

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language



Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in field of
English Language and Literature

Specialty: **Linguistics**

Teaching Writing Skill through Cooperative Learning Method

**The Case Study of advanced learners (the 11th and 12th Levels) of
Hassi School Private School of foreign languages in Ouargla-Algeria**

Presented and publicly defended by

Mrs.Sarah BENTOUZI

Supervised by

Dr.Sabrina SAIGHI

Jury

Dr. Nour Imane GOUDJEL	Institution	Chairperson
Dr.Sabrina SAIGHI	Institution	Supervisor
Dr.Yousra SEDDEKI	Institution	Examiner

Academic Year:

22/2023

The Abstract

Writing is a basic skill of language and communication with others. Therefore, the study aims to examine the efficiency of using cooperation method learning to improve the learners writing skill for private school learners. The present study hypothesizes the possibility that cooperative learning is helpful in improving the learner's writing skill in private school. In order to test the above mentioned hypothesis. The study uses a mixed method approach to achieve the expected results; two questionnaires were delivered for students and teachers at private school. Also, this piece of research used a classroom observation in one session to check whether the method adopted in the classes is effective or not. The results have shown that the hypothesis is confirmed.

Key Words: Writing Skill, Cooperative Learning, group work, pair works

Dedication

*This research paper is lovingly dedicated to my respective
parents who are my constant source of inspiration*

*To my beloved husband who encourages me and is always
beside me*

To the apple of my eyes....Aridj and Layane

*To my dear brothers Ahmed, Abdelkadder, Mohamed and
Mustapha*

To the greatest sisters ever Fatima and Meriem

To the memory of my brother ...Khaled

To my lovely family in law

Acknowledgement

First of all, I would like to thank Allah who helped me and honored me to finish this work

My deep thanks for my supervisor Dr. SAIGHI Sabrina for her patience, tracking, guidance and compassionate.

I would like to thank the respectful jury for accepting to read and examine my work.

A sincer and very special thanks to Mrs. and Mr. SEMOUD the directors of Hassi school for their help and the facilities they made.

I would like to thank the students who participated in my research tools.

Finally, I have to thank all the English department stuff and teachers for their understanding when needed.

List of abbreviations:

ANOVA: Analysis of Variance

CLT: Communicative language teaching

CL: Cooperative learning

Fig: Figure

N: Number

SD: Standard deviation

Sig: Significance

SPSS: Statistical Package for the Social Sciences

STAD: Students Team-achievement Divisions

Tol: Total

V: Version

List of figures

Figure 01: Gender of participants.....	20
Figure 02: Age of participants	20
Figure 03: Choice of English	21
Figure 04: likeness to writing in English	21
Figure 05: student's writing in group.....	22
Figure 06: Difficulties when working in pairs or in groups	22
Figure 07: Benefits of working in groups	23
Figure 08: Motivation when working with others.....	24
Figure 09: Enhancing the learners' writing skill in a group.....	24
Figure 10: Disadvantages of working in groups.....	25
Figure 11: Teachers' educational degree.....	28
Figure 12: years of teaching English.....	29
Figure 13: Years of teaching written expression.....	29
Figure 14: Teaching writing experience.....	30
Figure 15: Difficulties of teaching writing.....	31
Figure16: Students' level.....	31
Figure 17: Students' activity.....	32
Figure 18: Students' problems when working in group.....	33
Figure 19: Cooperative learning for students' writing.....	34
Figure 20: Students' motivation when working in groups.....	35

List of Tables

Table 01: Gender of participants	20
Table 02: Age of participants	20
Table 03: Choice of English	21
Table 04: like writing in English	21
Table 05: student's writing in group.....	22
Table 06: Difficulties when working in pairs or in groups	22
Table 07: Benefits of working in groups	23
Table 08: Motivation when working with others.....	24
Table 09: Enhancing the learners' writing skill in a group work	24
Table 10: Benefits of writing in group.....	25
Table 11: Disadvantages of working in groups.....	25
Table 12: Summary of findings of students' questionnaire.....	26
Table 13: Reliability test	27
Table 14: ANOVA test	27
Table 15: Teachers' educational degree.....	28
Table 16: Years of teaching English.....	29
Table 17: Years of teaching written expression.....	29
Table 18: Teaching writing experience.....	30
Table 19: Difficulties of teaching writing.....	31
Table 20: Students' level.....	31
Figure 21: Students' activity.....	32
Table 22: Students' problems when working in group.....	33
Table 23: Cooperative learning for students' writing.....	34
Table 24: Students' motivation when working in groups.....	35
Table 25: Teachers' role in the class.....	35

Table 26: Summary of findings of teachers' questionnaire.....	36
--	----

List of Contents

Abstract.....	I
Dedication	ii
Acknowledgments	iii
List of abbreviations	V
List of figures.....	VI
List of tables	Vii
List of Contents.....	Viii

General Introduction

1. Background.....	01
2. The aim of the study.....	01
3. Significance of the study.....	01
4. Rationale.....	01
5. Statement of problem.....	02
6. Research Question.....	02
7. Research Hypothesis.....	02
8. Research Methods	02
9. Structure of the research.....	03
10. Limitations	03

Chapter One: The Writing Skill

Introduction.....	05
1.1. Definition of Writing.....	05
1.2. The importance of Writing.....	06
1.3. Stages of Writing.....	06
1.3.1. Planning.....	06

1.3.2. Drafting.....	07
1.3.3. Editing.....	07
1.3.4. Final Version.....	07
1.4. The Approaches of Writing.....	07
1.4.1. The Controlled to free approach.....	07
1.4.2. The free writing approach.....	07
1.4.3. The paragraph-pattern approach.....	08
1.4.4. Grammar-syntax approach.....	08
1.4.5. Communicative approach	08
1.4.6. The process approach.....	08
1.5. The learner’s writing problems.....	08
1.5.1. Linguistic problems.....	08
1.5.1.1. Spelling.....	08
1.5.1.2. Punctuation.....	09
1.5.1.3. Grammar.....	09
1.5.2. Psychological problems.....	09
1.5.2.1. Motivation.....	09
1.5.2.2. Anxiety.....	09
1.5.2.3. Low self-confidence.....	10
Conclusion.....	10

Chapter Two: Cooperative Learning Method

Introduction.....	11
2.1. Definition of cooperative learning.....	11
2.2. Cooperative learning methods.....	11
2.2.1. Students team -achievements divisions (STAD).....	11
2.2.1.1. Class presentation.....	12

2.2.1.2. Teams.....	12
2.2.1.3. Quizzes.....	12
2.2.1.4. Individual improvement scoring.....	12
2.2.1.5. Team recognition.....	12
2.2.2. Think – pair – share.....	12
2.2.3. Roundtable	13
2.3. Types of cooperative learning.....	13
2.3.1. Formal cooperative learning.....	13
2.3.2. Informal cooperative learning.....	14
2.3.3. Cooperative base groups.....	14
2.4. The teachers ‘and learners’ roles in cooperative learning classes.....	14
2.4.1. The teachers ‘role.....	14
2.4.2. The learners ‘role.....	15
2.5. Advantages of cooperative learning.....	15
Conclusion.....	16

Chapter Three: Data Collection and Analysis

Introduction	18
3.1. Method.....	18
3.2. Sample population.....	18
3.3. Procedures.....	19
3.3.1. The Questionnaires.....	19
3.3.1.1. The Students’ questionnaire.....	19
3.3.1.1.1. Description of the students’ questionnaire.....	19
3.3.1.1.2. Analysis and Interpretation of the students’ questionnaire.....	19
3.3.1.2. The teachers’ questionnaire.....	28
3.3.1.2.1. Description of the teachers’ questionnaire.....	28

3.3.1.2.2. Analysis and Interpretation of the teachers' questionnaire.....	29
3.3.2. The Classroom Observation.....	37
Confirmation of the hypothesis.....	38
General Conclusion.....	40
Recommendations.....	41
Appendices.....	43
Résumé	55
ملخص الدراسة	55

General Introduction

The text "General Introduction" is rendered in a bold, sans-serif font. The letters are filled with a yellow-to-gold gradient and have a dark brown outline. The text is presented in a 3D perspective, appearing to float above a dark brown shadow that is cast onto the surface below. The shadow is a slightly blurred, darker version of the text above it.

General Introduction

1. Background

Over the past decades, learning skills are improved by teachers using different methods. For instance, writing is affected by the new approaches in the classroom instruction such as cooperative learning method.

The use of cooperative learning method has become increasingly well known as an accredited pedagogy. It has moved out from the teachers' centered to learner's centered methods. Among the methods adopted in teaching writing is the application of cooperative learning. Because it is important to achieve a good level of language when learning and due to the language problems that the learner may face when working individually such as: bad communicative skills, lack of motivation and support. Teachers need to adopt new methods when teaching writing to guarantee the learners' improvement in this skill. One of the widely ranged methods is cooperative learning. (Aicha, A.2012).

2. The Aim of the study

This study aims to examine the efficiency of using cooperation method to improve the learners' writing skill for private school learners.

3. Significance of the study

The current study may be significant for teachers of English and researchers who are mainly interested in the improvement of the linguistic skills such as the writing skill which is very important for the learners and it can be taught through different teaching methods like the cooperative learning method.

4. Rationale

Because of the importance of team work as one of the 21st century skills, Working with others helps the learners to develop their critical thinking, collaboration, creativity; also they learn how to solve problems among the group. Therefore, teaching writing through cooperative learning method is crucial.

General Introduction

5. Statement of the problem

Due to the importance of mastering the writing skill when learning a language and has the effect of team work on the process of teaching and learning, the researcher observed a lack of using group work and cooperative method when teaching the writing skill. Furthermore, he spotted the light on the negative results obtained from the way writing skill is taught. Based on that, the researcher thinks that group work and using cooperative method may be an effective way to enhance the learner's writing skill. Also the researcher considers the use of cooperative learning method may find solutions to the difficulties that some teachers find when teaching the writing skill.

6. Research Question

Based on what is mentioned above, this study puts forward the following question:

To what extent is cooperative learning efficient and helpful in learning writing in private schools?

7. Research Hypothesis

Based on the research question, it is hypothesized that:

Cooperative Learning may be helpful in improving the learners' writing skill in private schools.

8. Research Methods

In order to answer the research question, this study opts for a mixed method approach. To ensure that the method is used, two questionnaires were submitted:

One is devoted for teachers, while the other is designed for advanced learners (the 11th and 12th levels). The questionnaires will be analyzed by using SPSS, 25th version and ANOVA.

Also a classroom observation was made by the researcher for learners of the 11th and 12th levels in Hassi School private school of foreign languages in Ouargla, Algeria, in the academic year 2022/2023, Observation will be analyzed qualitatively

General Introduction

9. Structure of the research

This research will be composed of three chapters. The first chapter is concerned with the writing skill. The second chapter is about cooperative methods. The third chapter deals with the data collection (instruments) and the analysis and interpretation of the results

10. Limitations

This study has some limitations which are the following.

- ✓ The results cannot be generalized.
- ✓ The number of sessions of written expression is few.
- ✓ The observation was made in one session because of the schedule of learners.

Theoretical Part

Chapter One : The Writing Skill

Chapter One: The writing skill

Introduction

This chapter defines the writing skill. Also, it highlights the importance of writing. Moreover, it mentions the different stages of writing. At the end of this chapter, it explains the learner's writing problems.

1.1. Definition of writing

The writing skill is differently defined by many scholars. Writing is “a means of expressing thoughts, feelings, and ideas to the others in written signs”.(Hertiki and juliati, S.Pd2, 2019,37).While, Bell and Burnaby explained writing as an extremely cognitive activity in which the writer is required to demonstrate control of content format, sentence structure, vocabulary and punctuation (As cited in Nunan,1989.p36). Also, writing skill allows for clear and effective communication to the audience. It is the process of using symbols, the alphabets to communicate in a readable form. (Jabar, 2020). Similarly, Brown (2001, p335) stated that: the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them cohesively into a written text, also texts are edited for appropriate grammar, and how the final product is made. However, Byrne (1991) said that, “Writing is clearly much more than the production of graphic symbols just as speech is more than the production of sounds.”(p1).So, for him writing is a mental process which is more complicated than producing symbols. In addition to what is mentioned above and because most of learners consider writing as the most difficult skill to be mastered when learning a language, Richards and Renandya (2002, p303) reported that the first difficulty is in translating ideas into a readable text. Second, most teachers must consider the approaches and techniques in helping students to develop their writing skills (Richards and Renandya, 2002.p303).

All in all, the definitions below can deduce that writing is an active process. It is a means of communication with others which is made up of symbols, letters and grammatical rules, punctuation and writing rules of a language that formulate a good expression of ideas, feeling and thoughts. That's why, it is important to master the writing skill which make the writer as a good communicator.

Chapter One : The Writing Skill

1.2. The importance of writing

Writing is one of the most important language skills. The most important goal when learning a language is to achieve a good level in writing. Byrne (1991), suggested some pedagogical purposes of writing which are:

- The diversity of topics that learners write gives them the opportunity to express their opinions concerning different issues.
- Writing enables learners of different learning styles and needs to express themselves and their beliefs freely and easily.

Harmer (n.d) stated that “the reasons for teaching writing to students of English as a foreign language include reinforcement language development, learning style and mostly important writing as a skill in its own right “(p79).Certainly, writing is one of the skills that learners of languages should master in order to convey messages correctly and clearly. (Chibane, 2016,p 6)

1.3. Stages of writing

Writing process goes along different stages:

1.3.1. Planning

The well experienced writers plan what is going to be written. They decide what they are going to write before starting to write. Some use detailed notes; others use a few jotted words which may be enough for them.

When planning, writers have to think about three main issues:

- The purpose of their writing ;
- The audience they are writing for ;
- The content structure of the piece. (Harmer,2004.p4)

Chapter One : The Writing Skill

1.3.2. Drafting

Drafts generally can refer to the first version of writing. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. (Harmer, 2004, p 5)

1.3.3. Editing (reflecting and revising)

It is the appropriate revision made by the writers by moving paragraphs, clarifying something ambiguous. Also, they may use different forms of words. Reflecting and revising are often helped by other readers who comment and make suggestions.

(Harmer .p6)

1.3.4. Final version

Once the draft has been edited and the necessary changes have been done, writers can produce their final revising and they are ready to send the written text to its intended audience. (Harmer P.6)

1.4. Approaches of writing

Writing skill is a complexed productive skill which can be taught, learnt and understood throughout different styles. It is important to know the what, the why and the how of writing, then choosing the most convenient approach. Many approaches of writing were suggested by different scholars such as: Byrne (2001), Ardnt (1991), Harmer (2001).

1.4.1. The controlled to free approach

This approach is based on the audio-lingual approach. At first, learners practice orally then pass to written paragraphs. They are asked to grammatically manipulate a given piece of writing. This approach mainly focuses on imitation rather than creativity. Also, it focuses on grammar and syntax.(Isabela-Anda Dragomir.2020.p204)

1.4.2. The free writing approach

Byrne believes that “Many students write badly because they do not write enough.”(Byrne,1988. p22). This approach focuses on quantity of writing in which

Chapter One : The Writing Skill

the author writes his ideas quickly and continuously, without worrying about the form and quality. (Byrne, 1988, p 204).

1.4.3. The paragraph-pattern approach

This approach signifies the importance of organization. It is based on the principle of people's communication is established and organized in different ways due to different cultures or contexts. (Byrne. p 204)

1.4.4. The grammar-syntax approach

This approach is made up through a combination of grammar, syntax and organization. It believes that writing cannot be seen as a composition of separated skills. This approach conducts coherent and cohesive paragraphs by linking devices such as: vocabulary, tense structure and sentence structure.(Byrne, p 204)

1.4.5. The Communicative approach (Communicative language teaching. CLT)

CLT approach aims to improve the learner's communicative competence rather than grammatical and linguistic competence. This approach is a learner centered. This means that the roles of learners and teachers are changed. Communicative approach integrates the learner to real life communicative situations and contexts. (Byrne. p 205)

1.4.6. The process approach

In this approach, learners are allowed to produce or reproduce a piece of writing passing though the stages of writing such as: planning, drafting, revising and the final version.(Byrne.p205)

1.5. The learner's writing problems

Students may face obstacles in the writing process, some are linguistic problems and others are psychological ones.

1.5.1. Linguistic problems

1.5.1.1. Spelling

Generally, different mistakes are made in writing assignments, also spelling mistakes do not affect a written message but it affects the reader's judgment. One of

Chapter One : The Writing Skill

the main reasons to have spelling mistakes is that the varieties of English spell the same word differently. This can be solved by reading, draw their attention to spelling problems and explain why they occur. (Harmer. p324/325)

1.5.1.2. Punctuation

When Learners are not familiar with the language system many punctuation problems occur. Punctuation problems include a variety of punctuation marks, quotation marks, dashes..... . The appropriate use of punctuation, leads to a correct writing. (<https://Writingcommons.org.section>)

1.5.1.3. Grammar

The grammatical mistakes are common due to the misuse of correct English verbs. This involves parts of speech, word order, subject/verb agreement and verb tenses. (<https://study.com>)

1.5.2. Psychological problems

The learning process is affected by mood and attitude. Andy Swihart said that “Writing reflects thought, writing sharpens thoughts, writing generates thoughts, writing is important for intellectual growth as exercise is for athletic growth.” (www.SVSU.edu)

1.5.2.1. Motivation

The more learners are motivated the more they pay attention. “Motivation plays a self-regularity role in learning; and it has been found to have great effect on enhancing student’s performance in the target language “(Cited in Zourez, 2010, P56).

1.5.2.2. Anxiety

“Writing anxiety” or “Writer’s block” is informal terms for many pessimistic emotions and feelings about writing. When learners do not feel comfortable; consequently, it influences their writing achievements. There are many situations may cause anxiety to students while writing:

- Adapting to a new style of writing (academic writing / Thesis).
- Writing for a strict audience.
- misunderstanding the assignment

Chapter One : The Writing Skill

- Identify your strengths. (writingcenter.unc.edu)

1.5.2.3. Low self-confidence:

Neman (1995) said that writing is not concerned only with knowledge, but also “the self-confidence to exercise this knowledge “(p.05). Hilton and hyder (1992) considered confidence as a condition to be a successful writer and by developing writing skills and self-confidence, writing becomes not only more enjoyable and satisfying but also more functional and effective.(Allati. 2016.P 28).

Conclusion

Throughout this chapter, the researcher focused on the writing skill and its importance. Then, he mentioned the different writing approaches and some learners’ writing problems. The next chapter is concerned with cooperative learning method.

Chapter Two: Cooperative Learning

Introduction

This chapter defines cooperative learning. Also sees the different types and methods of cooperative learning. Besides, it sheds light on the distribution of roles between the teacher and the learner. Finally, it points out some advantages of cooperative learning method.

2.1. Definition of cooperative learning

Cooperative learning method (CL) could be defined as learning in cooperation whereby learners are joined together in order to achieve certain goals. Johnson, and Johnson, (2009) stated that: Without the cooperation of its members, society cannot survive, and the society of man has survived because of the cooperativeness of its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies, the individuals who are most likely to survive are those who are best enabled to do so by their group.

CL is a set of processes that help people to work together on assignments or projects under conditions in which certain criteria are accomplished. According to Slavin (1995), cooperative learning is a teaching method in which students interact in small groups in order to reach a shared goal. (Cited in Ikaningrum.2015.P59)

2.2. Cooperative learning methods

2.2.1. Students team -achievements divisions (STAD)

STAD is an extremely well researched, effective approach to mastery of basic facts and information. Research of STAD has a positive impact on ethnic relations and different types of prosaically development. STAD is made up of five interrelated components: class presentations, teams, quizzes, and individual improvement scoring and team recognition. These components de described below: (kagan, 2009)

Chapter Two: Cooperative Learning

2.2.1.1. Class presentation

Generally, it includes a lecture discussion conducted by the teacher. Also, it can include audio visual presentations. Class presentations in STAD is different from the usual teaching only in that they must be clearly focused on the STAD unit. This leads to good results on the quizzes and their quiz scores determine their team scores. (kagan,2009)

2.2.1.2. Teams

Teams are composed of four or five students who function is to do well on the quizzes. Teams are the most important feature of STAD, also the team provides the peer support for academic performance which has necessary impact on learning also on outcomes as intergroup relations, self-esteem etc. (Kagan.2009)

2.2.1.3. Quizzes

The quizzes are composed of course content and class presentation, they are prepared to test students' individual knowledge. (Kagan.2009)

2.2.1.4. Individual improvement scoring

An improvement score is done weekly indicating how well students are performing compared to their previous and usual level of performance. (Kagan.2009)

2.2.1.5. Team recognition

It is a summary of the improvement scores of the team member, each week a newsletter is prepared by the teacher to team scores, to announce and declare who showed the greatest improvement some teachers use different kinds of rewards to emphasize the idea that doing well as a team is important. (Kagan.2009)

Chapter Two: Cooperative Learning

2.2.2. Think – pair – share

This is a quick technique; the tutor gives the students a few minutes to think about a response for a posed question, the students supposed to share ideas with a partner. This activity helps them to collect their thoughts. “ Pair ” and “ Share ” components that make learners courageous to exchange their understanding with others , this help them to be have before going public with the whole class. (Kagan.2009)

2.2.3. Roundtable

Roundtable learning strategy is a good cooperative structure and interactive activity to practice vocabulary, grammar or even content. Students pass a paper around, adding an item according to the criteria you designate. In roundtable, the instructor divides the class into groups. S/he prepares a sheet of paper for each group with the target language or question on the top with multiple answers. Then, each student writes one answer or part of the answer. (<https://educators.brainpop.com>)

2.3. Types of cooperative learning Method

There are many types of cooperative learning method which have been divided from cooperation and competition theory. Formal cooperative learning may be implemented to teach specific content. While, informal cooperative learning method may be implemented to ensure active cognitive processing of information during direct teaching. Cooperative base groups may be implemented to provide long-term support and assistance, whereas constructive controversy may be implemented to create academic, intellectual conflicts to enhance achievements and creative problem. (Jonhson., Johnson & Holube, 2013. P6)

2.3.1. Formal cooperative learning method

Formal cooperative learning method is defined as students working together, for one class period to several weeks, to achieve mutual learning goals and complete jointly specific tasks and assignments. Instructors can structure any courses

Chapter Two: Cooperative Learning

requirement or assignments in any age student cooperatively. (Jonhson., Johnson & Holube, 2013. p6)

To structure formal cooperative learning method, the instructor:

- Makes series of decisions about: the size the groups, how students are assigned to groups, how to arrows materials. He also specifies the objectives for the lesson;
- Teacher the academic content students are expected to master and apply;
- Monitors the functioning of the learning groups to teach needed social skills and to provide needed academic assistance;
- Ensures that groups process how effectively members worked together. (Jonhson., Johnson & Holube, 2013. P6)

2.3.2. Informal cooperative learning method

Informal cooperative learning method is defined as students working together to achieve a joint learning goal in temporary groups that last from a few minutes to on class period. During direct teaching, Such as a lecture or a video, the teacher structures informal cooperative learning groups. Informal cooperative learning method can create a mood conducive to learning, focus student's attention on the material to be learned, set expectations as to what will be covered in a class session, ensure that students cognitively process the material being thought, and provide closure to an instructional session. (Johnson., Johnson, Holube. 2013, p7)

2.3.3. Cooperative base groups

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership in which students provide one another with support, encouragement, and assistance to make academic progress by attending class and completing assignments. (Johnson., Johnson, Holube. 2013.p7)

The use of base groups tends to improve attendance and personalize, the work required and the school experience. Also, it improves the quality and quantity of

Chapter Two: Cooperative Learning

learning. Base groups have permanent membership and provide the long-term caring peer relationships necessary to help students developed in healthy ways cognitively and socially as well as influence members to extra effort in striving to achieve. It is recommended to have base groups in large classes or schools and when the subject matter is complex and difficult. (Johnson., Johnson, Holube. 2013.p7)

2.4. The teachers' and learners' roles in cooperative learning method classes

2.4.1. The teachers 'role

The role of the teacher in cooperative teaching method is different from the ancient directed teaching. The teacher becomes a facilitator of the learning process more than an information provider. In addition to that, when cooperative methods are used by the teacher, s/he should adopt certain strategies to reach a successful learning process. First of all, the teacher should precise the objectives and goals to be achieved by the end of the class. Then, s/he should take into account the size when organizing the class (Kebiri &Belmekki. 2014) . Also, the teacher should not stop observation when learners working together. (Allati.2016.p13)

2.4.2. The learners 'role

In cooperative learning approach, there are some roles need to be assumed by the students. Appropriate role will depend on the size of the group and the nature of the cooperative learning task. The roles are summarized as follow:

- Leader: s/he organizes the final product of the project. He makes sure that the project meets the standards set out by the instructor. These standards are generally concerned with punctuality and correctness.
- Recorder : s/he takes notes when group members meet
- Checker : s/he needs to double-check data , bibliographic sources or graphics for more accuracy and correctness

Chapter Two: Cooperative Learning

- Spokesperson: s/he is responsible for the technical details of the final product; also he summarizes the group's progress and findings to the instructor and the other groups.
- Facilitator: s/he gets discussion moving and keeps it moving.
- Encourager : s/he encourages shy students to participate
- Summarizer: s/he provides a summary of the discussion for the other students.
- Reflector: s/he listens to what others say and explains it back in his/her own words.
- Elaborator: s/he connects the current discussion and past topics. Taken from website (<https://serc.careleton.edu>)

2.5. Advantages of cooperative learning Method

Cooperative learning method has many advantages and positive sides for both teachers and learners. First, cooperative learning method develops the learners' thinking skills to higher level. Second, active, involved and exploratory learning can be created through cooperative learning method. Otherwise, the performance of the weaker students can improved when they are integrated with higher achieving students. Furthermore, skill building and practice can be enhanced and made less tedious through cooperative learning activities in and out the classroom (Mandal.2009.p98).

Conclusion

This chapter contained one section which was about cooperative learning methods it represented the effect of cooperative learning methods on teaching the writing skill. It was interested in a variety of Cooperative learning methods which have approved its effectiveness for both teacher and learner. Otherwise, this chapter talked about cooperative learning method types and the distribution of roles of teachers and learners in the classes both teachers and learners.

Chapter Two: Cooperative Learning

Practical Part

Chapter Three: Data Collection and Analysis

Introduction

This piece of research aims to study the effect of using cooperative method to teach the writing skill. To achieve this objective, a mixed method was adopted. This chapter presents the methodology for data collection and the techniques used to analyze the findings. It also discusses the results obtained from the analysis of the questionnaire and the classroom observation.

3.1. Method

The method adopted in the study is mixed method. In the first part of the study, two questionnaires were submitted. One questionnaire was devoted to students and another one to teachers. In the second part, classroom observation was made for advanced level learners (11th level). The results obtained from the questionnaires, were analyzed using SPSS v25, ANOVA and Alpha Cronbach.

3.2. Sample Population

This study has been conducted on learners of eleventh and twelfth levels at Hassi School private school for foreign languages at Ouargla, Algeria in the academic year 2022/2023. The study required purposive Teachers sampling and random learners sampling method. The sample includes 08 teachers and 30 students (13 males and 17 females)

Chapter Three: Data Collection and Analysis

3.3. The Procedures

To achieve its objectives, the study adopted two methods. First, two questionnaires were submitted; second a classroom observation was done.

3.3.1. The Questionnaires

Two questionnaires were administered: one is for students and the other one is for teachers.

3.3.1.1. The Student's Questionnaire

3.3.1.1.1. Description of the Student's Questionnaire

The first questionnaire, submitted to students, is made of 13 questions. (see Appendix A).Its main purpose is to have some background information about the participants. It seeks to examine the students' interest with writing. The questionnaire was divided into two parts. The first part (3 questions) seeks to have some personal information about the learners such as their age, gender, and so on. The second part (10 questions) describes learners' attitudes towards writing in general and specially working in group. The questionnaire was submitted to 30 students with the help of the director and directress of Hassi School. Students were kindly asked to answer all the questions. The questions were explained to students. In the first part some questions are multiple-choice questions and others are yes/no questions. The second part of the questionnaire aims to explore the students' attitudes towards writing in general and cooperative learning specifically, from time to time students were asked to justify their answers. Most of the questions are three point scale.

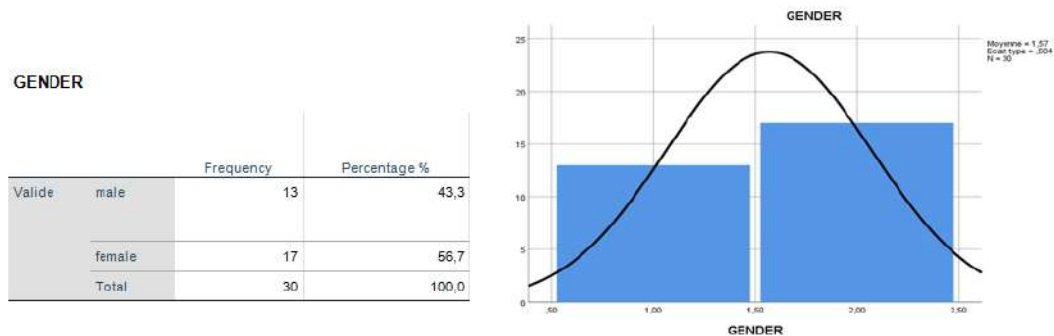
3.3.1.1.2. Analysis and Interpretation of the Students' Questionnaire

Q1: Gender of participants

In table 01 and figure 01, p.23, the participants were dividing into males and females. The majority of them were females with 56.3 %, while males were with 43.8 % .This clarifies that females are more interested to learn English skills.

Chapter Three: Data Collection and Analysis

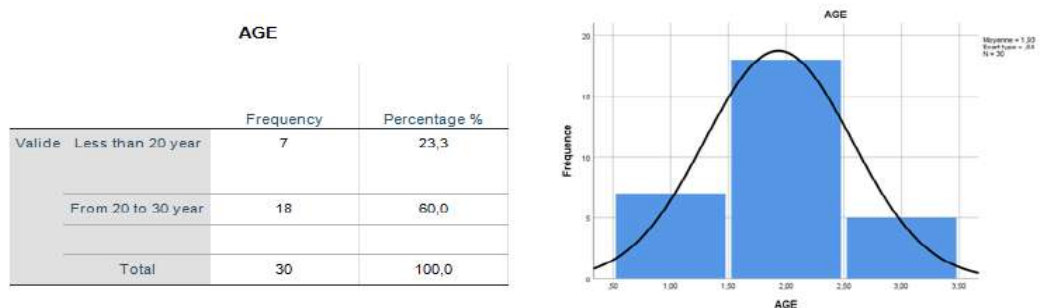
Table 01; Fig 01. Gender of participants



Q2: Age of participants

According to table and figure.02 The participants (learner) who are more than 30 years have the lowest percentage with (16,7%) whereas the highest percentage(60%) was for learners from 20 to 30 years old. The last percentage (23,3 %)was for participants who are less than 20 years . This means that the majority of learners are youth.

Table 02; Fig 02. Age of participant



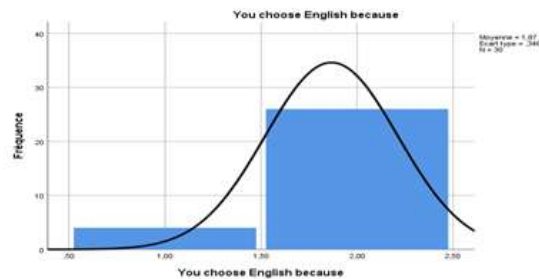
Chapter Three: Data Collection and Analysis

Q3: Why you choose English?

According to table 03 and figure 03. A high percentage of learners (86.7%) chose English because they like it, while only 13,3% were imposed to learn English language. This shows that learning English is important for the most of the participants. This points out that most learners like the English language.

Table 03; Fig 03. Choice of English

	Frequency	Percentage %
Valide You are imposed to learn it	4	13,3
You like it	26	86,7
Total	30	100,0

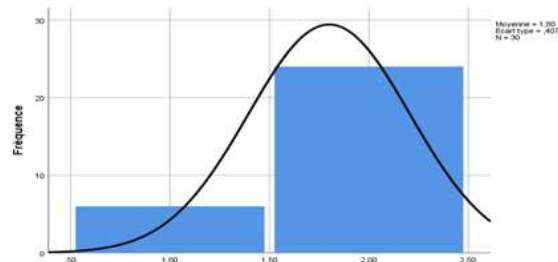


Q4: Do you like writing in English?

According to table 04 and figure 04. 80% of participants are interested in writing in English, while 20% of them are not interested. This signifies the importance of writing for the majority of participants.

Fig 04; Table 04. Your acceptance to writing in English

	Frequency	Percentage %
Valide No	6	20,0
Yes	24	80,0
Total	30	100,0



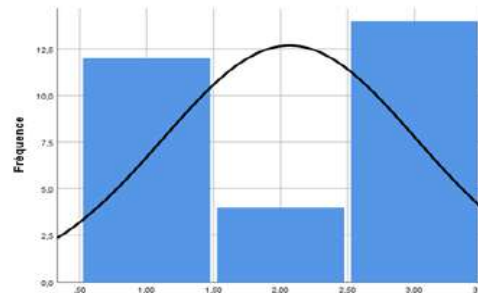
Chapter Three: Data Collection and Analysis

Q5: Do you like to write? (in groups, in pairs or individually)

As table 05 and figure 05 shows, the majority of students with 46, 7% prefer to work in groups, with percentage of 46.7%, while 40% prefer to work individually. The last percentage 13, 3 % was for participants who prefer to work in pairs .This shows that most learners prefer to work either in groups or individually.

Fig.05; Table.05. Student Writing in Group

		Frequency	Percentage %
Valide	Individually	12	40,0
	In group	14	46,7
	Total	30	100,0



Q6: Why?

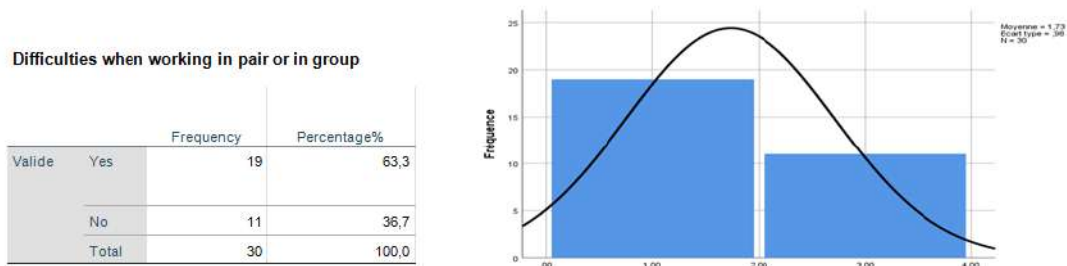
According to Q.06. Students were asked about the reasons behind their likeness to work in groups or individually. The majority of participants with percentage of 46, 7 % prefer to write in groups because they share and exchange ideas to benefit and learn from the others information. Participants with percentage 40% prefer to write individually because they express their personal opinion freely, as well as they feel more comfortable and relaxed when they work alone. The minority of participants with 13, 3 % chose write in pairs due to the fast writing and the good coordination between each other.

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

Chapter Three: Data Collection and Analysis

According to table 06 and figure 06 (63, 6 %) of participants replied with “Yes”, whereas 36, 7% of them said that they don’t face difficulties. This signifies that the majority have problems when working in group or in pairs.

Table 06; Fig 06. Difficulties when working in pairs or in groups



What are these difficulties?

According to Q 07, Students were asked about the difficulties that they may face when working in pairs or in group. The participants mentioned many difficulties that they face when working in pairs or in groups, count among them:

- lack of concentration
- losing time
- different ideas,
- being shy
- Members are not serious enough.

Q9: Did you benefit from others when you work in groups?

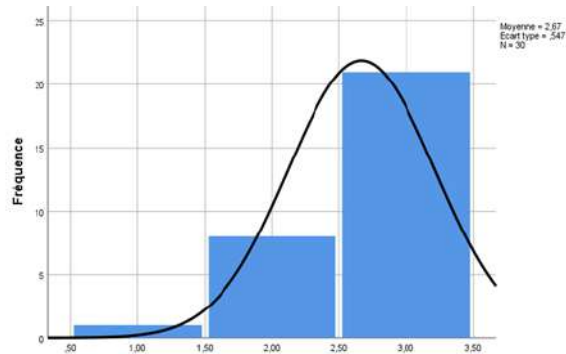
As table 07 and figure 07 shows. (70%) said that working in groups may be beneficial. Whereas,(26.7%) said little. The last percentage (33%) said nothing. This means that the majority of learners from working in groups.

Table.07; Fig.07. Benefits from working in groups

Chapter Three: Data Collection and Analysis

benefit work in groups

		Frequency	Percentage%
Valide	Nothing	1	3,3
	Little	8	26,7
	ALot	21	70,0
	Total	30	100,0



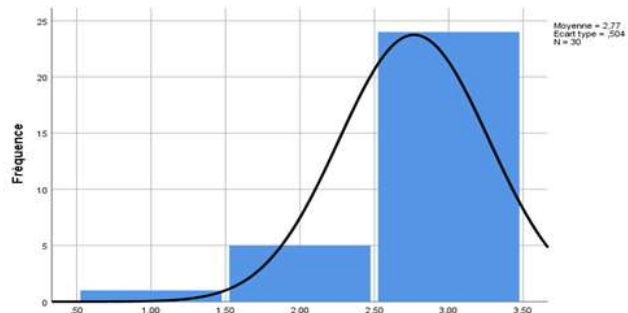
Q10: Do you think that working with others is motivating for you?

According to table 08 and figure 08. The first percentage with 80% of participants thinks that working with others is motivating. While 16, 7% of them replied with somehow, the last percentage 3, 3 % said “No “, working with others is not motivating. This indicates that working with others is motivating for the majority of students

Table.08; Fig.08. Motivation when working with others

motivating of working with others

		Frequency	Percentage%
Valide	No	1	3,3
	Somehow	5	16,7
	Yes	24	80,0
	Total	30	100,0



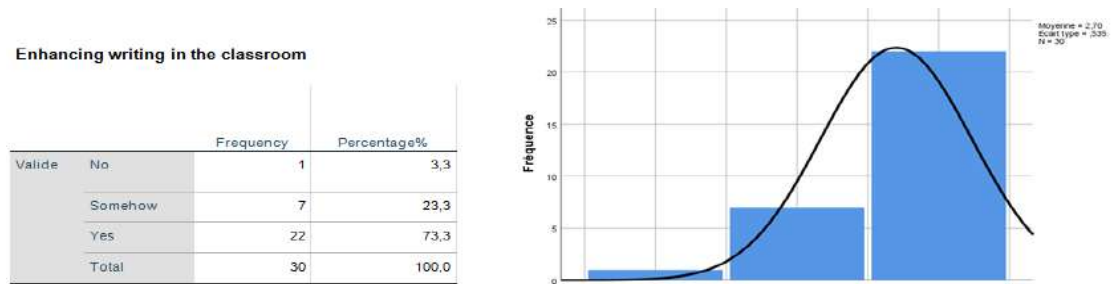
Q11: Do you think that writing in a group work is a good strategy to enhance your writing in the classroom?

According to table 09 and figure 09. The percentage (73,3%) of the participants think that writing in group work is a good strategy to enhance their writing in the classroom , while(23,3%) of them said somehow. Finally, (3.3%) informants replied with “No”.

Chapter Three: Data Collection and Analysis

This shows that group work is good for most of the learners to enhance their writing skill.

Table.09; Fig.09. Enhancing the learner's writing skill in a group work



Q12: In your opinion, what are the benefits of working in groups?

As table 10 shown, 15 of participant said they share and exchange ideas when writing in group. Whereas, 5 of them correct each other's' mistakes. 3 participants said that they gain new vocabulary when writing with others. Only 1 participant said that s/he increases efficiency and develops his/her dialogue when writing in groups.

Table.10. benefits of Writing in groups

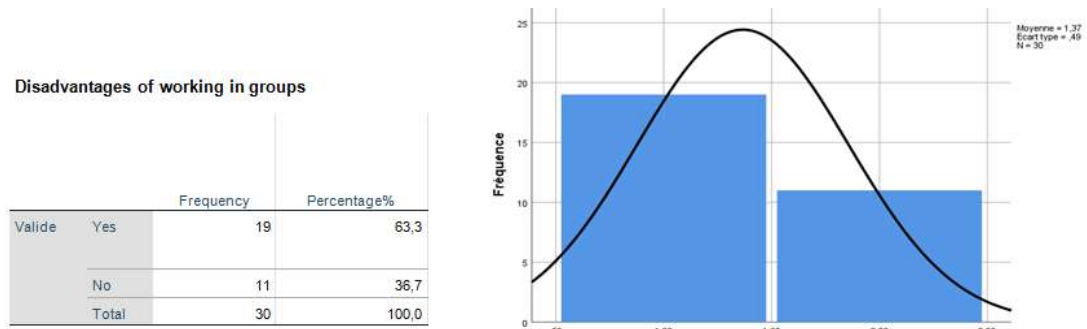
		Frequency	Percentage%
Valide	Sharing / exchange ideas and informations	15	50,0
	Correct each others	5	16,7
	New Vocabulary	3	10,0
	Learn from others	5	16,7
	Increases efficiency and innovation	1	3,3
	Not be shy and be courageous	1	3,3
	Total	30	100,0

Chapter Three: Data Collection and Analysis

Q: Do you think that there are disadvantages of working in groups?

According to table 11 and figure10, the majority of participants with percentage of 63, 3%, think that there are disadvantages of working in groups, whereas 36, 7% said the contrast. This denotes that group work have many disadvantages according to the learners.

Table 11; Fig 10 Disadvantages of working in groups



According to Q 14 the majority of participants confirmed that there are disadvantages of working in groups due to some reasons

- lose concentration
- losing time
- members are not serious
- There are conflicts among members
- Reliance on others.

The results are analyzed by using SPSS and ANOVA. In General statistic description, the results are summarized in the table below:

Table.12 Summary of the findings of the Students' Questionnaire

	N	Minimum	Maximum	Mean	S Dev
GENDER	30	1,00	2,00	1,5667	,50401

Chapter Three: Data Collection and Analysis

AGE	30	1,00	3,00	1,9333	,63968
You choose English because	30	1,00	2,00	1,8667	,34575
Did you like writing in English	30	1,00	2,00	1,8000	,40684
Did you like to write	30	1,00	3,00	2,0667	,94443
Do you face difficulties when working in pair or in group?	30	1,00	3,00	1,7333	,98027
Did you benefit from others when you work in groups?	30	1,00	3,00	2,6667	,54667
Do you think that working with others is motivating for you?	30	1,00	3,00	2,7667	,50401
Do you think that writing in a group work is a good strategy to enhance your writing in the classroom?	30	1,00	3,00	2,7000	,53498
In your opinion, what are the benefits of working in groups?	30	1,00	9,00	2,4667	2,04658
Do you think that there are disadvantages of working in groups?	30	1,00	2,00	1,3667	,49013
N valide (list)	30				

The Alpha Cronbach value is "0.758". This indicates that the results obtained from the students' questionnaire are reliable.

Table.13 Reliability Test

N	Alpha de Cronbach
13	,758

Chapter Three: Data Collection and Analysis

The effects of the age and gender on Choosing English based on the significance factor of ANOVA test which result were more than 0, 05. This means that there is no effect of age and gender.

Table.14 ANOVA Test

Choosing of English		Sig
GENDER	Between group	0,182
AGE	Between group	0,149

Chapter Three: Data Collection and Analysis

3.3.1.2. The Teacher's Questionnaire

3.3.1.2.1. Description of the Teacher's Questionnaire

The second questionnaire was devoted to teachers. It is made of 15 questions (see appendix B). It aims at examining the use of cooperative learning strategies as a way to enhance students writing proficiency. It was administered to 08 teachers. Teachers were asked to answer all the items. The items in the questionnaire were rated on different scales. In the first part, some questions are multiple-choice questions and others are yes/no questions. The second part of the questionnaire was concerned with the teachers' attitudes towards writing in group and cooperative learning.

3.3.1.2.2. Analysis and Interpretation of Teacher's Questionnaire

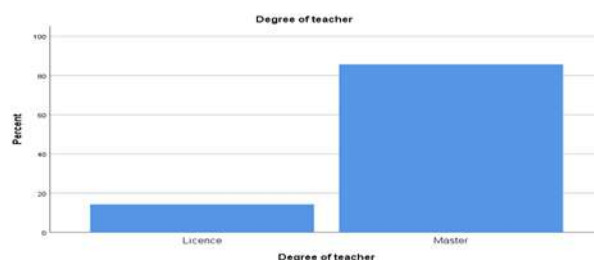
The total number of teacher is 08, but we canceled one paper because the participant did not answer.

Q 01: Educational degree of teachers

According to table 15 and figure 11. The majority of teachers (85.5%) have master degree, While 14.3% of teachers had license degree. This indicates that the teachers in the private school are not well experienced.

Table.15; Fig.11. Teachers' educational degree

Degree of teacher		Frequency	Percentage %
Valid	Licence	1	14.3
	Master	6	85.7
	Total	7	100.0



Q 02: How many years have you been teaching English at private school?

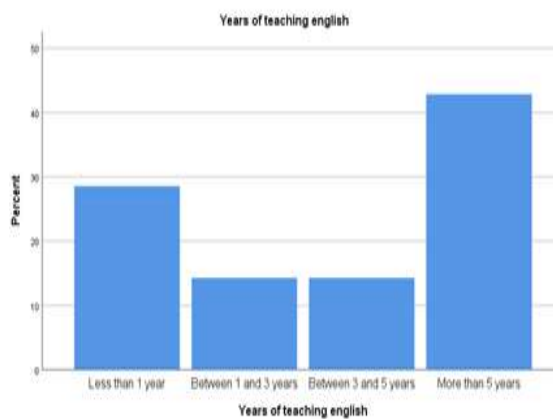
According to table 16 and figure 12, It is observed that teachers with experience more than 5 years take percentage of (42.9%), whereas (28.6%) of teachers were less than 1 year of teaching. The last percentage 14.3% was for both teachers experienced

Chapter Three: Data Collection and Analysis

between 1 to 3 years and 3 to 5 years. This means that the majority of teachers are long experienced

Table.16; Fig.12. Years of teaching English

	Frequency	Percent %
Valid Less than 1 year	2	28.6
Between 1 and 3 years	1	14.3
Between 3 and 5 years	1	14.3
More than 5 years	3	42.9
Total	7	100.0



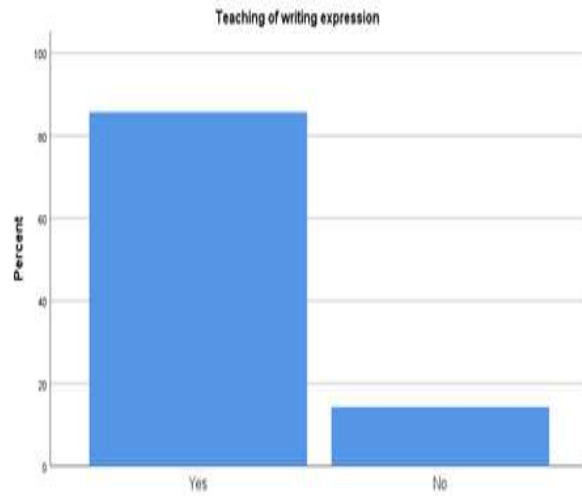
Q 03: Do you teach writing expression module?

According to table 17 and figure 13, a high percentage with 85.7% of participants taught written expression. In contrast to that, a low percentage with 14.3% of teachers answered with no about teaching written expression. This marks the wide use of written expression.

Table.17; Fig.13. Teaching of written expression

Chapter Three: Data Collection and Analysis

		Frequency	Percent %
Valid	Yes	6	85.7
	No	1	14.3
Total		7	100.0

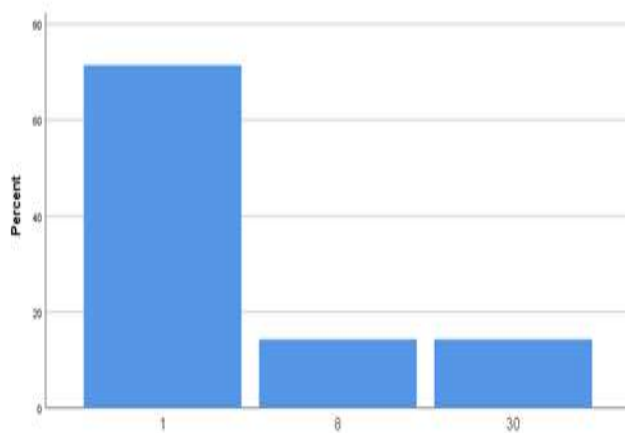


Q 04: How many years?

According to table 18 and figure14, the first percentage 71.4% was for teachers' experience in teaching written expression while only 14.3% of teachers had experience in teaching written expression. This indicates that the teachers are well experienced in teaching writing expression.

Table.18; Fig.14. Teaching of writing expression

		Frequency	Percent %
Valid	1	5	71.4
	8	1	14.3
	30	1	14.3
Total		7	100.0



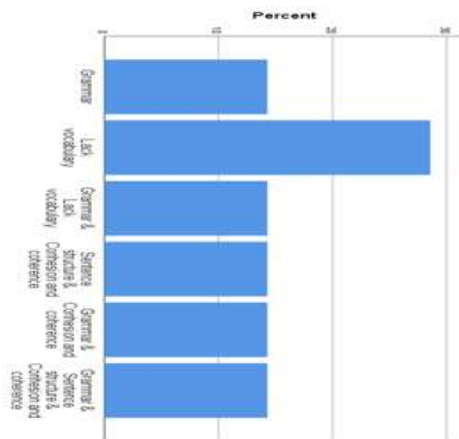
Chapter Three: Data Collection and Analysis

Q 05: What are the major difficulties you face in teaching writing?

As table 19 and figure 15 shown, the difficulties that students may face in written expression are many. The first one is the lack of vocabulary with percentage of (28, 6%). Second percentage is 14.3% for grammar, cohesion and coherence and sentence structure. This means that the majority of learners are weak, especially in vocabulary.

Table.19; Fig.15. difficulties of teaching writing

	Frequency	Percent %
Valid Grammar	1	14.3
Lack vocabulary	2	28.6
Grammar & Lack vocabulary	1	14.3
Sentence structure & Cohesion and coherence	1	14.3
Grammar & Cohesion and coherence	1	14.3
Grammar & Sentence structure & Cohesion and coherence	1	14.3
Total	7	100.0



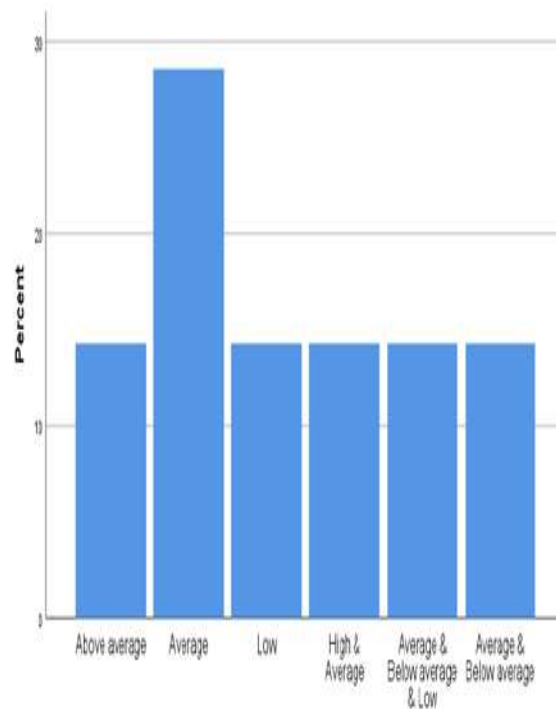
Q 05: The level of your students is: (a-High, b-Above average, c-Average)

According to table 20 and figure 16, a high percentage of 42.8% for students whose level is above average, where the other percentage (14.3%) is for students whose level is low average. This shows that most students have acceptable level.

Table.20; Fig.16. Students' level

Chapter Three: Data Collection and Analysis

	Frequency	Percent
Valid Above average	1	14.3
Average	2	28.6
Low	1	14.3
High & Average	1	14.3
Average & Below average & Low	1	14.3
Average & Below average	1	14.3
Total	7	100.0

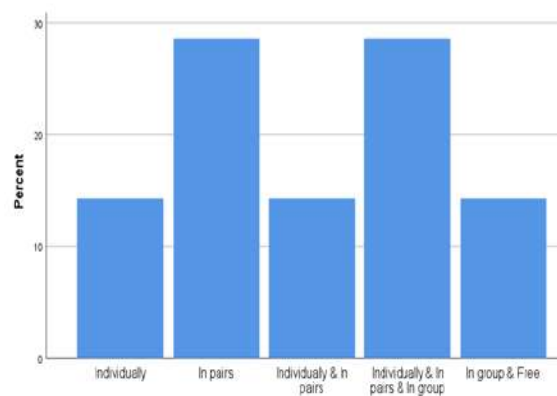


Q 06: When you give an activity to your students do you ask them to work?

According to table 21 and figure 17, a percentage of 28.6% represents students who prefer to work in pairs and in group, individually. While 14.3% indicates both students who prefer to work individually. This shows the high students' tendency to work in groups

Table21; Fig17. Students' activity

	Frequency	Percent %
Valid Individually	1	14.3
In pairs	2	28.6
Individually & In pairs	1	14.3
Individually & In pairs & In group	2	28.6
In group & Free	1	14.3
Total	7	100.0



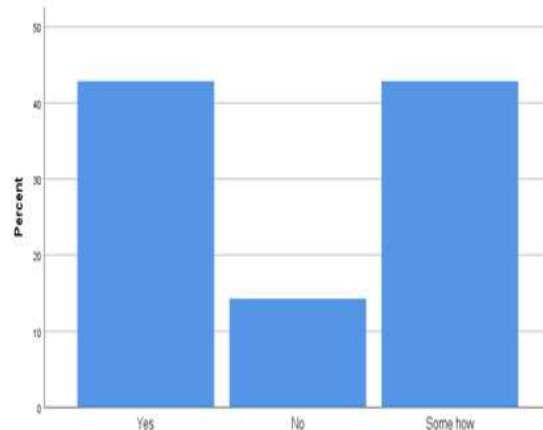
Chapter Three: Data Collection and Analysis

Q 07: Do you think that your students face problems when they work in group?

According to table 22 and figure 18, the majority of participant teachers declared that 42.9% of students have problems when working in groups. In contrast to that, 14.3% of teachers said that students do not have problems. This signifies that students face problems when working in group.

Table 22; Fig 18. Students' problems when working in groups

		Frequency	Percent %
Valid	Yes	3	42.9
	No	1	14.3
	Some how	3	42.9
	Total	7	100.0



According to question Q 08, the participant teachers indicated some problems that students face when working in groups:

- Problem of deciding what to write and how to organize ideas.
- Negativity and lack of participation of some group members.
- Sometimes the students dislike the topics given.

According to question Q 09, there are some solutions suggested by the participant teachers for several problems of students when working in groups. First, the teachers have to guide the students and give them hints. Second, change topics or encourage

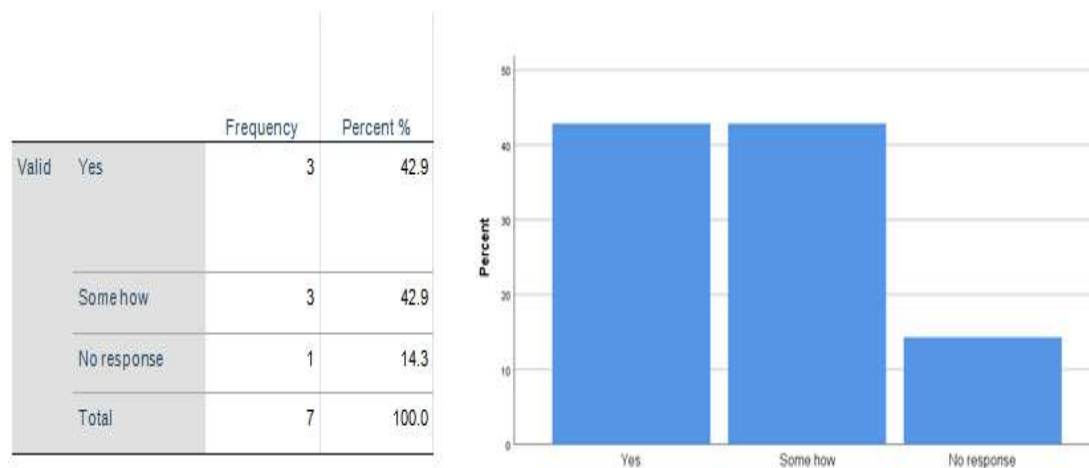
Chapter Three: Data Collection and Analysis

free writing. Third, facilitate the process of writing and give freedom to timid students to choose the topics. Finally, the teacher may set deadline for the texts to be written.

Q 10: Does Cooperative Learning method enhance your student writing?

According to table 23 and figure 19, (42.9%) of teachers reported that cooperative learning method enhances the students' writing skill, whereas only 14.3% said the contrast. This means that the majority of students 'writing skill is enhanced using CL.

Table23; Fig19. Cooperative learning for students' writing



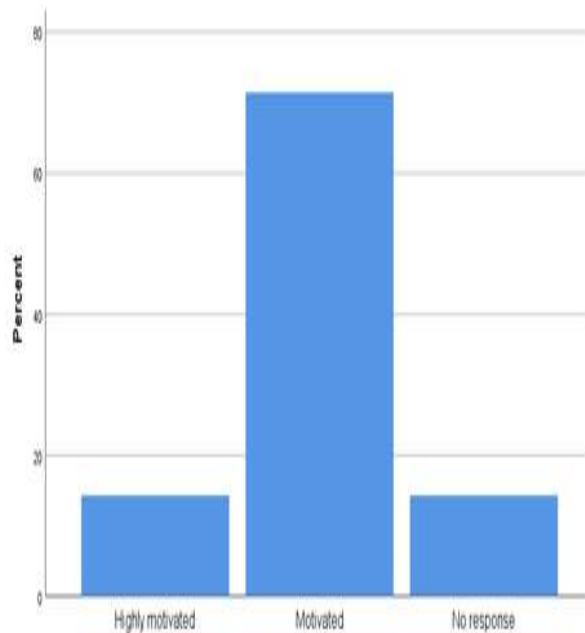
Q 11: How do students appear when working in group?

As table 24 and figure 20, P 37 shown, the majority of teachers who participated in the questionnaire stated that 71.4% of students are motivated when working in groups. While 14.3% of students are highly motivated, In addition to that, teachers said that 14.3% of students appear not motivated when working in groups. This shows that students are motivated when working in groups.

Table24; Fig20. Students' Motivation when working in groups

Chapter Three: Data Collection and Analysis

		Frequency	Percent %
Valid	Highly motivated	1	14.3
	Motivated	5	71.4
	No response	1	14.3
	Total	7	100.0



Q 12: Does the teacher consider himself: (A source of knowledge, a guide of learning, a controller, or a tester?)

According to table 25, (42.9%) of teachers considered themselves as a source of knowledge. However, 28.6% of them said that they are a guide of learning. The last percentage with 14.3% was for teachers who did not answer. This means that most teachers are a source of knowledge for their learners.

Table25. Teacher's Role in the class

		Frequency	Percent %
Valid	A source of knowledge	3	42.9
	A guide of learning	2	28.6
	No response	1	14.3
	A source of knowledge & A guide of learning	1	14.3
	Total	7	100.0

Chapter Three: Data Collection and Analysis

According to question Q 13, there are many ways was suggested by the teachers concerning using Cooperative Learning in the classroom. Most of teachers suggest focus on: First, Encourage and facilitate student-student interaction. Second, cooperate learners in multi tasks and in all skills to acquire language like whole entity rather than individual learning, which encourage hatred and bad manners the competitive the learners. Third, learning is more than acquiring a language; it is much more about sharing, loving and growing together. Finally, Cooperative learning increases self-esteem, enjoyment in class, learning with fun and motivation.

The table below summarizes all mean results of Teacher questionnaire:

Table26. Summary of the findings of the Teachers' Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Degree of teacher	7	1	2	1.86	.378
Years of teaching english	7	1	4	2.71	1.380
Teaching of writing expression	7	1	2	1.14	.378
Years of teaching english	7	1	30	6.14	10.839
Difficulties of teaching writing expression	7	1	9	5.00	3.266
Level of students	7	2	8	4.86	2.268
Asking of students activity	7	1	7	4.14	2.410
Problems students work in group	7	1	3	2.00	1.000
What problems student working in group	7	1	2	1.29	.488
Solving the problems	7	1	4	2.00	1.291
How solving the problems	7	1	2	1.29	.488
Cooperative learning for students writing	7	1	4	2.29	1.254
Students' Motivation working in groups	7	1	4	2.14	.900
Role of the teacher in class	7	1	6	2.57	2.070

Chapter Three: Data Collection and Analysis

Suggestions for CL	7	1	2	1.43	.535
Valid N (listwise)	7				

3.3.2. The Class room observation

This observation was conducted at Hassi School, a private school of foreign languages .The class was for advanced level learners (11th level).

The class consisted of about 18 students. They were mostly peers (from 15 to 22 years old). Many of them master more than one foreign language. The class was arranged in unconventional arrangement where students were sitting randomly. The observation was done in one session.

The current observation was scheduled to assess the impact of using cooperative learning methods to improve the learners' writing skill.

The learners were motivated and well animated by the teacher. It was observed that the teacher introduced the topic of the lesson and what they are supposed to do in an intelligent manner. S/He used hints for more clarifications. On the other hand, students were highly excited for team work. As well, it was observed that learners were enjoying working together, correct each other's' language mistakes. Also, learners ask their classmates to justify their answers. The researcher thinks that the teacher didn't want to be only a message sender, but he was a language facilitator, encourager and a monitor in the class. He well integrated the learners from individual participants, then in pairs to the whole group discussion. Also, the instructor wrote down idioms in the white board. Students were asked to write their meanings in a small flashcards. This led to a good integration of all types of learners to the group discussion. When the session was about to finish, written documents were delivered by the teacher to be check and discuss by the learners. This went actually in the form of group work. It was noticed that the tutor asked students to make noise in English and take written notes when needed.

Chapter Three: Data Collection and Analysis

According to the observation, it is noticed that using CL in teaching writing is successful.

Confirmation of the hypothesis

To conclude, from the results obtained from the students and teachers' questionnaire and the classroom observation, the hypothesis made by the researcher from the beginning «cooperative learning method may be successful and helpful in teaching the writing skill." is confirmed.

General Conclusion

General Conclusion

Writing is a productive skill that refers to the ability to express thoughts, feelings, and ideas through a well-constructed text which is written correctly and communicatively. Many learners think that writing is a difficult skill to be mastered. Even teachers face obstacles to eliminate such kind of learning difficulties. Teachers should use the appropriate learning / teaching method. Among the methods that teachers can use to enhance and improve the student's writing skill is cooperative learning method (CL) which is an effective way to integrate the learners in a good communicative atmosphere to improve their writing skill.

This study sought to examine the effectiveness of teaching writing through cooperative learning method. The research has four chapters. Two chapters are about theoretical part which is concerned with both the writing skill and cooperative learning method. The second part is composed of one chapter. It is concerned with the tools: two questionnaires aimed to collect data about the learners and teachers' writing skill and the use of cooperative method neither through the process of learning or teaching. Also, a classroom observation was made to check the impact of using CL to enhance the learners' writing skill. The second chapter of the practical part is concerned with the description, analysis and interpretation of the results.

The findings of this study confirmed the importance of mastering the writing skill. Also, they proved the impact of using CL method to improve the learners' writing skill. Furthermore, the hypothesis of this research which is "cooperative learning may be effective when writing through cooperative learning method" was confirmed and proved.

In brief, the researcher hopes that there will be more studies about this area.

Recommendations

The current study focused on how effective is using cooperative learning method in teaching the writing skill in private schools for advanced level learners. This study can be considered as one of the few researches that are made on this study sample.

Future research could further examine the effect of using cooperative learning method on a larger sample either in other private schools or in public ones.

For better application of cooperative learning method, the researcher recommends the following:

- Teachers must make sure that every student in the group participates in the fulfillment of the task.
- Encourage and facilitate student-student interaction in all skills.
- The teacher has to involve the timid students in the collaborative process. This help them to build self-confidence and strength their decision-making skills.

References

1. Byrne D. (1988). Teaching writing skill. British Library Cataloguin in Publication Data.
2. Byrne, D. (1991). Teaching writing skills. London and New York: longman.
3. Brown, H.(2001). Teaching by principles. White plains, NY: Longman. Hilton, C
4. Hyder, M. (1992). Writing. London: BPP (Letts Educational)
5. Isabela-Anda Dragomir , (2020). Different Approaches to Developing writing skill.
6. Jeremy Harmer.(2001).The pratice of English language teaching ,(3rd ed).UK.
7. Jeremy Harmer.(2004).How to teach witing ,pearson educational:longman.
8. Mandal. Rita Rani. (2009). Cooperative learning strategies to enhance writing skill.
9. Neman,B.S. (1995). Teaching students to write: Oxford University Press.
10. Richars,J.C,& Renandya,W.A.(2002).Methodology in language teaching: An Anthology of current practice. Cambridge University Press
11. White,R.,& Arndt, V.(1991). Process Writing. Harlow, UK: Longman.

Articles:

- 1.Akram Jabar Al Atab. (2020) What is witing .universit of Baghdad.

Thesis:

- 1.Abelkarim Aicha, May 2012. Cooperative Learning Strategies in Enhancing Students'writing Profeciency. University of Mohamed Khidher. Biskra. Algeria
2. Fatima Allati. (2016). Cooperative learning as a strategy to enhance the writing skill in EFL learners. university of Adrar. Algeria.

References

3. Khadidja Chibane.(2016). Investigating the Effect of Co-operative Work on Students' writing skill in EFL classrooms. Larbi Ben M'hidi University. Algeria
4. Laila Zourez..(2010).Cooperative learning as a motivational factor in enhancing students's writing unpublished magister dissertation.Uniursday of Constantine. Algeria

Web site:

1. <https://writing commons.org>
2. <https://study.com>
3. www.svsu.edu
4. <https://writingcenter.un.edu>

Appendices

The word "Appendices" is rendered in a large, bold, sans-serif font. The letters are filled with a vertical gradient from dark brown at the top to bright yellow at the bottom. The text is slightly slanted to the right. Below the main text, a shadow of the same word is cast onto the surface, creating a 3D effect. The shadow is a uniform brown color and is positioned directly beneath the main text.

Appendix A

Questionnaire for teachers

Dear Teachers

This questionnaire is a part of a research work. It aims at examining the use of cooperative learning strategies as a way to enhance students writing proficiency. You are kindly requested to answer the following questionnaire. Please tick the appropriate box or writer full statements if necessary

Section one: personal information

- 1- Degree (s) of Teacher
 - License
 - Master
 - PHD(Doctorate)

- 2- How many years have you been teaching English at private school?
Less than 01 year - Less than 03 years - More than 03 years Less than 05 years - More than 05 years

Section two: Cooperative Method

- 1- Do you teach writing expression module?

Yes - No

- 2- How many years?

- 3- What are the major difficulties you face in teaching writing?

Grammar lack vocabulary Punctuation

Sentence structure Cohesion and coherence

- 4- The level of your students is :

a- High

Appendices

- b- Above average
- c- Average
- d- Below average
- e- Low

5- When you give an activity to your students do you ask them to work?

Individually - In pairs - In group - They are free

6- Do you think that your students face problems when they work in group?

Yes - No -
Some how

7- If yes, what are these problems?

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

8- Do you try to solve these problems?

Yes - No -
Some times

9- If yes, how do you solve them?

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

10- Does Cooperative Learning enhance your student writing?

Yes -No -
Some how

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

Highly motivated - Motivated - Not motivated

12- Do you consider your role in the class is :

- A source of knowledge
- A guide of learning
- Controller
- Tester

13 -Furthers suggestions concerning using Cooperative Learning in classroom :

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

14-Which technique do you prefer most ? why ?

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

Appendix B
Student's Questionnaire

Dear students

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

Section one: personal information:

1. Gender: Female Male

2. Age :

3. You choose English because:

- a. You like it
- b. You are imposed to learn it

Section two:

4. Did you like writing in English

- a. YES Very important
- b. Not important

5. Did you like to write?

- a. Individually
- b. In pair
- c. In group

6. Why?

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

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

- a. Yes
- b. No
- c. Some how

8. What are these difficulties?

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

9. Did you benefit from others when you work in groups?

- a. A Lot
- b. Little
- c. Nothing

10. Do you think that working with others is motivating for you?

- a. Yes
- b. No
- c. Some how

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

a. Yes

b. No

c. Some how

12. In your opinion, what are the benefits of working in groups?

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

13. Do you think that there are disadvantages of working in groups?

a. Yes

b. No

If yes explain?

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

Appendix C

Classroom Observation

Statements for Observation	Unsatisfactory	Satisfactory	Not Observed
The Pre-writing Stage			
The teacher supplies a set of techniques to help the learner to write activates collaboratively			
The teacher motivates his learners to work in pairs.			
The teacher adapts a collection of written tasks			
The teacher provides different kinds of Materials such as textbook /magazines/computers/books (the teacher provide innovation by using audio visual aids			
The teaches explain the activity if there is a misunderstanding			

Appendices

Statements for Observation	Unsatisfactory	Satisfactory	Not Observed
The while-writing Stage			
The student interacts with each other during Writing activities(student actively and Enthusiastically participate in the writing activities).			
The teacher pay attention to all the participation and engagement of these learners during writing activities.			
The teacher give the opportunity to the learners to discuss about activities when working in-group			
The learners rely on the others' ideas and answers			
The learners find difficulties when working in group			

Appendices

Statements for Observation	Unsatisfactory	Satisfactory	Not Observed
The Post writing Stage			
The teacher asks his learners to do self-correction			
The teacher asks his learners to do peer-assessments			
The teacher examines the learners 'work			
The teacher designs the lesson that fits the specific needs of the pupils that are required in the target situation			
The teacher marks the learners' work			

Résumé

La rédaction est l'habilité de base de la langue et de la communication avec des autres. Cette étude vise à examiner l'efficacité de l'utilisation de la méthode coopérative pour améliorer les compétences rédactionnelles des apprenants des écoles privées. Cette étude suppose la probabilité que l'apprentissage coopératif soit utile ou non pour améliorer la capacité de rédaction de l'apprenant à l'école privée. Afin de renforcer l'objectif de cette étude, et de justifier l'hypothèse ou pas. L'étude utilise donc une méthode hybride pour atteindre les résultats attendus et l'échantillon ciblé des apprenants de niveau avancé. Deux questionnaires ont été élaborés aux élèves et aux enseignants des écoles privées. Cette recherche utilise également une observation en classe pendant deux séances, qui montre l'impact de la méthode d'apprentissage coopératif dans l'enseignement de la compétence de la rédaction.

Mots-clés : Rédaction, Apprentissage coopératif, École privée.

المخلص

تعتبر الكتابة أحد المهارات الأساسية للغة والتواصل مع الآخرين. حيث تهدف هذه الدراسة إلى التمهيد في فعالية استخدام المنهج التعاوني من أجل تحسين مهارة الكتابة لدى المتعلمين في المدارس الخاصة. وتفترض هذه الدراسة إمكانية مساعدة المنهج التعاوني في تحسين مهارة الكتابة لدى المتعلمين في المدارس الخاصة من عدمه. ومن أجل تعزيز هدف هذه الدراسة، وإثبات الفرضية من عدمه، تستخدم هذه الدراسة نهجاً هجيناً للوصول إلى النتائج المتوقعة باستخدام نموذج متعلمين ذوي مستوى عالٍ. إذ أُعد استبيانين وقُدما للطلبة والأساتذة في المدرسة الخاصة. كما اعتمدت هذه الدراسة على الملاحظة في القسم خلال حصتين، والتي أظهرت تأثير منهج التعلم المدمج في تعليم مهارة الكتابة

الكلمات المفتاحية: مهارة الكتابة، التعلم التعاوني، المدرسة الخاصة.