when they ought to). (Shoe bottom, 1996)

Punctuation mistakes are able frequently to be marked in one condition that the learner reads the writing production out loud. If a normal gap in the reading does not

match with, state, a comma or a full-stop in the written piece, at that time it is acceptable that the punctuation is damaged. Essential writing have be given to a proficient native-speaker to test out (Shoe bottom, 1996, cited in opt.cit)

Extensive reading, mainly of factual, equally in the first language and English, will power learners to identify with the perception of the sentence as the foundation of superior writing (ibid).

3.3 Grammar

It is the most important type of errors usually done by EFL learners. For instance, students regularly do not select the right form of the word to express a thought otherwise do not utilize it in its accurate structure. Perhaps they can fall short to use the definite and the indefinite articles (an/a/the) suitably, or put lexis in the incorrect order of the sentence (Shoe bottom, 1996)

A quantity of grammar mistakes are straightforward for students to accurate themselves, mainly if they convey their writing to others. Other types of grammar mistakes are not simple to discover, on the other hand, for the reason that the students merely does not recognize yet the right system to utter an idea in English. Pointing to some grammar books will not habitually give a hand to the students in some cases - the superlative thing to do is to ask over a native speaker to verify the writing (ibid). Hopefully most grammar mistakes will vanish by themselves, mainly if the student does extensive reading in English (ibid.)

3.4 Usage

Usage mistakes do not only crack a grammar "rule", although is a word or sequence of words which natives would in no way make a use of it to transmit the same meaning the EFL student is aiming to express (ibid.)

It might be frequently more than an issue to the reader than grammar mistakes. The EFL learner that writes *my nurse doesn't speak Arabic* or *after that I putted glass on support* will be comprehensible. In other situations, the learner who writes in a periodical *my nurse has a meeting with her machinist this afternoon* will be unclear that his nurse has an appointment with her worker (ibid.)

Usage problems existed more than grammar ones in the most pieces of writing which instantly categorize even proficient students as non-native speakers. Once again, the short-term solution to usage problems is to ask a native speaker to check the work; and the long term solution is to do lots of reading in English (Shoe bottom, 1996).

Shoe bottom (ibid.) sees that Learners should understand that the type of writing mistakes listed above is not the only problem to worry about in a piece of a written work. In fact, there are aspects of writing that are much more important than the presence of small mistakes of spelling, grammar or usage. In order to get a good grade for a piece of a written work, the student must be able to answer the following questions with *Yes!*

- A. Have I written what the teacher asked me to write about?
- B. Have I organized my thoughts clearly?
- C. Do I have a strong introduction and conclusion?
- D. Do my paragraphs have clear topic sentences?
- E. Does each of my sentences express clearly what I want to say?
- F. Do my sentences link together well?(ibid)

4. Peer Review

Sometimes teachers' feedback perceived as tricky by students, even though there are times where teachers' responses could be extremely fruitful and useful. According to Harmer (2005, p. 115):

“Peer review is a precious part in the writing process. It has the benefit of cheering students to work collaboratively, something which, in a group, we would like to promote. It also gets about the difficulty of students reacting too inactively to teacher responses”

Peer review, might reduces the students' self-reliance in the editing stage, whereas, the latter at some point it enlarge the students' ability to edit and revise. yet; so as to be successful, students will identify “what to look at, when they read their classmates' work. And this is completed when they acquire or learn leadership from their teachers (ibid).

Teachers can obtain from their learners questions they might ask, where they are requested by their instructors to do a task on writing. For instance: ‘does the composition start in an interesting way? Is the narrative easy to follow? Is the writing simple to understand?’ or ‘are the writer’s viewpoints obvious? Or they may be asked by their peers about the level of formality or about the needed information given. These kinds of questions help the students in a way that it makes the peer review alert and creative. To ensure that learners feel familiar with the writing tasks; teachers may convene the activity with a sample, which is in the same sort. Hence, this will positively enhance them to generate ideas and plans. (Harmer, 2005, p. 115):

Once Victoria Chan (a writing teacher) organized a newspaper project with her class, she asked her students to give their impressions about the articles presented in the newspapers that was given to them, which is written by their peers. She also present a sort of table which is entitled as “comment form” as a guide to make the task much easier (ibid).

<p>Comment form</p> <p>When reading your classmates’ texts, you could also tell them your responses to the following points:</p> <p>My immediate reactions to this piece of writing are...</p> <p>I find the content...</p> <p>I like the part on...</p> <p>The part on ... could be further developed/elaborated.</p> <p>Also give suggestions on areas that need to be improved.</p>

Figure 2.1: Adapted from ‘The Newspaper Project’ by Victoria Chan in *Modern English Teacher* (cited in, Harmer,2015, p. 115)

As figure 2.1 shows that the peer review at some part is helpful, it may give some useful points to believe. In addition, it explores that positive and negative comments can assist learners to edit their final product (ibid.)

The quality of the feedback which they ought to take into account will be doubtful; this can be very obvious right away when students do not focus on the task. Finally, Harmer posits that “peer review is not a problem free” especially when it is related to CLL, he put as a support that the enhancement of peers’ review is for sure depend in an accurate manner on the reviewer, and whose work is being reviewed. As a result, students will not work cooperatively in a good way(Harmer, 2015, p.115)

Conclusion

Writing is a fundamental skill that foreign language learners ought to master mutually in the company of the other skills. It is emphasized by scholars and linguists that this skill is loudly typical; thus, it is required to be measured in a different way. The spot is that, moving from writing in studios contexts to non-studios ones reveal the common nature of writing, a feature that gives this partner more magnitude that some teachers are unsuccessful to identify. But, some troubles are fond of: anxiety, lack of motivation, low self-esteem etc... is capable of make writing tricky to several students, and bothers its learning. CLL is an up to date method which proved to suggest main solutions to the troubles learners comprise in writing counting (grammar, spelling, punctuation etc...). For that reason, the manner this skill is taught ought to be reconsidered, and specified further magnitude for its never-ending and necessary weight in learning English. In the next chapter, we shall shed light on cooperative learning and travel around the solutions it offers to these problems sociologically and psychologically, as well as at the level of academic achievement

CHAPTER TWO: COOPERATIVE LEARNING AND ITS MOTIVATIONAL ELEMENTS

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CHAPTER TWO: COOPERATIVE LEARNING AND ITS MOTIVATIONAL ELEMENTS

Introduction

The methods that are intended to compose instruction more prominent are for the most part established on how students learn. CL is one of them, wherever the philosophies and theories of education have oriented importance to improve the value of instruction and consequently learning. In this chapter, we try to give a wide picture of this type of learning focusing in the first place on the theoretical backgrounds of this learning. Moreover, we will examine the definition of CL, the differences between cooperative learning, and group work (GW), cooperative writing and most of all we try to investigate its motivational elements both sociologically and psychologically, in addition to the shortcomings of CLL.

1. Theoretical foundation of cooperative learning

There are three theoretical perspectives which have guided research on cooperative learning: social interdependence which regarded the interaction as the central role for human circumstances essentially in educational setting. Social interdependence refers to students' efforts to achieve, develop positive relationships, adjust psychologically, and show social competence.

The social interdependence perspective of cooperative learning presupposes that the way social interdependence is structured determines the way persons interact with each other. Moreover, outcomes are the consequence of persons' interactions. Therefore, one of the cooperative elements that have to be structured in the classroom is positive interdependence or cooperation. When this is done, cooperation results in primitive interaction as group members encourage and ease each other's efforts to learn (Johnson, Johnson, & Holubec, 1998). Within the same vane, the cognitive developmental perspective is grounded in the work of Jean Piaget and Lev Vygotsky. Piagetian perspectives suggest that when individuals work together, socio cognitive conflict occurs and creates cognitive disequilibrium that stimulates perspective-taking ability and reasoning. Vygotsky's theories present knowledge as a societal product (ibid).last not lastly; the behavioral-social perspective presupposes that

cooperative efforts are fueled by extrinsic motivation to achieve group rewards (academic and/or nonacademic) (Johnson, Johnson, & Holubec, 1998)

2. Cooperative language learning

CL has been experienced since years, so it is not a new concept, since it has been known just couple of years recently (Woolfolk, 2004). A working definition of cooperative learning is the use of small groups through which students work together to maximize their own and each other's learning. For instance; A team-based project where grades are based on the performance of the team. Generally speaking, Cooperative Learning, sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task. The task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments (Teacher division, 2014)

According to David Johnson and Roger Johnson (1999), there are five fundamental elements involved in cooperative learning. In fact, these five elements distinguish cooperative learning from other forms of group learning. These elements can be thought of as pieces in a puzzle. When all of these elements are present in a learning situation, the result is a cooperative learning group (opt.cit p. 4; 2014) the five basic elements of cooperative learning are:

- **Positive interdependence:** This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only the individual, but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group (opt.cit p. 4; 2014)
- **Face-to-face interaction:** This means that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal supports are part of this mutual goal (ibid).
- **Individual and group accountability:** The group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of

the work toward the group goal. No one can "hitchhike" on the work of others. The performance of each individual must be assessed and the results given back to the group (opt.cit p. 4; 2014)

- **Interpersonal and Small Group Skills:** Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to - and be motivated to - provide effective leadership, make decisions, build trust, communicate, and manage conflict (ibid).
- **Group processing:** Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships (ibid).

Ways to ensure CL elements:

To help you understand cooperative learning a little better, here are some ideas and activities that could help team members develop better skills in each of the areas listed above:

➤ **Positive interdependence:**

- Only one single paper written by the entire group.
- The work presented should be written in one paper on which each member of the group is required to write a part.
- Each person learns a topic and then teaches it to the group.
- Present a reward (e.g. bonus points) if each member of the group achieve something. (opt.cit p. 4; 2014)

➤ **Individual and Group Accountability:**

- One student is chosen at random and questioned on the material the group has studied.
- Only one paper is chosen by the teacher to be graded, and before that it should be verified on its accuracy by all the group.
- Students receive bonus points if all do well individually.

- Students should rehearse information orally, under the surveillance of the Instructor. (opt.cit p. 4; 2014)

➤ **Interpersonal and Small Group Skills:**

- Punctuality should be present.
- Students should listen to each other when rehearsing. They should not be busy on what they are going to say.
- Members of the group should have mutual learning.
- Every one in the group should have the chance to speak.
- Do not conflict, but do control and discipline the group. (ibid).

➤ **Face-to-Face Promotive Interaction:**

- A problem solving should be expressed orally
- All group members' interact with each other on a specific concept or idea.
- When a topic is unrecognized by some elements of the group, A group member teaches classmates about it.
- A mutual assistance should be there (ibid.)

➤ **Group Processing:**

- Helpful and unhelpful behaviors should be described by the group.
- Decisions are made on which behaviors to continue and which behaviors to change. (opt.cit p. 4; 2014)

Higher groups and individual achievement has been found in numerous studies as result of cooperation. Other researchers on the same field agree on the fact that collaboration or cooperation could be realized as of massive psychological figures like, self-esteem, meta cognition and good relations with peers (Johnson and Johnson, 1989).

Having cooperative groups in the accomplishment of academic context, offers occasions for learners to expand interpersonal skills, this is in one hand. In the other hand, it presents to them genuine experiences which tend to assist them to be successful in their future careers. Skills which have been widened by learners with

others are dissimilar from skills that are emerged by the students themselves. Consequently, cooperative language learning enhances the students' improvement, in terms of; dialogue, active learning, self-confidence, and of course motivation.

2.1 Basic Elements of Cooperation

Not all groups are cooperative (Johnson & F. Johnson, 2009). Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, five essential elements need to be carefully structured into the situation: positive interdependence, individual and group accountability, primitive interaction, appropriate use of social skills, and group processing (Johnson & Johnson, 1989, 2005). Mastering the basic elements of cooperation allows teachers to:

1. Take existing lessons, curricula, and courses and structure them cooperatively.
2. Tailor cooperative learning lessons to unique instructional needs, circumstances, curricula, subject areas, and students.
3. Diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups.

Johnson H, (1991) identify structures and evaluation measures surrounded by any content may perhaps be taught, rather than defining measures established upon the curriculum. They have also reputable an explanation of cooperative learning which based basically on five main elements for a process to be considered as cooperative. They have developed a set of worksheets for tutors and learners to apply the five elements. The five items are as follows:

➤ **Positive interdependence;** "Positive Interdependence- Students perceive that they need each other to complete the group's task ("sink or swim together"). Teachers may form positive interdependence by institute mutual goals (learn and make sure all other group members learn), combined rewards (if all group members achieve above criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of the information), and assigned roles (summarizer,

encourager of participation, recorder, time keeper etc.) (Johnson and H, Johnson,1999; cited in Ted Panitz, p. 6)

➤ **Individual and group accountability;** The group has to be accountable for achieving its targets. Individual and group accountability need to be clearer, and measurable in terms of that it can fit: (a) the progression in achieving them (b) each one of the members' efforts. (Johnson & Johnson, 1989)

➤ **Promotive interaction;** Face-to-face interaction, the two terms used interchangeably. Promotive interaction occurs when group members' support, encourage, assist each other to learn. In cooperative learning groups, every constituent has someone who is there to help him or her to learn (as an academic support) also every student have someone who I there f him as a human being (as a personal support). (ibid).

➤ **Teaching students the required interpersonal and small group skills;** (Johnson & Johnson, 1989, 2005) State that group members are in need to be aware about the way that supplies a fruitful guidance, trust-building, communication, decision-making as well, so that in order to be motivated enough to use the prerequisite skills.

Cooperative learning is regarded inherently, more complex process than competitive and individualistic learning; in terms of (task work) that students are required to learn academic subject matters or (team work) that learners are supposed to gain knowledge of small group skills to function as a vital component of the group.

Depending on the fact that cooperation and competition are intimately attached, teachers need to make available for teamwork the necessary quantity of skills, just as fundamentally and purposefully as instructors do academic skills, since the significance of a manageable skills and strategies is acknowledged for long term success for learning groups. Procedures and strategies for teaching students social skills may be found in Johnson and F. Johnson (2009).

➤ **Group processing;** it refers to the way students negotiate in terms of effectiveness, how well their goals are achievable along with their relationships are they maintainable? Continuous achievement of learning process terminates from a very careful examination of how members are working together. (Johnson, and Johnson; 2009).

These five elements are essential to all cooperative systems, no matter what their size. When international agreements are made and when international efforts to achieve mutual goals (such as environmental protection) occur, these five elements must be carefully implemented and maintained. (ibid)

2.2 Characteristics of an Effective Group

Successful cooperative learning doesn't just happen. It takes extra effort by each group member. For group work to be successful, individual group members need to have clear goals, plans and roles, as well as the ability to work together, mutual accountability, and the other elements of effective groups.

As stated earlier, to make group work effective and successful, groups need to have well-defined goals and a plan for meeting those goals (opt.cit p. 6; 2014).

Another important element of success is for each team member to have an assigned role. Groups tend to function better if member roles are defined and assigned during the first meeting. These roles help all members to actively participate in the group process. However, each member doesn't need to be stuck in one role. Consider rotating roles, depending on the goals and activities of the meeting, so each member can experience all five functions of the group. (Opt. cit p.7; 2014)

2.3 Roles of Group Members

Roles	fonctions
Taskmaster	makes sure the group <i>stays on task</i>
Checker	Verifies that everyone agrees with an answer or approach and that all understand.
Gatekeeper	Makes sure each person has a turn and that all participate about equally - no loafers and no bullies.
Praiser	Encourages others to share ideas, give opinions, and work hard. Makes sure members know they have done a good job and are appreciated. Praises ideas and helping behaviors
Recorder	Documents responses once all agree. Completes group evaluation forms.

Table 1.1: possible roles of group members

Adapted from (Online learning tutorials for essential college skills, 2014, p.8)

You can even have a group of more than five - there are lots of additional roles additional members can play that will be helpful - roles like Gofer (go get stuff), Clarifier/Paraphrase, Noise Monitor, Researcher, Elaborator, Prober, and Integrator - just to name a few (ibid).

3. Group work

In group work, students carry out a learning charge throughout small-group interface. It is a structure of novice chance to facilitate a specific worth during the performance of unwritten facility: students during the course group that is divided into five parts obtain five times the same as several opportunities to converse as in full-class group. Furthermore, it has additional recompenses: it fosters student duty and self-rule, be able to progress motivation and supply a reaction of teamwork and warmth in the course group. There are several investigations which indicate that the exercise of group work enhances learning product (Ur, 2000, p. 57)

The possible compensations are not, yet, constantly achieved. Instructors panic they possibly will over-use their first language, perform the activity in the wrong way

or not at all: and their worries are frequently well founded. – Both learners and teachers – abhor a condition wherever the teacher cannot regularly supervise student verbal communication (Ur, 2000, p.57)

The validity or the greatness of group work depends on the near social atmosphere, also on how familiar the class is to use it; besides, for sure, on the variety of a motivating and thought-provoking assignment whose presentation is fit among the aptitude of the cluster. However it as well depends, more instantly, on successful and careful association (ibid.)

3.1 Role of the learner

Woolfolk (2003, cited in, Zourer, 2010) affirms that teachers have the sufficient talent to carry out any character to each member of the group with the purpose of encouraging learners to cooperate with each other.

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

Table 1.2: Possible Student Roles in Cooperative Learning Groups

(Kagan, 1994; cited in Woolfolk, 2003, p. 496).

3.2 Benefits of cooperative learning

Right through the utility of cooperation, numerous findings concluded that cooperative learning obtain several paybacks, especially in classroom conditions. Number of affective outcomes have been observed through the use of cooperation; communication, time consuming tasks or achievements, as well as positive attitude, and better self-esteem.

➤ Cognitive Outcomes

In cooperative learning circumstances in foreign languages, students considered as more active (Leikin & Zaslavsky, 1999; Mulryan, 1992) and, consume more time during tasks (Jansen, 2012; Mulryan, 1992; Wicker et al., 1997).

According to Laslavsky and Leikin (1999), the opportunity for more student-to- students learning interactions is completely the vital source of such enhancement, (Mulryan, 1992; Slavin, 1980) regarded that when comparing traditional methods and cooperative learning in terms of achievement, both generate the same level of accomplishment.

Slavin (1980) agree on the fact that positive competition among group members affects achievement. Students established better maintenance of material and improved critical thinking skills as well (Walmsley and Muniz 2003). In addition, in cooperative groups, students are intended to perform tasks with higher cognitive demand (Mulryan, 1992; Leikin and Zaslavsky, 1997).

In cooperative learning circumstances, students are more likely to ask questions (Leikin and Laslavsky, 1999). Especially low achieving students (Jansen, 2012), and this as Leikin and Zaslavsky (1997) considers that, small group offer supportive atmosphere. Communication in small groups has been found to be “effective in promoting middle-school students’ problem solving and understanding of certain mathematical structures” (Nodding, 1989, p. 619). Students are able to improve their own thinking while learning from each other, particularly while them reasoning to other mates (Kotsopoulos, 2010).

At foreign language home, students are able to make additional outcomes by reasoning out loud, they enlarge intellectual understanding, make logical connections,

plus “fill in gaps in one’s understanding that he or she recognizes while explaining to classmates” (Jansen, 2012, p. 39).

3.2.1 Sociological Dimension

Williams (2003, p. 139) posits that instructors:

"Believe that their job is to prepare young people for successful lives in a functioning society have little difficulty recognizing that cooperation and collaboration have social and educational benefits that make work groups an important part of the classroom experience."

Indeed, the use of cooperative learning is basically related to a teacher’s proceeds to teaching.

3.2.2 Interaction

The accurate use of cooperative learning in the classroom, could be an effective way to promote interaction among students. Hence, according to the constructivists’ perspective, learning is a subject matter by learners. In other words, learning is a matter of active construction of meaning by students (Pope Keen, 1981; Sutherland, 1992; Thomas & Harri-Augstein, 1985; cited in Williams & Burden, 1999).

Confidence on learners’ social experience motivates student’s participation in the learning procedure. Cohen and Willis (1985) agree on the fact that CL creates a strong collective continue format.

From the teachers’ surface, he or she collaborates with meaningful tasks, so that to commence interaction among students thru his or her close watch. Learners believe that the matter of success is based on all group members’ success. As a result, learners are in need and strongly demand for consequences which are profitable to all those with whom they are eagerly associated.

Brown (1988: 178) posits that:

“Small groups provide opportunities for student initiation, for face- to-face give and take, for practice [sic] negotiation of meaning, and for extended conversational exchanges, and for students’ adoption of roles that would otherwise be impossible”.

3.2.3 Psychological Dimension

The constructivist view has been criticized by many scholars in the same field, assuming that connecting cooperative learning with the affective atmosphere of the language learning classroom. He crucially supports CL as performing various affective feature of language learning counting: reducing anxiety, enhancing motivation, leading to the positive attitude toward the target language.

Similarly, Richards and Rodgers (2001; p. 193) affirms that CLL, used in order to reduce learners' stress and assist to create a positive fruitful classroom climate, so as to enhance the student's motivation. Brown (2000) asserts in his own way that, without self-esteem, real self-confidence, knowledge of the student's himself or herself, and a strong belief in his or her own aptitudes for a task, accordingly there is no beneficial activity could be completed (P.145) and considerably, this will necessitate the task of each component in thriving the learning process.

3.2.3.1 Anxiety

The term anxiety generally when related with foreign language matters therefore, it has been dealt with care. Gardener Macintyre (1993; cited in Han, 2013) viewed foreign language anxiety as "the apprehension experienced when a situation requires the use of a foreign language with which the individual is not fully proficient" (p.5).

Foreign language anxiety refers to the feeling of anxiousness that learners may perhaps experience whilst they come across to learning a foreign language. Hurwitz et al. (1986; cited in *ibid.*) further classified anxiety as, when it comes to this latter is raised when using a foreign language that learners could pass through a mixture of self-perception, beliefs different feelings and behaviors connected of course with the classroom, obtained from "the uniqueness of the language learning process" (P.128)

When it comes to the anxiety of using a foreign language in classrooms, Hurwitz et al. (1986; cited in *ibid.*)

further explained foreign language anxiety is "a distinct complex of self- perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" Hurwitz et al. (1986; cited in Han, 2013, p.128).

Crandall (1999), points out that "Time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increased participation and language learning"(ibid.) and the same as he sees that the feeling of unsuccessful need to be conquered because it strongly threatened the student's achievement, for this issue Crandall proposed a solution by the fact that the opportunity to cooperate with others, in order to check the one's thoughts, in terms of accepting their criticism before facing the entire class(ibid.) Consequently, this will states clearly that CLL has been found in similar circumstances to decrease this kind of concerns that hinder the student's learning process, thus reducing anxiety.

3.2.3.2 Motivation

Educators are disturbed about raising a particular sort of motivation, motivation to learn. Brophy (1988) illustrates learners' motivation as this tendency to come across academic tasks having an important effect and valuable and seek to receive the anticipated academic profit from them. Motivation to learn demand further than wanting or be going to learn. It contains the feature of the learners' intellectual hard work. For instance, reading the text ten times may point out persistence, but motivation to learn involves more thoughtful, active study strategies such as summarizing, elaborating the basic ideas, outlining in your own words. So motivation to learn involves taking academic work seriously, trying to get the most from it, and applying appropriate learning strategies in the process.

In the process of learning learners feel comfortable while sharing their work with the total course group. "CLL seems to offer greater opportunities for learners to use the target language with each other" (Gwyn-Paquette & Toshon, 2002). Hence, cooperative learning facilitate for students the learning process in a way that it put forward encouragement to learners to give more, and that what Williams (2003) put in plain words " strengthens the bonding in the class, and motivates students to work hard" (Wiliams, 2003, P.132)

Likewise, Crandall (1999) explained in his own way that, learners accept optimistically peer prolong and hold in cooperative grouping. Hence, many studies have been proved that the role of CLL is remarkably important in enhancing the learners' motivation (ibid.)

Slavin (1983; cited in Nuan, 1983) hypothesizes that in order to make schools better, the single resource is the peer's control over the group as a motivational factor of CLL (P.5). For the motivational influence of CLL, he utters that "on the other hand, at least for achievement, we now know that simply allowing students to work together is unlikely to capture the power of the peer group to motivate students to perform."(ibid).

3.2.3.3 Self- confidence

The term confidence means that the one has a strong belief in his or her own ability. By being self-confident or confident in one's own capacity. In the case of a foreign language, learners trust in themselves to learn the target language.

Due to Neman (1995, p. 5) "writing well requires both knowledge of the craft and the self-confidence to exercise this knowledge'. In deed, students "who are convinced that they write badly will write badly; students who are convinced that they have nothing worthwhile to offer will probably not offer anything worthwhile."(ibid.4) consequently, Students' self-confidence in their ability to write is extensively vital in enhancing their writing.

3.2.3.4 Shyness

Philip Manning & George Ray (1993)

"Personal characteristics such as shyness are hard to define, both for the lay person and for the social psychologist. In everyday life people can easily identify the meaning of a social exchange, even though they cannot explain this meaning in words. As in many other aspects of social life, people are skilled practitioners without being capable teachers of social interaction" (p. 179).

Giddens (1984, cited in Philip Manning & George Ray (1993), refers to this situation as a distinction between "practical" and "discursive" consciousness: the former refers to the ability to perform the mundane skills of everyday interaction, such as greetings and polite exchanges; the latter refers to the ability to describe these skills verbally. Typically we cannot give a discursive amount even of such apparently simple actions as ending telephone calls (see Sche-gloff and Sacks 1973, cited in Philip Manning and George Ray, 1993).

Shyness and self-confidence have been difficult to define in the literature. Philip Zimbardo, for instance, acknowledged that his pioneering Stanford survey of shyness "allowed each person to adopt his or her definition" (1977, p. 13; cited in Philip Manning & George Ray (1993). Another prominent researcher, Jonathan Cheek, defines shyness as "a temporary emotional reaction triggered by encountering new people and situations" (1989, p. xv; cited in *ibid*).

3.2.4 Learners' academic achievement

The role of CLL in nurturing the learner's academic achievement has been the focus of many scholars, in the vein of (1980; in O'Malley & Chamot, 1990) who acknowledges that the students' educational accomplishment in addition to the positive attitudes toward themselves and their peers is momentarily related to the function that CLL plays in nurturing it.

In the case of second language learning, McGroarty (1989; cited in Richards & Rodgers, 2001, p. 195) lists a couple advantages of CLL in the field of second language learning:

1. Increased frequency and variety of second language practice.
2. Possibility for development or use of language in ways that support cognitive development and increased language skills.
3. Opportunities to integrate language with content-based learning.
4. Opportunity to include a greater variety of material to stimulate language.
5. Freedom for teachers to master new professional skills.
6. Opportunities for students to act as resources for each other.

Results of the research investigated by (Sharan, 1980; Slavin, 1980; Whicker et al., 1997) about the role of CLL especially on academic achievement, has been recapitulated by Christison (1990) reporting that "27 studies were implemented in order to see the benefits of CLL, if any, on academic achievement and she claims that 19 studies were in favor of CLL in that they resulted in significant positive effects on basic skills".

Students will obtain more positive attitudes towards themselves and their peers and are more likely to have a mutual assistance rather than students in a traditional classroom. Similarly (Sharan, 1980; Slavin, 1980) agree on the fact that students share an expresses concern for peers, showed increased learning, and more on-task behavior. All members are in need to learn the material and receive point, so as to perform well within a group (Whicker et al., 1997).

In order to gain superior results in learning cooperatively and raising the benefit reduced from the student's groups (Sharan, 1980; Slavin, 1980) proposed a kind of a technique which can be an extra additional advantage in learners' academic achievement. They state that in order to be advantageously correct, students are not aware of who else is in the division. After studying with their teams, students need to have a quiz rather a competition; the quiz based on performance among an academic special consideration. This latter consists of number of students with the same levels and capabilities, ensuring that students have an equal chance of getting points for their peers. Academic divisions change from week to week, based on previous performance.

3.3 Shortcomings of CLL

Much similar to any other methods, CLL have some open windows. Indeed, this latter could be considered as shortcomings. It can be briefly defined as "One student may dominate while the others stay silent." (Harmer 2005, p.21).

Furthermore, these shortcomings is related to students as (Anderson, Holland & Palincsar, 1997; Cohen, 1986; in Woolfolk, 2004); that here when student students are differentiated, and further clarified that higher performers are likely to dominate the group and their brilliant ideas taken into consideration, otherwise low performers might be ridicule and their ideas disregarded, and consequently not very motivating.

''Group members perceived to be holding the group back, were treated in a hostile manner by other group members. Non-cooperative groups can lead to students being left behind or excluded from their groups, which can lead to feelings of incompetence'' (Kotsopoulos, 2010).

In the case of weaker groups learners take no responsibility for learning in any

way, briefly saying; when students do not behave cooperatively, and do not lend hand to their teammates as well, collaborative objectives probably arranged or assembled, whereas individual ones does not.

Such little groups' learners employ at the same time as learning a quantity of "off-tasks" which Mulryan (1992) branded three of them:

- **Social opportunists:** were students who would talk to their peers about topics that have nothing to do with the subject matter.
- **Intentional loafers:** would persistently seek to get others off task. These two groups consisted mostly of low achieving students.
- **Alternative involvement:** meaning students were working on other school assignments, was observed for both high and low achieving students (Mulryan, 1992).

In weaker groups, the student is regarded as passive in terms of asking questions, or respond to other's ones, they may escape from the task or depend on their peers to do the activity (Kelly Dwyer, 2013, p. 9), in the same vein, Mulryan argued that "passive students may suffer both academically and emotionally" (1992, p. 266). And he classifies passive students into six categories:

- **Discouraged students;** by the difficulty of the task they decide to leave it to those who understand.
- **Unrecognized students;** some of them offer to help, but are ignored or by the group.
- **Despondent students;** dislike their group. If students feel that the task is unimportant they fall into the category of unmotivated.
- **Disengaged students;** who were uninterested or bored with the task, often because the task was too easy
- **Intellectual snobs;** Students who felt that their peers were less competent in written tasks and didn't feel like having to explain their reasoning. These students would often choose to work on their own (Mulryan, 1992, p.266)

Low achievers can be influenced by high achievers in terms of treatment. High achievers may underestimate his former and would not assist them; this can be a

factual element in enhancing passiveness in them (ibid.)

As an argument, (Mulryan, 1992) sees that some high achievers indicated that they disliked helping low achievers and would avoid helping them. Countless members have experienced more failures, which create a negative self-efficacy that carries over into their small groups.

Mulryan (ibid), agree on the fact that high achievers are more likely to collaborate with their group members. They are considered as fruitful elements in learning settings because they provide the group elements with more directions and suggestions. By this, Mulryan (ibid.) argues that high achievers were more liable to be on task, be actively participating and negotiating so as they may either dominate the group or work alone

“for more active involvement in language learning tasks and more opportunities for collaboration with peers on these tasks than conventional instructional practices, [however] students who fail to take advantage of these opportunities may have little to gain from cooperative small-group work”(ibid, p.266).

Supposedly, CL is presumed to allocate more favorable chances for assistance with student’s mates.

3.3.4 Improving shortcomings of CLL

Instructors recognize well the way to promote social transparency, use self-surveillance, and to expand individual accountability. By this latter, students are more capable of completing groups’ tasks, so as to diminish the negative effects of cooperative learning (Mulryan, 1992)

Awareness also should be taken into account by students. Kotsopolous (2010) explains awareness of students by having a considerable knowledge about their actions and others’ actions as well. This awareness need to enhance collective benefit to value others.

Kotsiopoulos (2010), conducted a study that is based momentarily on self-surveillance method, she used videos of groups to be watched by students in order that videos to be reflected on, by this students’ participation is permitted to eliminate ones. Power is more evenly distributed when students are able to have mutual questions.

When they finish watching videos; self-surveillance has the potential to “disrupt non-collaborative learning by allowing students to question their roles in others’ learning” (kotsiopoulos, 2010, p. 138; cited in Dwyer, 2013, p. 10)

4. Collaborative writing

It could be actually unexpected to come across writers whose writings, still if it was fulfilled separately, had not been predisposed at various positions via negotiations in the company of associates or colleagues. The assortment of potential collaboration vary starting by a collection of co-authors that depart throughout every section of the writing process jointly, writing in a group with one accent, to a group with a principal writer that do the greater part of the effort and then receives remarks or modifications from the co-writer. All writing is able to be measured collaborative in a common sense, although we frequently do not believe of it with this intention.

Writing skill has been the focus of numerous perspectives since generations, they differ in the way of examination, but the principal is unified. Balakeslle (2001), according to his dimension; writing in academic surroundings spectacularly be different from that one n non-academic circumstances. Hence, this shift is totally forgotten by teachers. Ede & Lunsford (1986; cited in Bekins & Merriam, 2004) sees that the production of writing would not be done, unless it is done cooperatively, since writing is a process in which students are collaborating and interacting reciprocally. For this, more than dealing with cooperative learning as a motivational factor, it needs a deep illustration, and it is believed to be well thought-out.

Farkas (1991, Para. 3, cited in; Zourez, 2010) provides the following points that states what collaboration is:

1. More than one person shared in composing the final product.
2. More than one person contributes to form the components of a document.
3. The process of modifying, by editing and/or reviewing, the document could be done by one or more people. Farkas (1991, Para. 3, cited in; Zourez, 2010)

Conclusion

Learning is a gradual process within society. Indeed, people learn in groups, communities. Alternatively, they perform more than one role in the process. The student is completely not dissimilar. Positive associations for underlying cognitive rehearsal, clarification that has been found in numerous studies obtain a fruitful effect in educational achievement.

Collaborative learners have the advantage of discussion or turn-taking; attempt to test the effectiveness of new ideas and negotiating with a peer who is near to his or her own level of understanding so as to give an impression about the subject matter before presenting the final product.

Whenever learners use such kind of techniques i.e., (discussion/ turn-taking) with their classmates, they learn problem- solving through, to defend their personal point of views moreover, take into account considerations critically others' attitudes before coming to an end point, along with learning that the accountability still rests with them.

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Chapter three: Data Analysis

Introduction

As it was mentioned in the introduction to this study, the latter aims at investigating Teachers' types in teaching the writing skill, and students' estimations of the techniques being used. The reason behind this chapter is to present means of data collection, sample population, Description of teachers' questionnaire as well as learners' questionnaire; which would be terminated by the results of the study and some unassuming comments.

1. Definition of the questionnaire

It is well known that a questionnaire is one of the means that are used to collect data. Investigators in the field of study, agree that a questionnaire is a series of written questions that a specific category of people would answer for the sake of gathering information. Items of the questionnaire have to be plainly stated in order to inspire the respondents to contribute more. The questions could be open-ended, closed-ended, or multiple choice questions (quick MBA, 2002). In case of the first, the informers have the whole freedom of presenting a variety of answers; nevertheless, closed-ended questions demand the respondents to opt one or more option as arranged by the questionnaire designer.

2. Description of the Teachers' Questionnaire

The teachers' questionnaire contains 13 questions divided into three sections. Section one is allocated to background information, section two is designed to deal with teaching the writing skill, section three is given to cooperative learning. This questionnaire varies between closed questions, which necessitate ticking one or more options, as well as multiple choice questions, and open-ended questions for the purpose of gathering qualitative data from the teachers.

✓ Section one: background information

This section involves 02 items that are concerned with the background knowledge of teachers we are dealing with, including: function, teachers' self-satisfaction.

✓ **Section two: teaching the writing skill**

The second section involves 10 questions. It aims to study teacher's role in the classroom, the reasons behind teaching the writing skill, the dependence of the teachers' reliance on the stages of the process approach, and of course by giving clarifications, the students' main problems in writing, the teachers' perception about promoting motivation to manage writing problems, the students' evaluation as writers with clarification, the teachers' aim behind assessing students' pieces of writing, the significance of peer review, the importance of the teacher's feedback, and the kind of feedback teachers offer to their students.

✓ **Section three: cooperative learning and its motivational elements**

This section is designed to explore the teachers' experience about using CW, the students' motivation, the students' preferable way of writing, the teachers' opinions toward the effects of CL on the students' pieces of writing .

3. Analysis and interpretation

Section one: Background Information

Question 1

1. What are you doing in your life?

Only teaching	3	50
Teaching and studying	3	50
Total	6	100

Table 1.1 Teachers' function

More than half of the teachers are teaching and studying PHD (post graduate studying) which mean that our teacher have the ability and courage to continue their studies among all their responsibility.

Question 2

2. Are you satisfied so far with what you are doing(as a teacher):

Yes	4	67
No	2	33
Total	6	100

Table 1.2 Teachers' self-satisfaction

33% of the respondents are not satisfied with what they are doing so far, and they still have much to work on, to achieve themselves. 67% of them agreed on the fact that their satisfaction on themselves is highly elevated, and this indicates that they are doing well.

Section two: Teaching the Writing Skill in EFL Classes

Question 1

Do you act in the classroom as :(tick the appropriate answer, you can choose more than one)

Controller	1	17
Organiser	2	33
Participant	1	17
All of them	2	33
Total	6	100

Table 2.1 Roles of the teacher

One from all informants chooses to act in his or her class as a “controller” 17%, where he or she completely encompasses the entire charge of the class; what the students do, what they say, and how they say it. 33% prefer to act as an organizer in which he or she can make sure that all groups are put n the right order for the period of the task given to the learners. One single teacher who sees that it is better to be a

participant in the class the same as the students which is meant to be an effective way to figure out the students' learning needs, and get the students involved in the activities. 33% of teachers like better to take all the roles, in order to take for granted the achievement of both; the classroom, and the students' success as well.

Question 2

Do you instruct the writing skill on the way to:

Reinforce the students' vocabulary	1	17
Meet students' styles	1	17
Develop writing as a skill	3	50
All of them	1	17
Total	6	100

Table 2.2 Purpose behind teaching the writing skill

One teacher uses to teach the writing skill to reinforce the students' vocabulary, which is a supportive manner for novice writers to get their language advanced. 17% of them choose "B" in order to get know the students well, to determine how glowing their learners are in learning the foreign language. 50% of our respondents opted for the option "C", which it can be taken as evidence, that the main role of written expression classes, is for enhance the writing skill.

Question 3

Do your students rely on prewriting, drafting, revising, and editing?

Yes	3	50
No	3	50
Total	6	100

Table 2.3 Writing through the process approach

According to the result affirmed above, 50% of the participants argued that their students write through the process approach. This is a clear indication that their students are, no longer, focusing on the final product but, instead on the process stages which are the key factor for an effective writing. The other 50% assumed that their students do not follow the order of the stages, and almost go directly to the last one which is editing.

If no, in which sub process do you think that they are involved?

All the teachers of written expression who said “no” agreed on the fact that, their students do not follow the order of the process approach stages (drafting, revising, editing, proofreading), and go directly to the last one which is “editing”. And for the most part they do prewritten, draft but they rarely revise and edit their final draft. The sequence of this approach help the learner to write since it is a gradual, recursive, vital process, and its stages need to be followed especially by beginner writers to introduce them to the writing bit by bit.

Question 4

Frequently how do your learners consign mistakes in the following aspects of Foreign language?

Grammar	0	-
Spelling	0	-
Punctuation	0	-
Usage	0	-
All of them	0	-
Total	6	100

Table 2.4 Students' problems in writing

100% of the teachers are in agreement that all students make mistakes in all aspects of writing. Accurate grammar, punctuation and spelling are the keys in written pieces. Readers form judgments. Writers, based on both, the content and production, and essentially mistakes are likely to lead them to form a negative impression.

Question 5

How do you promote motivation to write and manage these kinds of problems?

Responses on this question vary in a good way. However, this can lead the reader to make sure that our teachers are more aware and worried about students' main issues. Moreover, they do vary activities, their techniques, choose subjects that go with their learner' level of language proficiency, needs, and interests. Indeed, they do make efforts to uphold the learners' level in the foreign language.

Question 6

In what way you would evaluate your students? (Circle your answer)

Non-writers	0	0
Poor writers	5	83
Average writers	1	17
Very good writers	0	0
Total	6	100

Table 2.5 Evaluation of students' work

Whatever your response is, please say why

Results in the table above, confirm that, 83% of teachers consider their students as “poor writers” because according to them, they have different problems at different levels; almost due to their lack of practice, and their poor linguistic background. They admit that their students fail to respect rules. Others reported that their students try to write; nevertheless they produce poor pieces which reflect their lack of proficiency. One single teacher who perceives that his or her students are “average writers”, and he or she put as a clarification that; what matter is that over time us supposedly they will make progress.

Question 7

In your opinion, do you believe that correcting written pieces sufficient to make the student aware about his or her main problems in writing?

Yes	3	50
No	3	50
Total	6	100

Table 2.6 Teachers 'perception toward students' evaluations

If no, could you suggest other solutions?

50% of the informants said “yes”, and the other 50% noticeably said “no” hence, they propose a productive suggestions; by drawing the students’ attention to his or her main problems in writing, which in turn motivate, and allow them to avoid committing them in the near future. Teachers should not only correct mistakes only, but provide students with informational feedback, that helps the learner to not repeat the same mistakes.

Question 8

Do you encourage peer review?

Yes	6	100
No	0	0
Total	6	100

Table 2.7 Rate of encouraging peer review

All of the teachers 100% acknowledge that they support peer review as a useful and advantageous method. Useful since it facilitate to get the students take from their peers’ correction critically which would not make them feel ashamed. However, advantageous because it smooth the progress of students to appoint in the teaching process. Consequently, they would take more responsibility. Hence, they will be more self-governing in learning.

Question 9

Do you suppose that teacher feedback essential?

Yes	6	100
No	0	-
Total	6	100

Table 2.8 The importance of teachers’ feedback

The results for question 9 propose that the teachers admit the importance of feedback which reclines in shaping pupils' proficiency and weak points encouraging them to revise their drafts with awareness and enhancing their motivation to write. This reveals their dependability towards correcting learners' mistakes which is a predictable device for the purpose of making the learners more cautious about their errors and tries to keep away from them in the near future.

If yes, what sort of feedback do you propose?

The participants who choose the magnitude of feedback demonstrated their trust on both positive and negative feedback, according to their significance essential in writing. Besides, they explained that the priority goes to the first one, and then the negative one. These direct us to infer that learners necessitate being confident to read teacher's comments through focusing on the positive aspects in their written making for the sake of enhancing their writing.

Section two: Cooperative Learning and its Motivational Elements

Question 10

What motivates your students to engage in writing?

when you choose a subject to write about	1	17
when you permit them to decide on what to write	5	83
when you provide them an opening to write with others	0	-
total	6	100

Table 2.9 CW as a motivational factor

The analysis of the results of question 10 proves that 17% of the respondents be of the same mind that cooperative writing motivates students to engage in writing. This may perhaps involve that beneath individual circumstances; their learners do not feel at ease and have no intention or inspiration to write. These teachers recognize well their responsibility in such situation, which is to build a motivating environment

since they are extremely persuaded that, students' anxiety becomes minor and their motivation discriminated simply if successful learning takes place.

Question 11

Do your students prefer to write?

In Small groups	1	17
In pairs	4	67
Individual	1	17
Total	6	100

Table 2. 10 Students' preferences in writing

The results provided above indicates that 67% of the informants' students prefer to write in pairs, and this reflects the significance that teachers assign to pair work in order to increase their learners learning, only 17% whom their students prefer to work by themselves "individually", and the same percentages 17% who choose option "a".

Question 12

Does CL have an effect on the way the student writes optimistically?

Yes	6	100
No	0	0
Total	6	100

Table 2.11 CL as a motivational factor in enhancing the writing process

Practically all the participants believe in the fitness of cooperative writing. This is an apparent clue that instructors are applying it in their academic settings and that it's optimistic parts are remarked throughout learners' written products. This implies that, in small cooperative groups, learners be converted into more active in their own

learning as an outcome of feeling comfortable under the mutual arrangement of awareness by the group.

4. Description of the students' questionnaire

Students' questionnaire intends to investigate the students' outlooks and insights of group work as practiced by their instructors, and whether they took some sort of advantages from it. The questionnaire is entirely made up of 16 items organized under the umbrella of three sections each focusing on a specific aspect.

✓ **Section one: background information:**

This section includes general information about the students' profile, involving: gender (Q1), attitudes towards learning English (Q2).

✓ **Section two: teaching the writing skill:**

This section contains 11 questions exploring some aspects of writing. In the first place, students are asked about their interest in English (Q1), and are required to give explanations to their answers (Q2). (Q3) deal with anxiety in writing that can be generated in students for one reason or another. The fourth question deals with the students' open gaps in writing, and their efforts made to overcome them, the students' preferable techniques to write, with justifications(Q5-6), the teachers' use of groups(Q7), the teachers' role(Q8), the students' degrees of motivation towards group work (Q9-10), the students' preferable way of writing (Q11).

✓ **Section three: cooperative learning and its motivational elements:**

This section encompasses 05 questions; this is extremely an important part of the questionnaire since it provide as with the students' reactions toward the use of this technique in learning. Motivation as a motivational factor for students(Q12), the aid of CL for student in learning (Q13), the affective side of the students(Q14), the benefits taken from CL (Q15), interaction elevated in groups (Q16).

5. Analysis and interpretations:

Section one: background information

1. Are you?

Male	13	32
Female	28	68
Total	41	100

Table 2.1 Students' gender

Most of subjects are females 68%, males are only 32% which represent a very low percentage since the majority of the sample taken for this study which is, 2nd year students are males. This could be an assumption that females are more cooperative than males.

2. you are studying English because:

It was your choice	37	90
It was imposed	4	10
Total	41	100

Table 2.2 Students' purpose behind studying English

90% of the participants intend to study English, and it was their choice since the beginning, this could provide the researcher with genuine and valuable data.

Section two: teaching the writing skill in EFL classes

1. Is writing in English interesting to you?

Yes	26	63
No	15	37
Total	41	100

Table 2.3 Rate of students' interest in writing

Table 2.1 shows, the majority of our students 63% states that they obtain a great concern in the writing skill. This would be a clear indication that these students like to write and would like to achieve good products, their awareness simply be capable of having countless sources such as the teacher, the learning context, or a desire for it.

Only 37% of students affirm that writing in English is not interesting to them. The result obtained is really severe for one obvious logical reason that, Since writing is one of the four basic skills foreign language learners have to master writing since it is one of the for basic skills in order to learn the language as it should be. To figure out the reason behind such a response the following question is asked,

Whatever your answer, please explain.

Students who answered by “yes” give different replies, however they all fall within the same range. Roughly they believe that writing is interesting since it make them able to express their ideas liberally. In this vein, one single student said that he/she writes about what he/she can't express orally. Writing facilitates to them the fact of finding out their mistakes and correct them, hence, advance their level in English. Finally, some students consider writing an important skill that they simply have to master if they want to become good at the English language. For those who answered by 'No', some of them decline to provide us with an explanation, and others, yet, gave some point of views. All of them make a clean breast that they do not have ideas on the topic, and others find that the act of writing is difficult.

2. Do you feel anxious to write?

Yes	21	51
No	20	49
Total	41	100

Table 2.4 Rate of students' anxiety in writing

As table 2.2 shows, 51% of our students acknowledged that they feel anxious to write, and the Rest, that is, 49% affirms that they are not afraid of writing. Totally, sources of such feelings are various, and our teachers have to recognize about their students' fear, and try to assist them in order to make the task of writing possible. The next question explores the reasons of fear from writing.

3. If yes, is it for the reason that you?

Among the students who answered question 2 with 'Yes' point out the reason of being anxious is about making grammatical mistakes. This indicates that these students care about their problems on grammar and have a need of them to create grammatically correct sentences. Moreover, students picked “no” for the cause of having few or no ideas, content is what we write and its lack is able to comprise a barrier. The last cause is related to teachers' negative feedback. This can have severe effects on one category of students which are the very sensitive, and this could inhibit them to write.

4. What is your open gap in writing in English, and what are your efforts to overcome these kinds of problems?

Punctuation	8	20
Grammar	22	54
Spelling	7	17
Usage	4	10
Total	41	100

Table2.5 Students problems in writing

54% of students who affirmed that grammar is their main dilemma in writing, and they opt to use grammar applications, searching on web site translations, also watching American movies as an effective ways to conquer this difficulty. 20% of subjects sees that punctuation compose a big problem when they write, and they do read books, apply writing rules thru written sessions in order to enhance their level of writing, however, spelling as well considered as a barrier to writing for 17% of the learners, they do make an attempt to make progress in writing via reading short stories, giving more time to practice. Only 10% of students admitted that usage hinder their writing successfully, and they try to improve this weakness through additional use of the language in or outside academic circumstances.

5. When writing in the course, do you favor?

To work individually?	17	41
To work in pair?	12	29
To work in groupe?	12	29
Total	41	100

Table2.6 Rate of students' preferences of writing technique

The results of this question are evidence for the fact that our students prefer to work individually 41% working in groups, whereas pair work does not create a center of attention among them a lot 29%, as well as groups 29%. Some students, however, selected for more than one choice indicating that their preferences vary according to some factors.

6. Please, clarify

Students who have the preference of working individually disputed that individual work gives them the chance to express their ides without control and without any intervention from other students. It also makes them able to assess themselves, find out their level, and ask the teacher to correct their mistakes. Likewise, these students include that they are not always pleased with their peers' propositions more than ever that some students do not take the task seriously. One student explains his/her choice saying that writing is something personal and has to be done independently.

7. How frequently does your instructor ask you to work in groups? (Circle the appropriate choice)

Never	0	0
Rarely	1	2
Sometimes	30	73
Often	5	12
Always	5	12
Total	41	100

Table 2.7 Frequency of group work in writing classes

It is taken from table 2.5 that more than half of students in the sample 73% preserve that their teachers sometimes ask them to work in groups. The other respondents, however, opted for the other choices with varying percentages. Therefore, it can be acknowledged that our instructors use group work in writing classes as a means of put tasks into practice. In reality, only 2% of the students supposed that their teachers rarely ask them to work in groups. This involves that these kinds of teachers pay no attention to this procedure or simply they do not feel like they need to use it.

8. While working in groups, does your teacher:

Control the groups?	17	41
Make sure students are on task?	21	51
None of the above?	3	7
Total	41	100

Table 2.8 Students' perception of the teachers' task in class

More than half of the students 51% say that their teachers make sure that students are on task. This merely calls for checking that every group member is contributing in the task and covering a role. As for the first choice, it was picked by %. It indicates that teachers do a lot of tasks such as transmission of roles among students, providing them with feedback, and resolve problems if necessary. The rest of the respondents 7% states that their teachers neither control the groups nor make sure students are on task. Therefore, it can be assumed that this portion of students perceive their teachers as passive elements in employing group work.

9. When the teacher poses you to work in groups, are you:

Highly motivated	9	22
Motivated	18	44
Less motivated	10	24
Not motivated	4	10
Total	41	100

Table 2.9 Students' reaction to the use o GW in writing classes

This question look for investigating students' feedback to group work, and the outcomes give us an idea about that; half of our students 44% are motivated to work with other peers. Other students, though, act in response with more or less degrees of motivation: 22% is very motivated, 24 % is less motivated, and only 10% is not motivated at all. The conclusion could be drawn is that students' attitudes towards group work are generally positive which motivates them to learn. However, it should be distinguished that the level of motivation has an effect on the way the teacher progresses with this procedure.

10. Whatever your answer is, please say why?

In the first place, it should be mentioned that a great number of students did not answer this question. Also, most of the answers provided are similar to those already seen in question 8. Students who said that they are very motivated and motivated simply state that they like working with other people.

One student gave three arguments stating that group work is a new way of learning to him so he wants to try it and benefits from it through learning from other students as well as discovering his own level. Some insisted on the advantage of discovering one's mistakes and correcting them. Others find group work a source of motivation because it helps them discover other people's ways of thinking and compare them to theirs. Moreover, some students claimed that this strategy is fun and it teaches them new skills.

Finally, having the chance to talk and to show off is the argument provided by one student. Coming to less and not motivated students, we notice a variety in their answers. Many of them argue that they do not feel relaxed when they work with other

peers. This is due to the fact that on the one hand, some group members tend to control the group and do not give other students the opportunity to express their ideas and contribute to the group. On the other hand, some students are not responsible and not serious either which makes them feel bored and disgusted. Another justification relates to wasting time because it is sometimes difficult to agree on a particular point. One striking answer is given by one student who says that he/she is afraid of discovering that other students are better than him/her.

11. When you engage in writing, what motivates you?

When the teacher choose the topic	3	7
When the teacher permit you to decide	19	46
When the teacher give you multiple choice topic	19	46
Total	41	100

Table 2.10 Students’ preferences in writing

The analysis of the results of question 10 states clearly that students prefer both to be free when choosing the topic of writing, or when they provided by options, and 7% of subjects who find themselves comfy when the topic is proposed by the teacher. This may entail that under individual conditions; students consider themselves as less comfortable and have no desire to write. These learners know well that it is the teachers’ responsibility to construct a motivating mood for the reason that they are completely persuaded that successful learning cannot take place except if their anxiety is lowered and their motivation is separated.

Section three: Cooperative Learning and its Motivational Elements

12. Does CL motivate you to write?

Yes	34	83
No	7	17
Total	41	100

Table 2.11 CL as a motivational factor

The result found clearly state that more than the half of the respondents respond with “yes” 83%. This is an apparent signal that CL is n effective technique with the aim of making students want to learn, this in one hand. In the other hand, CL regarded as an addition to the learning process, in a way that moves the students’ motivation up to write cooperatively and produce a valuable final product.

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

Learn to esteem different ideas and views	16	39
Learn social skills for getting along with others	14	34
Ask and respond to more questions	11	27
Total	41	100

Table 2.12 Advantages of GW

The table above affirms plainly that, the majority of undergraduate students choose the option “b” 34%, and this specifies that CL do assist students for getting along with others, and this is considered as a plus point, 27% of them picked “c” which of course, asking and responding is a fruitful procedure to enhance speaking as well as writing. No more than 39% opted “a”, and perceived CL as a good manner to increase both self-esteem and respect other views, no matter what it will be.

14. What kind of feelings do you experience when working in groups?

Feel that you are pleased with yourself	7	16
Take a positive outlook toward yourself	9	21
Feel that you are not good enough	11	26
Feel less self-conscious to make mistakes	5	12
Feel that your self-confidence is moved up	11	26
Total	43	100

Table 2.13 Students' feeling toward working cooperatively

The results reduced that self-confidence is extremely moved up greatly number among our students 26%. Others 21% take a positive outlook towards themselves. In fact, working together reveals students' level which signifies to them to be aware that their level is not far from that of their peers. This can encourage successively. All learners consign faults and sharing this will reduce embarrassment between them. Barely % of subjects declares that they feel satisfied with themselves.

Feeling of self-satisfaction indicates that contribution to the groups is recognized by all peers. Seeing that for the choice 'd', only 16% of the informers maintains that working with other peers makes them wish they would have more respect for themselves, or their level is faraway from that of their peers that will product is self-frustration.

15. How much do you take advantages from group work?

Very much	11	31
Much	13	36
Little	12	33
Nothing	0	-
Total	36	100

Table 2.14 Amount of benefits when working cooperatively

36% of our subjects state that they take much advantage from group work. This specifies that CL aids learners in and, they benefit from it with anecdotal scales. Next, 31% learns very much. However, a considerable amount of the respondents % admit that they benefit a little, save for no more than 0% argues that they take nothing from group work. It can be reduced that group work is advantageous from its different parts and could give a plus to the students' learning by helping them to learn new skills and inspire them for learning. Still, some of them seems like they do not learn from it for one reason or another.

16. Do small groups provide you with the benefit of interaction for practices' negotiations?

Yes	19	46
No	22	54
Total	41	100

Table 2.15 Rate of benefits taken from GW

If yes, please explain

The result for the last question elevates a little curiosity in the researcher, for the reason that, more than the half of subjects did not provide any kind of clarification. 46% of the informants said “yes”, 54% of them said “no”, the explanations presented by students who give a positive reply differ slightly; one learner said that thru group work, the student’s fear of speaking reduced, another one supposed that it make possible to him or her to exchange ideas, two of the respondents claims that CL improves not only writing but also speaking.

6. Discussion

The findings achieved from this research study were parallel to the hypothesis presented previously. Thus after reviewing all what is concerned teaching the writing skill under cooperative learning among 2nd year classes, the sample carried out which is 2nd year students, demonstrated to the researcher their enhancement toward teachers who use this technique “CLL”. Moreover, they confirmed that they achieve an advanced level of aptitude concerning the writing skills.

Cooperative learning is gaining popularity for a number of reasons. Evidence indicates that it raises achievement, promotes positive self concept, and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom.

The performance of these previously less successful groups tends to rise in cooperative groups, majority culture students seem to achieve just as well as with the

individually-oriented style of instruction and learning, often better. Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools.

When these students notice the value of their input and effort, a more internal locus of control and belief in one's ability is fostered. Social and work skills are imbedded.

The consequences and the theoretical constructions made, explains well the benefits of using cooperative learning in the classrooms, especially written expression sessions, and both demonstrated the fact that cooperative learning correspond many issues from different dimensions, as the ones illustrated below.

Primary, cooperative learning forms surroundings of implicated, energetic and tentative learning since it require a reciprocity interaction among learners, contribute to give ideas, seek to find together additional views, make decisions, judgments about what has been found, agree on a final product and present it to the whole class.

Next, weak language students will probably progress their abilities when they have group mates with higher level of proficiency in English. The process of having a mutual success, improves on two sides; the individual's and the group self-esteem.

Subsequently, cooperative learning reduces anxiety, for the reason that the concentration is dispersed between the teams. The positive results of the group correspond to the benefits of the class, which is a plus point that could be added to the actuality of working cooperatively.

7. Recommendations:

Cooperative learning is more than merely having students sit together, helping the others do their work. Directing students who finish their work early to assist others isn't a form of cooperative learning either. Neither is assigning a group of students to "work together" UNLESS you assure that all will contribute their fair share to the product.

Implementing full-scale cooperative learning is not a simple task. Teachers may wish to start with periodic lessons or units and build from there. The effort expended is probably well spent as "...what we know about effective instruction indicates that cooperative learning should be used when we want students to learn more, like school better, like each other better, and learn more effective social skills."

A true cooperative learning experience requires that a number of criteria be met.

They are:

- ✓ Division of labor among students in the group
- ✓ Face-to-face interaction between students
- ✓ Assignment of specific roles and duties to students
- ✓ Group processing of a task Positive interdependence in which students all need to do their assigned duties in order for the task to be completed
- ✓ Individual accountability for completing one's own assigned duties
- ✓ The development of social skills as a result of cooperative interaction Provision of group rewards by the teacher

Conclusion

At last, the achieved results from both, teachers' as well as students' questionnaires, have deep-rooted that, CL motivate students to enhance their writing. Likewise, the consequences put on view an enhancement in the students' writings. It can also be concluded that join both of motivation and cooperative learning could be an effective technique to manage the students' problems of self-confidence, shyness and anxiety in foreign language writing. Definitely, a cooperative writing session by teachers who are quite aware that CL would help optimistically to create a contented and more relaxed environment that assist students' in enhancing their writing and produce successful paragraphs. Hence, the conclusion drawn from this study has confirmed the correctness of the proposed hypothesis.

General Conclusion

After reviewing all the research, it is evident that writing as a basic skill can be taught in different ways under different circumstances. On the other hand, cooperative learning smoothes the progress especially of collective increase (Johnson & Johnson, 1999). At the same time as working cooperatively to complete a frequent aspiration, students' expand social skills. Relations, peer work, and cooperation on ideas are some of the many characteristics students acquire while participating in a cooperative learning activity.

The responsibilities of the teacher to provide a favorable learning environment where all students have the ability to succeed academically. A process that realizes all students' need is imperative. Cooperative learning proposes the students with the ability to take advantage in cooperation; individual Cooperative learning academic success, along with that of their peers (Fantuzzo, Ginsburg- Block, Miller, & Rohrbeck, 2003).

The obtained results have confirmed that students who studied the writing skill under CL have benefited from this motivator, and have revealed an augment in their motivation to write. That's why, the termination covered from this study have established the exactness of the hypothesis proposed previously. In addition, it gives an overview of how this way of learning is applied by teachers of written expression in the department of English at the University of Biskra. It can be concluded that, CLL has many presentations and other special effects, that this study did not shed light on, have a need of other researches to carry out. This work is advantageous to teachers of assorted modules especially, written expression in order to get their students' learning better.

This study paves the way for others to continue what is missed, in addition to advance and modifies the work as needed. Expectantly, this dissertation will be a document that is ever developing. Through a persistently varying classroom surroundings, teachers could continually modify lesson plans to fit the supplies of a successful cooperative learning classes.

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Appendices

Appendix 1: Teachers' questionnaire

Dear teachers,

We are currently conducting an investigation on cooperative learning as a motivational factor in enhancing students' writing. We shall be therefore, very grateful if you take part in this questionnaire by answering the following questions.

Please, tick the appropriate box and answer whenever necessary. May I thank you in advance for your collaboration.

Section one: background information

1. What are you doing in your life?
 - A. Only teaching
 - B. Teaching and studying
2. Are you satisfied so far with what you are doing(as a teacher):
 - A. Yes
 - B. No

Section two: teaching the writing skill in EFL classes

Question 1

Do you act in the classroom as :(tick the appropriate answer, you can choose more than one)

- Controller
- Organizer
- Assessor
- Participant

Question 2

Do you instruct the writing skill on the way to?

- A. Reinforce your vocabulary

- B. Enhance language development
- C. Meet students' styles
- D. Develop writing as a skill

Question 3

Do your students rely on prewriting, drafting, revising, and editing?

- Yes
- No

If no, in which sub process do you think that they are involved?

.....

Question 4

Frequently how do your learners consign mistakes in the following aspects of foreign language?

- Grammar
- Spelling
- Punctuation
- Usage

Question 5

How do you promote motivation to write and manage these kinds of problems?

.....

Question 6

In what way you would evaluate your students? (Circle your answer)

- Non-writers
- Poor writers
- Average writers

- Very good writers

Whatever your response is, please say why:

.....

.....

.....

Question 7

In your opinion, do you believe that correcting written pieces sufficient to make the student aware about his or her main problems in writing?

- Yes
- No

If no, could you suggest other solutions?

.....

.....

Question 8

While assessing a writing subject, do you focus on?

- The purpose of writing
- Audience that you are writing
- For Content structure (ideas/ arguments)

Question 9

Do you encourage peer review?

- Yes
- No

Question 10

Do you suppose that teacher feedback essential?

- Yes
- No

Section two: cooperative learning and its motivational elements

Question 11

What motivates your students to engage in writing?

- a) When you choose a subject to write about.
- b) When you permit them to decide on what to write
- c) When you provide them an opening to write with others.

Question 12

Do your students prefer to write?

- a) In small groups.
- b) In pairs.
- c) Individual.

Question 13

Does CL have an effect on the way the student writes optimistically?

- Yes
- No

Appendix 2: Students' Questionnaire

Dear students,

I would be so grateful if you could answer the following questions about my master dissertation which is about cooperative learning as a motivational factor in enhancing students' writing.

Please, tick the box that corresponds to your answer; more than one answer is sometimes possible.

Section one: background information

4. Are you:

- Male
- Female

1. You are studying English because:

- a) It was your choice
- b) It was imposed

Section two: teaching the writing skill in EFL classes

1. Is writing in English interesting to you?

- ✓ yes
- ✓ No

2. Whatever your answer, please explain.

.....

.....

.....

3. Do you feel anxious to write?

- ✓ Yes
- ✓ No

If yes, is it for the reason that you?

- Fear of making grammar mistakes
- Have a few or no ideas
- Fear of the teachers' negative feedback

4. What is your open gap in writing in English, and what are your efforts to overcome these kinds of problems?

- ✓ Punctuation
- ✓ Grammar
- ✓ Spelling
- ✓ Usage

5. When writing in the course, do you favor?

- a) To work individually
- b) To Work in pair
- c) To Work in group

Please, clarify:

.....

.....

6. How frequently does your instructor ask you to work in groups? (Circle the appropriate choice)

- ✓ Never
- ✓ Rarely
- ✓ Sometimes
- ✓ Often
- ✓ Always

7. While working in groups, does your teacher:

- Control the groups
- Make sure students are on task
- None of the above

8. When the teacher poses you to work in groups, are you:

- Highly motivated?
 - Motivated?
 - Less motivated?
 - Not motivated?
9. Whatever your answer is, please say why?

.....

.....

.....

10. When you engage in writing, what do you prefer?
- a) When the teacher choose the topic
 - b) When the teacher permit you to decide
 - c) When the teacher gives you multiple choice topics

Section three: cooperative learning

11. Does CL motivate you to write?

- Yes
- No

12. In what way this manner of learning (learning cooperatively) aids you:

- a-Learn to esteem different ideas and views?
- b-Learn social skills for getting along with others?
- c-Ask and respond to more questions?

13. What kind of feelings do you experience when working in groups?

- a) Feel that you are pleased with yourself
- b) Take a positive outlook toward yourself
- c) Feel that you are not good enough
- d) Feel less self-conscious to make mistakes
- e) Feel that your self-confidence is moved up

14. How much do you take advantages from group work?

- ✓ Yes

✓ No

15. Do small groups provide you with the benefit of interaction for practices' negotiations?

✓ Yes

✓ No

If yes, please explain

.....

.....

.....

Thank you for your cooperation

Résumé

Une étude récente signifie l'importance de l'apprentissage coopératif, et son invention dans la progression de la réussite scolaire plus élevée parmi une large quantité d'étudiants. Et parce que l'habileté d'écriture est aussi important que d'autres compétences, l'apprentissage coopératif a été étudiée, plus précisément dans quelle mesure cette technique est mise en œuvre par les enseignants qui enseignent cette compétence, depuis cette technique, les éléments de motivation influence directement sur l'apprentissage de l'étudiant. Sur la base des caractéristiques explorées, trois hypothèses ont été mis. Le premier a affirmé que; La sensibilisation des enseignants du l'apprentissage collectif conduirait à créer un environnement d'apprentissage affective grâce à la participation de la classe dans les tâches d'écriture. La deuxième, l'attitude positive des élèves à la considération de l'utilisation du travail de groupe pourrait positivement corrélée avec leur côté affectif. Le troisième a été, lors de la rédaction des paragraphes anglais est enseigné dans l'apprentissage coopératif, la motivation des élèves à écrire serait augmenté. Pour faire la séquence de cette étude possible, deux questionnaires ont été distribué : l'une pour les enseignants, environ 6 enseignants, et une autre pour les étudiants, environ 41 questionnaires administrés à des étudiants de deuxième année division d'anglais, département des langues étrangères. Les questionnaires ont été analysés. Les résultats obtenus à partir du questionnaire des enseignants prouvent que les enseignants de deuxième année sont plus préoccupés par la zone expressive de leurs étudiants et cherchent à former un bon endroit de l'apprentissage. Dans le même temps en faveur de l'emploi de l'apprentissage collectif, ils sont beaucoup plus conscients de la réussite d'utiliser cette méthode d'enseignement, et cela donne un point pour les étudiants qui aperçoivent leur apprentissage de plus. Questionnaire des étudiants révèle que les étudiants de deuxième année ont des attitudes positives envers le travail de groupe dans l'écriture de l'enseignement; pourtant, comme ils ont fait valoir certaines fonctionnalités dont ils ne apprécient dans une large mesure dans les méthodes d'enseignement de leurs enseignants, ils ont également signalé quelques-uns des aspects qui ont, ne soyez pas reconnaissants.