The Effect of LT Cooperative Learning Model and Teacher's Feedback on EFL Students' Writing:

The Case of Second Year Students of English at the Mentouri Brothers University, Constantine.

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in candidacy for the degree of LMD Doctorate in "Didactique des Langues Etrangères".

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DEDICATIONS

To my dear parents who have always been the

major source of inspiration behind all

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To all my family and friends

for their encouragement, prayers and supports

I appreciate you all

To everyone who has contributed to my education

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ABSTRACT

This study sets out to get insight into the effect of the Johnsons' "Learning Together" cooperative model and teacher's feedback on second-year EFL students' writing ability. Another equally considerable part of this research is to check whether CL and teachers' feedback are used in the writing cl ass, the way they have to, and the teachers' and students' perceptions about the importance of integrating these methods in the writing class. This investigation is based on the hypothesis that if students under study receive effective teacher's feedback while writing cooperatively, their writing ability would likely be better. In addition, we hypothesize that the teachers are convinced of the productivity of their feedback and CL in the writing cla ss and would reach fruitful results if th ey are aware of the principles required in order to successfully implement these techniques, and that students would like to write cooperatively and receive teachers' feedback if their perceptions towards these techniques are taken into consideration. To test out the first hypothesis, we have used a true randomized post-test only control group design, alternatively teachers' and students' questionnaires are used to check out the second one. Post-test results showed that st udents in the Exp.G produced better assignments than students who wrote individually and that the Exp.G relatively outperformed the CG in the five components of writing. T-test statistically confirmed the obtained results at the .05 level of significance and determined the effectiveness of these techniques on students' writing. The second hypothesis is also confirmed, in that both teachers and students are fully aware of the im portance of CL and teachers' feedback in the writing class, however most of the teachers have been found to not organize the students' groups according to the basic elements of CL, do not make training on this technique either for themselves or their students, still overemphasis surface-level feedback and negative feedback , and their feedback is usually given at the students' end product. In addition, students claim that they prefer to write in groups under some conditions and that teachers' feedback have to be in line with their personalities and styles, and ask teachers to couple praises with criticisms to give them the balance d feedback they need. Based on the provided results, we have suggested some recommendations that would serve as insights for teachers to use these techniques effectively.

LIST OF ABBREVIATIONS

CG: Control Group

CL: Cooperative learning

EFL: English as a Foreign Language

ESL: English as a Second Language

Exp. G: Experimental Group

FL: Foreign Language

L1: First Language

L2: Second Language

LT: Learning Together Cooperative Model

N: Number of Students or Teachers

vs.: Versus

WE: Written Expression

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Introduction

1-Statement of the Problem

Writing occupies the central position among the literature subjects and plays a vital role in social, cultural and academic setting. Furthermore, the development in this mode of communication assists the students` overall use of language as well as predicts their academic success. In fact, the teaching of writing as a skill attracts papers, articles, journals, and dissertations; however, writing is still an area of lively debate and research. In addition, students in different academic settings are still finding it the most intellectually demanding and cognitively complex of the four modes of communicating through language. We think that students still have difficulties in writing because the teaching methods merely focused on delivering materials on which students are not involved. Add to that, more often, students do not benefit from their teachers' feedback either because of the teachers' feedback techniques or the students' weak training in using their teachers' feedback to improve their level.

To minimize such problems, it is important to apply appropriate methods and techniques for teaching; teaching methods that make students the centre of learning. One of the teaching methods that considers students the centre of learning is cooperative learning. Cooperative learning (CL), as opposed to individualistic and competitive learning, is one of the student-centred classroom instructions which emphasizes the teaching and learning process. Cooperative learning enhances and promotes students' performance; it is a method in which students are inspired to think, solve a problem, integrate and apply their own competencies and knowledge. Cooperative Learning requires students to work together in groups to achieve a common goal. It maximizes the opportunities of student-student interaction in a supportive and safe environment (Johnson & Johnson, 1991, 2005, 2011; Johnson, Johnson, & Holubec, 1998; Johnson, Johnson, & Smith, 2000; Littlewood, 1984; Richards & Rodgers, 2001;

Slavin, 1992; 1995). In this study, the cooperative learning technique is based on the Johnsons' cooperative learning model "Learning Together".

In addition to implementing appropriate methods of instruction, teachers should guide their students throughout the process of writing to enable them produce a readable end product. One of the major forms of guidance students receive about their writing comes as teacher's feedback. Different researchers (e.g., Fathman and Whalley, 1990; Ferris 2003; Hamp Lyons, 1987; Harmer, 2001; Hyland 2003; Hyland & Hyland, 2006, and Leki 1990) argue that feedback is a crucial aspect of the writing process and that it plays a central role in learning this skill. As well, feedback is a powerful motivational factor that helps students write multiple drafts and revise their writing several times in order to produce a much-improved piece of writing (Hamp-Lyons and Heasley, 2006; Ferris, Pezone, Tade, and Tinti, 1997).

From these researchers' insight, cooperative learning and teachers' feedback are said to be worthy of classroom exploration. These methods allow students to reflect on their writing process. Furthermore, students would be able to develop a critical perspective of their writings and their peers' writing as well. Hence, we think that integrating the Learning Together cooperative model where the learners interact together in order to accomplish the production of their essay and the appropriate use of the teacher's feedback would help improve second-year EFL students' writing.

2-Aim of the Study

This study aims to investigate the effects of cooperative learning and teacher's feedback on English as a foreign language students' writing achievement at the the Department of Letters and English Language, the Mentouri Brothers University, Constantine. We aim, in particular, to examine whether providing effective teacher's feedback to students while participating in specific cooperative writing activities would have a positive impact on their writing performance. This work also intends to get insights on the students and the teachers' views about the usefulness of integrating cooperative learning and teachers' feedback in the writing class.

3- Research Questions and Hypothesis

The present study is carried out to answer the following research questions:

- Do students who write within the framework of LT cooperative model and receive teacher's feedback throughout the process of composing write better essays than students who write individually?

- Are there any identifiable advantages of teacher's feedback on students' texts written cooperatively in an EFL writing class?

- Do 2nd year students at the Mentouri Brothers University prefer to write in groups or like better writing individually?

- What are the students' and teachers' preferences and attitudes towards the use of cooperative learning and teachers' feedback in the writing class?

Therefore, we hypothesize that if students under study receive effective teacher's feedback while writing cooperatively; their writing ability would likely be better. We also hypothesize that the teachers are convinced of the productivity of their feedback and cooperative learning in the writing class and would reach fruitful results if they are aware of the principles required in order to successfully implement these techniques. Moreover, we hypothesize that the students at the Mentouri Brothers University would like to write cooperatively and receive teachers' feedback if their perceptions towards these techniques are taken into consideration.

4-Means of Research

To check the first research hypothesis, a true randomized, two-group post-test only experimental design that offers the possibility of establishing cause and effect relationship between variables is used. Two randomly selected groups are established: an experimental group that would be trained for a semester-long English writing course through the LT cooperative learning model and teacher's feedback, and a control group which would have traditional lectures. The treatment period is used to train students on writing using the Johnsons' LT model and the teacher's feedback. A post-test is used to check the effectiveness of the used methods and then a t-test computation is used to validate the obtained results. Moreover, the teachers' questionnaire is used as a descriptive tool to get insights on teachers' understanding and use of cooperative learning, the feedback they provide to students' writing and their strategies for handling such feedback. This work also intends to gain insight into the students' preferences and views about writing cooperatively and their teachers' feedback.

5-Structure of the Dissertation

The thesis consists of seven chapters. The first chapter explores the nature of the writing skill and its importance in language classes, the purpose of writing, approaches to teaching writing, the process of writing, and the roles, methods, and procedures of assessing writing. The second chapter provides a deeper insight into cooperative learning through presenting its theoretical foundations, its basic elements, and its psychological, sociological and academic benefits. The chapter also discusses teacher/students' role in cooperative learning and the pitfalls of this pedagogical technique; it ends up providing some important insights into the use of cooperative learning in the writing class. The third chapter deals with issues about the notion of teachers' feedback. This includes different definitions of feedback, types of feedback, the nature and importance of teachers' feedback, the conditions that ensure its effectiveness, and students' perception towards teachers' feedback. The core of the dissertation, chapter four, covers the research experimental study. It is the fifth chapter that exposes a detailed analysis of teachers' questionnaires, whereas, students' views and perceptions are discussed in chapter six. Finally, relying on the findings of this research, the seventh chapter is devoted to pedagogical implications and suggestions on the use of CL and the feedback provision in teaching writing skills.

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Introduction

Writing is a key to successful learning and a powerful mode of communication that helps students learn how to construct and organize their thoughts. In fact, learning to write is usually one of the most difficult and challenging tasks because writing is a creative work that requires imagination, intelligence, perseverance, and talent. Actually, writing is a basic skill in language teaching/learning since it is critical for ensuring academic success. That is, our academic career development is a process that is highly influenced by our writing. This chapter will explore the scope of the writing skill and its importance in language classes. It also presents the reader with the writing skill in general, including different definitions, its relationship with other skills, as well as the different approaches to teaching writing. The chapter also contains an overview of the different trends in writing assessment, categories of writing assessment, along with the main procedures for assessing writing quality.

1.1-The Scope of Writing in Language Classes

For ages, the study of languages was much more concerned with the spoken rather than the written language (Brooks & Grundy, 1998). The written language was seen as a system to support the learning of oral language, grammar, and vocabulary not as a skill in its own right (Harmer, 2004; Weigle, 2002). Recently, however, more attention has been given to writing as a skill. In addition, writing "effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education" (Weigle, 2002:1). According to Brown (2004: 218),

> In the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of the language. Now we understand the uniqueness of writing as a skill with its own features and conventions. We also fully understand

the difficulty of learning to write "well" in any language, even in our own native language.

Writing is a skill that fulfils crucial roles in teaching languages. First, writing is the key for students to gain proficiency in the learned language, in that it "consolidates and reinforces language learned orally" (Grauberg, 1997: 213). Since students take considerable time to plan and revise their written production before it is finally produced, they get a sense of command over the language being taught. This complex process also allows them to discover more about how the language being taught works. In addition, writing nowadays is the primary means for evaluating students' performance and abilities in mastering a given language (Harmer, 2004). Visibly then, good writing "increases your ability to earn good grades in college." (Downing, 2011: 235).

1.2-What is Writing?

Writing is the act of expressing our thoughts and ideas through a sequence of words. It is one of the four language skills: reading, writing, speaking and listening that represents language in a form of visible and permanent signs and symbols that can be understood by everyone who knows the language without the interference of the writer. Schmandt-Besserat and Erard (2008: 7) delineate it as "a system of graphic marks that represent the units of a specific language. The units to be represented....are a function of the structure of the language, the needs and traditions of the society that uses that system, and the capabilities of the human brain". Obviously, writing is more than the graphic symbols which appear in papers and screens, it is a result of a process in that when we write we usually think, draft, prepare, revise and edit to achieve the script that we want. It is a skill that needs time and reflection. In this respect, Brown (2001) defines writing by a major theme in the field of ESL writing which is

the composing process claiming that writing is often the result of thinking, drafting and revising which requires specific skills, the outcomes of this writing process produced writing pedagogy that focuses learners on how to generate ideas, how to organize them coherently, how to use the different connectors and rhetorical conventions cohesively in a written text, how to revise, how to edit the text, and how to produce a final product.

Writing is a form of thinking that allows us to express our thoughts and opinions. For Giroux (1988: 54) "poor writing reflects poor thinking, and what teachers often view as simply an "error" in writing, in fact, is a reflection of an error in thinking itself". In that, writing is not just a way to discover what we are thinking; more than that, it is a way to reveal gaps in our thinking. Nazario, Borchers, and Lewis (2010) assert that learning to write well is the best way to improve your ability to think critically. According to the National Council for Excellence in Critical Thinking, critical thinking has the following components (Nazario et al., 2010; 5)

- Clarity: when you express ideas clearly, your audience understands what you are trying to say without difficulty.

- Accuracy: accurate thinking is true to reality as you understand it.

- Precision: precise thinking isn't vague; it contains sufficient detail to be informative.

- Consistency: consistent thinking "holds together"; it doesn't contradict itself.

- Relevance: relevant writing sticks to the point; it doesn't digress into the unrelated subject matter.

- Sound evidence: when you make a statement that needs to be supported, you provide solid evidence that proves your point.

- Good reasons: when you argue for or against an idea, you back up your argument with valid reasoning.

- Depth: critical thinking is not superficial; it goes beyond the obvious.

- Breadth: critical thinking incorporates a broad view of subject matter, showing how it relates to other ideas.

- Fairness: good writing is fair, both to the subject matter and to other people who may hold different viewpoints.

These components of critical thinking are also components of effective writing (Nazario et al., 2010). Thus, writing "can be used as a learning vehicle to help students learn and think critically" (Giroux, 1988:54).

Writing is a social act. When we set our ideas and thoughts in papers or any other medium of writing, we are interacting with an audience in particular circumstances and within a particular setting. Lillis (2001: 31) explains the notion of writing as a social act arguing that

> ... students academic writing, like all writing, is a social act. That is, student writing takes place within a particular institution, which has a particular history, culture, values and practices. It involves a shift away from thinking of language or writing skills as individual possession, towards the notion of an individual engaged in socially situated action; from an individual student having writing skills, to a student doing writing in specific contexts.

Heap (1989) clarifies the place of society in the writing class and establishes its character demonstrating three dimensions of writing as a social action. In the first dimension, he argues that writing is a social act since the writer communicates with another person (the audience). The second one is the different constraints on the writer's behaviour: the rules, rights, and responsibilities that surround writing in the classroom. Whereas, the third dimension is the fact that the writer can orient his writing to other persons rather than his audience. So, these persons, their actions and the outcomes of those actions are potentially consequential during the writing course.

1.3-The Challenge of Writing

Writing is a difficult skill to master for both first and second language learners. It is a complicated and frequently mysterious process. While we can see it just as an act of arranging letters and words on a page, a few moments reflection reveals that writing is much more than that (Torres, 2007). The reason for writing to be considered as a difficult task is that writing is neither a natural nor a spontaneous activity. In fact, all people spontaneously learn to speak a language as a result of being exposed to it, but not all people learn to write spontaneously, i.e., writing has to be taught (White, 1981 in Nunan, 1989). Harmer (2004: 3-4) affirms that "being able to write is a vital skill for "speakers" of a foreign language as much as for everyone using their own first language. Training students write thus demands the care and attention of language teachers".

This skill is described by certain cognitive psychologists as the most complex and demanding of all cognitive activities undertaken by a human being because it does not lend itself to specific rules (Bracewell; in White & Arndt, 1991). Cole (2006: 65) compares the difficulty of writing to air traffic control saying that air traffic control is a high-stress job

where people must juggle multiple factors at once, but "of course air traffic control is a cakewalk compared to writing, where the writer has to keep track of everything from plot point, to the rules of grammar, to which characters cover their roots and take cream in their coffee". Thus, when writing, we have to demonstrate control over several variables at the same time. At the sentence level, this includes control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence level, the writer must be able to write cohesive and coherent paragraphs and texts. Collins and Gentner (1980: 62) argue that when expressing our thoughts we have to "consider at least four structural levels: Overall text structure, paragraph structure, sentence structure (syntax), and word structure… clearly the attempt to coordinate all these requirements is a staggering job."

Byrne (1991) divides the problems that make writing a difficult task to three categories. The first involves psychological problems in that the absence of interaction and feedback between the writer and the receiver (the reader) makes the act of writing difficult. The second category includes linguistic problems. In speech, grammatical mistakes, incomplete sentences, and repetition are permissible because of the spontaneous nature of speech which prevents us from monitoring our product; whereas in writing, we need careful organization, more structured expressions, and fully developed sentences. So, the absence of some features we use in speech, such as interaction, immediate feedback and gestures is compensated. The last category is cognitive problems in that speech is a skill that we acquire naturally without much conscious effort, whereas writing has to be learned through a process of instruction.

We translate our thoughts into written language as a channel of communication with a reader who is an important collaborator in the writing process. Accordingly, we must write clear and meaningful sentences to make the communication of our message successful. It is

our responsibility as writers to ensure that our message is understood by our readers easily without any help from us and to consider that the only thing our readers know about us is what they see on the page (McNiff & Whitehead : 2010). In writing, it is almost impossible to measure the effect of our message on the reader or how well our message is being communicated because no interaction and no immediate feedback are possible. Rivers and Timperley (1978: 263) shed light on the fact that writing is a skill that needs conscious and mental effort because "to write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language". To this end, "when we write, we must be both writer and reader, stepping in and out of the text as we rework it over time for a particular rhetorical situation" DeVoss et al., (2010: 21).

1.4- Writing and Other Skills

1.4.1 - Writing versus Speaking

Writing and speaking are both productive skills that enable language user to express ideas and communicate them to others. However, writing and speaking are different. Vygotsky (1962 in Gowda, 2010: 128) was quite clear about the distinction between the two, arguing that "written speech is a separate linguistic function, differing from oral speech in both structure and mode of functioning". Learning to write is different from learning to speak in that all children speak and comprehend their native language without any training; i.e., learning to speak happens naturally, but learning to write has to be taught, and it is usually related to school. In fact, all normal people are able to speak a language; however, they must have a teacher in order to write it. Grabe and Kaplan (1996: 6) argue that "writing abilities are

not naturally acquired; they must be culturally (rather than biologically) transmitted in every generation, whether in schools or in other assisting environments".

One of the well known differences between the spoken language and the written one is that the former is a skill which is done on the spot –that is an immediate interaction between two participants or more; whereas, the latter is most of the time prepared and reflected. Speakers have to decide quickly what to say and modify their speech as they are speaking using different tools. On the contrary, in writing our final product is not immediately read and we have enough time to plan, draft, write and rewrite. Moreover, we can modify and correct our mistakes at any stage in the writing process before handing it to the reader. Brown (1994; in Weigle, 2002: 15-16) puts it this way: "writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation". Likewise, "conversations have the advantage of immediacy, shared context and paralinguistic aids to support the exchange of ideas" Martlew (1986: 117). However, the absence of the reader necessitates greater explicitness from the writer, who is deprived of immediate feedback. Martlew (1986) asserts that since writing is most of the time produced and read in isolation, the written language has to be sufficient in itself to ensure that the intended message is understood.

Another essential difference between speech and writing is organization and language use. Written texts have a specific construction that writers should adhere; a sentence in English, for example, should have at least a subject and a predicate which are clearly stated; however, in speech, one word or incomplete sentence that contains grammatical mistakes can communicate our message successfully. According to Barton (2007: 89), speech is

"accompanied by hesitations, errors, pauses, false starts and redundancy; there are paralinguistic features like voice quality, and kinetic features like gesture and body language". However, spelling and grammatical mistakes in writing are seriously judged. "… Writing is highly valued in educational settings and the standardization of writing means that accuracy in writing is frequently more important than accuracy in speaking" (Weigle, 2002: 17).

In his book variation across speech and writing, Bider (1988: 47) states that in general writing is claimed to be:

- More structurally complex and elaborate than speech, indicated by features such as longer sentences or T-units and a greater use of subordination;

- More explicit than speech, in that it has complete ideas units with all assumptions and logical relations encoded in the text;

- More decontextualized, or autonomous, than speech, so that it is less dependent on shared situation or background knowledge;

- Less personally involved than speech and more detached and abstract than speech; Characterized by a higher concentration of new information than speech; and

- More deliberately organized and planned than speech.

The above points of difference between speech and writing are not absolute. Speech and writing are rooted in the same linguistic resources and can be used in many contexts to meet the same communicative goals. According to Gilbert (1991: 30), "speech is treated as the primary language mode, and writing as a technology which exists to give it permanence". In addition, Graves (1983: 162) claims that "writing and speaking are different but writing without an understanding of its roots in speech, is nothing." In fact, speech and writing draw on the same underlying grammatical system, but in general they encode meanings in different

ways depending on what they wish to represent. Speech can have a process just as writing has in that a careful speaker can make planning and drafting in his mind before speaking; such as in interviews, meetings or special phone calls. In addition, in both writing and speaking the choice of our words is based on who the co-participants are. When the participants know each other well, as in the case of family members and friends, they choose words with less care in both processes. Yet, in the case of strangers, the choice of words has to be with great care. Furthermore, despite people use the written words on the internet when they chat, but since they are talking to each other in real time this type looks more as speech rather than written discourse. So, before talking about the difference between speech and writing, we have firstly to take into consideration their communicative purposes and circumstances.

1.4.2-Writing versus Reading

Writing and reading are two varied skills in that writing is a productive skill, whereas reading is a receptive one; however the two skills are complementary and "seem to be inseparable acts, rather like two sides of the same coin" (Dobie, 2011: 1). Emig (1983: 177) states that "we believe that writing in concert with reading uniquely sponsors thought and imagination" In addition, Byrne (1991:10) affirms that, "reading of course can be a goal in itself and in any case is likely to be a more important one than writing. But the two skills can and should be developed in close collaboration". Reading writing connection is so important in our language classes since reading gives our learners new knowledge and rich their vocabulary and conceptual schemata which help them in the construction and expression of their writing; it is a vital source of ideas and knowledge.

Reading and writing are connected communicative acts that include similar processes of meaning construction. Tierney and Pearson (1988) view writing and reading as recursive

composing processes that involve similar, shared linguistic, and cognitive aspects arguing that while reading and writing, we plan, draft, align, revise, and monitor. They emphasize that to understand writing/ reading connection one has to see these two skills as essentially similar processes of meaning construction. In addition, Petrosky (1982) views a cognitive connection between writing and reading building his argument on the premise that an act of composition is the basis for both understanding a text and producing a text. He believes that one of the considerable results of connecting reading, literary and writing is that all of them have the same process. While reading, we understand the text by connecting impressions of the text with our personal, cultural, and contextual models of reality and when writing, we write using the available information and knowledge, and the cultural and contextual frames we used to find ourselves in. So, both reading and writing go through the same cognitive processes to be accomplished and understood.

There is a significant influence of the reading skills on students' writing ability. Students who read extensively become better writers since reading provides prior knowledge, new vocabulary, and makes them acquainted with the syntax of the language. Thomas (1976; in Valeri-Gold & Deming, 2000: 155) claims that "a significant relationship existed between writing achievement and the amount and variety of reading experiences." In addition, White (1981: 101) asserts that " writing-skill involves the ability to be a reader- we cannot write successfully unless we know at each point how the reader will interpret our words and what he will be expecting us to say next". In fact, reading provides students models of how English texts look like which foster their writing ability either by imitating these texts or by providing the different writing styles and the use of language aspects in an English text. So, the use of model texts in the writing class is of great help to our learners and should be part of our writing courses.

The different studies that scrutinize the influence of reading on writing abilities determine a direct correlation between reading and writing since "these studies and others like it systematically indicate a positive relationship between good reading habits (e.g. Reading extensively, reading for pleasure outside of school, etc.) and a demonstrable ability to compose fluent, meaningful, and grammatically accurate text" (Ferris & Hedgcock, 2005: 25). Krashen (1984; in Eisterhold, 1990: 88) theorizes that writing competence derives from large amounts of self-motivated reading: "It is reading that gives the writer the "feel" for the look and texture of reader-based prose". In addition, Stotsky (1983, in Eisterhold, 1990: 88) surveys first language Co-relational studies and found the following:

- There are correlations between reading achievement and writing ability. Better writers tend to be better readers.

- There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.

- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

We can say that writing and reading have indeed a close relationship, and if instructors understand the relationship between the two skills, they can design effective programs and teach courses which help improve their students' reading and writing abilities.

1.5-Basic Orientations to Teaching Writing

Recently, teaching writing is one of the most important parts of any classroom curriculum. This close attention to writing as a skill leads to the emergence of a variety of conflicting

views on the best way to teach writing. On this account, the teaching of writing is not limited to one approach, yet, basically there are four main ones; the product approach which focuses on the text, emphasizes accuracy, and encourages students to imitate and transform model texts. The process approach that sees writing as a process which involves set of steps a writer has to go through in creating a piece of writing. The genre approach, however, classifies discourse to types of texts and identifies the social and linguistic conventions of these texts. Finally, the process-genre approach, which comes as a result of the limitation of both the process and genre approaches in improving students' writing skills, is a mix of both the process and the genre approaches features.

1.5.1 - The Product Approach

The product approach to teaching writing is an approach which focuses on the final product of students writing and interests in imitating module texts that help students learn the features of texts. The importance in this approach is given to grammar accuracy. According to Nunan (1989: 36), in the product approach teachers "will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on". So, in this approach teachers analyze the students' end products to detect the different pitfalls and strength in their writing accuracy. Jordan (1997: 165) claims that in the product-oriented approach "a model is provided and various exercises undertaken to draw attention to its important features. Students are then required to produce a similar or parallel text". Students in the product approach have to get information on a topic from any source like books and encyclopedias, these sources provide model texts which supply learners' needs in terms of form and organization. Then, the students compose their text and give it to the teacher to receive a grade. In such an approach, according to Wood

(1994), the teacher is the only person who can read the students' work because the emphasis is on the completion of the written product.

Badger and White (2000: 153), argue that an explicit description of product approaches is the one presented by Pincas (1982a), who sees "writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices". Pincas (1982a, in Badger and White: 2000) claims that the product-oriented approach comprises of four stages which are familiarization in which learners are taught certain grammar and vocabulary usually through a text. Then, controlled writing where learners manipulate fixed patterns, often from substitution tables. In the next stage, guided writing, learners imitate model texts. Free writing is the last stage; students in this stage use the patterns they have developed to write an essay, letter, and so forth. On the whole, the product approach sees writing as chiefly concerns with the structure of language, and proficiency in writing is mainly the result of the imitation of texts provided by the teacher.

According to Wood (1994), the advocates of the product approach argue that when students receive direct instruction in the mechanics of writing (grammar, punctuation, spelling, syntax... etc.) their writing ability will be improved. The benefit of the product approach to writing is that it provides learners with 'linguistic knowledge' about the text which help them in organizing and constructing their own texts. In addition, in such an approach to writing imitation is one way of learning (Badger & White, 2000). According to Khan and Bontha (2015) one of the advantages of the product-oriented approach is the convenient correction of students' writing for teachers because the emphasis is on form. Besides, the grammatical and lexical rubric provides scope for uniform grading across the curriculum. On the other hand, the product approach is often criticized for its emphasis on accuracy and form. Nunan (2015:

83) argues that "the product approach is mechanical and cripples the creativity of the writer". In addition, Zamel (1987, in Khan and Bontha, 2015: 97) argues that the product approach "emphasizes accuracy and form and ignores the fact that writing has to help writers to develop their ideas. This leaves a gap between learners' background knowledge and the new knowledge to be acquired".

The pitfalls of the product approaches lie in the fact that these approaches do not give a great value to the process of writing. Their strengths; however, lie in the linguistic knowledge they provide learners with, and the value they give to imitation as a way in which people learn. In fact, the implementation of the product approach would make students passive learners who use writing to learn the grammar of the language and not to use writing for a communicative purpose. At the same time, its use is helpful for teachers, especially in large classes.

1.5.2-The Process Approach

Prior to the mid-1960s, the teaching of writing was based on the product approach that is concerned with the accuracy of students' final product. In the mid-1960; however, different forces, mainly the call by Braddock, Lloyd-Jones, and Schoer (1963) for teacher to observe how writing is actually produced converged to change the way of viewing and teaching writing Celce-Murcia (2001). In the early 1970s, the writing process becomes a concern for many researchers who try to shift the focus of teaching writing from students' final product to students' writing process. According to Ruth and Murphy (1988), Janet Emig (1971) is the first researcher who attempts to study the composing process of her students using "think-aloud" and "tape-recorded" techniques. In addition, Grabe and Kaplan (1996) argue that the work of Janet Emig (1971, 1983) has presented a more scientific way to study the writing

process through analyzing what writers actually do while composing. Furthermore, her work led to view writing as a recursive rather than linear process as she attracts attention to the importance of pre-planning and editing as ongoing stages and the importance of the writer's errors as a source of information. Other studies on learners' composing process have been conducted by several researchers and writers as Perl (1979), Faigly and Witte (1981), Zamel (1983) and Raimes (1985). In these studies, a number of techniques have been used such as interviews, observation, think aloud, audio, and video recording Hedge (2000). These studies and others motivated extensive examination and use of the process approach as a pedagogical classroom strategy to improve students' writing abilities. In that, many case studies have been done in first, second, and foreign language classes to see the effectiveness of such an approach in increasing the quality of students' writing.

The word process means steps, strategies or procedures a writer employs before submitting his final written product to the intended reader who is so significant even to great novelists and writers. Students' awareness of such a process makes writing easier for them and helps them write successfully. Hoffman and Jenifer (2011) see that to help learners become successful writers and encourage them to develop good writing skills, teachers and learners have to fully understand the stages of the composing process and the common difficulties that even good writers can get stuck. In addition, Tompkins, Campbell, Green, and Smith (2015: 115) argue that "Fluent writers understand that writing is a process, and they use the writing process stages". That is, if students do not know how to go through these different stages, they would face some writing problems as transforming thoughts into written communication.

The number of the steps within the writing process is not the same to many scholars; however, it is generally assumed that the composing process made up of five stages.

Tompkins, Campbell, Green, and Smith (2015) see that the composting process comprises of: brainstorming/ pre-writing, drafting, editing and revising, publishing, and reflecting. For Pottle (2000: 01), the process is made up of six steps: (1) brainstorming- generating ideas, (2) developing sentences and paragraphs, (3) writing the rough draft- organizing paragraphs, (4) revising- clarifying, rewriting, and polishing the material developed during the rough draft step, (5) proof reading- correcting grammar, spelling, and punctuation, (6) writing the finished piece. On the other hand, Donohue (2009: 9) states that "For years, the writing process has been defined in five recognizable steps: Prewriting, Drafting, Revising, Editing, and publishing".

1.5.2-1-Prewriting

Prewriting or planning is the first stage in the writing process, where the writer generates and gathers information about what he wants to write without paying attention to organization and correctness. It is an umbrella term for all the activities that comes before one starts writing his first draft. Sabrio and Burchfield (2009: 51) state that pre-writing is a term used to "refer to all the thinking, idea gathering, and other preparation one does prior to writing the first draft of an essay". The purpose of this stage, according Donohue (2009: 10), is that students "develop a key understanding of the piece of writing they will need to create". Moreover, Caswell and Mahler (2004) argue that prewriting strategies help learners discover what they know and what they need to know about the topic besides it invites exploration and boost learners' motivation to write. There are various pre-writing techniques and activities that include brainstorming, free writing, thinking, clustering/mapping, listening to tapes, talking, reading, journalist questions, listing... etc. Each writer can choose the most successful prewriting strategies that work best for him and suits his writing and his way of thinking.

1.5.2-2. Drafting

When the writer plan out his ideas, the next stage is to organize the information he gathered in the prewriting stage and start drafting. In this step, the writer should not focus on the mechanics of his writing rather he has to pay attention to the content and clarity of his ideas. In this stage, he just lets the ideas flow on paper in complete sentences. According to Harmer (2004: 05), "we can refer to the first version of a piece writing as a draft". Lerner and Johns (2012) state that in the drafting stage the writer records ideas on paper and argue that the term drafting is used instead of writing to show that what has been written is just one version of what eventually will be written and that it will be changed. For Donohue (2009), drafting is the stage where learners craft their writing and it is appropriate for teachers to try different ways of support to assist learners in the creation of their draft. In short, drafting is the stage where the writer puts the ideas from the planning stage to sentence form, so that he creates an unpolished piece of writing that will be drafted for other several times before reaching the final version.

1.5.2-3. Revising

Revising is the stage where the writer looks at his writing and makes necessary changes most importantly in the ideas and structures of the piece of writing. In this stage, the writer reorganizes and modifies his writing, also he sees whether he adds or omits any idea. According to Lerner and Johns (2012), in the revising stage, the writer takes the ideas of his draft and reorganizes and polishes them. At this step, several changes could be done at different levels. In content, for instance, the writer can change the way of expressing ideas, the vocabulary used, the sentence structure, and the sequence of ideas. Pottle (2000: 42) states that in the revising stage, students "are concerned with rewriting awkward sentences,

developing paragraphs in a variety of ways, and adding needed information". Pottle (2000: 44) suggests the following revising checklist:

1. Does each paragraph focus on specific subject?

2. Has the writer strung many sentences together with "ands" or "buts" (I call this "anditis disease".)?

3. Are any sentences awkward to read or difficult to understand?

4. Has the writer answered the Who? What? When? Where? Why? And How? Questions?

5. Can you restate what the writer is trying to say?

6. Is there anything else you would like to know about this subject?

7. What did you find most interesting about this piece of writing?

The revising stage is very important because it is the stage that creates good writing; it is the stage where the writer rethinks about what he has written with the intention of improving, refining, and changing ideas and structures in his writing.

1.5.2-4. Editing

After revising, the writer moves to editing that involves reading through the script to detect the different mistakes in writing conventions, so that the text becomes more appropriate to the message set in the writer's mind. According to Donohue (2009), in the editing stage, students must make their writing as correct as possible in terms of conventions of writing: spelling, grammar, punctuation, capitalization... He adds that there is a difference between the revising and editing stages in that during the revising stage "the piece might change dramatically; during editing, the student is polishing the writing and make it ready to share with others" (p. 13). In addition, Pottle (2000: 46) states that the aim of the editing stage is to make the piece

of writing "interesting, readable, and correct". In an EFL writing class, the teacher can ask learners to edit each other's writing or ask each learner to edit his work individually through efficient and loud reading.

1.5.2-5. Publishing

Publishing is the last stage of the writing process. At this step, the learner presents and shares his composition with others. Weber (2002, in Tompkins et al: 2015) sees that the publishing stage is powerful because it motivates learners to write and to improve their writing quality through revising and editing.

Though, the above stages stated in an organized and linear manner, the process of writing has a recursive circular nature where the writer can move between its different stages each time he needs. Emig (1994) argues that the writing process stages do not occur in fixed and inexorable sequential steps, but rather they are recursive steps that occur and reoccur throughout the writing process. The recursive nature of the writing process helps the writer in that it gives him the chance to easily move around between the stages whenever he needs. The student should bear in mind that his writing is constantly improved at any stage and that even when he finishes, he can go back to any stage to make his writing better. For instance, in the editing stage the student can go back to the prewriting stage to brainstorm new ideas. Writing is a complex process and no student can go in the normal order of these steps and what is considered in the product approach as final step can be just the beginning in the process approach. So, the instructors who use such pedagogical approach have to give their learners enough time to help them be engaged in the process and easily move between its steps.

According to Hyland (2003: 12), the teacher's main role in the writing process classes is "to guide students through the writing process, avoiding an emphasis on form to help them

develop strategies for generating, drafting, and refining ideas". In addition, she argues that a priority of teachers in this orientation is promoting students metacognitive awareness of the process they use to write, and that in such an orientation responding to students' writing through teacher-student conferences, peer response, audiotaped feedback, and reformulation is of great importance. Furthermore, Rex et al., (1994: 90) state that the teacher's role in the writing process is to "support students' while they engage in the writing process, not simply to give assignments and grade the resulting product". So, contrary to the product approach where the teacher's main interest is the students' grammatical and syntactical mistakes and his role is to evaluate and grade students' final product. The teacher who uses the process approach has to facilitate the writing process of his students rather than providing instructions and to judge them on how to create the piece of writing not on the final piece of writing itself. Moreover, providing feedback and cooperation between learners and with their teachers is crucial in the process approach. On the other hand, the students' role in this classroom pedagogy is to write multiple drafts and be aware of the process they follow in creating their writing.

According to Grabe and Kaplan (1996: 87) the process approach encourages

- self-discovery and authorial 'voice';
- meaningful writing on topics of importance (or at least of interest) to the writer;
- the need to plan out writing as a goal-oriented, contextualized activity;
- invention and pre-writing tasks, and multiple drafting with feedback between drafts;
- a variety of feedback options from real audiences, whether from peers, small groups, and/or the teacher through conferencing or through other formative evaluation;

- free writing and journal writing as alternative means of generating writing and developing written expression, overcoming writer's block;

- content information and personal expression as more important than final product grammar and usage;

- the idea that writing is multiply recursive rather than linear as a process- tasks are repeated alternatively as often as necessary; and

- students' awareness of the writing process and of notions such as audience, voice, plans, etc.

1.5.3-The Genre Approach

Badger and White (2000: 155) note that the product approach has strong similarities with the process approach and that the genre approach, in some ways, can be seen as an extension of the product approach. Like the product approach, the genre approach views writing as predominantly linguistic; however, unlike the product approach, the genre approach places a greater emphasis on the social context in which writing is produced. The genre approach emerged out of the work of Michael Halliday (1978) and draws heavily on his theory of functional linguistics (Maybin; in Mercer, 1996). This approach to teaching writing focuses on teaching particular genres that students need control of to succeed in a particular setting. That is, students have to "recognize and analyse the type of texts that they are expected to simulate or produce, understand why texts are organized and formatted in specific ways, and become sensitive to specific purposes for writing as well as the typical audiences for such genre" (Hyland, 2004; Paltridge, 2001; in Grabe & Stoller, 2009: 449). In her article "Genre as Social Action". Miller (1984, 151) suggests that "a rhetorically sound definition of genre must be centred not on the substance or the form of discourse but on the action it is used to

accomplish". The focus should not be on the content or the form of the text yet, it should be on what it does. In fact, one of the most explicit and extensive definitions of genre is the one provided by Swales (1990: 58; in Devitt, 2008: 37). He defines the term 'genre' as follows:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.

Thus, Swales' (1990) definition sees that genres are mainly defined on the basis of their social or communicative purposes, and these purposes have a relationship with the genre structure, i.e., these communicative purposes shape genres and offer them their internal structure. Lewis (2003: 29) goes a step further and presents five premises that he claims genre is based on;

- Writing, as is language generally, is a social activity.

- Genres are socially meaningful, coherent, purposeful texts that can be spoken, written, visual or multi-model.

- Genres follow certain ritualized patterns that allow all participants 'in the know' to understand them and therefore realize different genres' respective purposes.

- Different text genres serve different social purposes and are organized in specific, ritualised ways to achieve that purpose.

- Different Genres are used and valued differently vary across different cultural settings.

The genre approach is considered as a social action that responds to recurring situations. When one writes a letter, a story, a request, and so on, he has to follow certain conventions for the organization of his message, so that the reader recognizes his purpose (Richards, 2003) . According to DeVitt (2008: 14), genres have developed since they respond properly to situations that speakers and writers come across constantly, i.e. "Language users first respond in fitting ways and hence similarly to recurring situations; then the similarities among those appropriate responses become established as generic conventions". DeVitt, (2000: 698) further argues that "people use genres to do things in the world (social action and purpose) and that these ways of acting become typified through occurring under what is perceived as recurring circumstances".

The genre approach allows following a clear structure in the teaching of writing. The actual teaching of genre can be as follows:

- Offer examples of the text type;

- Analyze;

- Model it for the pupils via demonstration writing;

- Scaffold the writing through supported and guided writing;

- Present the final draft (Earl, 2011: 24).

1.5.4-The Process-Genre Approach

According to Badger and White (2000), teachers nowadays can draw on a range of teaching approaches. The product, process, and genre approaches are complementary and the conflict between them is misleading and dangerous to the classroom practice. They further

explain that there is a possibility of identifying "an approach which is a synthesis of the three approaches, which we term the process genre approach" (p. 157). Thus, Badger and White (2000: 157-58), propose an eclectic approach to the teaching of writing by analysing both the positive and negative aspects of product, process, and genre approaches to writing, then synthesizing the strengths of the three approaches for implementation in the classroom arguing that "writing involves knowledge about language (as in the product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in the genre approaches), and skills in using language (as in the process approaches)". The process-genre approach is diagrammatically illustrated by Badger and White (2000) in the following figure.

A process genre model

of writing

Possible input

Situation

Purpose

Teacher

Consideration of mode field
Tenor

Learners

Planning

Texts

Drafting

Publishing

Text
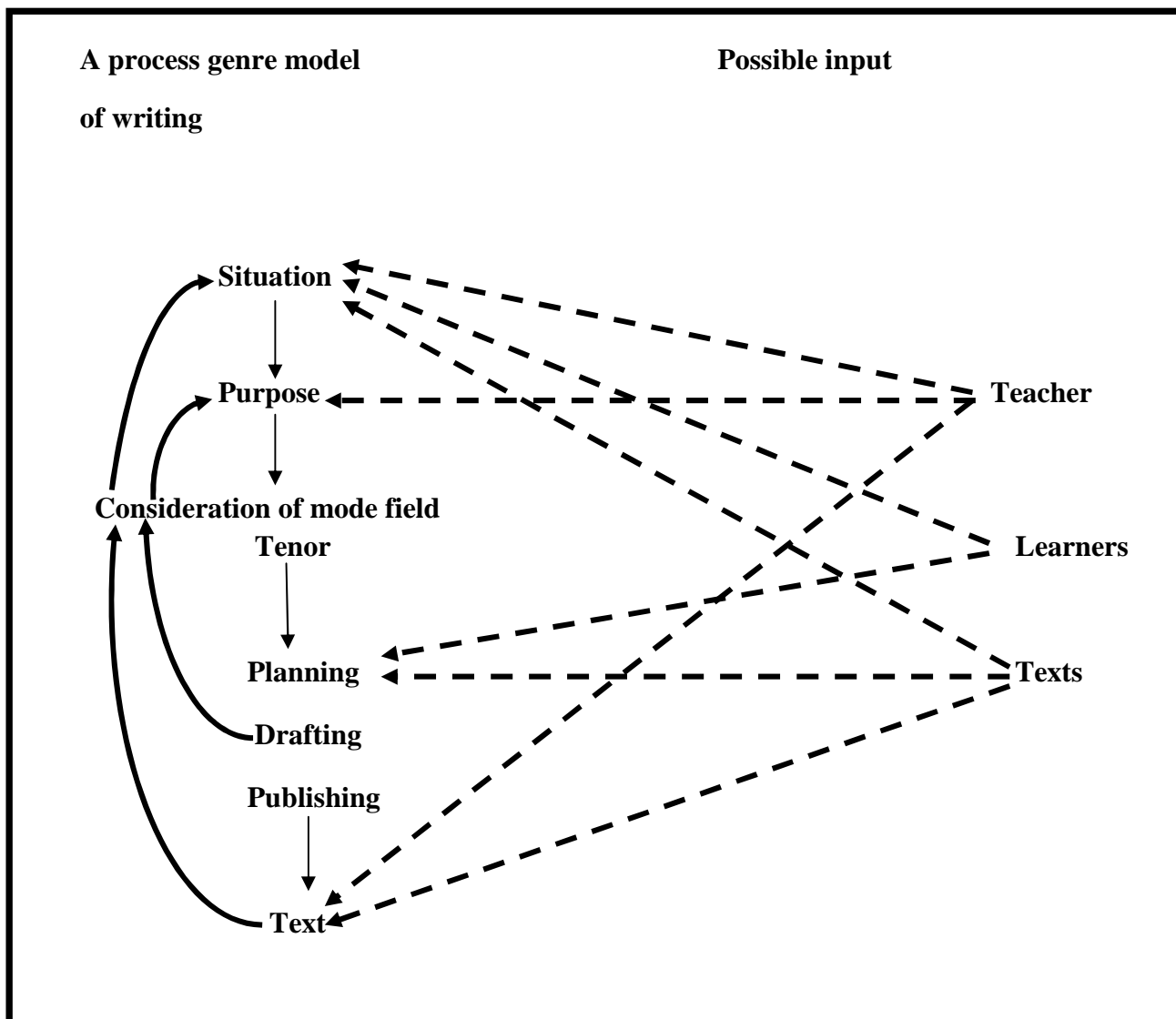
Figure 1.1- A Genre-Process Model of Teaching Writing

(Adapted from Badger and White, 2000:159)

In short, the eclectic writing classroom provides a more balanced way of teaching which motivates students, consequently improves their writing proficiency. Thus, teachers have to know how to benefit from the elements of each approach and to use them according to their students' needs and abilities because these approaches complement each other.

1.6-Assessing Writing

1.6.1 - The History of Writing Assessment

Over the years, writing assessment has changed dramatically reflecting changes and developments in composition studies itself. One of the interesting and important views of the history of writing assessment is Yancey's (1999). From 1950-1970, what Yancey termed as the first wave in the history of writing assessment, much of the writing assessment was conducted through measuring students' ability in answering questions about grammar, usage, and mechanics in a multiple choice test (Yancey, 1999). That is, the students' ability to write well correlates their ability to answer questions about grammar and usage. During this wave, according to Yancey (1999), tests were reliable, easy and quick to administer and mark, but the problem is that these tests lack validity because they do not measure what they purported to measure. In that, objective testing does not measure writing as a skill, on this account, one cannot predict whether students are really able to write or not.

Then, from 1970-1980, faculty dominated this wave recognized the obvious difference between what was presented in classes and what they asked students to do in tests (White, in Yancey: 1999). Furthermore, they became aware of the importance of validity in the assessment process. In this respect, Yancey (1999: 489) contends that "it made increasingly less sense to use tests whose chief virtues were reliability and efficiency. The shift to what did seem obvious -the essay tests- had to be orchestrated". The shift to essay tests that were written in a single session was considered as an improvement in the field of writing assessment, because holistic scoring evaluates writing itself through measuring learners' writing ability by having them write, was therefore valid. According to Yancey (ibid, 486), "during the second wave, we began employing a "direct" measure-a sample of the behaviour

that we seek to examine, in this case a text that the student composes". But, as White (1994; in Huot, 2002: 32) asserts, "Reliability has been the underlying problem for holistic scoring since its origins".

The third wave in the history of writing assessment, from 1986 to the present, relied on portfolio and programmatic assessment: "once the direct measure becomes accepted and even routinized as the measure of choice, the "one essay" model is soon replaced by a set of texts... and the set of texts becomes the new: portfolio assessment" Yancey (1999: 486). The portfolio (Portfolios are collections of students' work overtime) assessment is valid since it measures writing, but its reliability is not based on statistics; rather it is based on reading, interpretation, and negotiation (Yancey, ibid). Then, the focus of assessment has seen a shift towards programmatic assessment that is used as a means to measure the effect of what is presented in classes on students' ability to write. That is, how much from a particular program has a student learned? Accordingly, this type of assessment is "curriculum-based, occurring (like the AP exams) at the end of a course-where it's difficult to ignore the program you've just delivered" Yancey (1999: 493).

These three waves are a way to historize the different trends in writing assessment; they overlap and each wave feeds the one that comes before without completely replacing it. Though, writing assessment has passed through these different waves, it stays the same in some situations, and the assessment methods of the first and second waves are continuing to be administered in a lot of universities and institutions around the globe.

1.6.2-Formative and Summative Assessment

Even though, the history of writing can be traced back for centuries, and assessing writing is one of the most effective tools for promoting the learning and teaching of writing, writing assessment stays one of the biggest challenges in the classroom. Furthermore, it "remains underresearched, undertheorized, and underutilized as a legitimate and important part of teaching students how to write" (Huot & Perry, 2009: 423). When exploring the writing assessment, it is common to point to the most visible categories of assessment, formative and summative methods. According to Perry-Sizemore and Greenlaw (2012: 143), "Writing is an excellent tool for both summative and formative assessment".

Summative assessment is "a process of "summing up" achievement in some way or conducting a status check on accomplishments at a given point in time. Sadler (1989: 120) contends that summative assessment is different from formative assessment in that "it is concerned with summing up or summarizing the achievement status of a student, and is geared towards reporting at the end of a course of study, especially for purposes of certification". The data obtained from summative assessments are typically used for making judgments about student achievement" (Orlich et. al., 2010: 331). Summative assessment is a final evaluation, which used to measure what students have and have not acquired compared to a given programme or a sustained period of instruction. In the writing classroom, "the goal of summative assessment is not to shape thinking or learning, but rather to judge how well students have accomplished the writing task" (Lippman, 2003: 203). In addition, Perry-Sizemore and Greenlaw (2012: 143) assert that in summative assessment the teacher is concerned with "how well the student has met the goals of the assignment and determines an appropriate grade".

In contrast, formative assessment is conducted during the process of learning. It is "designed to provide information to students that they can act on to close the gap between where they are and where they need to be relative to the standard" (Orlich et. al., 2010: 331). Black and Wiliam (1998; in Koller, 2005: 265) define formative assessment as "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged". Whereas, Sadler (1989: 120) asserts that

> Formative assessment is concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning.

He further argues that students "need more than summary grades if they are to develop expertise intelligently" (p 121). The purpose of formative assessment is to provide feedback on what students are learning. In formative writing assessment, "the instructor can simply ask questions about the paper, leading the writer to clarify what is opaque and to provide evidence that is lacking" (Perry-Sizemore and Greenlaw, 2012: 143). According to Lippman (2003: 203-4), formative assessment "puts emphasis on shaping students' writing while they are still in the process of writing. The goal of most formative assessment is to help students improve their writing and writing ability".

Formative and summative assessments have different features in the writing-classroom. Formative assessment focuses on the process, is open-ended, scoring is subjective, and writing samples produced for authentic purposes. Whereas, summative assessment focuses on product, closed-ended, scoring is objective, and writing samples elicit specific forms or content (Lenski and Verbruggen, 2010: 137). Even though, formative and summative

assessments have different features, different purposes, and different methods, both are important in enhancing and developing students' writing. Both formative and summative assessments have to be a fundamental part of teaching writing. When teachers develop a clear writing assessment, they can improve students writing and learning. In addition, providing students with specific goals for good writing allow both teachers and learners to be more successful in the writing class Lipppman (2003).

1.6.3-Methods for scoring Writing

In contrast, to the indirect assessment of writing, which is based on students' responses to objective tests, direct assessment of writing quality is based on evaluating students' actual pieces of writing. Direct writing assessment is considered to have greater validity since it measures writing directly through students' written performance. However, it has lower reliability than indirect assessment of the multiple-choice tests. This part of writing assessment, according to Huot and Perry (2009: 426), is "more about the teacher s' judgment than it is about helping to develop the student s' sense of judgment about her writing". Moreover, Huot (2002: 62) asserts that grades and marks on students writing mean that the person is the object of the articulation though the articulated judgment is based upon writing. On the other hand, when responding to writing without giving marks, then the writing is the object.

Scoring or judging students' essays usually presents a challenge for teachers, especially non-experienced ones. It is almost impossible to get a reliable and valid mark because this skill does not lend itself to objective testing. According to Huot (2002: 63), "assessing, testing or grading student writing is often framed as the worst aspect of the job of teaching

student writers". Moreover, Belanoff (1991; in Huot, 2002: 63) describes grading as, "the dirty thing we have to do in the dark of our own offices".

Yet, since teachers are obliged to score students' essays, and because "the score is ultimately what will be used in making decisions and inferences about writers" (Weigle, 2002:108), a variety of scoring procedures are available to overcome the difficulty of this operation, and help insure a fair and effective testing. According to Cooper (1977), and White (1994), "The establishment of the reliable procedures of holistic, primary trait, and analytic scoring for writing assessment in the 1960s and early 1970s was no small feat, and the attendant optimism it generated is understandable" (Cooper 1977& White 1994; in Huot, ibid, 23). Weigle (2002) and Brown (2004) identify three main procedures for directly assessing writing quality: Holistic, analytic, and primary-traits. These rating scales "can be characterized by two distinctive features: (1) whether the scale is intended to be specific to a single writing task or generalized to a class of tasks (broadly or narrowly defined), and (2) whether a single score or multiple scores are given to each script" (Weigle, 2002:109).

1-6.3.1-Holistic Scoring

Holistic scoring "implies giving an overall impression of the text and assigning a single global judgement to the writing" (Llach, 2011: 55); the rater evaluates the student's piece of writing for its overall quality. According to Sadler (1989: 132), in the holistic approach, "imperfectly differentiated criteria are compounded as a kind of gestalt and projected onto a single scale of quality, not by means of a formal rule but through the integrative powers of the assessor's brain". "This global approach to the text reflects the idea that writing is a single entity, which is best captured by a single score that integrates the inherent qualities of the

writing" (Knoch, 2009: 39). In holistic scoring, judgments of writing ability are based on rating scale that outlines a specific criterion of a good piece of writing (Weigle, 2002).

According to Brown (2004: 242), the advantages of holistic scoring include

- Fast evaluation,

- Relatively high inter-rater reliability,

- The fact that scores represent "standards" that are easily interpreted by lay persons,

- The fact that scores tend to emphasize the writer s' strengths (Cohen, 1994, p.315)

- Applicability to writing across many different disciplines.

Similarly, Weigle (2002) found that one of the advantages of holistic scoring is that it focuses on the positive aspects of the students' writing, besides, the holistic rating procedure is "generally seen as very efficient, both in terms of time and cost" (Knoch, 2009 : 39). On the other hand, holistic scoring typically presents little diagnostic information to identify the students' level, and it is not simple to interpret, as raters do not necessarily use the same criteria to arrive at the same scores. For example, a rater could give 4 to a certain essay because of its rhetorical features and another rater could give 4 to the same paper because of its grammar and vocabulary (Weigle, 2002).

1.6.3.2-Analytic Scoring

A method of scoring that considers writing as being made up of a number of features such as grammar accuracy, concepts, vocabulary, organization, relevance, coherence, and structures, each of which is to be scored separately using scoring procedures. According to

Mishra (2007: 215), teachers who use analytic scoring see writing "as a demonstration of many isolated skills that when scored separately and added together will come up with an appropriate evaluation of the piece". Sadler (1989:132) asserts that analytic approach "begins with identifying a number of relevant criteria, then measures the amount present on each criterion and combines the various levels or estimates into an overall measure of merit by means of a formula". Sadler (1989) adds that the analytic scoring procedure is "typically settles on the set of criteria considered to be most relevant to the work of most students at a particular stage of development" (p. 132). Thus, analytic scoring helps provide more detailed information about the writer's performance and identifies the students' actual level in each aspect. Analytic scoring is the most appropriate scoring procedure in the writing class because the major components of a composition are fully described and separately scored, thus enabling students to see areas of weaknesses and strengths in their written production (Brown, 2004).

One major disadvantage of using analytic scoring is that it is more time consuming and expensive (Weigle, 2002; Brown, 2004), Moreover, "there is no guarantee that raters will actually use the separate subscales of an analytic scale separately. It is quite possible that rating on one aspect might influence another" (Knoch, 2009: 40). Another problem with analytic scoring, according to Hyland (2003), is that it requires careful consideration and a large amount of mental effort because the rater has to pay attention to a number of features at the same time.

The table below summarizes the advantages and disadvantages of holistic and analytic scoring scales as stressed by Weigle (2002)

Quality	Holistic Scales	Analytic Scales
Reliability	lower than analytic but still acceptable	higher than holistic
Construct Validity	Holistic scale assumes that all relevant aspects of writing ability develop at the same rate and can thus be captured in a single score; Holistic scores correlate with superficial aspects such as length and handwriting	more appropriate for L2 writers as different aspects of writing ability develop at different rates
Practicality	relatively fast and easy	time-consuming; expensive
Impact	single score may mask an uneven writing profile and may lead to misleading for placement	more scales provide useful diagnostic information for placement and/or instruction; more useful for rater training
Authenticity	White (1995) argues that reading holistically is a more natural process than reading analytically	raters may read holistically and adjust analytic scores to match holistic impressions
Instructiveness	n/a	n/a

Table 1.2-A Comparison of Holistic and Analytic Scales on Six Qualities of Test Usefulness

(Adapted from Weigle, 2002: 121)

1.6.3.3 - Primary-trait Scoring

Writing samples can also be evaluated on the basis of a primary trait, which Lloyd-Jones (1977) originally developed for the U.S. National Assessment of Educational Progress (NAEP) (Knoch, 2009). Brown (2004: 242) maintains that this scoring procedure "emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal". In addition, Knoch (2009: 41) argues that the primary trait scoring

procedure "allows for attention to only one aspect of writing". Similarly, Heywood (2000: 289) believes that "the purpose of primary trait scoring is to focus on particular and restricted information about the writing produced.

The scoring rubrics in primary-trait scoring is developed in regards to specific features of writing that is determined to be essential to a particular writing task. According to White (1981; Heywood: 2000), the primary-trait scoring is conceptually like holistic scoring, but its great advantage is that it provides a narrow focus to holistic scoring, he adds that the primary trait scoring is a valuable scoring procedure since it has a direct link with classroom teaching. However, the primary trait scoring is very time and labour intensive since a scoring guide must be developed for every writing task (Weigle, 2002, and Knoch, 2009). Moreover, "because these scales only focus on one aspect of writing, they may not be integrated enough. Also, it might not be fair to argue that the aspect singled out for assessment is primary enough to base a writing score on it" (Knoch, 2009: 41).

The writing skill is not complex and difficult to be taught and mastered only, rather it is much more difficult to be evaluated or scored. Moreover, it is almost impossible to get a reliable and valid mark when scoring students' writing because this skill does not lend itself to objective testing. Nevertheless, these methods would help increase the percentage of reliability in this skill, plus they facilitate this daunting and tedious part of Written Expression teachers' work.

Conclusion

Producing successful written texts and finding good procedures of how to go about the teaching/learning of writing is the primary focus of teachers and learners. Accordingly, both

of them need to understand the complex nature and the process of writing which differs from one writer to another. In addition, the psychological, linguistic, and cognitive problems that encounter students, when they write, have to be greatly considered because these factors are very significant in determining students' success or failure. Furthermore, one needs to be aware of how other skills, especially reading, feed and improve the students' writing ability. In the teaching/learning of writing, we have also to shed light on the variety of approaches and methods used in teaching this skill, and to recognize assessment as a vital component in the act of writing, and any successful learning and teaching

CHAPTER TWO

THEORETICAL ISSUES ON COOPERATIVE LEARNING

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Introduction

In recent years, there is a significant shift from teacher-centred classes where the teacher plays a central role to learner-centred classes where learners are responsible for their learning. Cooperative learning is a learner-centred pedagogy where students are more active and interactive in their learning process. This learning/teaching strategy has proved to be effective, as it provides the necessary opportunities to improve students' academic achievement and skills. This chapter presents a short overview of cooperative learning and its history, describes its models, and discusses its benefits. In addition, we will cast some light on the characteristics of this teaching strategy, as well as its limitations and challenges. The chapter also discusses the importance, steps, and benefits of writing cooperatively, and what does cooperative learning as a teaching/learning method have to offer the writing skills education.

2.1-Roots of Cooperative Learning

To have a complete concept about cooperative learning, we must first present a basic overview upon which this pedagogical approach is built. Thus, it is the purpose of this section to shed light on three of the most influential theories that have guided research on cooperative learning: social interdependence (Deutsch, 1949; Johnson and Johnson, 1989), social contact theory (Allport, 1954), and developmental psychology theory (Piaget, 1932; & Vygotsky, 1986).

2.1.1-Social Interdependence Theory

Social interdependence is said to be the most important theory dealing with cooperative learning. The roots of this theory can be traced to the emerging school of Gestalt's

psychology. "The social interdependence perspective began in the early 1900s', when one of the founders of the Gestalt school of psychology, Kurt Kafka, proposed that groups were dynamic wholes in which the interdependence among members could vary" (Johnson & Johnson, 2005: 445). Building on the principal of Gestalt psychology, Kurt Lewin (1935 in Johnson & Johnson, 2011: 44) refined Kafka s' notions as he contends that

> The essence of a group is the interdependence among members which results in the groups being a "dynamic whole" so that a change in the state of any member or subgroup changes the state of any other member or subgroup. Group members are made interdependent through common goals. As members perceive their common goals, a state of tension arises that motivates movement toward the accomplishment of the goals.

In the 1940s', Deutsch extended Lewin's (1935) reasoning about social interdependence and formulated the theory of cooperation and competition. According to Gillies and Ashman (2003: 4), "Morton Deutsch (1949a) was the first to investigate interactions between individuals and group processes that emerged as a consequence of the cooperative or a competitive social situation". Deutsch (1949) conducted a study with first-year university students; his objective was to determine how individuals perceive that they are either cooperatively or competitively linked. He hypothesized that if individuals work cooperatively to achieve the group goals they will see themselves more psychologically interdependent than students in the competitive situation. The results of the Deutsch's study showed that students in cooperative groups have a stronger sense of group feeling than students in competitive groups, who were self-centred (Gillies & Ashman, 2003). "In essence, Deutsch (1949b) study provided evidence that when groups co-operate, they are more productive and motivated to achieve, communicate better, and have better intra-group relations than groups that compete" (Gillies & Ashman, 2003: 5). Deutsch's theory was extended, much more elaborated and

applied to education by Johnson and Johnson (Deutsch, 2006). This theory conceptualizes two basic types of goal interdependence**:** (a) positive where individuals perceive that they achieve their goals only if their mates in the cooperative group achieve their goals, that is "positive where the goals are linked in such a way that the amount or probability of a person's goal attainment is positively correlated with the amount or probability of another obtaining his goal" (Deutsch, 2006: 24). (b) Negative when each member in the group perceives that he can achieve his goal only if his mates in the group fail to achieve their goals. Johnson and Johnson (2005: 445) define it as "Negative interdependence (competition) typically results in oppositional interaction as individuals discourage and obstruct each other s' efforts to achieve". (c) No interdependence when there is no correlation among individual goal achievement, i.e., each member thinks that the achievement of his goal is separated from others' goal achievement. "In the absence of interdependence (individualistic effort), there is no interaction as individuals work independently without any interchange with each other" (Johnson & Johnson; 2005: 445).

Premise:	The way in which social interdependence is structured determines who individuals interact with and determines outcomes.
Early 1900s	Kurt Koffka: Groups are dynamic wholes featuring member interdependence
1920-1940	Kurt Lewin: Interdependence among members, common goals
1940s-1970s	Morton Deutsch: Positive, negative, and no goal interdependence (cooperative, competitive, individualistic efforts); two mediating variables (trust & conflict); distributive justice
1960s	David and Roger Johnson: Impact of social interdependence on achievement, relationships, psychological health and social development, mediating variables (positive interdependence, individual accountability, promotive interaction, social skills, group processing)
1970s	Dean Tjosvold: Research in business and industry setting
Assumptions of social interdependence theory:	Cooperative efforts are based on intrinsic motivation generated by interpersonal factors in working together and joint aspirations to achieve a significant goal Focus on relational concepts dealing with what happens among individuals

Table 2.1- Social Interdependence Theory

(Adapted from Johnson, Johnson & Holubec, 1998:1-18)

2.1.2 - Social Contact Theory

Allport's (1954) theory of social contact provides another important foundation upon which cooperative learning is built. Banks (2002) and Streitmatter (1994) argue that Allport's (1954) contact hypothesis is the groundwork of research on cooperative learning and interracial contact in the classroom. Allport (1954; in August & Hakuta, 1997) sees that if people of different racial groups were put in situations of close social contact, where all members have equal status, and all members interact to achieve a common goal, prejudice could be decreased and interpersonal relations will be improved as well. Allport (1954) goes further, asserting that there are essential conditions for interaction to result in greater harmony and more productive relations. In this respect, August and Hakuta (1997) state that the contact hypothesis that emerged from the classic work by Williams (1947) and Allport (1954) provides the conditions that have to be presented in racial and ethnic groups for interaction to be successful and results in positive attitudes. These prerequisite conditions are: (1) equal status within the contact situation; (2) intergroup cooperation; (3) common goals; and (4) support of authorities, law or custom.

McCafferty et al., (2006) affirm that Allport's conditions have been applied in the classroom by Aronson and his colleagues (1978) who worked to improve racial relationships among students in the south-western United States. As a result, the cooperative learning technique jigsaw was developed. The Jigsaw method was "initially described by Elliot Aronson (1978), promotes resource interdependence yet acknowledges individual contributions. Students must learn and practice group facilitation by, for example, encouraging everyone to participate" (Gagnon & Collay, 2001: 45). Using the jigsaw technique, the students are divided into small groups of four to six students for each group. In

one jigsaw group, each member is responsible for unique information that he must share with his mates in the jigsaw group. Thus, following Allport s' conditions, each member of the jigsaw group has unique information; for this reason, all members have equal status. Each member must share his unique information within his group mates, so that the group achieves its goal, i.e. a common goal. Cooperation has to take place with the teacher's sanction that is to say cooperation is officially guided by the teacher.

2.1.3-Developmental Psychology Theory

According to McCafferty et al., (2006), the developmental psychology perspective is largely based on the theories of Piaget (1932) and Vygotsky (1978) who are the most notable developmental psychologists of the twentieth century.

The major theme of Vygotsky's theoretical framework is that social interaction plays an essential role in the development of cognition. "At the heart of Vygotsky's theory lies the understanding of human cognition and learning as social and cultural rather than individual phenomena." (Kozulin et al., 2003: 1). Thus, for Vygotsky, the child is surrounded by sociocultural contexts that have an immediate influence on his development through interaction with others; that is, "Language is acquired by social interaction, so our thought processes are rooted in social interaction" (Leinster, 2006: 98). According to Vygotsky (1978), social interaction leads to ongoing change in the child's thoughts and behaviours, and these thoughts and behaviours would vary according to the child's culture. Moreover, Vygotsky (1978) contends that the signs and symbols derived from the sociocultural environment, which helps us to understand our world becomes an essential element of human cognitive development. He states (1978: 57) "Any function in the child's cultural development, appears twice, or on two planes. First, it appears on the social plane, and then

on the psychological plane. First, it appears between people as an interpsychological category, and then with the child as an intrapsychological category".

A second important aspect in Vygotsky's theory is the idea of the zone of proximal development (ZPD). This notion of the Vygotskian theory distinguishes between what a child can do alone and what he can do with an adult or a more capable peer. Thus, according to Vygotsky (1978) much important learning of the child occurs through social interaction. When he introduced this idea, Vygotsky said that "more competent peers" and adults can help the child's development. He (1978: 86) defines ZPD as "the distance between the actual development level as determined by individual problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". Vygotsky (1978) asserts that each child, in any domain, has an "actual developmental level," which can be assessed by testing him individually, and an immediate potential for development within the domain. Vygotsky (1978: 47) describes the influence of cooperation on learning, saying that "Functions are first formed in the collective in the form of relations among children and then become mental functions for the individual...Research shows that reflection is spawned from argument".

According to McCafferty et al., (2006), while Vygotsky emphasizes the role of more capable peers in co-constructing ZPD, more recently, attention shifted to how students of the same level can help each other. Moreover, they argue that the concept that peers can help and learn from each other is similar to student-centred perspectives on education, and to what Johnson et al., (2002) say about positive interdependence. The latest development of ZPD was when Tinsley and Lebak (2009) identify the zone of reflective capacity in their work with collaborative groups of adults. Tinsley and Lebak (2009) contend that the theory of the zone

of reflective capacity shares the theoretical attributes of the ZPD, but it is a more specifically defined, constructed, and helpful in describing and understanding the way in which an adult's capacity of reflection can expand when collaborating with a similar goal over an extended period of time.

Piaget's theory is another indispensable perspective on developmental psychology, which has an immense role in the emergence of cooperative learning. The Piagetian perspective suggests that when students cooperate, they engage in conversations that create cognitive conflicts that need to be resolved and in that time inadequate reasoning is exposed and modified. Therefore, according to Piaget, any development emerges from action, i.e., individuals construct and reconstruct their knowledge because of interaction with the environment. Smith (1996) argues that Piaget gives great importance to social interaction as an essential element for cognitive development. Piaget (in Smith's abstract 1996) contends that "social   exchange requires normative principles of reciprocity and that individual social development results in such an equilibrium because rationality itself is social in nature and based upon social co-operation". Moreover, Piaget's theory claimed that children can only learn what is possible in their current stage of development. That is, "every child must go through the same structure of cognitive development in a fixed sequence, the stages of which are distinctively graduated" (McCafferty et al., 2006: 11).

According to Slavin (1995), Piaget's ideas have been widely interpreted as supporting the classroom milieu where students play an active role. Scholars adapting the Piagetian concepts emphasize the value of social context as a factor that helps in increasing the productive cognitive conflict. A study conducted by Marry (1982, cited in McCafferty et al., 2006) brings

into being that students who were unable to do a task alone were able to do it as they work cooperatively.

The cognitive developmental theories of Piaget and Vygotsky have been applied in the classroom and both have offered insights into the possible ways children learn. These two fundamental foundations of educational psychology have presented attitudes on how children learn and develop. The Vygotskian perspective sees that the child's engagement in collaborative activities with more capable peers and adults helps him learn things that they cannot learn alone. On the other hand, the Piagetian perspective proposes that a child learns by interacting with the environment through assimilation and accommodation. He has to link his existing knowledge with the new ones to obtain a state of equilibrium.

Premise	When individuals cooperate on the environment, sociocognitive conflict occurs, thus creating cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development.
Contributors	Piaget, Vygotsky, Kohlberg, Murray, controversy theorists (Johnsons & Tjosvold), cognitive restructuring theorists
Assumptions	Focus on what happens within a single person (e.g., disequilibrium, cognitive reorganization)

Table 2.2- Cognitive Developmental Psychology

(Adapted from Johnson, Johnson and Holubec 1998: 3-18)

2.2-An Overview of Cooperative Learning

Cooperative learning has emerged over the past ten years as one of the learner-centred methods of language teaching. According to Millis (2010), many experts agree that cooperative learning has many components that distinguish it from other small group learning including collaborative learning. Thus, cooperative learning is a high standard educational practice "which affords students the opportunity to develop a range of cognitive, metacognitive and social as well as linguistic skills while interacting and negotiating in the classroom" (Crandall, 1999: 227).

The most crucial contribution of O'Malley and Chamot (1999) is their tripartite classification scheme: metacognitive, cognitive and socio-affective strategies. The socio-affective strategies according to them include; questioning for clarification, cooperation, self-talk and self-reinforcement. Social/affective strategies which include diverse behaviours such as cooperation stands for "a broad grouping that involves either interaction with another person or ideational control over affect" (O'Malley & Chamot, 1999: 45). Thus, they consider cooperation as a social/affective strategy delineating it as "working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance" (O'Malley & Chamot, 1999: 139).

Oxford (1990) divides language-learning strategies into direct and indirect strategies. The latter type of strategies includes metacognitive, affective and social strategies. Social strategies, according to Sigott (1993: 205), "refer to the conscious use of cooperation and social interaction in language learning". Whereas, Rubin (1987; in Takač 2008: 54) supposes that "Social strategies entail cooperation with other learners, the teacher or speakers of the L2. These strategies put learners in an environment where practicing is possible and they do not

affect learning directly". Therefore, cooperation is a social indirect strategy, which Oxford (1990) extra divided into cooperating with peers and cooperating with proficient users of the new language.

Despite the fact that cooperative learning is an instructional strategy not an assessment one, individual evaluation is one of the elements that contributes to its success. Accordingly, the teacher in cooperative learning classrooms has to make a balance between individual and group grading. According to Foote, et al., (2004: 99), in cooperative learning, positive interdependence is a unique element of the grading approach where "students focus on assisting other members of their group as a means to assist themselves". Individual accountability is another important element in the cooperative learning grading approach. This element, according to Millis (2010: 5), means that "students receive the grades they earn. They are not allowed to "coast" on the work of others." Stephens and Davis (2001; in O'Connor 2009) summarize the grading approach of cooperative learning saying that when teachers evaluate students' cooperative performance, they must clarify to their students precisely on what they are going to be evaluated, to base their evaluation on what each learner accomplishes, and to develop the evaluation strategy as they design the assessment. They do not have to let their students estimate what they are expected to do, nor how their marks will be calculated.

From our point of view, the teacher in cooperative learning classroom must base his grading on clear assessment guidelines to ensure fairness and equity. Observing how each group functions and how each individual contributes to his group effort with assigning roles are ways of ensuring fair group grading. In fact, organizing group evaluation do not only

make the grading fair and equal, but also increases students' motivation and satisfaction with group work and ensures the participation of each individual.

Cooperative learning is more than group work because there is a difference between simply having students work in a group and structuring groups of students to work cooperatively. What differentiates cooperative learning groups from traditional group work is that in cooperative learning, the group work is carefully prepared, planned, and monitored. While, in traditional group work, students are asked to work in groups with no attention paid to group functioning. In this respect, Woolfolk (2004: 492) argues that the expressions group learning and cooperative learning are usually used as if they are the same

> Actually, group work is simply several students working together. They may or may not be cooperating. Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group.

In addition, Slavin (1991 in Richardson et al., 2012: 116) reviewed 60 studies which diverge the achievement outcomes of cooperative learning and traditional methods. Slavin's conclusions were as follows:

- Cooperative learning improves student achievement. The groups must have two important features: group goals and individual accountability.

- When students of different racial or ethnic backgrounds work together towards a common goal, they gain liking and respect for one another. Cooperative learning improves social acceptance of mainstreamed students by their classmates and increases friendships among students in general.

▪ Other outcomes include gains in self-esteem, time on task, attendance, and ability to work effectively with others.

Green (2005; in Óhidy, 2008: 93) has clearly differentiated cooperative group learning from traditional group work in the following table.

Traditional Group Work	Cooperative Learning Group
There is no positive dependence within the group.	There is a positive dependence within the group.
There is no individual responsibility.	There is an individual responsibility.
Homogenous group.	Heterogeneous group.
The chosen group leader leads	Common learning management within the group
Task solving happens in the centre.	Task solving and the relationship between the group members are equally important.
Social competence does not count.	Developing social competencies.
The teacher does not interfere in the work of the group.	The teacher follows the work of the group attentively and helps whenever it is needed.
The group does not evaluate and reflect on their work.	Evaluation of and reflection on the learning process in the task of the group.

Table 2.3- Differences between Cooperative Group Learning and Traditional Group Work

According to Millis (2010), four people are a common team number of cooperative learning groups. When organizing cooperative learning groups, the teacher considers the students'

abilities, genders, and ethnicities to from each group. Therefore, the teacher will get heterogeneous groups working towards a common goal. Salandanan (2009: 97-98) states some general guidelines we have to follow in order to implement cooperative learning successfully:

- Heterogeneous grouping is one wherein high, average, and low achievers are mixed in a group. It has been found out to affect the performance of the group since the high achievers can tutor the other members of the group, thus raising the group's achievement level. However, homogeneous grouping is favoured depending on the objectives of the learning tasks and the goal of the teacher.

- Make sure that the students exhibit the necessary "social skills" to work cooperatively in group situations.

- Arrange the furniture so that groups of students can sit facing each other during sessions. Provide adequate space for ease and speed in movement.

- Provide adequate learning tools so as not to make others wait at a time they are needed.

- Encourage students to assume responsibility for individual and group learning by offering rewards for achievement.

- Make sure each group understands the goal, procedures, tasks, and methods of evaluation.

Johnson et al., (1994; in Richards & Rodgers, 2001) describe three types of cooperative learning groups:

- **Formal Cooperative Learning Groups***:* Formal cooperative learning groups last from one class period to several weeks. It is established for a specific task in which students are actively involved in the intellectual work to achieve a mutual goal.

- **Informal Cooperative Learning Groups:** Informal cooperative learning groups last from a few minutes to one class period. These are ad-hoc groups that can be used to focus students' attention or to facilitate learning during direct teaching.

- **Cooperative Base Groups:** Cooperative base groups are long term (long-term groups that last at least a semester and preferably a year or more), heterogeneous groups with stable membership whose primary purpose is for members to give each other support, help, encouragement and assistance they need to succeed academically.

2.3-Elements of Cooperative Learning

Simply placing students in small groups does not mean that they are working cooperatively. Effective cooperative learning occurs when teachers understand the nature of cooperation and the basic elements of a cooperative activity. Johnson and Johnson (2005) called these elements "the essential components of cooperation" which have to be presented to consider a teaching strategy as being cooperative. These elements are positive interdependence; face-to-face interaction; individual accountability; interpersonal and small group skills; and group processing.

2.3.1-Positive Interdependence

Students in cooperative learning must perceive that they "sink or swim together" that is, feel that they need each other in order to complete the group's task. According to Johnson, Johnson, and Holubec (1998), this feeling could be created through assigning mutual goals

(goal interdependence); dividing labour (task interdependence); dividing materials, resources, or information among group members (resource interdependence); assigning students' role (role independence); and giving joint rewards (reward interdependence). They further argue that when positive interdependence is clearly understood, students will understand that each group member's effort is necessary for group success and that each member has a unique contribution to make to the joint effort because of his resource, role, and task responsibilities.

2.3.2-Face-to-Face Interaction

The second basic element of cooperative learning, face-to-face interaction, involves two key ideas: firstly, learners have to interact with each other, not work separately in a group-like clusters. Secondly, the interaction has to be promotive given that learners are encouraging and supporting each other's efforts to do the task and achieve the group's goal (Power, Nuzzi, Narvaez, Lapseley & Hunt: 2008). According to Johnson and Johnson (2005), face-to-face promotive interaction exists when students help, assist, encourage and support each other's efforts to learn. In fact, face-to-face interaction is a result of the existence of positive interdependence, in that positive interdependence creates promotive interaction.

2.3.3 -Individual Accountability

This feature specifies that each student in a group has to make a considerable contribution to complete the group's goal. Accountability is an important element in cooperative learning, for it "creates a sense of responsibility in accomplishing specific goals" (Power et al., 2008: 110). In addition, individual accountability and group goal offer students incentives to help each other and encourage each other to put their maximum effort (Slavin, 1995). According to Johnson and Johnson (2005), some ways to structure individual accountability is by giving

each student an individual test, and randomly select one student's work to represent the whole group.

2.3.4-Interpersonal and Small Group Skills

According to Johnson and Johnson (2005), in order for a group to function effectively, students have to acquire and use the needed social skills (leadership, decision-making, trust-building, communication, and conflict-management skills). In addition, these social skills are very important in cooperative learning, so teachers have to teach them purposefully and accurately as academic skills. Moreover, Crandall (1999: 228) believes that "individual members need to develop not only linguistic skills, but also skills which facilitate teamwork, create trust and enhance communication, leadership, problem solving and decision-making in group interaction".

2.3.5-Group Processing

The last basic element is group processing. Processing means giving students time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills (Johnson, Johnson & Holubec, 1998); that is, self-assessment of the group functioning. According to Strom and Strom (2009), teachers agree that group processing is the most difficult element for them to manage because they do not only judge the quality of team products, but they also have to observe peers regarding each member's contribution to the group products. Group processing is an imperative element of cooperative learning since it "can lead to improving group members' effectiveness in contributing to the group's successful goal completion" (Power et al., 2008: 110).

2.4-Cooperative Learning Methods

Cooperative learning is a highly structured form of group work that places learners in small groups based on certain rules and procedures with the objective of facilitating and enhancing students learning. Interest in this instructional strategy which constitutes an alternative to traditional learning methods leads to the emergence of different cooperative learning methods that reveals different ways of students working in less-mixed ability groups to accomplish their academic tasks. This section presents some of the most commonly known, used and researched cooperative learning methods, that includes jigsaw, student team-achievement divisions (STAD), group investigation (GI), team-games-tournaments (TGT), and the learning together method (LT).

2.4.1-The jigsaw Method

The jigsaw method is one of the earliest cooperative learning methods. This method is originally developed by Elliot Aronson and his colleagues (1978) (Aronson & Patnoe: 2011). Carroll (1986; in Falchikov, 2001) argues that the jigsaw method is one of the best motivational devices in that learners who participated in such learning activities were perceived to have more fun compared to learners in the traditional classes. Furthermore, this cooperative learning technique has developed learners' course evaluations and increased the percentage of the students who complete the course on time. According to Aronson and Patnoe (2011), the original aim of the jigsaw method was to integrate children from different ethnic background, enhance their self-esteem and improve their attitudes to learning; whereas, recent aims of the technique are;

- to enhance pre-service teacher preparation through cooperation;

- to develop learners' academic and social learning (Wedman et al., 1996; in Falchikov, 2001).

Kanev et al., (2007: 151-52) see that Coelho (1992) has given the basic outline of the popular jigsaw along these lines:

- Each group member receives a different piece of the information.

- Students change groups and form topic groups (experts) in order to master the material.

- Students return to their original group and share the information with the others.

- Each student prepares an assignment or completes a part of a group project. This is aimed at demonstrating each person s' synthesis of all our pieces of information possessed by the group.

In 1986, Robert Slavin created jigsaw II, which is a variant of Elliot Aronson's original jigsaw method (Slavin, 1995). The main idea of jigsaw II is the same as the original one, but jigsaw II, according to Strijbos et al., (2004: 123), differs in the following three principles;

- First, all the students have access to all the materials, although they are responsible for one part of it.

- Second, jigsaw II uses base scores, improvement scores, team scores and individual and team recognition techniques similar to STAD. The score in the jigsaw II method is "a team score, compiled from the individual group members' performances." (Boyle & Scanlon, 2009: 69).

- Third, jigsaw II does not include team building or communication training. In addition, no group leader is appointed.

In the jigsaw II method, students work in four-member heterogeneous teams, where they learn material individually (chapters, short books, or other materials to read, usually social studies, biographies, or other expository material). Each student is considered as an "expert" on some aspect of the reading assignment. Then, experts from different teams exchange information and combine their knowledge with others, as if the separate information were pieces of a jigsaw puzzle. Finally, when the students have read the material, discussed it with their counterparts in other groups, and shared their topics with their own group, they take a quiz on all topics, as in STAD (Slavin, 1995). Students in jigsaw II interact with and learn from each other because each one of them possesses unique information that must be communicated with others.

2.4.2 - Student Teams -Achievement Division (STAD)

STAD is a cooperative method developed by Robert Slavin. The essential components of this model are class presentations, teams, quizzes, individual improvement scores, and team recognition. STAD is a four-member team that is mixed in terms of students' performance level, sex, and ethnicity. In STAD, the material to be learned is presented by the teacher, and then students work with their teams on the tasks. Their purpose is to ensure that all team members master the material. Finally, students take quizzes on the material. At this time, they are not allowed to help each other. The team score is derived from the degree of the students' improvement over their past performance Slavin (1995). That is, each student is individually assessed on the lesson. Individual assessment on the base of each learner's improvement over their past performance is a cardinal component of Slavin's methods which stresses the

importance of rewarding students to improve their motivation to learn and their sense of achievement. According to Slavin (1995), research proves that students who experienced STAD method for ten to twelve weeks have greater cross-racial friendships than did students in the control groups. Stewart and Sliter (2005: 289) sum up STAD method saying that in STAD method cooperative learning cycle in the following stages:

- Teaching, in which the teacher presents basic material and gives teams a task;

- Team study, in which students work on the project;

- Test, in which students take individual quizzes; and

- Team recognition, in which the best-performing teams are rewarded.

2.4.3-Group Investigation (GI)

Group investigation is developed by Sharan and Sharan to reduce the use of the recitation-presentation teaching methods and increase students' active participation in their learning process Agarwal and Nagar (2011). It is characterized by its four basic features; investigation, interaction, interpretation and intrinsic motivation. These features of group investigation are combined in the following six stages:

- Class determines subtopics and organizes into research groups
- Groups plan their investigation;
- Groups carry out the investigation;
- Groups plan their presentations
- Groups report their presentation;
- Teacher and students evaluate the project Agarwal and Nagar (2011).

Sharan and Sharan (1989) argue that ten large scale studies were designed over 12 years to investigate the effectiveness of group investigation, and state that the obtained results generally demonstrated a high level of academic achievements of learners who studied in group investigation classes compared to students taught in the whole-class method. In addition, group investigation promotes positive social interaction, cooperation, and mutual assistance among learners from different ethnic groups. Teachers also express positive attitudes towards their work in the group investigation classes claiming that this method creates a more positive classroom climate and reduces the need to control their students' behaviour all the time.

2.4.4-Teams-Games-Tournaments

Teams-Games-Tournaments originally developed by DeVries and Edwards (1973) as a combination of cooperative learning, intergroup competition and an instructional game format (Johnson & Johnson, 2005). In this framework, students are assigned to four-member mixed-ability teams. The teacher presents the lesson, then the students work in their groups to master the material. After that, a competitive tournament is conducted to determine the winner. In TGT, the activities are supplemented with weekly, competitive tournaments against other teams (Slavin, 1995). That is, throughout the week, group members help each other master new material, and then students compete in a three-person "tournament table" with classmates of similar ability from other teams to earn points for their original teams.

2.4. 5-Learning Together (LT)

Learning together cooperative model is the closest to pure cooperation of all the methods, it is developed by Johnson and Johnson in 1975. In this method, students work in groups, present a single sheet and receive praise and recognition based on the group's performance

(Rosoff, 1998). LT method, according to Glanz (2004: 151), has the following five basic elements:

- *Positive Interdependence*: students believe they are responsible for both their learning and the teams'.

- **Face-to-face Interaction:** students explain their learning and help others with assignments.

- **Individual accountability**: students demonstrate mastery of the material

- **Social Skills**: students communicate effectively, build and maintain, trust, and resolve conflicts.

- *Group Processing:* groups periodically assess their progress and how to improve effectiveness.

Ellis (2005) states that LT model is based on a generic group process theory applicable to all disciplines and grade levels. Students at LT are placed in formal or informal base groups that are charged with solving problems, discussing issues, carrying out projects and other tasks. LT model is based on the five elements of cooperative learning, thus the absence of one element leads to unstructured group work (Slavin, 1985; 1995; Glanz, 2004; Ellis, 2005). Moreover, Jacob and Mattson (1995: 232) argue that LT is "a framework for applying cooperative learning principles. It does not have a specific method of organization, but outlines decisions teachers need to do to apply cooperative learning". The following table explains in more details the learning together module, its purpose and layout:

Dimensions	Learning Together Model
Philosophy	▪ Group dynamics and social psychology
Academic Goals	▪ Improve students' achievements
Social goals	▪ Create positive relationships of mutual help, encouragement and support amongst group members
Process of Learning	▪ Teacher prepares components of the study unites ▪ Students divided into small groups ▪ Group members help each other reach teacher-determined academic goals
Task	▪ Tasks are defined by teachers (e.g., writing reports, writing words, summarizing)

Table *2.4*- Dimensions of the Learning Together Cooperative Model

(Tan, Sharan and Lee: 2006)

According to Weyant (1992), several studies have been conducted by Johnson and Johnson (1981a- 1982a), Johnson, Johnson, Tiffany, and Zaidman (1983) with desegregated schools, and by Armstrong, Johnson, and Balow, 1981; Johnson and Johnson 1981b, 1981c, 1982b; Smith, Johnson and Johnson, 1982 with handicapped and non-handicapped students in mainstream classrooms to investigate the effectiveness of the learning together cooperative model. The implementation of this model by the Johnsons' was a simple procedure. They placed learners into heterogeneous groups of four and assigned roles to each member in the group, then, they provide the learning material and instruct learners to work as a team and produce one sheet, also they have to pay attention to the fact that each member in the group

has mastered the material. In addition, they told the learners that each one has to make suggestions and provide ideas. At the end, the teacher rewarded the group as a whole. To compare the results of learners in the LT groups, other students have been placed in competitive and individualistic goal structure. The obtained results consistently prove and demonstrate that students in LT cooperative groups have more cross-racial interaction, more positive friendship relationships, and greater academic achievement. Moreover, students' self-esteem was higher in the cooperative goal structure learning groups compared to individualist and competitive goal structure.

Essential in the Johnsons' model is how well students work together toward mutual goals. Thus, students in this model work in heterogeneous groups to accomplish a single worksheet on which they will be praised and rewarded as a team. All the team members have a common goal; this common goal will be achieved only if students have mutual discussion and share and exchange ideas together.

2.5-Benefits of Cooperative Learning

Research on CL found that cooperation encourages students to develop positive attitudes towards themselves, other students, and the learning experience. In addition, cooperative learning promotes greater psychological health, social competence and self-esteem. In fact, many studies conducted by different researcher in first, second, and foreign language classes have revealed the benefits of cooperative learning strategies in the learning classes. These benefits can be classified under three major heads: psychological, social and academic.

2.5.1-Psychological Benefits

2.5.1.1 - Reducing Anxiety

Fear of failure is a constant threat to students' success. This fear and anxiety lead to students' exhaustion and inhibit their full participation in learning experiences. However, this anxiety or fear is reduced when students have the chance to discuss their work in small groups before presenting it to the whole class (Crandall, 1999). Cooperative learning provides a warm and comfortable atmosphere where learners exchange ideas, promote each other's learning, help each other's achieve a common goal; consequently, decreases each other's anxiety about failure. Thus, cooperative learning is "ideally suited to overcoming negative stereotypes and intergroup anxiety." Stephan and Stephan (2000: 41). According to Crandall (1999: 233), cooperative learning is an opportunity where learners have "time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduces anxiety and can result in increased participation and language learning". In addition, Panitz (1999) argues that cooperative learning enhances students' self-esteem and reduces classroom anxiety.

Foreign language anxiety is a widespread phenomenon which Horwitz, Horwitz, and Cope (1986; in Zhou, 2011: 110) describe as "a distinct complex of self- perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language-learning process". This anxiety has a negative impact on the quality of learning and is a critical factor in learners' success or failure in learning a foreign language (Gardner et al., 1987). Thus, anxiety hinders learning and makes learners hesitant to express their thoughts openly through the second or foreign language. According to Littlewood (1984: 98), one way to overcome foreign or second language anxiety is to "produce a relaxed

classroom atmosphere with co-operative relationships". Several studies conducted in second and foreign language classes show that cooperative learning reduces students' anxiety and provides relaxed atmosphere for them to produce more of the second and foreign language.

2.5.1.2-Increasing Motivation

Learning is a complex process and motivation is an essential psychological part of this process. This part of learning is considered as "a component of metacognition in so far as it plays a self-regulatory role in learning" (Joes et al., 1987; in O'Mally & Chamot, 1990:160). In fact, without motivation learning is unlikely to take place, they are inseparable and complementary entities in learning. Motivation is the engine that powers our learning process. According to Slavin (1995), researchers who investigate the superiority of cooperative groups than those in traditionally organized classes have suggested a range of theoretical models which falls into two major categories; motivational and cognitive. Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate (Slavin, 1995). There are three different types of goal structure in the classroom: cooperative, competitive and individualistic. A cooperative goal structure is one in which learners perceive that they can get their goals if, and only if, all their team members obtain their goals. A competitive goal structure exists when students perceive that they can obtain their goal if, and only if, the other students with whom they are competitively related fail to attain their goal. Finally, an individualistic goal structure in which, students focus only on improving their own achievement and ignore the efforts of others (Deutsch, 1949; in Weyant, 1992).

Motivational processes are one of the cooperative learning aspects which are imperative to learning. Students in cooperative learning are motivated because learning becomes fun and

meaningful for them and because cooperative activities respond to their needs. Even though, "the effects of cooperative learning on achievement appear to be basically motivational, the key is not motivation to win competitions against other teams, but motivation to assist one's teammates to meet their individual goals and thus insure that the team as a whole will do well" (Good & Brophy, 1987; in Nunan, 1992: 5). According to Richards and Rodger (2001), cooperative learning is used to promote students' motivation, reduce their anxiety and to create a worm affective classroom atmosphere. Cooperative learning does not motivate students to do their best only, but also motivates them to help one another learn. Moreover, cooperative learning "allows and motivates students to divide tasks fairly, coordinate activities, help others, resolve conflicts, and take others' perspectives as well as communicate their own" (Lickona, 1991; in Hirshberg, 2006: 179).

2.5.1.3-Building Students' Self-Esteem

Many years ago, educators have recognized the crucial role of self-esteem in the process of achievement, and strongly believed that a negative self-concept is a significant factor that contributes to low academic achievement. In fact, high self-esteem has a positive effect on students' achievement, thus "children with high self-esteem tend also to have high academic achievement" (Myers, 1999: 22). On the other hand, students with low self-esteem tend to make negative statements about themselves that hinder their performance (Pierangelo & Guiliani, 2008). Therefore, there is a correlation between academic achievement and self-esteem; that is, students who have high academic achievement tend to have high self-esteem. Similarly, students who have low academic achievement tend to have low self-esteem.

High self-esteem is perhaps the most important outcome of cooperative learning. Adopting this technique in a class for a few weeks or months would fundamentally change students'

self-esteem. Moreover, cooperative learning affects two of the most important components of students' self-esteem; the feeling that they are liked by their peers, and the feeling that they are doing well academically Slavin (1995). Since cooperative learning helps learners feel that they are liked by their peers and they are doing well academically, its use will automatically make learners feel better about themselves as individuals. According to Aronson (1980; in Myers 1999: 542), children in a jigsaw classroom "grow to like each other better, develop a greater liking for school, and develop a greater self-esteem than children in traditional classrooms". In fact, several researchers have found that cooperative learning techniques enhances students' self-esteem (Slavin, 1995; Hartman, 2001; Millis, 2010; August & Hakuta, 1997; Johnson, Johnson, &Holubec, 1998; McCafferty, Jacobs & Iddings, 2006). Indeed, adopting interactive warmth classroom climate would help build students' self-esteem and promotes their self image because learners feel more comfortable to talk and commit mistakes when interact with peers in small groups.

2.5.1.4-Enhancing Students' Self-Confidence

Cunningham and Cunningham (2002) argue that learners who appraise their learning abilities put forth more effort to learn and have a tendency to face challenges. Overall, self-confidence is a highly significant factor of students' academic success. As far as, the effects of cooperative learning on students' self-confidence, it is argued that cooperative learning "enhances self-confidence and self-esteem through individual contributions and achievement of group goals" (Paik & Walberg, 2007: 137). Thus, research has shown that cooperative learning increases students' confidence in their abilities (Hartman, 2001). In fact, "For many students, the feelings of self-confidence and self-esteem they gain from learning cooperatively with their fellow students may be as important to their education as the specific knowledge

they attain" (Bhatt, 2008: 40). Furthermore, cooperative learning "provides a context for promoting democratic citizenship by enabling students to gain confidence, independence and responsibility" (Dimmock, 2000: 147).

Self-confidence is a crucial determinant of motivation to learn. It helps students to learn and decreases their anxiety about learning and interacting with others. Students' self confidence in their learning abilities is one of the vital keys to enhance their school achievements because learning requires both knowledge and self confidence to use this knowledge.

2.5.2-Sociological Benefits

2.5.2.1-Interaction

According to the language socialization perspective, language is learned through social interaction, and it is a primary vehicle of socialization (Watson-Gegeo, 1988; in Stotz: 1991). In addition, social constructivists perceive language as a social process, and the context in which meaning is constructed through interaction between individuals is of primary importance (Donato, 1994; Wertsch, 1988; in Williams & Burden, 1999). Interaction provides an affective suitable climate for language learning to take place and enables students to view situations from others' perspective and teaches them a sense of responsibility for their own and their group-mates learning (Webb, 1982). In short, the learning process occurs better when students exchange ideas to extend each other's understanding; learning has to be viewed as an interactive, social process.

Cooperative learning is an opportunity for students to interact with each other intellectually and socially under the guidance of the teacher. When learners interact in cooperative groups,

they learn the essential social skills to successfully interact with others and gain new perspectives from their friends. King, 1999; Rogoff and Toma, 1997 (in Alhamwi & Elsmagawy, 2008) assert that cooperative learning provide learners chances to actively interact with each other, discuss meaning around a task, and learn new ways of thinking and doing tasks. Kagan, and Kagan (1998: 103), add that cooperative learning is a strategy that has been used successfully to increase social interactions among students, "with the aim of facilitating academic achievement, thinking skills, and improving social relations and social skills".

Astin (1993) maintains that cooperative student- student interaction and student- faculty interaction are two major influences on college effectiveness (academic development, personal development and satisfaction with the college experience). Moreover, McKeachie et al., (1986) argue that students' participation in class, teachers' encouragement, and cooperative student-student interaction are factors on which learning to engage in critical thinking depend. In Floods et al., (2003: 691) words, "It is a basic assumption of many cooperative learning strategies that student to student verbal interactions about content improve learning and increase the level of thinking".

The fundamental assumption of cognitive perspective on cooperative learning is that interactions between learners increase their achievement "Students will learn from one another because in their discussions of the content, cognitive conflict will arise, inadequate reasoning will be explored, and higher-quality understanding will emerge" (Slavin, 1995). This increase on students' achievement is due to "reasons which have to do with mental processing of information rather than with motivation" (Kurniawan, 2006: 109). On the other hand, the developmental perspective contends that interaction between students while doing

particular tasks facilitates and increases learning of critical concepts (Damon & Murry; in Slavin, 1992). Malanh-Thomas (1991) sees that interaction can be either positive or negative. Positive interaction results in cooperation between students; whereas negative interaction results in conflicts. He further argues that only when the interaction is based on cooperation, learning occurs. Accordingly, teachers should establish a cooperative learning atmosphere in order to avoid conflicts between their learners.

2.5.2.2-Developing Social Skills

Social relationships are vital attributes of the learning process and the classroom environment. Research has confirmed that a considerable proportion of students who fail to adjust socially to the classroom environment lacks effective social-problem- solving skills (Kochhar et al., 2000). Social problems include:

- Poor ability to be empathetic to others' perspectives;

- Poor impulse control;

- Inability to generate multiple and effective solutions to problems faced in the classroom (Pierangelo & Giuliani, 2008: 108).

Social competence is defined by Pierangelo and Giuliani (2008: 45) as "the degree to which students are able to establish and maintain satisfactory interpersonal relationships, gain peer acceptance, establish and maintain friendships, and terminate negative or pernicious interpersonal relationships".

Cooperative learning is an ideal context for students' social skill development. It provides perfect environment in which they can be taught and can practice building good interpersonal

and small group skills necessary to complete the assigned task and, later, to function accurately in society and the workplace (Galton &Williamson, 1992). That is, these skills are "lifelong abilities that are vital for the democratic decisions of citizenship and the teamwork required in the workplace" (McCune & Alexander, 2007). Mohnsen (2008: 152) states that "I use cooperative learning activities from the first day of school to help my students improve their social skills and learn to work together to provide an emotionally and physically safe environment. In addition, Longaretti (2007: 6) argues that cooperative learning "involves the deliberate, conscious teaching of social skills". It provides "a context for promoting democratic citizenship by enabling students to gain confidence, independence and responsibility" (Dimmock, 2000: 147).

2.5.3-Academic Benefits

2.5.3.1-Fostering Higher-Order Thinking

Higher-order thinking is an essential part of students' learning from kindergarten through high school and college. There is a great deal of support for the idea that interpersonal exchange within cooperative learning groups promotes critical thinking (Johnson & Johnson, 1991). In addition, Johnson, Johnson, and Smith (2000: 209) contend that "McKeachie and his associates (1986) find that learning how to engage in critical thinking depends on student participation in class, teacher encouragement, and cooperative student-student interaction". Actually, several researchers (McCune, Stephens & Lowe, 1999; MacCafferty, Jocobs & Iddings, 2006) agree on the fact that cooperative learning is associated with development in students' higher order thinking. Moreover, Gallo, Jacobs and Lee (1999; in Gregory & Kuzmich, 2010: 115) argue that cooperative learning groups boost and deepen thinking and understanding of all learners. If a student does not know something, he learns it from those

who know. If he knows, he rehearses his understanding by explaining to others. If the student is an English language learner, he hears and uses vocabulary and learns sentence structure in a safe and supporting environment. So, one of the main benefits of cooperation is that it develops learners' critical thinking in that when students learn or write in groups, they discuss ideas and concept together and each one tries to give interpretations and ideas to the topic under discussion which increase their higher order thinking.

2.5.3.2-Increasing Students' Retention

Glasser (1986) advocates learning by teaching arguing that students retain 95% of knowledge when they teach someone else (Glasser 1986; in Bustos, 2007). In cooperative learning, students have the opportunity to teach each other: "When students explain and teach concepts to each other, retention of these concepts improves. Explaining also helps students connect their prior knowledge with new information" (Hartman, 2001: 165). Furthermore, cooperative learning models afford learners the chance to take part in their own learning process and discover the possible solutions for a given problem that help them retain information better than in the teacher-centred classes (Roberts, 2005). In short, students' retention increases as a result of cooperative learning methods

2.5.3.3 -Promoting Students' Academic Achievement and School Attendance

Students in cooperative learning "promote each other's learning and success, hold each other accountable to do their fair share, demonstrate interpersonal skills needed in the work place, and process team effectiveness" (Smink & Schargel, 2004: 203). These positive interpersonal relationships are crucial to today's learning communities in that they

> increase the quality of social adjustment to college life, add social
> goals for continued attendance, reduce uncertainty about attending

college, increase commitment to stay in college, increase integration into college life, reduce in congruencies between students' interests and college curricula, and heighten social membership in college.

(McKeachie, 2000: 209)

When students feel that the teacher believes in their abilities and shows interest in them through assistance and appraisal, they will develop positive attitudes towards learning, school and classmates. These positive attitudes lead to high-class attendance and low dropout rates (Richards & Rodger, 2001). Cooperative learning is one of the most effective strategies that can increase students' involvement and interest in learning. In addition, it increases student academic achievement Johnson, Johnson, and Smith (2000). Thus, cooperative learning could be used in the writing class or any language classes to increase students' persistence and eagerness for school attendance and boost their interest in learning.

2.6-Teacher's Role in Cooperative Learning

The teacher's role in cooperative learning is different from his role in traditional formats. The teacher in cooperative learning classes "is liberated from the usual knowledge-conveyor role, and becomes, on the one hand, a helping, assisting, co-working" workmate "in students' group work, but on the other hand he also remains in charge as a coordinator" (O'hidy, 2008: 91). For Wilson (1998), the teacher's role in cooperative groups is to teach cooperative skills so that the group can function effectively. Zepeda and Mayers (2004: 70) present the essence of the teacher's role in cooperative learning in the following tasks:

- Specifying objectives for the lesson: both an academic objective and a social skills objective should be specified.

- Making pre-instructional decisions: these decisions include the size of groups, how students will be assigned to groups, what materials will be needed, and how the room will be arranged.

- Explaining the task and positive interdependence: the assignment is clearly defined including an explanation of required concepts to be used, criteria for success and individual accountability. Positive interdependence is emphasized.

- Monitoring students' learning and intervening within the groups: through monitoring the group activities, the teacher will be able to determine individual student involvement. When necessary, the teacher intervenes to facilitate completion of tasks and interaction patterns of the group.

- Evaluating students' learning and helping students' process how well their group functioned: both student learning and group interaction are evaluated by the teacher, followed by student evaluation (Johnson & Johnson, 1994).

The use of cooperative learning changes the teacher's role in the classroom. Thus, in cooperative learning class, the teacher's main role is to teach the cooperative rules and principles to his learners, and promotes the students' social and academic learning skills and objectives. He facilitates the process of learning in groups through guiding and observing students' group discussion and intervening to provide assistance. Moreover, the teacher has to ensure that the five essential elements of cooperative learning are effectively implemented by each group in the cooperative learning classroom. In short, the teacher's role in cooperative learning class is to plan and facilitate the learning process, and before that he has to be skilled in constructing and implementing this social pedagogical approach.

2.7- Students' Role in Cooperative Learning

In cooperative learning tasks, each member of the group contributes to the completion of the learning activity. That is, students also have responsibilities to ensure successful implementation of cooperative learning. Collins and O'Brien (2011:103) argue that students in cooperative groups have to "share both individual and group responsibility for their learning and are partially rewarded for both group and individual success." In addition, students "serve as academic, linguistic, or other intellectual resource for one another." (Lotan, 2004: 173). Students in group work are assigned the roles traditionally done by the teacher. They, therefore, take charge of the learning process and check that all the group members are on task. Johnson and Johnson (1990; in Zepeda & Mayers, 2004: 70) conclude that students in cooperative learning must

- get to know and trust one another;

- communicate accurately and unambiguously;

- accept and support one another;

- resolve conflicts constructively.

According to Zepeda (2009), Students in cooperative learning assume different active roles including; leader, timekeeper, runner, recorder and presenter. These roles will be kept during any one class, but they must switch for other classes, so that everyone will assume different responsibilities for the activities (Zeilik, 2002). Zepeda (2009) explains these roles in the following table

Role	Tasks
Leader	Ensures all group members have the opportunity to participate fully; focuses discussions and activities around the primary group task.
Timekeeper	Keeps an eye on the clock, keeping members on task; gives the group reminders at mid-point and ending points of time left to accomplish tasks.
Runner	Ensures the group has materials to accomplish tasks; at peak times leaves the group to get materials or to ask the teacher for assistance or clarification.
Recorder	Records the group's work-keeps track of key ideas.
Presenter	Presents the group's work to larger group.

Table 2.5- Students' Roles in Cooperative Learning Groups

(Adapted from Zepeda, 2009:97)

2.8-Cooperative versus Collaborative Learning

Cooperative and collaborative learning are two types of social activities that build on the essence of group based learning, and rely on learners' group interaction to get the learning objectives. Although, these two types are sometimes used interchangeably, it is important to make the distinction between the two because each strategy involves different kinds of working together and as a result different level of negotiation by participants. According to Panitz (1999), cooperative learning is the most structured approach to learning in groups, while collaborative learning is less structured. In addition, Rose (2004; in Zhan, 2008) contends that cooperative learning is "more structured with more teacher control, thus resulting in quicker and more consistent levels of interaction, whereas collaborative learning

is less structured with less teacher's involvement, thus stimulating more in-depth of dialogue" (p. 22). Ted Panitz (1999) clearly distinguishes between collaborative and cooperative learning in the following comportment:

- Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers;
- Cooperation is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups.

Though, cooperative and collaborative learning differences are controversial. In this research work, we consider them as two distinct teaching/learning methods. Thus, we employ cooperative learning/teaching approach because we see that cooperative learning is most appropriate to our students since it is more structured, based on five definite elements that help to better manage and guide the learning/teaching process, and help to keep the students on task. Moreover, cooperative learning is based on carefully structured models that offer teachers the opportunity to adopt any model according to their lesson objectives, their preferred teaching style, and their students' abilities and interests.

2.9-Pitfalls of Cooperative Learning

In spite of its widespread acceptance, cooperative learning, if not appropriately constructed, has different pitfalls. Harmer (2005: 21) argues that students in cooperative learning tasks might not have equal participation accordingly, "one student may dominate while the others stay silent". In addition, Slavin (1995: 19) states that cooperative tasks "can allow for the "free rider" effect, in which some group members do all or most of the work (and learning) while others go along for the ride". Moreover, since students in CL have

different statuses there is a tendency for less skilful students to be ridiculed and their ideas ignored, whereas, high-status members tend to dominate the group, these problems, according to Slavin (1995), are most likely to occur when the group has a single task such as presenting a single report. Besides, the high - designated student may grumble about his responsibility for others' learning when he already knows the answer. Alternatively, the low-designated student has problems with his peers being disappointed that she has not finished the task within the allotted time (McLeod, Fisher & Hoover, 2003).

Another shortcoming facing cooperative learning is the use of the mother tongue during discussion. According to Harmer (2005: 116), students during cooperative tasks often talk "about something else completely, often in their first language". Furthermore, cooperative learning can simply turn into a situation where 'the blind lead the blind', that is students who act as teachers have less knowledge and less experience than mature instructors do. In addition, they have thought much less about cognitive issues that are related to learning and teaching. "Hence they can ordinarily provide other students with much less useful guidance, support, and feedback than that available from good instructors" (Reif, 2008: 422) For Crandall (1991), the major shortcoming of cooperative learning is the cultural expectations of suitable teachers and students roles. In that, teachers' reluctance to the implementation of group work techniques is due to the educational systems that focus mainly on the central role of the teacher. That is, they find obstacles to delegate authority and responsibility to learners, and that creates chaos in the classroom, in addition, learners will not cover all the information meant to be learned.

2.10-Cooperative Writing

Hamp-Lyons and Heasley (2006) argue that competent writing is considerably the last language skill that is acquired by both native speakers and foreign/second language learner, and that the atmosphere in the writing classroom has a great effect on students' writing performance. Thus, according to them, students need to write in a warm, supportive, and non-threading atmosphere in which they help each other, and point each others' strengths and weaknesses. In addition, Clark (2003: 85) strongly believes that "the most useful method of helping students generate ideas for a writing assignment is to have them discuss the topic in pairs, small groups, or with the whole class". Moreover, Weigle (2002, 19) contends that "it is important to view writing not solely as the product of an individual, but as a social and cultural act". Cooperative learning is one of the successful and widely used social activities that offer students the opportunity to exchange ideas confidently while working and interacting with classmates in each team. Students in cooperative writing groups write with one or more colleagues on a single product. Each team member actively contributes to the writing assignment through writing together, sharing ideas, responding to each other's writing via feedback, and monitoring and evaluating each other's writing.

In cooperative writing groups, "Peer reviewers offer writers multiple perspectives on "what works" in the composition and what points need to be clarified or expanded. This broader audience for their writing also gives students a greater sense of purpose for the writing task." (Beers & Howell, 2005: 65). In a similar vein, Hamp-Lyons and Heasley (2006) note that cooperative writing provides each student writer with a reader and makes the writing process more realistic and enjoyable."Individual students also found themselves saying and writing things they might not have come up with on their own and the group's research was

broader than an individual's normally was" Harmer (2001: 260). More than that, cooperative learning assists teachers in giving detailed and constructive feedback because the teacher in a cooperative writing class deals with a small number of groups instead of dealing with many individuals (Boughey, 1997; in Harmer, 2001). In a study conducted by Arndt (1993: 103), it was found that students who participated in team writing "felt that the expenditure of time in the team writing context was more efficient than in the customary solo-performance context, because the process of idea generating was accelerated, the sense of support was stronger, and the natural selection of skills and abilities resulted in a sharing of responsibility for the end product".

Beers and Howell (2005: 65) see that cooperative learning could be used in the writing class by asking group members to

- Brainstorm ideas for use in one another's writing, to give students a wider range of ideas and details to use in their writing.

- Participate in round-robin writing sessions (groups each contribute a section of the writing task).

- Evaluate one another's writing and provide constructive feedback about how to improve it.

- Be an audience with whom students can share their writing.

- Serve as troubleshooters when a group member encounters problems with the writing task.

- Provide encouragement and support for one another as writers.

- Offer different perspectives about the topic during both the prewriting and the during-writing phases.

The cognitive elaboration perspective is one of the most promising views on cooperative learning. This perspective argues that in order to retain information in memory and make a link between new information and prior knowledge, the learner must engage in some sort of cognitive elaboration of the material (Songco et al., 2002). One of the effective means of restructuring (elaboration) is explaining the material to someone else. Given that, when students provide explanations to each other, they could understand unclear concepts, develop new perspectives, and build more elaborate perceptions; accordingly, this perspective sees that cooperative learning is one of the best methods to facilitate that process. One of the practical uses of the cognitive elaboration potential of cooperative learning is in the writing process models, where "students work in peer response groups or form partnerships to help one another draft, revise, and edit compositions" (Slavin, 1992: 164). The theoretical justification behind the use of peer response, according to cognitive elaboration perspectives, is that if students can evaluate others' writing, their writing ability would be improved, moreover such models are effective in improving creative writing (Slavin, 1992). Hence, cooperative writing groups offer opportunities for each student to interact, discuss, teach, explain, and evaluate his peers' writing and this will lead in itself to his writing improvement.

Harmer (2001) concurs that cooperative writing is more successful with a process and genre-based approaches. In the process approach, reviewing and evaluating are deeply boosted by having more than one person working on it, and the generation of ideas becomes more active in such interactive atmosphere that sparks creativity and stimulates the generation of ideas. In the genre-based approach, two learners analyze genre-specific texts better than one would do, and the generation of genre-specific texts would be more successful.

According to Johnson, Johnson and Holubec (1994; in Richards & Rodgers, 2001: 200-201), the procedure of implementing cooperative learning in the writing task can be expressed in the following way:

- The teacher assigns students to pairs with at least one good reader in each pair.

- Student "A" describes what he or she is planning to write to Student "B", who listens carefully, probes with a set of questions, and outlines Student "A"'s ideas. Student "B" gives the written outline to Student "A".

- This procedure is reversed, with Student "B" describing what he or she is going to write, and Student "A" listening and completing an outline of Student "B's" ideas, which is then given to student "B".

- The students individually research the material they need for their compositions, keeping an eye out for material useful to their partner.

- The students work together to write the first paragraph of each composition to ensure that they both have a clear start to their compositions.

- The students write their compositions individually.

- When the students have completed their compositions, they proofread each other's compositions, making corrections in capitalization, punctuation, spelling, language usage, and other aspects of writing the teacher specifies. Students also give each other suggestions for revision.

- The students revise their compositions.

- The students then reread each other's compositions and sign their names to indicate that each composition is error-free.

Conclusion

Cooperative learning has been proven to be a successful learning/teaching strategy that helps students acquire knowledge and develop the necessary learning skills. The roots of this strategy can be traced back to three different theories of learning; social interdependence, social contact, and developmental psychology. The sociological skills were identified as the greatest advantage of using cooperative learning because these skills help learners learn how to interact with each other learn from each other, and more than that learn to be a successful citizen. Equally important, students in cooperative learning will raise their self-esteem, enhance their self-confidence, increase their motivation, and decrease their anxiety. In fact, cooperative learning has been developed to make learners active participants in their learning process. As well, this strategy has changed the teacher's role from knowledge-conveyor to supervisor, advisor and a participant within each group. Cooperative learning and collaborative learning, though considered as two faces of the same coin, are two different approaches in both theory and practice. Cooperative learning is most structured with definite elements that facilitate its implementation to any subject matter. In the writing class, cooperative learning is likely to be beneficial for students because structured interaction within a group of learners fosters, and enlarges thinking about ideas and boosts learners' critical thinking. In addition, writing cooperatively motivates students and creates an affective, comfortable classroom environment. The efficacy of cooperative learning is considerable; however, it is important to be aware of its limitations, so that we maximize its benefits for students' achievement and social development.

TEACHER'S FEEDBACK IN THE WRITING CLASS

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Introduction

Writing is a very complex process that needs to be supported by a variety of techniques and devices. One of the highly valuable tools that teachers should have to help students grow as writers is feedback, which is a vital element of the writing process. In fact, providing effective feedback to help students improve their writing skills is one of the biggest concerns of teachers in the writing class. This chapter presents different concepts about feedback in the writing classroom. It includes definitions of feedback, the nature, role, and importance of teacher feedback in the writing class. It also sets out the principles behind giving effective teacher feedback, considers different contexts in which teacher feedback can be given and explores some of the issues involved in how learners receive and perceive their teacher's feedback.

3. 1- What is Feedback?

In their article "The Power of Feedback", Hattie and Timperley (2007: 81) describe feedback as "information provided by an agent (e. g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding", specifying that the main purpose of feedback is to "reduce discrepancies between current understandings and performance and a goal" (p. 86). Thus, feedback for Hattie and Timperley is aimed at closing the gap between what has been understood and what is intended to be understood, in that it assists students in adjusting their performance to meet their course objectives. They argue that it is important to understand the circumstances under which feedback has its greatest effect because the impact of the feedback depends on different factors such as the type of feedback and the way of presenting it. Moreover, feedback is a consequence of performance and it has to be a part of the learning/teaching process because feedback is not effective in a vacuum,

thus to be effective, feedback has to be considered as a part of the teaching process, i.e., there has to be a learning context to which feedback is addressed.

Hattie and Timperley (2007: 81) contend that feedback is "one of the most powerful influences on learning and achievement, but this impact can be either positive or negative". According to them, effective feedback has to answer three major questions asked by the teacher or the learner: where am I going? (what are the goals?), how am I going? (what progress is being made towards the goal?), and where to next? (what activities need to be undertaken to make better progress?). They further argue that feedback helps students to reduce discrepancies between their current level of understanding and performance and their aimed level by engaging them at four different levels in which feedback operates: task level, process level, self-regulation level, and self-level, and that the effectiveness of the given feedback is influenced by the level at which feedback is directed. That is to say, feedback has different effects across the four levels and the effects are highest when the purposes of learning are matched to the feedback information.

Sadler (1989: 120) sees feedback as "information about how successfully something has been or is being done", emphasizing that students use feedback "to monitor the strengths and weaknesses of their performances, so that aspects associated with success or high quality can be recognized and reinforced, and unsatisfactory aspects modified or improved" (p. 221). He also argues that feedback is more effective when it allows students to take some responsibility for their own learning, and that the traditional definition of feedback is too narrow, saying that feedback needs "knowledge of the standard or goal, skills in making multicriterion comparisons, and the development of ways and means of reducing the discrepancy between what is produced and what is aimed for" (p. 142). Sadler (1989) identifies three conditions

necessary for students to benefit from feedback on academic tasks, asserting that the student must (a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap. These three conditions, according to him, must be identified at the same time and not used as sequential steps.

For Nicol and Macfarlane-Dick (2006: 205), good feedback is defined as "anything that might strengthen the students' capacity to self-regulate their own performance". Within their model of "self-regulated learning and the feedback principles that support and develop self-regulation in students", they suggest seven principles of good feedback practice. According to them, good feedback

1. helps clarify what good performance is (goals, criteria, expected standards);

2. facilitates the development of self-assessment (reflection) in learning;

3. delivers high-quality information to students about their learning;

4. encourages teacher and peer dialogue around learning;

5. encourages positive motivational beliefs and self-esteem;

6. provides opportunities to close the gap between current and desired performance;

7. Provides information to teachers that can be used to help shape teaching.

Feedback is any response that a learner receives when they are doing an activity; this response has to boost their performance and makes changes in their learning abilities.

These are the main generic definitions of the term feedback. In writing; however, feedback is defined as any response from a reader-teacher to a writer-student at any stage of the writing process. That is, the teacher puts forward changes that will make the students' writing readable, or that helps the student to be more aware of his reader. For Keh (1990: 294), feedback is the "input from a reader to a writer with the effect of providing information to the writer for revision". Besides, Freedman (1987: 5) defines feedback more precisely stating that feedback "includes all reaction to writing, formal or informal, written or oral, from teacher or peer to a draft or final version". This definition entails that any reaction that addresses the students' writing is feedback. On the other hand, Hamp-Lyons and Heasley (2006) see that feedback on writing can be written or spoken and that feedback at the early stages of the writing process, when the writer is still thinking of ideas to write about, is extremely inspiring and useful.

Cole (2006) says that while searching for the meaning of the term feedback on an online dictionary, I found the definition of feedback as it is related to cybernetics and control theory, and as it is used in electronic and mechanical engineering, but I have not found a definition of feedback as it is specifically related to writing. Cole (2006: 7) asserts that "writers had co-opted the term from some other realm, but... by now our application of feedback would have merited its own place in the dictionary". Furthermore, he maintains that writers usually see feedback as someone telling them what's wrong with their writing with the purpose of helping them fix it and argues that this type of feedback makes the writer frustrated from getting feedback as well as it restricts the feedback provider's responsibility in detecting the writer's mistakes and makes him feel desperate to finding mistakes even where there is none. Because of this, we need, as writers and feedback providers, to change the way most of us perceive feedback. We also need to come up with our own definition, and we need to put a positive

spin of feedback as it relates to writing. Cole (2006: 9) concludes that the best way of looking at feedback as it relates to writing is to see it as "any response to a writer that helps him write more, write better, and be happier".

So, feedback on writing is any help, advice, suggestion, or ideas provided by a reader to a writer to boost and improve his writing, to clarify ideas and thoughts that are ambiguous, or to help him sees where he goes wrong. Feedback on writing could be given at any stage of the writing process; however, it is more appropriate and effective if given when the writer can act on it., that is before the writer submits his final draft.

3.2- Sources of Feedback in the Writing Class

Feedback is a key element in the writing class that provides students' writer with an authentic audience and an explanation about what they are doing correctly and what they doing incorrectly with the intention of improving the quality of the written drafts. Thus, feedback is a process

> of writing and rewriting where the text is not seen as self-contained but points forward to other texts the students will write. It helps the writer work out the text's potential and to comprehend the writing context, providing a sense of audience and an understanding of the expectations of the communities they are writing for.
>
> (Hyland, 2003: 177)

The two main sources that feedback could come from in the writing class are teachers and peers.

3.2.1-Peer Feedback

Peer feedback or peer review is a technique used by some teachers in the writing class to provide students opportunities to learn from each other. Peer feedback can lower students' anxiety, and increase their motivation as they have the chance to read and comment on one another's drafts in both written and verbal forms, hence be completely engaged in the writing instruction. The process "involves learners receiving feedback on their writing from each other. It can be done in pairs or small groups. Each learner brings the draft of a piece of writing, the others read it, and then give helpful comments" Nation (2009: 143). According to Hyland (2003: 198), peer feedback "provides a means of both improving writers' drafts and developing readers' understanding of good writing, but teachers have generally been more positive than students, who tend to prefer teacher feedback".

According to Arndt (1993: 101), in team writing "peer feedback is an inbuilt component of the writing environment and a natural part of the whole writing process from ideas generating to proofreading the final draft". Moreover, Ladyshewsky (2013: 178) maintains that "when peer feedback moves into a group situation, it becomes a cooperative or collaborative learning group". Arndt (1993) proposes using the term team writing to distinguish between peer feedback in cooperative or collaborative writing and the traditional concept of peer feedback. According to him, in team writing all the group members have a mutual interest in the production of the text from its inception to its completion. Whereas, in the traditional concept of peer feedback, each individual student writes his own assignment and then one of his peers reads his work to provide feedback on it.

3. 2. 2- Teacher Feedback

3.2.2.1-Types of teacher Feedback

Teacher's feedback in the writing classroom is usually provided in two ways. One way is to provide written feedback on students′ drafts and the other way is to provide oral feedback through teacher-student conferences.

Teachers' written feedback is the main form of guidance that students receive on their written work. "Despite the increasing emphasis on oral response and the use of peers as sources of feedback, teacher written response continues to play a central role in most L2 and foreign language (FL) writing classes" Hyland and Hyland (2006: 78). In addition, ESL students usually prefer teachers' written feedback and consistently rate it higher than peer feedback or oral feedback (Leki: 1991; Saito: 1994). Ferris (2003: 41) notes that "this type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it". Written feedback may help learners locate and recognize their mistakes. Thus, students can use the teachers' comments to correct their shortcomings. All in all, teachers' feedback can help learners write more effectively once students take it into consideration and accurately exploit it.

On the other hand, teachers' oral feedback is comments, advices and notices provided to students orally through face-to-face dialogue. It is also known as teacher-student conferences or verbal feedback. The major benefit of teachers' oral feedback is that it initiates discussion between teachers and students about a given piece of writing. Oral or verbal feedback is defined by Hyland and Hyland (2006: 5) as "an approach lauded by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits". In this sense,

conferencing is an important method of giving feedback on students' writings in which a two-party conversation between students and a teacher takes place to discuss the written products.

Written or verbal, teachers' feedback has to be clear, purposeful, and appropriate. In addition, teachers have to train their learners how to listen to their oral feedback and how to read the written one.

3.2.2.2-The Nature and Role of Teacher Feedback

Although approaches to teaching writing have changed over the years, teacher feedback on students' writing remains for both students and teachers "a critical, non-negotiable aspect of writing instruction" Ferris and Hedgcock (2005: 185). Atkinson and Connor (2008) consider teacher feedback on students' writing as a critical part of the writing instruction and contend that this feedback can have different forms, such as face-to-face dialogue in teacher-student writing conferences, or written comments at various points in the writing process. Teacher feedback helps the writer recognize the different problems in his writing because "through feedback, the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of development of ideas, or something like inappropriate word-choice or tense" Keh (1990: 295).

According to Harmer (2001: 110), feedback is one of the devices that teachers can use to improve their students' writing because "when we respond, we say how the text appears to us and how successful we think it has been and, sometimes, how it could be improved. Such responses are vital at various stages of the writing process cycle". Additionally, Arndt (1993: 91) sees writing as "an interactive, social process of construction of meaning between writer and reader" and asserts the crucial role that feedback plays in this social process. He contends that feedback is greatly important in evaluating the effect of the writer's message. In addition,

the feedback provider makes contributions to the progression of the piece of writing. Actually, feedback informs the writing process, permeating, shaping, and moulding it. In addition, Ferris, Pezone, Tade, and Tinti (1997; in Lee, 2007: 4) claim that though responding to students' writing is the most complicated task for writing teachers, its positive effects on motivating students and improving their writing cannot be denied. They state that the majority of experienced writing teachers agree on the fact that responding to students writing is the most "frustrating, difficult, and time-consuming part of the job [however] it plays an important role in motivating and encouraging students".

Different researchers (Fuller, 1987; Hodges, 1992; Horvath, 1984; Knoblauch and Brannon, 1984; Moxley, 1992; Probst, 1989; Straub 1995a; Straub and Lunsford 1995) into the teacher's response to students' writing indicated that teachers "should move beyond the conventional roles of examiner, critic, and judge, and should take on the roles of reader, coach, mentor, fellow inquirer, and guide" (Straub, 1997: 92). Moreover, teachers "should see their comments as a conversation, a give-and-take dialogue with the student, not as an occasion to edit or correct a paper" (Anson, 1989; Danis, 1987; Fuller, 1988; Straub 1995a; in Straub, 1997: 92). In the same respect, Raimes (1983) advocates that E. S. L. Composition teachers have to look at their students' piece of writing as a message conveying the ideas of the writer and avoid striking their responsibility in looking for errors. Accordingly, teachers have to get rid of hunting for mistakes on their students' writing and try to look at their students writing as a message that communicates ideas.

Booth (2011) maintains that the content of teacher's feedback should be both criterion-based and reader-based. Criterion-based feedback is the kind of feedback that "helps you find out how your writing measures up to certain criteria" (Elbow, 1998: 240). It deals with the

"quality" of writing, and attempts to diagnose the strengths and weaknesses of your writing (Elbow, ibid). According to Booth (2011: 139-40), criterion-based feedback refers

> to the appropriateness of the ideas and information, the level of detail, and the chosen point of view. Criterion-based feedback also addresses the clarity of communication through the organization of ideas and use of writing conventions.

Elbow (1998) sees that criterion-based feedback is more verifiable than reader-based feedback. According to him (1998: 240), criteria-based feedback proceeds from the following questions:

- What is the quality of the content of the writing: the ideas, the perceptions, the point of view?

- How well is the writing organized?

- How effective is the language?

- Are there mistakes or inappropriate choices in usage?

In contrast to providing criterion-based feedback, teachers can offer reader-based feedback which "tells you what your writing does to particular readers" (Elbow, 1998: 240). According to Elbow (1998: 245), reader-based feedback "gives you the main thing you need to improve your writing: the experience of what it felt like for readers as they were reading your words". Moreover, Elbow (1998) argues that since writing is a form of communication, students benefit from reader-based feedback, as they get a sense of how well their writing achieves the intended communicative purpose. Flower (1979; in Keh, 1990: 294) defines feedback as "the comments, questions, and suggestions a reader gives a writer to produce 'reader-based prose'

". In that, he restricts the purpose of giving feedback in producing reader-based feedback. Elbow (ibid, 240) states that reader-based feedback responds to the following inquiries:

- What was happening to you, moment by moment, as you were reading the piece of writing?

- Summarize the writing: give your understanding of what it says or what happened in it.

- Make up some images for the writing and the transaction, it creates with you.

In fact, both criterion-based feedback and reader-based feedback has a critical part in the writing classroom instruction and assist in the development of students' writing because when teachers provide reader-based feedback about what they have learned, what engaged them, and what evoked strong emotions in their writing, they teach students the power of writing. On the other hand, when they provide criterion-based feedback, they help students recognize the extent to which specific features of their writing met the writing expectations (Booth, 2011).

Another guideline worth considering in teacher feedback is adopting a positive attitude to student writing. Almost, all researchers agree that positive feedback (praise) has a greater impact on Students' progress than negative feedback (criticism). According to Raimes (1983: 143) "What has been said of writers writing in their first language—"Noticing and praising whatever a student does well improves writing more than any kind or amount of correction of what he does badly"— applies to ESL students, too". In addition, in her article "Errors: Windows into the Mind", Raimes (1991), argues that one of the important strategies for improving students' writing abilities is to look for both strength and weakness in the students'

writing. She further complains that the teacher focuses upon aspects that need improvement in the students' writing rather than focusing on the strengths of papers through praise comments saying that

> We are so attuned to errors and so involved in ferreting them out that we tend to neglect to praise our students when they take a risk and try but get it wrong. Students are more likely to take risks if they see that risk-taking is noted and encouraged. So we should be on the lookout not only for what is correct but also for good attempts

(Raimes, 1991: 59)

Moreover, William Irmscher (1979; in Bracher, 1999: 158) argues that "the psychology of positive reinforcement...should be the major recourse for every writing teacher". Nation (2009: 137) points out that positive feedback on the content of the students' piece of writing increases the amount of their writing and improves their attitude to writing because such feedback "tells the writer that their work is being read, is understood, and interests the reader".   In addition, Straub (1997: 93) contends that teachers "should not make comments that harshly critique the text or foist their expectations on student writing; they should look to make comments that play back their reading of the text, offer praise, ask questions, and provide guidance, explanations, and instruction".

However, results of some studies of L2 students' attitudes towards teachers' feedback conclude that students appreciate praises, but they expect to receive constructive criticism than simple platitudes (Ferris, 1995; Hyland, 1998; in Hyland & Hyland, 2006). So, negative feedback has also to be considered, since it helps to highlight the different problems in the students' script. According to Hyland and Hyland (2006), negative feedback may have a harmful effect on students' confidence at the same time as premature and unnecessary praise can confuse students and discourage revisions. The choice between promoting positive

feedback and providing negative feedback concludes by Cardelle and Corno (1981; in Cohen and Cavalcanti, 1999: 174) who see that "a balance between criticism and praise may be the best means of encouraging quality writing". Moreover, Illinois Association of Teachers of English (2004: 24) states that "Coupling criticisms and suggestions with praise and encouragement will provide our students with the balance they need".

3.2.2.3- The Principles behind Giving Effective Teacher Feedback

This section provides a theoretical underpinning to offer practical strategies for making teachers' feedback more effective and efficient. According to Mishra (2005), the feedback or comments that teachers are given to their students usually create disinterestedness in the learners and discourage them from pursuing the course of using language with signalling maturity. This interest in teacher feedback is mainly due to different factors such as the amount and type of feedback, the timing, nature, and the way of presenting it. So, to provide effective feedback, teachers have to ask the following important questions.

3.2.2.3.1-What Kind of Feedback*?*

What kind of feedback should the teacher provide on students' writing? This is an important question that has to be answered before giving feedback. Cavalcanti and Cohen (1999; in Mishra, 2005) have reported that there is a misfit between the feedback teachers provide on compositions and the learners' genuine interests and between what the teachers give and what the students would prefer to get and contends that the ineffectiveness may be caused by the nature of teacher feedback which is "unclear, inaccurate, and unbalanced". According to them, teachers' feedback focuses on some aspects on students' writing (e.g., grammar and mechanics), in addition, teacher' comments merely stress the negative points on students writing. More than that, teachers' comments are usually not well structured to help

learners develop their ideas. So, the nature of teachers' feedback has a great effect on students' benefits from this feedback. Additionally, Zamel (1985: 86), who examined the nature of feedback provided by ESL teachers, found that ESL teachers

> misread student texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards, respond to the text as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text.

Zamel (1985: 95) advises teachers to avoid vague comments when responding to their students' writing so that students could benefit from the information presented to them. She asserts that "we need to replace vague commentary and references to abstract rules and principles with text-specific strategies, directions, guidelines, and recommendations".

3.2.2.3.2- When Should Feedback Be Given?

Raimes (1983: 139) states that the sequence of classroom writing usually follows this common pattern.

| Selection of topic | Preparation for writing and Prewriting activities | Writing | Rewriting, editing, proofreading | Teacher's marking of paper |
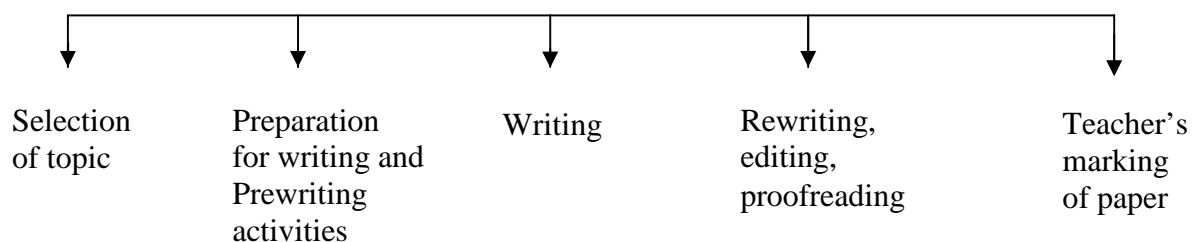
So, according to her process line, the teacher's response is to the finished product only. Unlike, this paradigm in which the teacher responded to the students' finished piece of writing

for the aim of justifying the given grade, different scholars today strongly suggest giving comments and feedback to students during the process of composing, that is, while students are still drafting. Ferris (2003: 122) strongly supports this opinion arguing that "feedback is effective when it is delivered at intermediate stages of the writing process". According to Mishra (2005: 139), responding to the finished piece of writing limits us to doing the following

1. Giving the paper a grade (A, B, C, or 70, 80, 90 etc.)

2. Writing a comment: very good, needs improvement, careless;

3. Correcting errors.

In addition, Booth (2011: 139) argues that verbal and written feedback is influential when given to students while they are writing drafts because students during the composing process "are more inclined to use it to revise and edit their drafts than they would be if they received the suggestions on a graded, polished copy". In this context, Zamel (1985: 79) states that teachers "need to facilitate revision by responding to writing as work in progress rather than judging it as a finished product". In the following table, Brookhart (2008) summarizes some examples of good and bad timing of feedback.

Purpose:	
For students to get feedback while they are still mindful of the learning target For students to get feedback while there is still time for them to act on it	
Examples of Good Amounts of Feedback	**Examples of Bad Amounts of Feedback**
Returning a test or assignment the next day Giving immediate oral responses to questions of fact Giving immediate oral responses to student misconceptions Providing flash cards (which give immediate right/wrong feedback) for studying facts	Returning a test or assignment two weeks after it is completed Ignoring errors or misconceptions (thereby implying acceptance) Going over a test or assignment when the unit is over and there is no opportunity to show improvement

Table 3.1- Feedback Timing (Adapted from Brookhart, 2008: 11)

Accordingly, teachers have to provide feedback or formative assessment when students are engaged in the writing process, so that students can use it to revise and modify their drafts.

3.2.2.3.3-What Should Feedback Focus on?

Fathman and Whalley (1990) maintain that much of the conflict over the teachers' feedback to their students' writing is whether to focus on form (e.g., grammar and the mechanics of writing) or on content (e. g., ideas organization, the amount of details). Moreover, Griffin (1982; in Mishra, 2005: 94) asserts that "the major question confronting any theory of responding to students' writing is where we should focus our attention". Furthermore, Hillocks (1986; in Fathman, & Whalley, 1990: 179) concludes that "focused

feedback can have an effect on certain aspects of writing". According to Fathman and Whalley (1990), research studies on where teachers should focus on when responding to students' writing have different conclusions. Focusing on form in some cases appears to be effective in helping students write better, but not in other cases.

In a study conducted to describe and clarify the focus of feedback given by ESL teachers to student writers, Zamel (1985:79) found that teachers' responses were "confusing, arbitrary, and inaccessible", and that teachers are mainly concerned with the different surface features of the student texts, and rarely comment on discourse or give students' specific strategies for revising their writing. Moreover, Zamel found that teachers' comments on content are vague and contradictory and that students tended to respond to feedback on form and ignored the content feedback. Zamel (1985: 86) asserts that teachers

> ...overwhelmingly view themselves as language teachers rather than writing teachers; they attend primarily to surface-level features of writing and seem to read and react to a text as a series of separate sentences or even clauses, rather than as a whole unit of discourse. They are in fact so distracted by language-related local problems that they often correct these without realizing that a much larger meaning-related problem has totally escaped their notice.

Furthermore, Robb, Ross, and Shortreed (1986) report the study by Applebee (1981) who found that 80% of foreign language teachers ranked mechanical errors as the most important criterion for responding to student writing. According to Cohen and Cavalcanti (1990: 173), "the EFL institution study called attention to an apparent mismatch between the choice on the teacher's part not to deal with content and a clear desire on the students' part to have such feedback".

Researchers found that noting the error and providing its correct form statistically had no effect on students' writing proficiency. According to Sommers (1982), teachers' comments on college students' writing were usually text-specific and, therefore, not helpful. Further, the comments often took students' attention away from their own purposes and focused it on the teachers' purpose in commenting. She recommends teachers to provide more specific comments and design writing activities that allow students to establish a purpose in their writing. Moreover, Sommers (1982) indicates that teachers' comments need to focus on the students' evolving meanings, and guide them back into the chaos of revision. She states that "Our comments need to offer students' revision tasks of a different order of complexity and sophistication from the ones that they themselves identify, by forcing students back into the chaos, back to the point where they are shaping and restructuring their meaning" (154).

Truscott (1996: 328) argues that error correction is harmful to students' fluency and their overall writing quality and should be abandoned, and suggests that teachers should adopt a 'correction-free approach' in their classrooms, her arguments were:

a. Research evidence shows that grammar correction is ineffective;

b. This lack of effectiveness is exactly what should be expected, given the nature of the correction process and the nature of language learning;

c. grammar correction has significant harmful effects; and

d. The various arguments offered for continuing it all lack merit.

Zamel (1985) and Truscott (1996) conclude that since research does not show considerable benefits of grammatical error treatment in students' writing, and because an error focus may detract from writing quality and language development grammar should be ignored in L2 writing instruction.

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In contrast to Truscott (1996) and Zamel (1985), other researchers suggest that systematically identifying students' grammar errors can increase their writing accuracy and improve their overall level of writing performance. Lalande (1982; in Fathman & Whalley, 1990) found that students who have received information on the kind of errors made have significant improvement over students whose grammar errors were simply corrected. He concludes that error correction can increase students' writing accuracy and improve their overall level of writing performance. Moreover, Bruder and Furey (1979; in Zamel, 1985: 84) contend that error correction is an important aspect in learning the writing skill, and that correction techniques are the same for controlled and free composition. They further argue that "Using a set list of correction symbols, teachers indicate student errors focusing on the teaching point and previously learned patterns".

According to Ferris (2006), whether error correction in students' writing is effective or not is an open question that needs more research. While the debate over what teachers' feedback should focus on still exists, a lot of researchers advocate that attention must be paid to both content and form (Talyor 1981; Krashen 1984; in Fathman & Whalley 1990). Moreover, Raimes (1983) suggests that teachers should pay attention to both content and errors in structure and focus on linguistic features after ideas have been fully developed. Booth (2011) does agree with Raimes when he contends that it would be better if students correct errors on content, organization, and style on the first drafts, and correct the grammar and mechanics on the final draft; this is because focusing on grammar correction right at the beginning makes students' flow of ideas curtailed. Moreover, students may edit sentences that they will cut during revision.

Fathman and Whalley (1990) conducted a study with 72 intermediate E. S. L students who were divided into four groups; each group receives different kinds of teachers' feedback. The first group received no feedback, the second group received grammar feedback, the third group received content feedback, and the last group received grammar and content feedback. The results of the study provide insights into the importance of teachers' feedback on students' writing on both form and content. They argue that "grammar and content feedback can be provided separately or at the same time without overburdening the student". (p. 187). Moreover, Raimes (1991) states that when we look at a piece of writing, we have to pay attention to both grammatical errors and rhetoric (content and organization).

In general, teachers have to pay attention to both content and form when responding to their students' writing and their focus should be based on the students' need and the purpose of the assignment.

3.2.2.3.4-Where Should Feedback Be Given?

Where feedback should be given is concerned with whether the location of the feedback has any effect on the students' writing improvement. Stiff (1967) and Bata (1972) have examined the most effective location of feedback for college freshmen (comments made in the margins of a paper, comments made at the end of a paper, or a combination of these). They found that the location of comments has no effect on students' writing improvement (Raimes, 1991). Researchers have also looked at the frequency of giving feedback. Graham (1983; in Mishra, 2005) found that students who received feedback on every assignment did not make fewer errors than those students who received feedback on every third assignment. Thus, frequencies in providing feedback do not ensure greater improvement in writing proficiency.

3.2.2.3.5-How Much Feedback Should Be Given?

Another important point to consider while giving feedback is the amount of feedback; especially how much feedback should be given to students during their writing process. Brookhart (2008) sees that the hardest decision teachers could make about feedback is the amount of feedback to provide. He contends that it is a natural inclination for teachers to want to "fix" everything they see. But, "For real learning, what makes the difference is a usable amount of information that connects with something students already know and takes them from that point to the next level" (p. 12). Arnold (1964; in Mishra 2005) found that focusing on all errors that students make, or focusing only on one type of error made no significant difference. In fact, it is preferable to focus only on some special aspects each time, so that students would pay attention to the correction. In this respect, Davies and Pearse (2000: 99) argue that "It is usually best to limit error correction to a manageable number of major errors only and also to get learners to correct their own errors as far as possible". Davies and Pearse (2000: 99) further contend that teachers can help their learners to correct their own errors in different ways such as:

- Simply underline easy-to-correct mistakes, or even put an exclamation mark in the margin by very obvious basic mistakes.
- For errors which are more difficult to correct, add a code for the type of error, which you have explained to the learner, for example:

    G   = grammar

    V   = vocabulary

    WO   = word order

    $\wedge$ = missing word

SP   = spelling

P   = punctuation

- Partially make the correction for the learner to complete (for example, the learner wrote arriving instead of arrival, so you write-----val).
- Write in the correction for very hard-to-correct errors, especially with weaker learners.

Additionally, Raimes (1991) contends that it is probably better to just indicate error locations, "not only because it's less time-consuming, but also because, as Robb, Ross, and Shortreed (1986) have found, indication of errors improves accuracy just as much as correction" (p. 56), Raimes (1991) also asserts that it is not necessary for teachers to tackle all the errors, every time, but to establish priorities. According to her, when we look at the students' piece of writing that have a lot of errors "we might decide to indicate only what Burt and Kiparsky (1972) call 'global errors', the errors that impede our comprehension, such as sentence derailments or faulty subordination" (p. 59). Raimes (1991) gives the following sentences as examples of global and local errors "As a result, elementary and secondary school students have to wear a uniform is a good idea" This sentence, according to Raimes, hampering errors cause more problems for the reader than local errors such as the missing of –s- in the following sentence "Many people who attend private schools don't come from rich families". "In this regard, giving clues whether in the form of questions, suggestions, codes, symbols or error sheets was considered more effective than correction of mistakes" (Arndt, 1993: 97). Brookhart (2008) proposed the following table to illustrate good and bad choices about how much feedback teachers have to provide to their learners.

Purpose:	
For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case)	
For students to get feedback on "teachable moment" points but not an overwhelming number	
Examples of Good Amounts of Feedback	**Examples of Bad Amounts of Feedback**
Selecting two or three main points about a paper for comment	Returning a student's paper with every error in mechanics edited
Giving feedback on important learning targets	Writing comments on a paper that are more voluminous than the paper itself
Commenting on at least as many strengths as weaknesses	Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers

Table 3.2-Amount of Feedback (Adapted from Brookhart, 2008: 13)

3.3 -Students' Perceptions of Teacher's Feedback

Providing effective feedback does not only depend on the nature and type of teacher's feedback, rather it also largely depends on the students' perceptions of this feedback. When teachers do not understand how students react and feel about their feedback, they "may run the risk of continually using strategies that are counter-productive" (Lee, 2008: 145). According to Straub (1997: 113), effective feedback is the one that turns students back to their writing and lead them to make better-informed choices as writers. Moreover, he argues that teachers have to continue to explore how learners view their feedback and how they provide feedback that encourages their students to write productively. In addition, O'Brien (2004) asserts that feedback is effective if students are persuaded to act on it. Therefore, a

comprehensive understanding of students' perceptions of their teacher feedback is necessary for providing effective feedback. According to Lee (2008: 144), teachers should realize the impact of their feedback on students' attitudes. Lee further argues that these students' attitudes and expectations "should be fed back to teachers to help them develop reflective and effective feedback practices". Ferris (2003: 92), highly appreciated the importance of taking students perceptions and attitudes into consideration when providing feedback asserting that, "ignoring their request for error correction works against their motivation...It seems at best counter-productive, at worst, high-handed and disrespectful of our students, to simply insist that they trust our preferences"

According to Radecki and Swales (1988), while studies of teachers' response to student writing are numerous in both L1 and L2 contexts, the literature on student reaction to those comments is small in L2 research. In fact, these few studies about students' perceptions towards teachers' feedback are conducted with E. S. L. Learners, and only a few studies have been conducted with EFL learners. In one of these studies, Radecki and Swales (1988) have examined ESL students' own preferences and views on feedback at the University of Michigan. They surveyed 59 students of various backgrounds and levels who were studying in for ESL-oriented writing courses. A questionnaire was given to students to elicit their opinions on the usefulness of various types of comments, the scope of teacher markings, responsibility in error marking and correction, and revision. The findings of their study revealed that students valued teachers' content comment, yet these students also desired that all their surface errors be marked. Radecki and Swales (1988: 355) also found that "as students progress from English language learners to apprentices in their chosen disciplines, the more restricted is the role they assign to the language teacher". Radecki and Swales (1988: 364) conclude that

> If this attitude is indicative of ESL students in general, then, ESL writing instructors are faced with a dilemma. If they do not surface-correct but respond to a writer's meaning, their credibility among their students can be impaired. Clearly, teachers must intervene and change student attitudes; one way for teachers to change their students is by sharing with them the research in writing. Thus, they could possibly vindicate their methods and reputation

According to Ferris (2003), the study of Radecki and Swales (1988) has been replicated with 47 E.F.L. learners in Turkey by Enginarlar (1993) who found similar findings to Radecki and Swales's study as students in his study were positive towards their teacher's feedback and appreciated the shared responsibility between teacher and students for their progress Enginarlar (1993, in Ferris, 2003: 101) also found that what students perceive as an effective teacher's feedback is the one that includes:

a. Attention to linguistic errors;

b. Guidance on compositional skills;

c. Overall evaluation comments on the content and quality of writing..... When feedback in these areas is provided in a problem-solving manner, students seem to regard revision work as a collaborative type of learning where responsibility is shared by the two parties.

Another study which attempted to investigate students' perceptions of teacher feedback is Straub (1997). He surveyed the attitudes of 142 first-year College writing students about teacher comments on a writing sample. A 40-item questionnaire was given to investigate students' reactions to three variables of teacher response: focus, specificity, and mode. Straub's survey (1997) found that these college students liked to receive feedback on the content as well as on surface features like sentence structure, but students were suspicious of negative comments about ideas they have already expressed in their writing. He also found

that students preferred detailed commentary, other than comments that sought to control their writing or that failed to provide helpful criticism for improving the writing. In addition, students in this study seemed to appreciate comments that provided advice, employed open questions, and explanation that helped them in their revision.

Hedgecock and Lefkowitz (1996) investigated FL and ESL college level students' perceptions about the type of response they would like to have in order to improve their writing. Interview data, according to Shrum and Glisan (2010: 330) showed that students gave the following suggestions for teachers:

- more practice in writing and more systematic opportunities to revise, e.g., through the use of quick writing, other short activities, and multiple drafts;
- more personalized and explicit written feedback from expert readers, e.g., an expert in the topic content or the language, other than the teacher, e.g., writing conferences;
- grammatical and rhetorical feedback geared more specifically to writers' level of proficiency and degree of readiness, e.g., too much feedback or too much detail is overwhelming; students should be guided to work on selected aspects of their writing;
- individualized writing conferences with instructors, other expert readers, or both (Beach, 1989);
- more peer interaction and response;
- more student control over the nature and extent of instructor/expert feedback; e.g., students need to be able to ask for targeted help from experts in the areas they feel they are weak; and

- more extensive reading of the L2 texts, particularly models that students are asked to imitate, e.g., reading more expository texts as models before being asked to write one.

Ferris (2003) contends that Hedgecock and Lefkowitz (1996) study is the "more finely grained quantitative and qualitative analysis clearly identified the differences in views of writing and responding between ESL and FL writers". This study revealed that FL writers mainly appreciated surface features feedback, whereas ESL learners attended to the teacher's comments and corrections on both content and surface structure. Hedgecock and Lefkowitz (1996) also recognized that FL writers see composing and revision in L2 as an occasion for grammar practice not for adding new ideas or demonstrating creativity. In addition, most FL writers and some ESL writers explicitly associated "revision" with "error correction". Another finding in this study was that both FL and ESL learners have faced difficulties in understanding some teachers' comments and notes.

While most the above mentioned studies on students' perceptions of teachers' feedback were conducted in a single-draft context, Ferris (1995b, in Ferris: 2003) who strongly advocated the provision of feedback in intermediate stages of the writing process, conducted a study with 155 ESL students in a U.S. University in a multiple draft context. Students were asked to fill out a questionnaire similar to that used by Cohen (1987). Ferris points out that students pay more attention to their instructor's feedback given on initial drafts, but they do appreciate feedback at the end of the process, and that teachers provided feedback on the different aspects of writing, but they still focus more on grammar. Students also claimed that they face some problems in understanding teachers' comments, however when problems occurred they used various strategies to tackle these problems (error codes, correction

symbols as well as teacher questioning strategies). Finally, respondents though liked and valued positive comments and praises; they give more value to feedback that balance between praises and constructive criticism. It is quite logical to find that students appreciate and pay more attention to the teacher's feedback in multiple drafts because feedback during the writing process helps students to revise previously written drafts more than that it motivates them to work more to get higher marks.

In fact, students' perceptions and views towards teachers' feedback and the other different pedagogical strategies used in the learning classes is a totally ignored aspect at our schools and universities. For this reason, before looking for new methods and approaches for teaching students, instructors and syllabus designers, firstly have to look for students' perceptions and views towards the different used pedagogical methods, so that they would help boost the learners learning abilities and encourage and motivate them to attend their lectures.

Conclusion

From the above research insights, we conclude that teachers' feedback is crucial in improving students' writing. However, teachers have to bear in mind that for their feedback to be effective and help their students improve as writers, it is important to develop an awareness of the nature, function, and the principles behind giving effective feedback (how to give feedback, in what manner, when feedback should be given, where feedback should be given, and what feedback should focus on). In addition, it is necessary to note that teacher feedback has its best effectiveness during various stages of the writing process in the class rather than feedback that is given to the students' end product. More than that, teachers need to take into consideration how students find their feedback and the preferences as well as the perceptions of students towards their feedback. Accordingly, efficient and effective teacher feedback is

the consequence of teachers' and students' cooperation in monitoring and processing this feedback.

CHAPTER FOUR

COOPERATIVE LEARNING AND TEACHER'S FEEDBACK IN AN

EFL WRITING CLASS

Introduction

4.1- Population and Sample

4.2- Methodology

4.3- Research Procedures

4.3.1 - The Experimental Group

4.3.2 - The Control Group

4.4- Description and Analysis of the Treatment Period

4.4.1-The Experimental group

4.4.2-The Control Group

4.5-Post-test Description and Analysis

4.6-A Comparison between Exp. G and CG Progression from Essay One to Essay Five

4.7- T-test Analysis

4.8- Discussions and Interpretation of the Results

Conclusion

Introduction

This part of the research is used to examine the effect of LT cooperative model and teacher's feedback on students' writing ability. Thus, the chapter is a full account of the instruction identifying the different steps of the research design. It describes the research methodology of the study, explains the sample selection, describes the procedure used in designing the instrument, provides an explanation of the statistical procedures used to analyze the data, and presents the results of the study.

4.1- Population and Sample

The sample of the study is derived from a population of 770 second-year LMD students at the Department of Letters and English Language, Mentouri Brothers University, Constantine, during the academic year 2011-2012. The sample is a total of 54 students that is randomly assigned to a Control Group (CG, n = 24) and an Experimental Group (Exp. G, n = 30). The Second-year students of English, at Mentouri Brothers University have some writing experience; that they took courses in "Written Expression" during their three semesters of instruction at the University. During the fourth semester, the duration of the experiment design, the participants are introduced to the essay writing techniques and three types of developing essays in English (exemplification, comparison and contrast, cause and effect essay). Each group had two Written Expression (WE) sessions of one and a half hour per week. The number of participants is larger in both groups, but some papers are excluded from the study because of their writers' absences during the study or when the post-test is administered.

4.2- Methodology

In this research, a true randomized post-test only control group design (adapted from Chandra & Sharma, 2007) is used. Using this design, subjects are randomly assigned to groups, exposed to the independent variable, and then post-tested. This design is "one of the simplest and most powerful experimental designs. The available subjects are assigned to two groups through randomization, which controls for all possible relevant extraneous variables". (Chandra & Sharma, 2007: 371). According to Marczyk, DeMatteo, and Festinger (2005: 128), "Because individual characteristics are assumed to be equally distributed through randomization, there is theoretically no real need for a pre-test to assess the comparability of the groups prior to the intervention". This simple design encompasses all the necessary elements of a true randomized experiment:

1. Random assignment; to distribute extraneous differences across groups.

2. Intervention and control groups; to determine whether the treatment had an effect.

3. Observations following the treatment.

This experimental design is used since the students have not been taught how to write an essay before the treatment period, i.e. the students are taught how to write an essay through LT and teacher's feedback in the Exp. G and the traditional approach in the CG, thus impossible to test their level in writing an essay prior the experiment. So, it is not necessary for the study to use a pre-test. The following figure presents a graphic overview of the research framework used in this study.

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                    ┌─────────────────────────┐
                    │   Random Assignment     │
                    └─────────────────────────┘
            ┌──────────────┘          └──────────────┐
            ▼                                          ▼
   ╭─────────────────╮                      ╭─────────────────╮
   │  Experimental   │                      │  Control Group  │
   │     Group       │                      ╰─────────────────╯
   ╰─────────────────╯                               │
            │                                          ▼
            ▼                              ┌─────────────────────────┐
┌─────────────────────────┐               │ Individualistic Traditional │
│  LT Model of Cooperative │               │        Learning           │
│  Learning and Teacher's  │               └─────────────────────────┘
│        Feedback          │                          │
└─────────────────────────┘                          │
            │                                          │
            └──────────►  ╭─────────────────╮ ◄───────┘
                          │    Post-test    │
                          ╰─────────────────╯
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          │ Dependent Variable: EFL students' writing ability │
          └──────────────────────────────────────────────┘
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                        │ Statistical Analysis │
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                            │  Results  │
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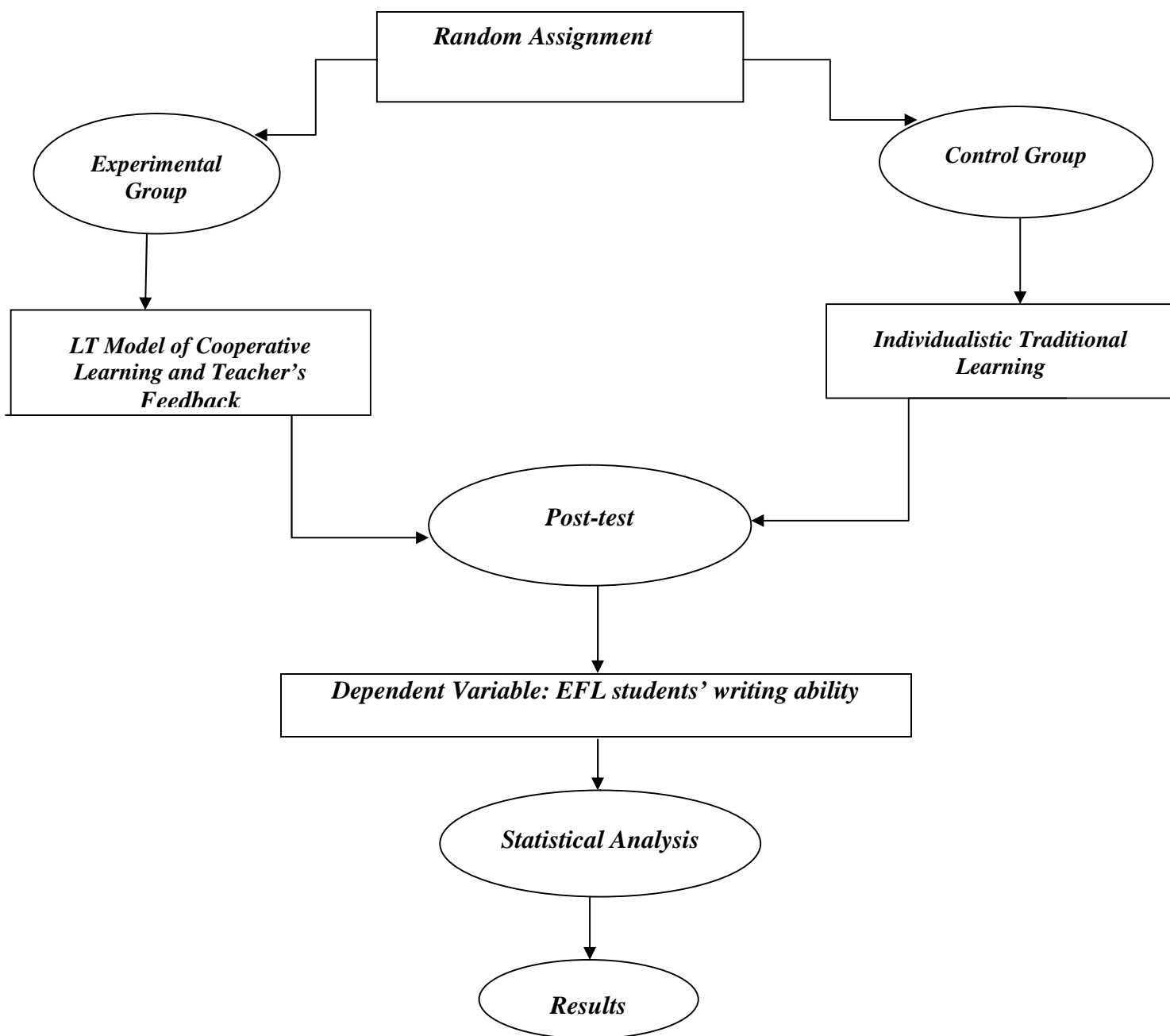
Figure 4.1- Graphic Representation of the Research Structure (the researcher)

4.3- Research Procedures

In this design, we seek to check whether integrating teacher's feedback on students' essays written cooperatively would improve 2nd-year university students' writing ability. We have chosen two groups from our population 2nd-year students at Mentouri Brothers University, with an average of 30 students each. This sample is then be randomly divided into treatment and control groups, the experimental group practice writing cooperatively through the Learning Together model and received teacher's feedback, while students in the control group write their essays individually through the conventional method for five weeks. After the desired period of time, the subjects of both groups are sat for a writing test. The mean scores of the groups are compared to determine the effectiveness of combining the LT cooperative learning model and teacher's feedback by using a t-test computation.

4.3.1-The Experimental Group

LT model of cooperative learning and teacher's feedback are incorporated within the regular "Written Expression" courses for the experimental group. The teaching materials that the students studied are according to the program followed by teachers in the Department of Letters and English Language in which the study is carried out in both groups. In this study, learning together technique is used because this technique is based on general principles of cooperative learning less discrete less structured model than the other models. Also, it provides a conceptual framework for teachers to re-plan and modify CL instruction according to their lecture and student needs (see Chapter Two, Sub-section 2.4. 5-Learning Together (LT), p. 70); consequently, it would be easily implemented in the writing classroom. In the learning together model, students are working in four- or five-member heterogeneous groups on assignments. Each group hand in a single completed assignment and receive praise and

rewards based on the group product. This method is based on the following five basic elements: positive interdependence, face-to-face interaction, individual accountability, social skills, group processing, and the absence of any elements would lead to non-cooperative learning. Additionally, this model is the closest to pure cooperation. The crucial properties of LT are: the existence of the group goal, sharing opinions, sharing materials, the division of labour, and the group reward.

Besides, when implementing the student-centred structure through LT; the cooperative writing groups are guided during the editing portion of the writing process by their teacher's feedback. In this study teacher's feedback is defined as any input provided by the teacher to students for revision, this includes content and form as well as written and oral feedback. The feedback is based on the students' needs and their level. We believe that providing effective feedback for each group would offer groups the chance to recognize their problems in essay writing, and increase their writing level. The application of LT and teacher's feedback in the experimental group was as follows:

Step One

Before implementing the LT method in the writing classroom, we have presented mini-lessons introducing the concept of cooperative learning, explaining LT method; the basic elements of this method and the students' role in the cooperative groups. As well, students have received a handout that describes cooperative learning (see Appendix "C": Handout about Cooperative Learning). So, the first two sessions of the experimental design are devoted to training the LT cooperative learning model.

Step Two

Once the students understand, from the training phase, the nature of working cooperatively using LT model, they are assigned to four member heterogeneous groups (according to their first exam scores). Each pair facing the other pair to facilitate face to face interaction, then each group is given a name (group A, group B...).

Step Three

The third step is role assignment, each member in the group is given a role to play; recorder, checker, noise controller, and organizer (see Appendix C: Handout about Cooperative Learning, Sub-section 3- Students' Roles in Cooperative Groups). Role assignment for each group member in a cooperative learning context is another major feature that distinguishes cooperative learning from group work. In addition, assigning roles to team members help ensure the participation of each member in the writing process, and can avoid the occurrence of what is called "free riders" or potential complaint of overloading from some successful student writers. Each role is explained clearly and explicitly to the students. Each member has to rotate his role every week. The rotation is to ensure that each student has an equal chance to experience all the roles and to share different kinds of responsibility.

Step Four

The fourth step is giving the essay question to the whole class. Each group then initiate discussion among its members and proceed to prepare the essay outline of the given topic. When students complete the planning phase, the teacher provides feedback on each group's plan. Then, students write about their topic in details to produce their first draft. While students are discussing their first draft, the teacher is walking around the class and moving

from group to group to provide feedback (written/oral whatever fits) and remind students to use the different social skills, that is to say ask them to respect their teammates, listen to each other, react in a polite way, trust each other, use a pleasant voice, and to make sure that everyone gets a chance to talk.

Step Five

Following the teacher's comments, each group had to revise their drafts and upload them to write its final draft. Finally, each group analyse how well their group was functioning and presented only one essay for each group.

We have also evaluated each member contribution to the work through closer observation and control of the groups while working and through our conferencing with the groups while providing feedback.

4.3.2-The Control Group

In the class that is exposed to the traditional teaching technique, writing tasks were carried out by students individually. Steps in the implementation phase are as follows:

1. The teacher presents the essay question and gives instructions.
2. Whole group discussion of the topic.
3. Individual brainstorming.
4. Writing the first draft.
5. Teacher's instructions and feedback
6. Revising the first draft in class individually after revision, each student write his final draft and submitted it to the teacher.

4.4- Description and Analysis of the Treatment Period

The goal of the second-year writing program at the Department of Letters and English Language, Mentouri Brothers University, is to make students able to write communicative essays. Students deal with three forms of essay organization; illustration essay, cause and effect essay, and comparison and contrast essay. At the end of the year, they are supposed to be able to write well-organized, unified, and effectively communicative essay using one of the previously mentioned patterns of essay development. Unfortunately, a considerable percentage of students end the year unable to write an effective essay. Thus, it is the aim of this study to propose and investigate whether implementing the learning together model of cooperative learning and the teacher's feedback in the second-year writing classes would help reduce the percentage of students that fail in writing good essays.

During the treatment period, students in both groups meet twice per week for 90 minutes for five weeks. Students used to have a session on the theoretical issues of the pattern of essay organization, discuss two model essays of the expository-type and analyse its' characteristics then write two in-class essays in this specific genre. Each essay is developed within 90 minutes time in both groups, but they are also allowed extra time (30 minutes maximum) if they could not finish. Students in both groups are encouraged to employ what they have learned from the discussed model genre in their writing. The only difference between the experimental and control groups is that the writing tasks of the experimental group are done cooperatively as well as the groups are guided through teacher's feedback, whereas students in the control group have written their assignments individually.

Based on students' "Written Expression" curriculum, attention is given to essay organization (formulation of thesis statements, topic sentences, the developmental paragraphs

the introductory and concluding paragraphs), essay content, vocabulary, and conventions (grammar, spelling, and punctuation). Students' essays in both groups are not graded. Yet they are collected at the end of the class and then analyzed by the teacher-researcher. Therefore, both groups do the same writing assignments at the same schedule sequence, but using different methods.

Essays of the treatment period are given during the regular course instruction in both groups. The students' assignments in both groups are kept in portfolios in order to see the progress of the Exp. G and the CG groups' writing proficiency during the treatment period. We have chosen the topics that have a relationship with the pattern of the essays developed during the treatment period, as well as these topics are similar to the model essays discussed in the class. The topics assigned to the students to write about were:

Topic (1): The world is full of many injustices. Write an essay in which you outline three examples of injustices.

Topic (2): Discuss three ways of escaping stress and difficulties of the modern life.

Topic (3): Compare and contrast life of the past with that of today.

Topic (4): Why friendship ends? Write an essay in which you develop three reasons that lead to the end of this relationship.

Topic (5): The likely consequences of being kicked out of school.

Five essays are made by each group in the experimental group and each student in the control group by the end of the treatment period. These essays are qualitatively and quantitatively analyzed to observe the effect of the Johnsons' cooperative model and teacher's feedback on students' writing proficiency. The quantitative measures included grammar spelling, and punctuation and capitalization mistakes; whereas, qualitative measures

incorporated content, organization and vocabulary. In order to examine the differences and improvements of students in the Exp. G and the CG from the first to the fifth essay, the number of mistakes and the number of words are counted to find the average numbers of errors per essay. Then, we compared each essay with the previous one to see if there is any improvement, and the percentage of this improvement from one essay to the other during the treatment period.

4.4.1-The Experimental Group

As we have mentioned earlier the students in the Exp. G. are divided to eight groups. Each group is known by a letter of the alphabet. (Group: A, Group: B …). The results of each group in the treatment period are clearly displayed in the following tables.

Essay # 01

1-Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of words	% of Mistakes
Group A	12	05	07	24	249	9.63
Group B	09	03	11	23	375	6.44
Group C	16	09	12	37	179	20.67
Group D	21	14	17	52	199	26.13
Group E	15	09	15	39	242	16.11
Group F	17	13	09	39	129	30.23
Group G	15	07	12	34	178	19.10
Group H	05	04	7	16	394	4.06
Total	**110**	**64**	**90**	**264**	**1945**	**13.57**
%	**5.66%**	**3.29%**	**4.62%**			

Table 4.1- Quantitative Observational Grid of the Experimental Group Essay (1)

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2- Qualitative Observation

Students	Organization			Content			Vocabulary		
Group: A	A			A			A		
Group: B	A			A			A		
Group: C	B			B			B		
Group: D	B			A			B		
Group: E	A			A			B		
Group: F	B			B			B		
Group: G	B			A			B		
Group: H	G			G			G		
Total	**G**	1	12.5%	G	1	12.5%	G	1	12.50%
G: Good	**A**	3	37.5%	A	5	62.5%	A	2	25%
A: Average B: Bad	**B**	4	50%	B	2	25%	B	5	62.5%

Table 4.2- The Qualitative Observational Grid of the Experimental Group Essay (1)

Concerning the first essay as the above tables show students in the Exp. G group have 5.66% (110) of grammar mistakes compared to the number of words, 3.29% mistakes in spelling and 4.62% in punctuation and capitalization. We can say that the students' level on the mechanics of writing is not good, in that the total number of mistakes in the Exp. G is large compared to the number of words in their essays. Accordingly, students need to improve their command of the above quantitative measures of writing.

In the qualitative observation of the first essay 50% of students' organization in the Exp. G is bad, 37.50% average, and 12.50% (just one group) has fairly good organization. Concerning content, just one group has good content, 62.50% gain average content, and 25% get bad content. In the third qualitative measure, vocabulary, the majority of groups 62.50%

have poor and bad choice of words, two groups get average vocabulary, and one group is fairly able to choose the appropriate words for their essay. So, here again the qualitative level of students in the Exp. G is not good; students have different problems in essay organization, their content is limited to few ideas that do not fully discus the topic; moreover, most groups have problems on vocabulary choice thus they do not use the suitable words for their subject and ideas.

Essay # 02

1- Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
Group A	09	06	09	24	245	9.79
Group B	07	04	08	19	255	7.45
Group C	13	13	07	33	169	19.52
Group D	07	08	09	24	242	09.91
Group E	07	02	06	15	263	05.70
Group F	14	05	13	32	233	13.73
Group G	13	09	15	37	262	14.12
Group H	04	03	07	14	374	03.74
Total	**74**	**50**	**74**	**198**	**2043**	**09.69**
%	**3.62%**	**2.45%**	**3.62%**			

Table 4.3- Quantitative Observational Grid of the Experimental Group Essay (2)

Students	Organization			Content			Vocabulary		
Group A	G			A			A		
Group B	A			G			A		
Group C	B			A			B		
Group D	A			A			A		
Group E	G			A			A		
Group F	A			A			B		
Group G	A			A			B		
Group H	G			G			A		
Total	**G**	3	37.5%	**G**	2	25%	**G**	None	0%
G: Good	**A**	4	50 %	**A**	**6**	75%	**A**	5	62.5%
A: Average	**B**	1	12.5%	**B**	None	0%	**B**	3	37.5%
B: Bad									

Table 4.4- The Qualitative Observational Grid of the Experimental Group Essay (2)

In the second essay of the treatment period, students in the Exp. G acquire 3.62% of mistakes in grammar, 2.45% in spelling, and 3.62% in punctuation and capitalization. Comparing these results with results in essay one, there is a slight improvement in the three aspects of the quantitative measures. Statistically, the students' mistakes in grammar are decreased by 2.04% in spelling by 0.84% and in punctuation and capitalization by 1%.

Comparing the qualitative measures in this essay with those in the first one; we observe that three groups (37.50%) of the students have good organization against one group (12.50%) that had good organization in the first essay. Besides, the percentage of students who have average organization increase by 12.5% whiles the percentage of students who have bad organization decrease by considerable percentage 37.5%. As to content, groups who get

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good content increase by 12.50%, average content also increase by 12.50% and none of the groups in the second essay have bad content. The percentage of students who have good vocabulary retreat by 12.50% in that none of the groups get good vocabulary in the second essay. With reference to vocabulary, the percentage of students who obtain average vocabulary increase by 37.50%, with decreases by 25% in the groups that gain bad choice of words.

So, generally there is a slight improvement on the students' writing level in the second essay compared to the first one. We can say that this slight improvement is due to the fact that students in the Exp. G have somehow start to get used to each other, and to understand the way of writing cooperatively.

Essay # 03

1-Quantitative Observation1

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
Group A	12	05	14	31	403	07.69
Group B	03	06	09	18	298	06.04
Group C	11	07	15	33	434	07.60
Group D	04	07	02	13	289	04.49
Group E	03	04	04	11	280	3.93
Group F	02	01	05	08	233	04.43
Group G	03	09	06	18	268	06.71
Group H	04	01	07	12	344	3.48
Total	**42**	**40**	**62**	**144**	**2549**	**05.65**
%	**1.65%**	**1.57%**	**2.43%**			

Table 4.5- Quantitative Observational Grid of the Experimental Group Essay (3)

2- Qualitative Observation

Students	Organization			Content			Vocabulary		
Group A	G			A			A		
Group B	G			A			A		
Group C	A			A			A		
Group D	G			A			A		
Group E	G			A			A		
Group F	G			G			A		
Group G	G			A			A		
Group H	G			G			G		
Total	G	7	87.5%	G	2	25%	G	1	12.5%
G: Good	A	1	12.5%	A	6	75%	A	7	87.5%
A: Average B: Bad	B	None	0%	B	None	0%	B	None	0%

Table 4.6- The Qualitative Observational Grid of the Experimental Group Essay (3)

In the third essay, students' mistakes are reduced by 1.97%, 0.88%, and 1.19% respectively in grammar, spelling, punctuation and capitalization. Thus, there is an improvement in the quantitative measures of the third essay compared to the second and first one.

Regarding the qualitative measures, there are clear improvements in organization given that the percentage of the groups who get good organization enlarge by 50% along with none of the groups obtain bad organization. In content, no changes are considered given that these essays have the same percentage of mistakes as the previous ones. For the choice of words, there are improvements by 12.50% in the groups that have good vocabulary, 25% in the groups that get average vocabulary, and a considerable reduction of the groups that have bad choice of words by 37.50%.

In the third essay, the Exp. G students have seen a general improvement on the five basic writing skills, and their ability to develop and communicate their ideas is boosted. As the above tables shown, students have written longer essays than their previous ones as well the number of mistakes is decreased. Well, we reckon that these results are obtained because learners have more room for interaction, negotiation, and sharing and discussing ideas and thoughts. In addition, students have received written and verbal feedback from their teacher. Teacher's feedback is positive to encourage group work; in that case, the teacher presents praises for what students do well along with bringing groups attention to aspects that need improvement in their writing.

Essay # 04

1- Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
Group A	05	03	05	13	312	04.16
Group B	02	03	06	11	258	04.26
Group C	09	05	11	25	325	07.69
Group D	07	05	04	16	292	05.47
Group E	05	03	04	12	281	04.27
Group F	04	00	07	11	302	03.64
Group G	05	03	04	12	285	02.21
Group H	02	00	08	10	309	03.23
Total	**39**	**22**	**49**	**110**	**2364**	**04.65**
%	**1.64%**	**0.93%**	**2.07%**			

Table 4.7-Quantitative Observational Grid of the Experimental Group Essay (4)

2- Qualitative Observation

Students	Organization			Content			Vocabulary		
Group A	G			G			G		
Group B	G			G			G		
Group C	G			A			A		
Group D	G			G			G		
Group E	G			G			G		
Group F	G			G			G		
Group G	G			G			A		
Group H	G			G			G		
Total	**G**	7	87.5%	**G**	7	87.5%	**G**	5	62.5%
G: Good	**A**	1	12.5%	**A**	1	12.5%	**A**	3	37.5%
A: Average	**B**	None	0%	**B**	None	0%	**B**	None	0%
B: Bad									

Table 4.8-The Qualitative Observational Grid of the Experimental Group Essay (4)

As exposed in table 4.7, the number of mistakes is reduced in the three aspects; (grammar, spelling, punctuation and capitalization). There is a very slight reduction of mistakes in grammar by 0.01%. In spelling, mistakes are reduced by 0.64%, whereas in punctuation and capitalization mistakes, there is a reduction by 0.36%.

For the qualitative observation of essay four, we have noticed that there are no improvements in organization, considerable improvement in content; the percentage of the groups that gain good content increase by 62.50%. In addition, there is significant improvement in vocabulary as the percentage of students who are able to choose effective words for their essays enhanced by 50%.

Here again, we notice that students write better essays in comparison with the previous ones (Essay #1, #2, and #3). They fully expressed the topic from different angles with good expressive ideas and using more correct and complex sentences (see Appendix E: Samples of Students' Treatment Period Assignments). So, there is a continuous improvement from one essay to another. Furthermore, students' mistakes on the five writing aspect are in persist enhancement.

Essay # 05

1-Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
Group A	05	03	04	12	323	3.71
Group B	02	00	03	05	331	01.51
Group C	07	03	04	14	302	04.63
Group D	08	05	05	18	287	06.27
Group E	07	00	06	13	304	04.27
Group F	05	00	07	12	312	03.84
Group G	09	04	05	18	320	06.62
Group H	02	03	03	8	339	02.35
Total	**45**	**18**	**37**	**100**	**2518**	**03.97**
%	**1.79%**	**0.71%**	**1.47%**			

Table 4.9-Quantitative Observational Grid of the Experimental Group Essay (5)

1- Qualitative Observation

Students	Organization			Content			Vocabulary		
Group A	G			G			G		
Group B	G			G			G		
Group C	G			A			A		
Group D	G			G			G		
Group E	G			G			G		
Group F	G			G			G		
Group G	G			G			A		
Group H	G			G			G		
Total	G	08	100%	G	07	87.5%	G	06	75%
G: Good	A	00	0%	A	01	12.5%	A	02	25%
A: Average B: Bad	B	00	0%	B	00	0%	B	00	0%

Table 4.10-The Qualitative Observational Grid of the Experimental Group Essay (5)

In the last essay of the treatment period, some groups of the Exp. G have improved on grammar; however, the number of mistakes are somehow increased in other groups as clearly displayed in table 4.9 (Quantitative Observational Grid of the Experimental Group Essay. 5). To be brief, the reduction of mistakes are by 0.22% in spelling, 0.6 0% in punctuation and capitalization.

In the qualitative measures of the last essay, we have observed a considerable improvement in organization given that all the groups (100%) have written well organized essays. No changes from essay four to essay five in content and slight improvement in vocabulary as there is an up by 13% in the groups that have good vocabulary.

In fact, throughout the five essays students have grown out of the writing difficulties by their engagement on cooperative writing and the provision of feedback through their writing activity.

4.4.2-The Control Group

Essay # 01

1- Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of words	% of Mistakes
S 1	20	12	20	52	199	26.13
S 2	11	09	14	34	195	17.44
S 3	10	17	12	39	268	14.55
S 4	6	15	11	32	119	26.89
S 5	17	13	19	49	190	25.79
S 6	12	09	14	35	249	14.06
S 7	24	15	17	56	224	25
S 8	10	13	09	32	168	19.05
S 9	09	09	07	25	185	13.51
S 10	21	07	19	47	249	18.88
S 11	13	11	17	41	168	24.40
S 12	15	09	13	37	222	16.67
S 13	23	18	15	56	262	21.37
S 14	15	13	17	45	229	19.65
S 15	17	14	19	50	158	31.64
S 16	39	32	22	93	286	32.52
S 17	27	16	19	62	215	28.84
S 18	14	09	18	41	228	17.98
S 19	28	29	22	79	255	30.98
S 20	22	17	12	51	240	21.25
S 21	13	17	11	41	221	18.55
S 22	15	21	19	55	155	35.48
S 23	26	29	36	91	268	33.95
S 24	19	11	13	43	239	17.99
Total	**426**	**365**	**395**	**1186**	**5192**	**22.84**
%	**8.20%**	**7.03%**	**7.61%**			

Table 4.11-Quantitative Observational Grid of the Control Group Essay (1)

2-Qualitative Observation

Students	Organization			Content			Vocabulary		
S 1	B			B			B		
S 2	B			B			B		
S 3	B			A			B		
S 4	B			B			B		
S 5	B			B			B		
S 6	A			A			B		
S 7	B			B			B		
S 8	A			A			B		
S 9	B			B			B		
S 10	B			B			B		
S 11	B			A			B		
S 12	A			A			B		
S 13	B			A			B		
S 14	B			B			B		
S 15	B			B			B		
S 16	A			A			A		
S 17	B			A			B		
S 18	A			A			A		
S 19	B			B			B		
S 20	B			B			B		
S 21	A			A			A		
S 22	B			B			B		
S 23	B			B			B		
S 24	B			B			B		
Total	**G**	None	0%	**G**	14	0%	**G**	None	0%
G: Good	**A**	6	25%	**A**	10	41.66%	**A**	2	8.33 %
A: Average **B: Good**	**B**	18	75%	**B**	14	58.33%	**B**	22	91.66%%

Table4.12-The Qualitative Observational Grid of the Control Group Essay (1)

For the CG, students get the highest percentage of mistakes in grammar that they have 8.20% of grammar mistakes followed by 7.61% punctuation and capitalization mistakes, then 7.03% in spelling mistakes. Regarding qualitative measures, 75% of CG students have bad organization that none of them obtain good organization, and just 25% have average organization. 0 %, 41.66 %, 58.33 % of students have good, average, and bad content

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respectively. In vocabulary, none of the students get good vocabulary against 91.66% (the majority of students) that have bad vocabulary. So, students in the CG have several problems (just like their friends in Exp. G. have in the first essay) which must be solved to prepare our students for writing communicative and effective essays.

Essay # 02

1-Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
S 1	20	15	23	58	206	28.15
S 2	09	13	11	33	173	19.07
S 3	16	13	15	44	277	15.88
S 4	16	19	14	49	163	30.06
S 5	18	15	13	46	191	24.08
S 6	15	09	16	40	253	15.81
S 7	16	12	14	42	188	22.34
S 8	18	11	13	42	182	23.07
S 9	13	17	15	45	277	16.24
S 10	24	11	13	48	299	16.05
S 11	15	09	15	39	169	23.07
S 12	8	09	21	38	253	15.02
S 13	23	22	25	70	302	23.18
S 14	11	20	17	48	246	19.51
S 15	10	13	11	34	114	29.82
S 16	35	35	29	99	319	31.03
S 17	17	13	19	49	194	25.26
S 18	07	10	09	26	169	15.38
S 19	25	19	21	65	257	25.29
S 20	22	21	13	56	182	30.77
S 21	11	11	15	37	217	17.05
S 22	12	15	17	44	132	33.33
S 23	21	31	25	77	223	34.52
S 24	11	13	12	36	226	15.93
Total	**393**	**376**	**396**	**1165**	**5212**	**22.35**
%	**7.54%**	**7.21%**	**7.60%**			

Table 4.13- Quantitative Observational Grid of the Control Group Essay (2)

2-Qualitative Observation

Students	Organization			Content			Vocabulary		
S 1	B			B			B		
S 2	B			B			B		
S 3	A			A			B		
S 4	B			B			B		
S 5	B			B			B		
S 6	A			A			A		
S 7	A			B			B		
S 8	A			A			B		
S 9	A			A			B		
S 10	B			B			B		
S 11	B			A			B		
S 12	A			A			B		
S 13	A			B			B		
S 14	A			B			B		
S 15	B			B			B		
S 16	B			B			B		
S 17	A			A			B		
S 18	G			A			A		
S 19	B			B			B		
S 20	B			A			B		
S 21	A			A			A		
S 22	B			B			B		
S 23	B			B			B		
S 24	A			A			B		
Total	G	1	4.16 %	G	0	0 %	G	0	0%
G: Good	A	11	45.83 %	A	11	45.83 %	A	3	12.5%
A: Average B: Good	B	12	50 %	B	13	54.16%	B	21	87.5%

Table 4.14-The Qualitative Observational Grid of the Control Group Essay (2)

Comparing the second essay with the first one, we observe a slight improvement from essay one to essay two in the CG given that grammar mistakes is decreased by 0.66%, spelling mistakes by 0.18, punctuation and capitalization by 0.01. Qualitatively there are decreases in the number of students who have bad organization by 25%; just one student get good organization compared to none of them in the first essay. In addition, there is an increase by 20.83% in the students who have average organization. As to content, no student have

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good content, just 4.17 % improvement in the number of students that have average content; besides, there is a decrease by 4.17% of the students who acquire bad content. The majority of students (21 from 24) get bad vocabulary, but none of them have good vocabulary, and just two students are able to use appropriate words (average vocabulary). So, students in the CG also have seen an improvement in Essay # 02 compared to Essay # 01.

Essay # 03

1-Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
S 1	14	13	12	39	169	23.07
S 2	12	09	10	31	148	20.94
S 3	19	15	12	46	335	13.73
S 4	17	19	12	48	166	28.91
S 5	19	11	12	42	238	17.64
S 6	23	16	14	53	360	14.72
S 7	23	15	13	51	232	21.98
S 8	21	12	09	42	186	22.58
S 9	12	09	08	29	300	9.66
S 10	13	09	10	32	212	15.09
S 11	12	09	13	34	132	25.75
S 12	09	04	16	29	222	13.06
S 13	23	16	22	61	319	19.12
S 14	23	21	33	77	375	20.53
S 15	17	12	14	43	129	33.33
S 16	36	39	25	100	302	33.11
S 17	13	12	22	47	219	21.46
S 18	09	07	11	27	198	13.63
S 19	12	16	13	41	193	21.24
S 20	20	15	12	47	235	20
S 21	12	17	11	40	236	16.94
S 22	21	17	23	61	164	37.19
S 23	25	18	27	70	185	37.83
S 24	08	09	11	28	207	13.53
Total	**413**	**340**	**365**	**1118**	**5462**	**20.47**
%	**7.56%**	**6.22%**	**6.68%**			

Table 4.15-Quantitative Observational Grid of the Control Group Essay (3)

2-Qualitative Observation

Students	Organization			Content			Vocabulary		
S 1	B			B			B		
S 2	B			B			B		
S 3	A			A			A		
S 4	A			A			B		
S 5	A			A			B		
S 6	A			A			A		
S 7	B			A			B		
S 8	A			B			B		
S 9	G			A			A		
S 10	A			A			B		
S 11	A			A			B		
S 12	G			A			A		
S 13	B			B			B		
S 14	A			A			B		
S 15	B			B			B		
S 16	B			B			B		
S 17	A			A			A		
S 18	G			G			A		
S 19	A			A			B		
S 20	A			A			B		
S 21	A			A			A		
S 22	B			B			B		
S 23	A			B			B		
S 24	A			A			A		
Total	G	3	12.5%	G	1	4.16%	G	0	0%
G: Good	A	14	58.33%	A	15	62.5%	A	8	33.33%
A: Average B: Good	B	7	29.17%	B	8	33.33%	B	16	66.66%

Table4.16-The Qualitative Observational Grid of the Control Group Essay (3)

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As table 1.15 shows, no improvement is noticed in grammar because the same percentage of mistakes made in the second essay is remade in the third one. Concerning spelling, punctuation and capitalization mistakes, there is a decrease in the number of mistakes by 0.99% and 0.92% respectively.

In the qualitative observation of essay three, we notice a slight improvement compared to Essay # 02. In relation to organization, there is an improvement by 8.34% in the percentage of students who have good organization compared to essay two, where just one student get good organization. Moreover, there is an increase by 12.50% in the percentage of students who get average organization, and a decrease of about 20.83% in the number of students who have bad organization. For content, just one student is able to write good content compared to no student in the previous essay. 16.67 % improvement in the number of students who have average content and a decrease of 20.83% in the number of students who get bad content. Concerning vocabulary, there is a decrease by 20.84 % in the number of students who have bad choice of words aligned with no change in the number of students who get good vocabulary, and 20.83 % increase in the number of students who obtain average vocabulary.

So, generally there are improvements in the writing ability of students from essay two to essay three. Nevertheless, a considerable number of students still face several difficulties with the five aspects of writing (grammar, spelling, punctuation and capitalization, organization vocabulary, and content).

Essay # 04

1-Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
S 1	17	15	16	48	189	25.39
S 2	12	07	11	30	212	14.15
S 3	13	11	15	39	297	13.13
S 4	19	17	09	45	185	24.32
S 5	29	07	12	48	270	17.77
S 6	13	15	18	46	299	15.38
S 7	21	13	14	48	246	19.51
S 8	14	21	13	48	196	24.48
S 9	09	10	07	26	276	9.42
S 10	17	09	11	37	279	13.26
S 11	09	07	11	27	173	15.60
S 12	12	05	17	34	332	10.24
S 13	16	25	17	58	299	19.39
S 14	12	17	21	50	259	19.30
S 15	21	09	15	45	202	22.27
S 16	37	38	29	104	312	33.33
S 17	11	09	13	33	192	17.18
S 18	09	06	10	25	233	10.72
S 19	14	13	09	36	193	18.65
S 20	17	19	13	49	299	16.38
S 21	11	07	09	27	211	12.79
S 22	27	18	25	70	197	35.53
S 23	23	27	34	84	226	37.16
S 24	13	14	11	38	273	13.91
Total	**396**	**339**	**360**	**1095**	**5850**	**18.72**
%	**6.77%**	**5.79%**	**6.15%**			

Table 4.17-Quantitative Observational Grid of the Control Group Essay (4)

2-Qualitative Observation

Students	Organization			Content			Vocabulary		
S 1	A			B			B		
S 2	A			A			A		
S 3	G			A			A		
S 4	A			A			B		
S 5	A			A			B		
S 6	A			B			B		
S 7	A			A			A		
S 8	B			A			B		
S 9	A			A			A		
S 10	A			A			A		
S 11	A			A			A		
S 12	G			G			A		
S 13	A			A			B		
S 14	A			A			A		
S 15	A			A			B		
S 16	B			B			B		
S 17	A			A			A		
S 18	G			G			A		
S 19	A			A			A		
S 20	A			A			A		
S 21	A			G			A		
S 22	B			B			B		
S 23	A			B			B		
S 24	G			G			A		
Total	G	4	16.66%	G	4	16.66%	G	0	0%
G: Good	A	17	70.83%	A	15	62.5%	A	14	58.33%
A: Average B: Good	B	3	12.5%	B	5	20.83%	B	10	41.66%

Table 4.18-The Qualitative Observational Grid of the Control Group Essay (4)

In the fourth essay, the CG performances are in some way better than the third essay; students reduce their mistakes in grammar by 0.79, in spelling by 0.43, and in punctuation and capitalization by 0.53. In the qualitative measures, the percentage of students who write well organized essay increase by 4.16%, the students who obtain average organization increase by 12.50%; whereas, the percentage of students who get bad organization decrease by 16.67 %. Regarding content, four students have improved their essays content, no improvement in the

number of students who have average content, and a reduction by 12.50 % of the students that get bad content. None of the CG students get hold of good vocabulary, an increase by 25 % of the students who have average vocabulary, and a noticeable decrease of the students who have bad vocabulary by 56.66 %. Subsequently, we can say that the CG have also shown an improvement in their writing ability; however, this improvement is by some means slow compared to improvements in the Exp.G

Essay # 5

1-Quantitative Observation

Students	Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Number of Mistakes	Number of Words	% of Mistakes
S 1	17	09	15	41	202	20.30
S 2	21	12	09	42	213	19.72
S 3	13	11	17	41	358	11.45
S 4	15	18	14	47	241	19.50
S 5	24	15	18	57	316	18.03
S 6	10	27	07	44	302	14.56
S 7	24	12	15	51	266	19.17
S 8	13	15	11	39	199	19.59
S 9	07	11	09	27	271	09.96
S 10	11	07	14	32	265	12.07
S 11	09	09	11	29	275	10.54
S 12	08	05	11	24	284	08.45
S 13	19	17	13	49	266	18.42
S 14	17	21	19	57	365	15.61
S 15	21	09	13	43	214	20.09
S 16	28	46	23	97	281	34.52
S 17	11	09	07	27	235	11.49
S 18	05	07	08	20	248	08.06
S 19	09	13	10	32	237	13.50
S 20	21	09	12	42	279	15.05
S 21	11	09	08	28	258	10.85
S 22	19	19	27	65	165	39.39
S 23	22	19	31	72	259	27.80
S 24	08	13	07	28	253	11.06
Total	**363**	**342**	**329**	**1034**	**6252**	**16.54**
%	**5.81%**	**5.47%**	**5.26%**			

Table 4.19-Quantitative Observational Grid of the Control Group Essay (5)

2-Qualitative Observation

Students	Organization			Content			Vocabulary		
S 1	A			A			B		
S 2	A			A			B		
S 3	G			G			A		
S 4	A			A			A		
S 5	A			A			B		
S 6	A			A			A		
S 7	A			A			A		
S 8	A			A			B		
S 9	G			A			A		
S 10	A			A			A		
S 11	A			A			A		
S 12	G			G			G		
S 13	A			A			B		
S 14	G			A			A		
S 15	A			A			B		
S 16	B			B			B		
S 17	G			G			A		
S 18	G			G			G		
S 19	G			G			A		
S 20	A			A			A		
S 21	G			G			A		
S 22	B			B			B		
S 23	A			A			B		
S 24	G			G			G		
Total	**G**	9	37.5%	**G**	7	29.16%	**G**	3	12.5%
G: Good	**A**	13	56.25%	**A**	15	62.5%	**A**	12	50%
A: Average **B: Good**	**B**	2	8.33%	**B**	2	8.33%	**B**	09	37.5%

Table 4.20-The Qualitative Observational Grid of the Control Group Essay (5)

In the last essay of the CG, students are asked to write an essay about "the consequences of being kicked out of school". The students' performance in this essay is good compared to the previous essays. There is a reduction of mistakes by 0.96 %, 0.32 %, and 0.89 % respectively in grammar, spelling, and punctuation. Concerning the qualitative measures, the number of the students who have good organization is increased considerably by 20.84%; whereas,

students who get average and bad organization decreased by 14.58 %, 4.17 % respectively. Students who are able to write good content also increased by 12.50% compared to essay four; while, students who have average content are the same as the previous essay, and students that have bad content decreased by 12.50 %. Concerning vocabulary, there is 12.50 % an increase in the number of students who have good vocabulary and a decrease by 8.33 % and 4.16 % in the number of students who have average and bad vocabulary respectively.

These results indicate that the students in the C.G. definitely learned something during the treatment period because each essay that students write is fairly better than the previous one, i.e. students' essays had seen continuous progress from Essay #1 to Essay#5

4.5-A Comparison between Exp. G and CG Progression from Essay One to Essay Five

To determine whether there is a significant difference between students' development on the Exp. G and the CG, the progress that the students have made in both groups are compared from essay one to essay five in the five writing aspects (grammar, spelling, PUNC & CAP, organization, content, and vocabulary). The following tables display students' results in the first and fifth essays.

Groups			Grammar Mistakes	Spelling Mistakes	PUNC & CAP Mistakes	Total
Exp.G	Essay № 1 vs. Essay № 5		5.66 % 1.79 %	3.29 % 0.71 %	4.62 % 1.47 %	13.57 % 3.97 %
	The Differences		3.87 %	2.58%	3.15 %	9.60 %
CG	Essay № 1 vs. Essay № 5		8.20 % 5.81 %	7.03 % 5.26 %	7.61 % 5.26 %	22.84 % 16.54 %
	The Differences		2.39 %	1.77 %	2.35 %	6.30 %

Table 4.21- A Comparison between the Progression of the Exp. G and CG from Essay 1

to 5 in the Quantitative Aspects of Writing

Groups			Organization	Content	Vocabulary
Exp.G	Essay № 1 vs. Essay№ 5	Good	12.5% 100%	12.50% 87%	12.50% 75%
	Essay № 1 vs. Essay № 5	Average	37.5% 0%	62.5% 12.50%	25% 25%
	Essay № 1 vs. Essay № 5	Bad	50% 0%	25% 0%	62% 0%
CG	Essay № 1 vs. Essay № 5	Good	0% 37.5%	0% 29.16%	0% 12.50%
	Essay № 1 vs. Essay № 5	Average	25% 56.25%	41% 62%	8.33% 50%
	Essay № 1 vs. Essay № 5	Bad	75% 8.33%	58.33% 5.33	91% 37.5%

Table 4.22- A Comparison between the Progression of the Exp. G and CG from Essay 1

to 5 in the Qualitative Aspects of Writing

As table (4-21) shows, the Exp. G students reduce their mistakes from essay one to essay five by 3.87 % in grammar, 2.58 % in spelling, 3.15 % in punctuation and capitalization mistakes; whereas, students in the CG reduce their mistakes by 2.39 % in grammar, 1.77 % in spelling, and 2.35 % in punctuation and capitalization. So, both groups have known improvements in their writing ability, but improvements in the Exp. G are superior to the CG. The total results obtained confirm that improvement in writing proficiency is higher in the Exp. G compared with improvements in the CG given that the total reduction of mistakes in Exp. G reach 9.60 % compared with 6.30 % in the CG.

The qualitative measures of both groups have also known a significant improvement, but once again improvements in the Exp. G are higher than those in the CG. In organization, all the essays (100 %) in the Exp. G have good organization in essay five against 12.50% of well organized essays in essay one. So, there is an increase by 87.5% in the number of students who have good organization from essay one to essay five. In the CG however, 37.5% of students get good organization against no good organization in the first essay. In terms of content, 74.5 % of students have good content in the Exp. G compared to 29.16 % in the CG. In addition, the number of students who obtain bad content decrease by 25 % in the CG and 53.5 % in the Exp. G. Relating to students vocabulary, the results show that the Exp. G boost their vocabulary by 62.5%, while, the CG show an increase by 12.50% in the percentage of students that are able to use good vocabulary compared to their first essay.

It can be observed from the above tables and results that both the students of the CG and the Exp. G have shown an improvement throughout the process of the treatment period (from essay to another). As, the numbers of mistakes in the five writing aspects are continually

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diminishing; however, we have also noticed that the progression in the writing ability is higher in the Exp. G than in the CG.

4.6-Post-test Description and Analysis

The post-test intends to check whether the implementation of cooperative learning and teacher's feedback in the Exp. G writing class have been effective in boosting their writing ability. Students in both groups (the Exp. G and CG) are given a post-test to check the improvement of the participants in the writing performance. The post-test is to write an in-class essay within 90 minutes time period. There are four topics to choose from for the post test essay writing. These topics are

Topic 1: Students way of spending their leisure time.

Topic 2: Studying at university and studying at high school. Compare and contrast these two ways of studying.

Topic 3: Why do teens commit suicide?

Topic 4: "You don't know what you've got till it's gone".

The correction of students' essays is conducted carefully because it is at this stage that we can measure the extent to which the teaching methods are effective and efficient. For this reason and more importantly for the sake of being objective, students essay are analytically scored on the five components of writing, which are content, organization, vocabulary language use and mechanics. The writing samples are scored using a modified version of the ESL composition profile by (Jacobs et al., 1981, cited in Weigle, 2002: 116 see Appendix G: the Writing Scoring Guide). In this study, the scores are equally divided between the five

aspects because we see that our sample, which is 2nd year-university students have dealt with all these aspects during their instruction at university. So, each component is assigned a grade ranging from 1 to 4 using a four-point scale: 1(very poor), 2 (poor to fair), 3 (average to good), and 4 (very good to Excellent).

The overall results of the post-test for the experimental and control group are shown in the following table

	$\overline{X}$	N	SD	Mean Difference
Exp. G	11.97	30	1.60	
CG	10.54	24	1.72	1.43

Table 4.23-Writing Performance / Post-test Results

As shown in the above table, the mean score and standard deviation of the Exp. G in the post-test equal (11.97) and (1.60) respectively. This demonstrates that the students' level in writing is approximately good. Then, the CG gets (10.54) and (1.72); thus, the mastery level in writing for the CG is average. A comparison of the means of the two groups indicates that the participants vary in their writing competencies, and that there is a considerable difference (1.43) between the means of the two groups.

To further investigate the differences in writing ability between the Exp. G and CG students' performance in each writing aspect is compared.

Content

Regarding content aspect, students' scores reveal that the majority of participants in both groups have good scores compared with the other aspects. In addition, the results reveal that participants in both groups could write essays related to the assigned topics. The following table offers details about the rating of content in both groups.

Content						
Exp. G			CG		
Rating	№ of students	Percentage	Rating	№ of students	Percentage
4	1	3.33%	4	None	0%
3	19	63.33%	3	17	70.83 %
2	10	33.33%	2	4	16.67 %
1	None	0%	1	3	12.5 %

*(N = 30 in Exp.G & = 24 CG)

Table 4.24-Descriptive Data for the Content Post-test in both Groups

As table 4.24 indicates, the difference in the rating of students in the Exp. G and CG in content is not very large. Scores in both groups range between 3 and 2. In the Exp. G 3.33% of students (N= 1) scored 4 whereas in the CG no one get this score. The majority of students 63.33 % (N = 19) have score 3 out of 4 in the experimental group. Likewise, 70.83 % (N= 17) in the CG obtain this score. 33.33% (N=10) of students in the Exp. G score 2 out of 4 and 16.67 % (N=4) get that score in the CG. For the last rating, no student in the Exp. G score at level 1 and 3students (12.5 %) obtain 1 in the CG. These results show that the minimum score for the Exp. G is 2/4 and the maximum score is 4. In the CG; however, the maximum score is 3/4 and the minimum is 1/4. This indicates that the students' level in writing in terms of content is higher in the group that practice writing using the LT model of cooperative learning and receive teacher's feedback than in the group that practice writing using traditional method.

Organization

Detailed analysis of the organization aspect reveal that the students' level is fairly good in both groups and that organization get the second highest score in both groups.

Organization					
Exp. G			CG		
Rating	№ of students	Percentage	Rating	№ of students	Percentage
4	None	0	4	None	0%
3	15	50%	3	13	54.16 %
2	15	50%	2	7	29.17 %
1	None	0%	1	4	16.67%

*(N = 30 in Exp.G & = 24 CG)

Table 4.25-Descriptive Data for Organization post-test in both groups

So, in terms of organization the range of score in the Exp. G is equally divided between 3 and 2. Thus, 50% of the students get 3 out of 4 and the rest 50% (N =15) have 2 out of 4. For the CG, 54.16 %, 29.17%, and %16.67 % of the students score 3, 2 and 1 respectively. The scores in organization indicate that the majority of students in the two groups have average-good level in this aspect, but students in the Exp. G are able to perform better in organization possibly because of the inclusion of LT cooperative learning and teacher's feedback in the writing class.

Vocabulary

Students' performance in vocabulary is by some means lower in both groups compared with content and organization. In the Exp. G, the majority of students, 63.33% (N = 19) score 2 out of 4 and 36.67% (N = 11) score 3out of 4. None of the students in the Exp. G score 1 (the lowest score) or 4 (the highest score). These results illustrate that students in the Exp. G have average to good level in the vocabulary item. Concerning the CG, the majority of students, 66.67% get 2 out of 4, 16.67% (N=4) students score 3 and the same percentage of students, 16.67 % get 1, while the highest score 4 is not given to any participant in the CG

group. The results in the following table indicate that students in the Exp. G perform clearly better than students in the CG in vocabulary indicating that cooperative learning provide a platform for the students to write more effective communicative and precise vocabulary in their writing.

Vocabulary						
Exp. G			CG			
Rating	№ of students	Percentage	Rating	№ of students	Percentage	*(N = 30 in
4	None	0	4	None	0%	Exp.G & = 24
3	11	36.67%	3	4	16.67	CG)
2	19	63.33%	2	16	66.67%	
1	None	0%	1	4	16.67%	

Table 4.26-Descriptive Data for Vocabulary post-test in both groups

Language Use

Language Use						
Exp. G			CG			
Rating	№ of students	Percentage	Rating	№ of students	Percentage	
4	None	0%	4	None	0%	
3	11	36.67%	3	2	8.33%	*(N = 30 in Exp.G
2	16	53.33%	2	13	54.17%	& = 24 CG)
1	3	10%	1	9	37.5%	

Table 4.27-Descriptive Data for Language Use post-test in both groups

In terms of language use, students scores ranged between 3 and 1 in both groups, and thus no student reach the highest score 4 out of 4 in this aspect. As table 4.27 indicates, 36.67 % of

students obtain 3 out of 4 in the Exp. G and only 2 students 8.33% get this score in the CG. As to the lower rating, only 3 (10%) students in the Exp. G scored 1while 37.50% (9 learners) of the students get this lowest score in the CG. In addition, more than half of the students, 53.33% obtain the score of 2 in the Exp. G and 54.17 % of the students get that score in the CG. Once more, this shows that students in the Exp. G outperform those in the CG in the language use aspect of writing. This proves that writing under the LT cooperative model and teacher's feedback helpe more than traditional lecturing in producing effective constructions, reducing errors in agreement (subject/verb agreement number agreement) and also decreasing problems in the use of articles, pronounces and prepositions.

Mechanics

The last evaluating category, mechanics, is rated low in both groups. The following table demonstrates scores get in this aspect for both groups.

Mechanics						
Exp. G			CG			
Rating	*№ of students*	*Percentage*	*Rating*	*№ of students*	*Percentage*	*(N = 30 in Exp.G & = 24 CG)*
4	None	0%	4	None	0%	
3	7	23.33%	3	3	12.5%	
2	20	66.67%	2	15	62.5%	
1	3	10%	1	6	25%	

Table 4.28-Descriptive Data for Mechanics post-test in both groups

As the above table shows, students score poorly in mechanics in both the Exp. G and the CG, but the difference in scores between the two groups is significant. No student in the Exp.

G score 4 and none of the CG students get this score as well. As clearly showed in the above table, 23.33%, 66.67%, and 10% of the students score 3, 2 and 1 respectively, while 12.5% 62.5% and 25% of the students in the CG score 3, 2 and 1 respectively. So, three students in the Exp. G and six in the CG have serious problems in mechanics. Therefore, students performance in mechanics demonstrate the weakness of students in this aspect compare to the other aspects and also show the perfection of the Exp. G students over those in the CG as students in the Exp. G make less error of spelling, punctuation, capitalization and paragraphing.

All in all, the above essays show that students who cooperate during the essay writing process and receive teacher's feedback outperform their colleagues in the CG, which could be a proof for the efficacy of the LT model and teachers' feedback in the writing class. The descriptive statistics clearly indicate that gains in the Exp. G performance exceed gains in the CG performance in the five writing aspects by + 0.6 % in content, + 0. 6% in organization + 1.85% in vocabulary, the highest percentage + 2.80 in language use and + 1.30% in the the mechanics of writing. Accordingly, the inclusion of LT cooperative learning and teacher's feedback on the writing lessons have positive effects on the students' writing performance as a whole and on each writing component scores as well, but with different percentage. This would suggest that LT cooperative model and teacher's feedback are well advised as effective strategies to boost students' writing ability.

4.7- T-Test Analysis

To see whether the difference in the achievement of the two groups is due to the influence of the study's independent variables, or it is only due to chance, we have opted for a t-test. T-test allows us to choose between the null hypothesis which says that the difference is likely to

be a result of chance, and the alternate hypothesis which states that the treatment variables rather than chance caused the difference between the means. T-test is the most commonly used statistical test that compares two means to see if they are significantly different. It is robust, simple and adjustable to a broad range of situations. According to Miller (1975), t-test is more powerful than the mann-whitney test and the chi-square test. Moreover, Ghosal, and Srivastava (2009:16) state that t-test "is appropriate whenever you want to compare the means of two groups, especially as the analysis for the post-test—only two groups randomized experimental design", which is the experimental design used to answer the present research's questions. The computation formula of the t-test is

$$ tN_1 + N_2 - 2 = \frac{\left(\overline{X_1} - \overline{X_2}\right)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{\left(N_1 S_1^2 + N_2 S_2^2\right)\left(N_1 + N_2\right)}} $$

Where

$\overline{X_1}$ = Mean of the first group

$\overline{X_2}$ = Mean of the second group

N_1 = Number of the participants in the first group

N_2 = Number of students in the second group

S_1^2 = Sample variance of the first group

S_2^2 = Sample Variance of the second group

$$ \overline{X_1} = \frac{\sum X_1}{N_1} = \frac{359}{30} = 11.97 $$

$$ S_1^2 = \frac{\sum X_1^2}{N_1} - \overline{X_1}^2 $$

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$$S_1^2 = \frac{4375}{30} - 11{,}97^2$$

$$S_1^2 = 2.55$$

$$\overline{X_2} = \frac{\sum X_2}{N_2} = \frac{253}{24} = 10.54$$

$$S_2^2 = \frac{\sum X_2^2}{N_2} - \overline{X_2^2}$$

$$S_2^2 = 2.95$$

$$S_2^2 = \frac{2737}{24} - 10.54^2$$

The T-value[1]

$$t_{n_1} + n_2 - 2 = \frac{\left(\overline{X_1} - \overline{X_2}\right)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{\left(N_1 S_1^2 + N_2 S_2^2\right)(N_1 + N_2)}}$$

$$t30 + 24 - 2 = \frac{(11.97 - 10.54)\sqrt{(30 + 24 - 2)30x24}}{\sqrt{(30x2.55 + 24x2.95)(30 + 24)}}$$

$$t52 = \frac{1.43\sqrt{37440}}{\sqrt{7954.2}}$$

$$t52 = \frac{276.69}{89.19}$$

$$t52 = 3.10$$

---

[1] N.B: See appendix *C* for calculations and data used for the t value.

The critical t value with a one-tailed prediction (directional hypothesis) for a *df* = 52 and a level of significance = 0.05 is 1.67. Since t = 3.10 >1.67, we reject the null hypothesis in favour of the alternate hypothesis, which means that LT cooperative learning model and teacher's feedback do have an effect on students' writing performance. The difference between t obtained and t tabulated is 1.43; this means that the results are statistically significant. More accurately, the probability that the difference between the means arose by chance is less than 0.05.

4.8- Discussion and Interpretation of the Results

Although group work and teachers' feedback are largely used in the writing classes, writing groups are usually not structured as well as teachers' feedback is usually given haphazardly and at the end product of students' writing. Hence, the aim of this study is to determine whether the use of structured groups based on the LT cooperative model proposed by Johnson and Johnson (1987) and selective teacher's feedback that is given during the writing process (we believe that the best teacher's feedback is done whilst the teacher sits with the students) have a considerable positive effect on the second-year student essay writing. To achieve the aim of this study, it is hypothesized that.

H° = There is no significant difference between the achievement of the Exp. G and the CG with 0.05 level of significance and 52 degrees of freedom.

- Ha = There is a difference between the achievement of the Exp. G and the achievement of the CG with 0.05 level of significance and 52 degrees of freedom.

Based on the results of the data analysis, the null hypothesis of the present study is rejected. So, we could claim that there is a significant relationship between LT cooperative

model, teacher's feedback and EFL students' writing achievement, and that the use of the LT model and teacher's feedback has resulted in a significant progress: most of the students in the Exp.G have developed in using the five writing aspects.

In fact, the Exp. G and the CG have the same ranking of the five aspects respectively, with content being ranked highest mean score (M = 2.70, SD =.53) for the Exp. G and (M = 2.58 SD = .71) for the CG, followed by organization with (M = 2.50, SD =.50) for the Exp. G and (M = 2.38, SD = .74) for the CG, and vocabulary (M = 2.37, SD = .46) for the Exp. G and (M = 2, SD =.70) for the CG, then language use with (M= 2.27, SD =.62) for the Exp. G and (M = 1.71, SD =.61) for the CG. Mechanics is rated low in both groups with (M= 2.13, SD =.57) in the Exp. G and (M =1. 87, SD =.61) for the CG. Actually, there are differences among the five aspects of writing gain by both groups that is students' performance differs from one aspect to another. Also, there is a considerable difference between the students' achievements in the Exp. G and the CG in these five aspects. The mean scores for the five writing aspects also indicated that the Exp. G performs better than the CG. The Exp. G have the highest means compared with the CG in the five items of the grading criteria which are content, vocabulary, organization, grammar and mechanics, but with different distinctions. The difference between the means clearly demonstrate that students who practice writing under the LT cooperative model and teacher's feedback have better level in the writing skills than the students in the CG. Thus, another important finding of the study is that the LT model and teacher's feedback brought extensively positive outcomes on the five writing components as it is clearly show in the following table

Aspects	Group	Mean	SD	Mean Diff.
Content	**Experimental**	2.70	0.53	0.12
	Control	2.58	0.71	
Organization	**Experimental**	2.50	0.50	0.12
	Control	2.38	0.74	
Vocabulary	**Experimental**	2.37	0.46	0.37
	Control	2	0.70	
Language Use	**Experimental**	2.27	0.62	0.56
	Control	1.71	0.61	
Mechanics	**Experimental**	2.13	0.57	0.26
	Control	1.87	0.61	

Table 4.29-Descriptive Statistics of the Five Aspects of Writing in the Post-test

In addition, the fact that circumstances in which the study is carried out are the same for both groups as both the Exp. G and CG have the same background knowledge as well as the same procedures have been adapted in both groups by the same teacher-researcher, and have been put in the same conditions (time, the same writing topics, the same model essays). The difference is just the use of LT model and teacher's feedback in the Exp. G. Therefore we advocate that any difference in the students' writing achievement is due to the teaching methods, and we propose LT model and teachers' feedback as effective strategies to be used for second-year students writing classes at the Mentouri Brothers University, Constantine.

Both the results of the study and the theoretical framework support the use of cooperative learning and teachers' feedback in the writing classes. It has been claimed that these are successful techniques which create an atmosphere that stimulates students and raises their aptitudes. Thus, interaction in cooperative writing groups provides learners opportunities for the exchange of thoughts and peer feedback that raises their motivations and offers them a warm and encouraging atmosphere to write.

Overall, this study shows that, if well trained and correctly implemented, cooperative learning and teacher's feedback would benefit and satisfy both teachers and students. Besides the obtained supporting positive results, we observe that students who write in groups have more fun than students who write individually. Throughout the experimental process students in the treatment group are quite involved, enthusiastic, and motivated when they are writing. In addition, we perceive from the treatment period that providing feedback for groups is easier than giving feedback for each student individually as well it save the teachers' time and energy. So, providing feedback to cooperative writing groups is an effective teaching technique for crowded classes. In addition, when students write in groups they have the chance to explain their ideas and thoughts to their peers at the same time benefit from their peer review and suggestions.

Conclusion

This chapter has reported an experimental study in which post-test only control group design is carried out to explore the impact the LT cooperative model and teacher's feedback on second-year University students' writing performance. Two groups are chosen and are randomly assigned to the control and treatment groups. The post-test results have shown the positive effect of the Johnsons' cooperative model and teacher's feedback on the students' writing ability. The provision of this treatment has resulted in significant progress given that, most of the students in the Exp. G have been better in the five aspects of writing. These results have also been confirmed by the t-test analysis that yield statistically significant results, thus it allows us to validate the first hypothesis. These positive findings regarding the use of LT cooperative model and teacher's feedback in the EFL writing classroom have many implications for future research and for classroom pedagogy as well.

CHAPTER FIVE

TEACHERS' METHODOLDY AND PERCEPTIONS OF FEEDBACK AND COOPERATIVE LEARNING IN THE WRITING CLASS

Introduction

 5.1-The Sample

 5.2- Description of the Questionnaire

5.3 -Analysis and Interpretation of the Questionnaire

5.3.1 Section A: Background Information

5.3.2-Section B: The Writing Skill

5.3.3-Section C: The Effectiveness of Teachers' Feedback on Students ` Writing

5.3.4-Section D: Teachers' Beliefs, Practices and Attitudes towards Cooperative Learning

Conclusion

Introduction

This chapter reports the results of teachers' awareness, beliefs and attitudes vis-à-vis the use of cooperative learning and teachers' feedback in the writing class based on their responses to the questionnaire. The analysis of the collected data will enable us to accurately identify the problems teachers face in the writing class and their practices in using group work along with their techniques for providing feedback to enhance the acquisition of writing among their students. The analysis of the questionnaire answers will also allow us to see whether teachers are in favour of cooperative writing groups and how they value, perceive and use this technique, if any, in the writing class. The information we gain from this questionnaire will assist designing better writing class and help provide better clarifications about cooperative learning and feedback to teachers.

5.1-The Sample

The questionnaire was administered to sixteen Second Year "Written Expression" teachers at the Department of Letters and English, University of Constantine 1 during the second semester of the academic year 2012/2013. The teaching experience of the participants varied from one year to more than twenty years in teaching writing. Therefore, the participants were considered to be experienced writing teachers. Sixteen questionnaires were handed back to the researcher representing our sample in this study.

5.2- Description of the Questionnaire

The teachers' questionnaire is a whole of eighty-six questions organized in four sections. Each section is related directly or indirectly to one of the aspects discussed in this research. There are different types of questions in this questionnaire; numeric questions which have

been used to get background information about teachers(numeric questions are questions that needs numerical answers, like the number of years of teaching experience). Open-ended questions are used to understand the teachers' opinions and attitudes towards the subjects under study. In addition, close-ended questions where teachers have pre-determined answers to choose from are also used. Some confusing responses were expected to appear among teachers' answers and thus a follow-up questions (Please justify your answer/choice) were developed to help us get clear and complete responses.

As shown in appendix "A", the questionnaire is divided into four sections:

- **Section A**, (question one to question two) compiles background information about teachers' employment state and their experience in teaching at the University, and in teaching "Written Expression".

- **Section B**, (question three to question nine) deals with teachers' forms of teaching the writing skill, their students' actual and desired level in writing, the role of reading in improving students' writing ability and the approach(es) teachers use in the writing classes.

- **Section C**, (question ten to question sixteen) looks at the teachers' perceptions of the usefulness and helpfulness of their feedback for students' writing and their practices in relation to feedback provision.

- **Section D,**(question seventeen to eighty-six) explores teachers' understanding and use of cooperative learning in teaching writing, their views about it as a tool to enhance students' writing skills and their knowledge of its' advantages.

5.3-Analysis and Interpretation of the Questionnaire

5.3.1- Section A: Background Information

1. What is your employment status as a teacher?

a. Full-time **b. Part-time**
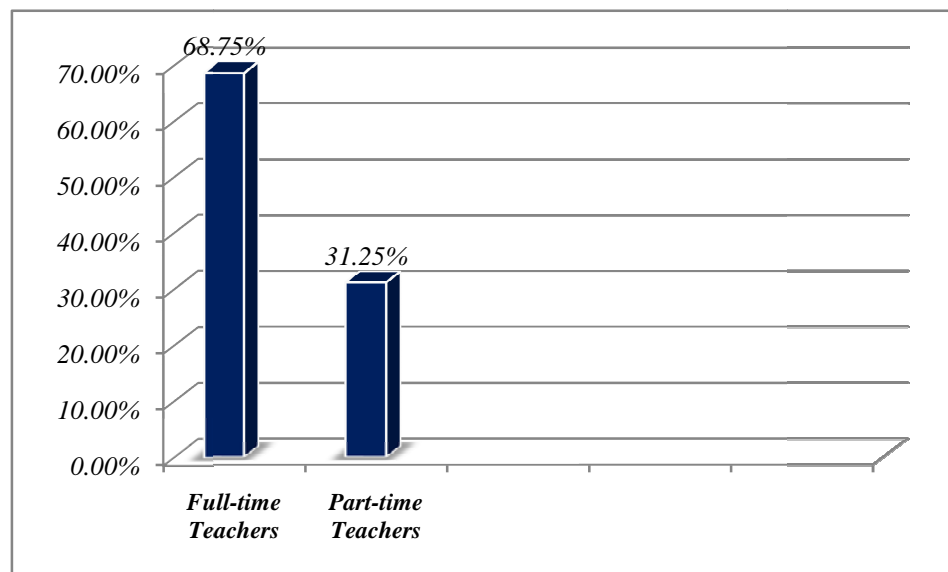
Figure 5.1- Teachers' Employment Status

The results in the figure 5.1 above show that 68, 75 % of the teachers have full-time status and only 31. 25 % of them are part-time. This entails that the large percentage of teachers have a reliable experience in teaching at the university. Consequently, their responses would be of great help and to some extent can be relied on.

2. How long have you been teaching "Written Expression"?Year (s)
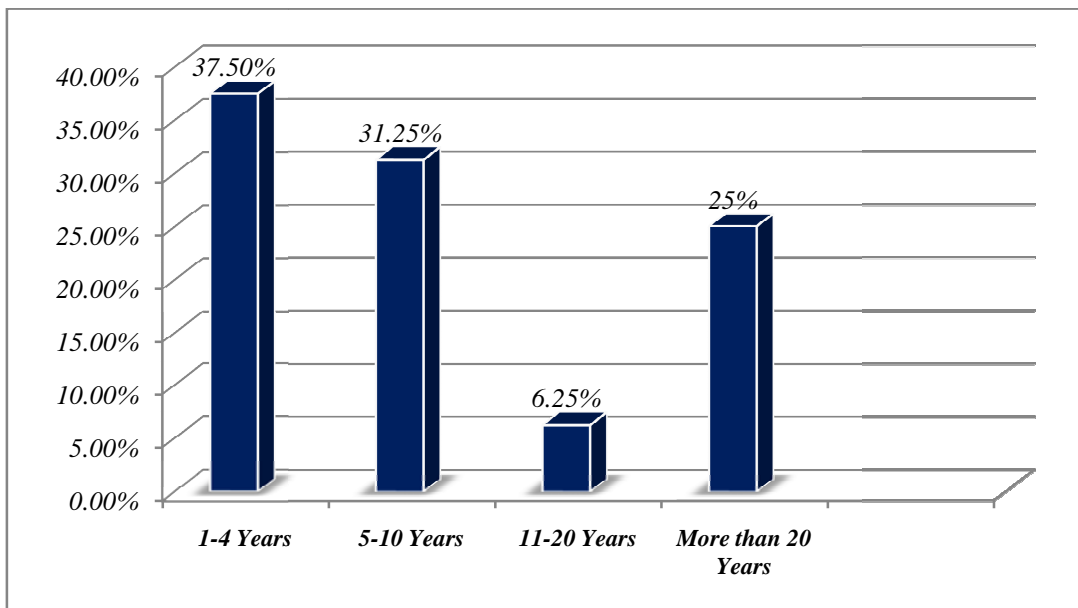
Figure 5.2- Years of Written Expression Teaching Experience

The figure 5.2 shows that the teachers have varied levels of experience in teaching "Written Expression". 37, 5 % of the teachers taught "Written Expression" for 1 to 4 years; 31, 25 % taught "Written Expression" from 5 to 10 years, and 25% of the teachers have more than 20 years of teaching experience. Whereas, only 1 teacher, i.e. 06, 25% taught "written Expression" from 11 to 20 years. Teachers with different years of teaching experience could bring a variety of interesting ideas and opinions that enrich our questionnaire and help us achieve our aim which is to detect the reasons of students' difficulties in writing and examine teachers' views towards cooperative learning and teachers' feedback in the writing class.

5.3.2-Section B: The Writing Skill

3. How should a 2nd year student piece of writing be? (You can tick more than one box)

  a. **Relevant and interesting ideas**

b. Logical and effective organization ☐

c. Expressive and accurate vocabulary ☐

d. **Fluent and grammatically correct sentences** ☐

e. Correct and communicative conventions ☐

f. Other, please specify ☐
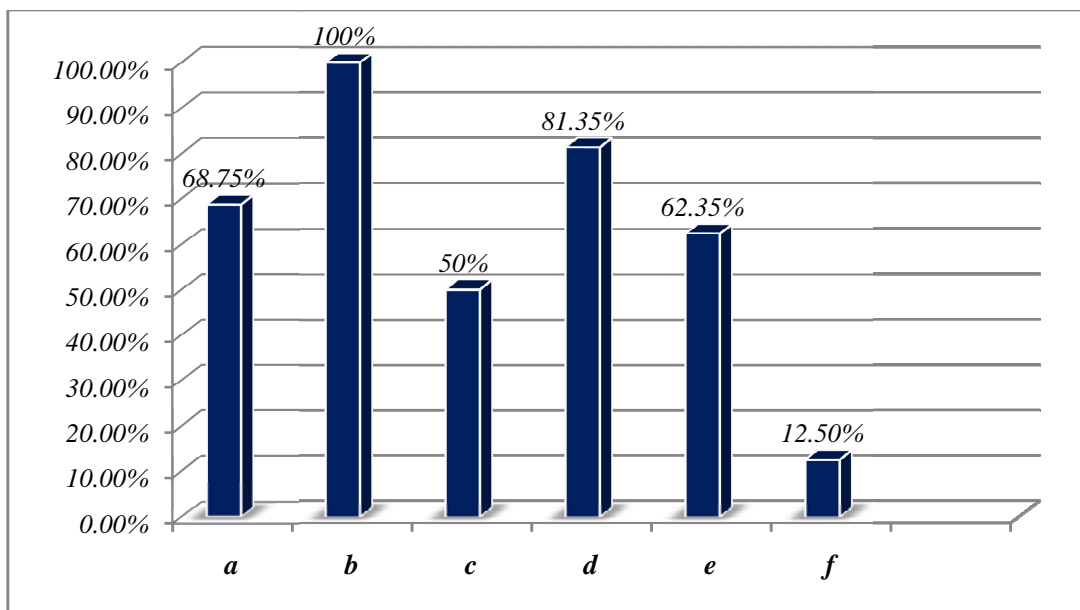
[1]**Figure 5.3- Characteristics of a Good Second-Year Students' Piece of Writing**

The first observation we can make is that there is 100% agreement on the fact that 2nd year students' piece of writing should have a logical and effective organization. This is, according to us,   due to the fact that 2nd year "Written Expression" program is mainly devoted to essay organization, and because the most important part of effective writing is clear and logical organization; besides, organization addresses the overall structure of the essay.

In addition, most teachers (81, 35 %) considered fluent and grammatically correct sentences as a critical component of an effective 2nd year students' essay. Such results are

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[1]Teachers ticked more than one box, so the total is not 100%

not surprising since sentences that are fluent and have correct grammar make the overall message of the piece of writing easy to read and understand, and allow readers enjoy writing. Besides, sentence structure is incredibly important to focus on at all levels of students' instruction in learning languages because grammar is the system of language; without it, there would be no agreement about the accepted forms to convey meaning.

To write a good essay, second year students have to use ideas that are relevant to their topic and grab their readers (teacher, peers) attention. 68, 75 % of the teachers considered this aspect as a priority in students' writing. Actually, there is no doubt that relevant and interesting ideas are the heart of a piece of writing because without ideas, there wouldn't be any writing.

As revealed in figure 5.3 above, 62, 5 % of the participants indicated that to write an effective essay, 2nd year students had to be able to use punctuation, capitalization, spelling, and other aspects that make writing consistent and readable. In fact, writing conventions are necessary for comprehension; accordingly, these elements have to be emphasized.

50 % of the teachers considered expressive and accurate vocabulary as an essential element that 2nd year-students need to be able to use. In fact, learners' writing ability hinges upon having an adequate vocabulary since precise and expressive vocabulary will provide clear communication of their ideas and thoughts; consequently, this item have to be highly considered in the writing class. We think that the use of the appropriate and communicative words is usually developed from extensive reading, some specific training, and good deal of practice. Thus, teachers should provide their students with a variety of activities to enable them incorporate diversity of meaningful and accurate words in their writing.

It could be said that teachers in our university see that exclusively without exception all the mentioned aspects have to be mastered by second year EFL students. The analysis also indicates that teachers are no longer focusing just on grammar as the most vital element in an effective piece of writing. Moreover, we have noticed that there was a difference between experienced and non-experienced teachers' opinions concerning this question. Thus, all experienced teachers have opted for all the mentioned aspects as a necessity in a 2nd year students' writing production. Whereas, non-experienced teachers see that just certain aspects (organization and correct sentences) have to be present at this level of students' instruction. 12.5 % of the teachers added that second year students' piece of writing had to have good hand writing. Also, it should take into account original ideas and rich style of writing.

4. What is your students' actual level of writing? (Check *one* box only)

a. **Most are above average (can use accurate vocabulary, correct grammar, logical organization, and relevant ideas)**

b. **Most are averages (have some problems in the different aspects of writing)**

c. **Most are below average (have serious problems in writing)**

d. **Writing level varies greatly**
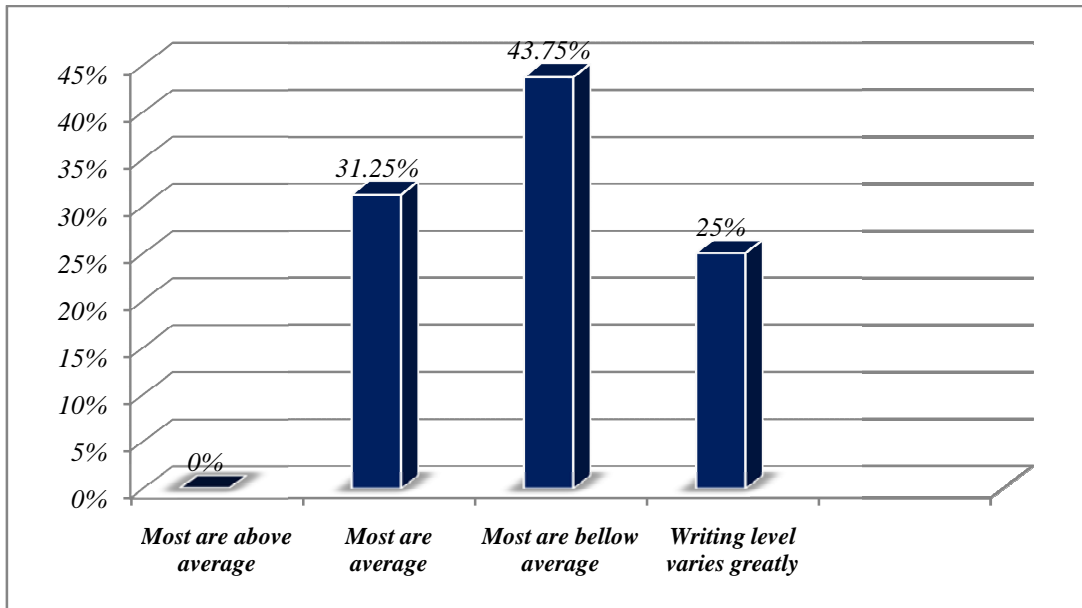
Figure 5.4- 2nd Year Students' Actual Level in Writing

As we can see in the results above, the largest percentage of the teachers (43,75 %) described their students' level in writing as being "below average", and 31, 25% of them considered their students' writing level "average". Whereas, 25% of the teachers claimed that in their writing classrooms students have diverse levels. Yet, none of the teachers answerd the questionnaire said that their students' level of writing was above average. From these results, we note that there is a difference between the desired teacher's writing skill level for the 2nd year students and the student's actual writing skill levels. That is, there is a discrepancy between how 2nd year students' writing paper actually looks like, and how ideal 2nd year EFL writing ought to look like.

5. In your opinion, what are the causes of such difference, if any, between the students actual and desired level of writing?

The following reasons were given by the teachers as the main causes of students' deficiencies and problems in writing.

- "Students don't read and certainly don't write either"

- "The two main causes are: (1) Interest; some students are interested in writing; others are not. (2) Ability; some can easily understand and apply others no"

- "(1) Students don't read (2) They don't get enough feedback (big number of students in class) (3) Writing is not encouraged in other modules (they can succeed without writing a single paragraph)"

- "First the backgrounds of the students, and second, motivation"

- "Mainly because of students' interest and motivation"

- "Some students are not motivated to write, lack of reading"

- "No interest towards English language and lack of motivation"

- "They don't make any effort to improve their writing skill"

- "Lack of motivation to write"

- "They do not make effort"

- "The methodology and way of teaching writing"

- "First language interference (2) they do not read (3) they have problems in language itself not only in writing (4) sometimes they are ambitious so they attempt to find a way of expressing something which is beyond their current level"

- "The main reason behind is their lack of the writing skill itself. It's their weakness in expressing themselves in English, i.e., in language"

In spite of all the above causes that make second year students unsuccessful writers, we do believe that if teachers apply effective strategies to rise their students awareness of what makes good writing, such causes would be diminished or disappeared.

6. Does reading assist the development of the writing skill?

Yes ⬭   No ⬭

Option	Number	%
Yes	16	100%
No	00	0%
Total	16	100%

Table 5.1-Teachers Attitudes towards the Reading Importance for Success in Writing

All teachers believed that reading is one factor that greatly contributes to proficiency in writing. Indeed, the reading-writing connection cannot be denied; they are a face of the same coin; one cannot go without the other. Reading is the source of knowledge that feeds writing because it enables students to acquire new knowledge, improve their vocabulary and expose them to new writing styles. Hence, if students want to write, they have to read.

7. If yes, do you assign reading as a part of your writing instruction?(please, justify your answer)

Yes ⬭   No ⬭

Option	Number	%
Yes	03	18.75%
No	13	81.25%
Total	16	100%

Table 5.2- Implementing Reading in the Writing Class

While, there was a total agreement (100 %) about the crucial role of reading in improving students' writing. More than three-fourths (81, 25%) of the teachers said that they did not assign reading as a part of the writing instruction. According to them, this was due firstly to the excessive number of students per group. The teachers contended that there was no need to ask students to read since we did not check and evaluated their reading. Moreover, teachers gave time constraints as a barrier that deprived them from assigning reading in their writing classrooms. Other teachers said that they could not oblige their students to read, especially that most of the students did not like reading and were not used to it. However, 18, 75% of the teachers said that they assigned reading as a part of their writing instruction by asking students to write summaries of some books chapters, and through giving students texts to read then ask them to do some activities on the basis of what they have already read. Although, students are not interested in reading, teachers have to constantly stress its importance and role in language acquisition and in writing profeciency, and try to find methods that motivate their learners to read, hence gradually enhance their writing abilities.

8. What is the approach you follow to teach writing for 2nd year students?

a.	**The Product Approach**	☐
b.	**The Process Approach**	☐
c.	**The Genre Approach**	☐
d.	**Others**	☐
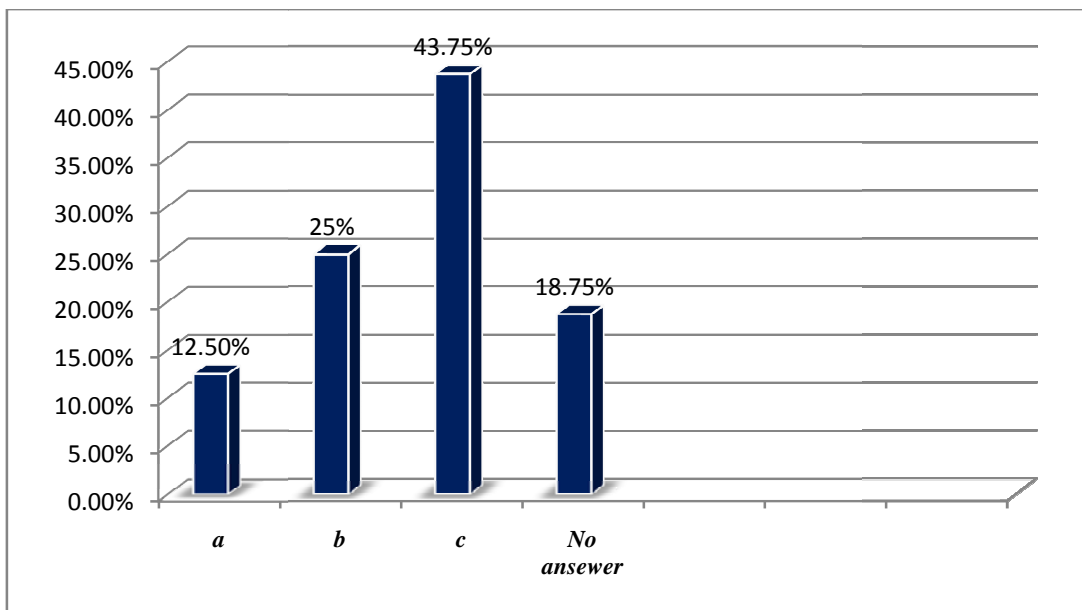
Figure 5.5- Approaches to Teaching Writing

Half of the teachers (8 out of 16) said they used the Process Approach in their writing classes. This approach gives students the opportunity to make a number of revisions in their essays that can result in boosting their writing quality. 12.50 % of the teachers opted for (a) "the Product Approach" which is interested in the final product of the writing process. Moreover, this approach requires learners to be engaged in imitating and transforming model texts in order to make them aware of the text features. Concerning the Genre Approach, the results obtained indicated that none of the teachers teach writing using this approach which sees writing as an attempt to communicate with a reader; it focuses on the form, the textual

conventions, and more importantly on the rhetorical purposes of the text. 25 % of the respondents preferred to combine the product and process approaches in their classes, whereas, only 6.25 % combined the product, process, and genre approaches, and the same percentage (6.25 %) of the respondents said that they looked for ways in which they coud combine all the approaches (eclectic method) depending on their students' needs and their courses objectives.

09. Explain the reasons behind your choice of your teaching approach?

In response to question nine, teachers have given the following reasons for their choice of the different approaches.

1. **The Product Approach** (2 teachers)

   ▪ "In my view, it's impossible to adopt the process/ genre approach when facing so many students. Again, time is one of the greatest challenges in implementing such approaches".

   ▪ "I use the product approach due to the lack of time and difficulties of implementing other approaches in such overloaded classes".

2. **The Process Approach** (8 teachers)

   ▪ "Effective, especially for EFL students as it helps students to be engaged extensively in the writing activity".

   ▪ "It is very efficient because the students go through different stages before reaching the final draft that is, they can reflect more and consider their writing before submitting it."

   ▪ "It enables students to learn writing by giving them occasion to engage in the composing process".

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- "It is important to show the students the different stages which are perquisites to good writing"

- "In second year, students start to write step by step accordingly, the process approach is the most suitable as it makes learnes aware that the writing process is recursive and that they need to construct along the different stages of this process to reach their final product"

- "Because writing is a skill that requires many stages to reach the final one which is the students' written production, we stress mainly this approach."

- "Using the process approach increases students' creativity and provides enough opportunities to address the different problems students come across while writing".

3. **The Product and Process approach** (4 teachers)

- "I use the process approach because students need feedback and need the different steps of the process approach. Students also need to submit their final draft and need marks for continuous evaluation; hence, the product approach is also necessary in the writing class".

- "Obviously our ultimate goal as teachers is to achieve an acceptable product from the students; this is achieved, I believe, through focusing on the outcomes as well as the stages learners go through"

- "The process approach expresses the name, we ask the students to write following a process not imitating and we also evaluate their final product to see their progression"

- "The process and the product approaches, for me, are equally important and effective for students' achievement in writing".

4. **The product, process, and genre approaches** (1teacher)

"Benefiting from the three approaches can lead to quite interesting results because each one has quite specific features which are complementary. The process approach helps students write multiple drafts and receive feedback during the different writing phases. The product approach aids learners submit their work for evaluation. Whereas, the genre approach assists them differentiate between the structure and form of each type of writing genre".

5. **Others (eclectic approach)** (1 teachers)

▪ "I use different approaches depending on the personality of the group and the students'levels".

5.3.3- Section C: The Effectiveness of Teachers' Feedback on Students' Writing

10. Should the teacher comment on drafts of students' essays? (Please, justify your answer)

Yes ☐   **No** ☐

Option	Number	%
Yes	15	93.75 %
No	01	6.25%
Total	16	100%

Table 5.3- Teachers' Views about the Importance of their Feedback on Students' Drafts

This question aims to find out how teachers held their feedback on students' drafts to be. Results indicate that the vast majority of respondents (93.75%) have an overwhelming belief on the importance of their feedback on students' drafts, and claimed that they frequently or nearly frequently provided students with feedback during writing.

In fact, the importance of feedback during the writing process cannot be denied. But, we have to bear in mind that effective and valuable feedback should be given at the beginning and middle stages of the writing process. These stages are the most appropriate for providing feedback in that students, at this time, can use the feedback to revise and edit their writing. Teachers' comments about the importance of feedback are as follows:

- "It is useful to be part of the students' writing process; otherwise, how are they going to know their mistakes"

- "When the teacher comments on students' writing, s/he gives them ideas and guidelines on how to improve their writing"

- "It is an important way to inform and tell students about their mistakes and errors"

- "If not, how could they be aware of their mistakes?"

- "Help them achieve better product. Consequently, these show students that the process of writing is important and that major changes might occur while writing"

- "To personalize errors, and draw students' attention to them"

- "It is an effective way to help students review their mistakes."

- "Because learners will pay more attention to teachers' feedback at this stage. They try to do their best to respond to these comments, and avoid the mistakes that the teacher highlights in writing the final draft"

- "Commenting on students' drafts helps learners understand their strength and weaknesses in writing"

All the teachers' justifications for the importance of their feedback on students' drafts were the same. In that, there was a total agreement on the fact that teachers' feedback is a way to inform or make students' aware of their mistakes. Indeed, teachers' feedback is the key to make students aware of their mistakes and difficulties in writing. However, we cannot restrict its' role just in this sense because teachers' feedback is also crucial in encouraging and consolidating students in the writing process. More than that, teachers' feedback keeps students on track and motivates them to achieve the learning outcomes

11. When providing feedback to students' writings, you often focus on:

a. **Form of writing: (e.g., grammar and the mechanics of writing)**   ⬭

b. **Content of writing: (e. g., ideas organization, the amount of details)**   ⬭

c. **Both content and form**   ⬭
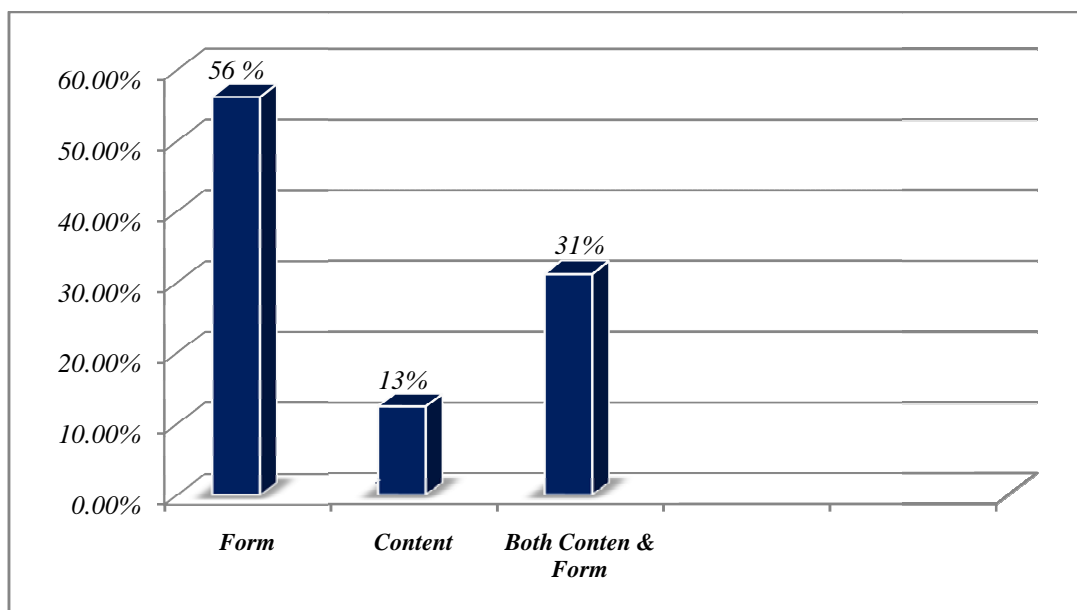
Figure 5.6-Areas of Teachers' Feedback Focuses

Though, the teachers previously (question 3) claimed that 2nd-year students' piece of writing is not only correct grammar, more than 50% of the respondents' feedback still tend to focus on the form of writing i.e., on correcting the surface level errors. Whereas, only 13% of the respondents tended to focus on content, and 31% of them said they preferred to balance between content and form feedback. In fact, where teachers should focus while giving feedback to their students is controversial. In addition, many questions are raised on whether teachers should focus on form or content while giving feedback. However, some researchers like Sommers (1982) asserts that teachers' feedback have to be focused on meaning and that surface-level feedback is not helpful. Moreover, Truscott (1996) goes on further to claim that form feedback is harmful to students' writing and should be abandoned. Other researchers like Raimes (1991) maintains that both content and form feedback should be used in the writing class because both are essential and beneficial for the improvement of students' writing. We do believe that teachers' feedback should be focused on the students' needs, and

that teachers have to pay attention to both content and form when providing feedback without overloading students with any type of feedback.

12. Do you think that teachers' feedback should be strongly based on the course objectives? (Please, justify your answer)

Yes ☐   Partly ☐   No ☐

Option	Number	%
Yes	06	37.50 %
Partly	03	18.75%
No	07	43.75 %
Total	16	100%

Table 5.4- The Amount of Feedback Provided by Teachers

This question is concerned with the amount of feedback provided by teachers and whether teachers are selective in providing feedback or correct every mistake the students make. As indicated in the above table, 37.50 % of the respondents said that teachers' feedback should be based on the course objectives. They justified their choice saying that focusing on the course objectives while providing feedback helps the teacher deal with particular problems each time with much practice, and helps students concentrate more on writing. More than that, basing feedback on the course objectives is more pragmatic in our overcrowded classes, especially that writing involves a lot of aspects such as; language, mechanics, focus,

organization....Other teachers said that in order not to confuse our learners by making them focus on many aspects at the same time; we had to base our feedback on the course objectives.

18.75 % of the respondents said that teachers' feedback in the writing class should be partly and not totally based on the course objectives because there are aspects that have to be corrected even if it is not within the course objectives. So, they claimed that teachers had to concentrate on the aspects being taught and point to other aspects only when they are serious.

The large majority of the respondents (43.75%) said that teachers' feedback should never be based on course objectives for the reason that this skill is a whole process with complex objectives. So, the teacher could not stick their feedback to the fixed objectives, and ignore others that are not less important. Furthermore, teachers claimed that in the writing classes, we could not make a clear cut between the objectives, and that every language aspect is important thus teachers should provide feedback for each aspect so that no aspect would be overlooked.

Actually, teachers are expected to provide feedback for each aspect of writing. Yet, doing this is very time consuming, and impractical especially in large classes. Besides, overloading students with feedback in all aspects could have a negative impact on students' self-confidence and self-awareness. Hence, it is preferable for teachers to be selective in providing feedback and limit their feedback to the amount of information that students can absorb, and act on so that students would not be confused and can pay attention to the given feedback.

13. According to you, what is the best stage for offering feedback to students' writing?

    a.   **The planning stage**   ☐

    b.   **The drafting stage**   ☐

c.   **The revising stage**

d.   **The editing stage**
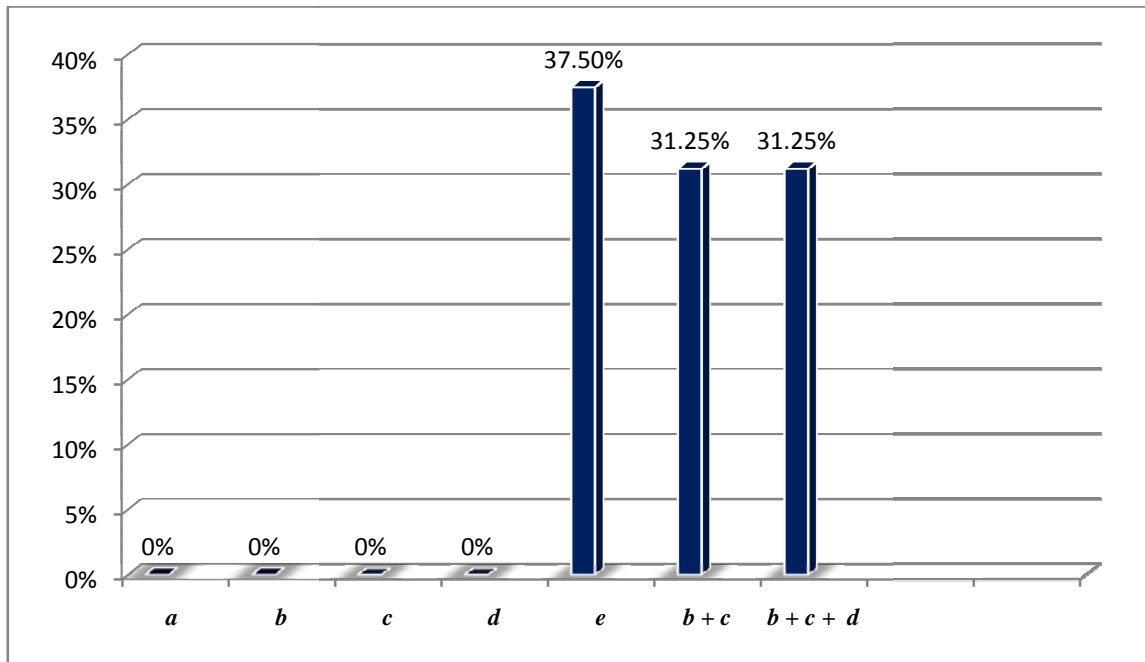
e.   **The final draft**

Figure 5.7- Teachers' Preferred Stage for Providing Feedback

A considerable proportion of the teachers (37.50%) said that they preferred to provide feedback on the students' final draft. The rest were equally divided between those who preferred to provide feedback on the drafting and revising stages (31.25%), and (31.25%) who saw that all of the drafting, revising, and editing stages are suitable for providing feedback. This would imply that the teachers are not fully conscious of the appropriate time for providing feedback. In fact, researchers, as mentioned previously in the theoretical part, are insisting on providing feedback when students still have time to act on it, and see that feedback at the end product of the students' writing has little or no impact on the student compositions.

14. Do you balance between positive and negative comments on your students' writing?

(Please, justify your answer)

Yes ☐   **No** ☐

.

Option	Number	%
Yes	09	56.25 %
No	07	43.75 %
Total	16	100%

Table 5.5- Teachers' Attitudes towards Negative and Positive Feedback

The greatest part of the teachers (56.25 %) said they tried to balance between positive and negative feedback. According to them, both types are beneficial, and each negative comment should be followed by a word of praise to avoid any psychological blockage on the students' part. Moreover, positive comments were needed to motivate students to learn, and boosted their confidence in their writing ability. On the other hand, 43.75% of the teachers believed that negative feedback is the norm and claimed that the effective correction did not aim at fitting students' feelings, but at encouraging students to avoid similar mistakes in their future writings. Moreover, students did so many mistakes, which obliged us to focus only on giving criticisms. Whereas, Other teachers said that they did focus on negative feedback yet, they did not see why! Others believed that by nature, the teaching process involves providing critics about what students do wrong.

Positive feedback helps students build positive attitudes toward the writing class and encourages them to express their ideas freely, and work more to develop their levels; therefore, teachers need to create a supportive writing environment through praising students about what they do well and not simply pointing out what they do wrong.

15. Do you give the opportunity to students to correct other students` mistakes? (Please, justify your answer)

Yes ☐   **No** ☐

Option	Number	%
Yes	10	62.50
No	06	37.50
Total	16	100%

Table 5.6- Teachers' Attitudes towards Peer Feedback

This question is related to the use of peer feedback in the writing class. The results show that 62.50% of the respondents said they encouraged learners to provide feedback on each others' assignments, and contended that students could also make a helpful contribution by their feedback. According to them, peer feedback helped students learn from each others' mistakes, increased their confidence, and gave them the opportunity to have an idea about their mates' mistakes; hence, they would be more aware of their own mistakes. The rest of the respondents (37.50 %) claimed that they did not let their students to give feedback to each

other because the students were not competent enough, and did not have the required level and skills.

Essentially, the best way to learn something is by teaching it, and peer feedback is a chance where students can act as teachers. Moreover, peer response is usually done in pairs or groups where students work cooperatively thus developing their social and learning skills. Furthermore, responding to peers' writing makes the learner a better evaluator and critic to his own writing, and makes him a good reader. However, this technique needs to be carefully planned and guided by the teacher.

16. Do you take students' perceptions to your feedback into consideration when providing feedback?

Yes ⬜   **No** ⬜

Option	Number	%
Yes	00	00
No	16	100
Total	16	100%

Table 5.7- Teachers' Views of the Students' Perceptions towards their Feedback

All the teachers said they did not take their students' attitudes towards their feedback into account when providing feedback. Certainly, this is one of the reasons that make teachers' feedback ineffective and not so beneficial to learners. Learners' beliefs, feeling, and views

towards the different types of their teachers' feedback mostly affect the efficiency and the productivity of the given feedback. Lots of researchers (Lee, 2008; Straub, 1997; O'Brien, 2004; Leki, 1999), as mentioned earlier in the theoretical part, argue that effective and beneficial feedback not only depends on the quality and the quantity of the given feedback, but it also largely depends on the students' perception towards this feedback. Thus, students' perception towards teachers' feedback is another important factor to bear in mind when providing feedback.

5.3.4- Section D: Teachers' Practices, Beliefs and Attitudes towards Cooperative Learning

17. Do you use group work in your writing courses?

Yes ☐   No ☐

Option	Number	%
Yes	13	81.25 %
No	03	18.75 %
Total	16	100%

Table 5.8- Teachers' Use of Group Work in the Writing Class

The large majority of the informants (81.25%) said they used group work in their writing classes, and only three of them (18.75 %) claimed that they did not rely on such pedagogical strategy tasks in their classes. These results reflect the importance that teachers allocate to group work. Indeed, group work is very helpful and beneficial in the writing class, and it is an

opportunity for students to be an active agent in their learning process. However, we have to bear in mind that this type of work has to be highly structured and carefully planned.

18. How are students grouped into smaller groups?

    a. **At random**

    b. **According to students' seating**

    c. **According to students' interest**

    d. **According to students' ability**
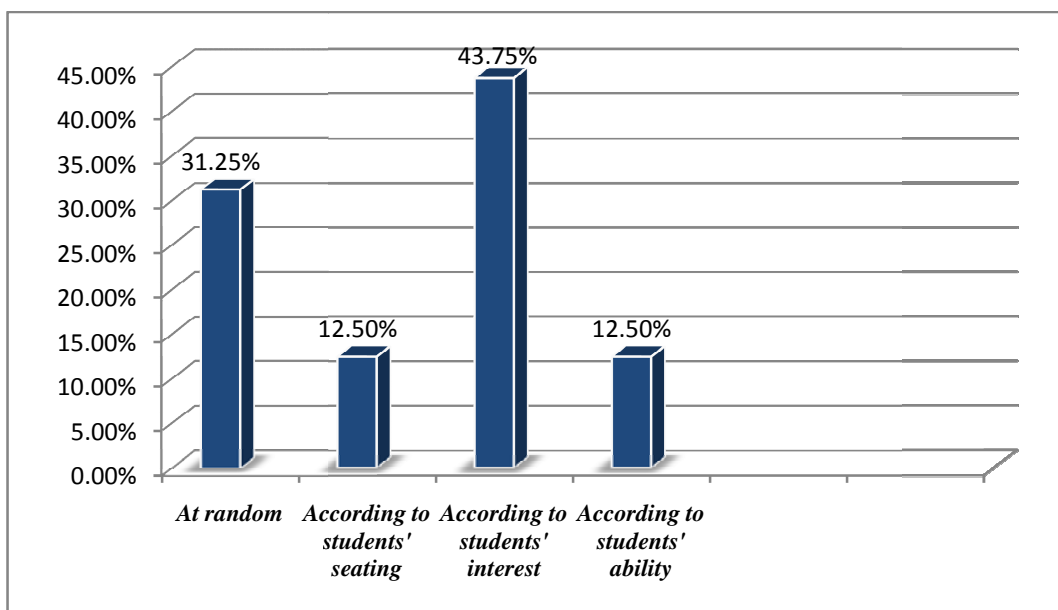
Figure 5.8-Principles of the Writing Groups' Formation

About half of the teachers (43. 75 %) said they assigned the groups according to the students' interest, 31. 25 % assigned them randomly, and 12.50 % of the teachers claimed that they grouped their students according to the students' seating, and the same percentage (12.50 %) assigned them according to their ability. The results indicate that teachers do not give

importance to the assignment of the groups, and do it just randomly or according to their students' interests or seating. In fact, how groups are assigned or chosen has a considerable effect on students' learning and success. We think that the most appropriate way of grouping students is through assigning them to four groups of different abilities, with the intention that high-achieving students enhance their learning by teaching low-achieving students, and low-achieving students internalize the necessary strategies used by competent students. In essence, the most effective way of grouping students is still controversial, but teachers have to group their students on certain principles with clear objectives and strict rules in order to achieve the desired aims and benefits of group learning tasks.

19. Have you ever organized your students groups according to the basic elements of cooperative learning?

1. Always ☐   **2. Rarely** ☐   **3. Never** ☐
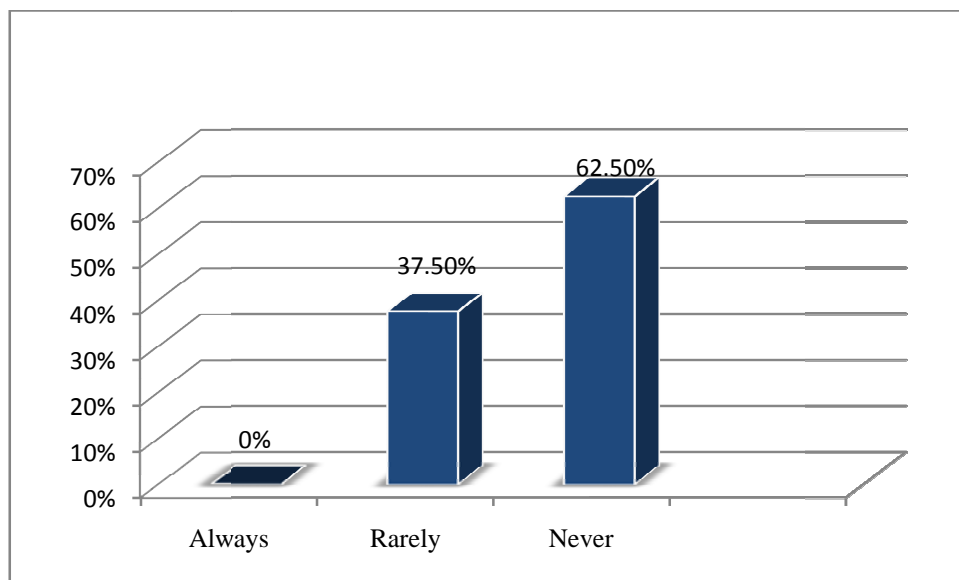
Figure 5.9- The Use of Cooperative Learning in the Writing Class

Only 37.50 % of the teachers claimed that they organized their writing groups according to the basic elements of cooperative learning on the odd occasion, whereas the others (62.50 %) stated that they never base their groups according to the basic elements of cooperative learning. The results point out that the vast majority of the teachers in our university just ask students to work in groups without any attention paid to the structure, the rules and the critical elements that make group work successful and beneficial to students.

20. If yes, in what way? If not, please tell us your reasons.

31.25 % of the teachers who declared that they rarely base the writing groups on cooperative learning elements describe it as follows;

- "I group students who made the same mistakes and ask them to discuss their mistakes and collaborate to correct them. When I give them comments, its' the same for the whole group" (1 teacher)

- "Each member collaborates to develop part of an essay –the whole group collaborates to make the final essay" (1 teacher)

- "This has to do with how to arrange the students in groups, with how to give clear instruction and how to evaluate them effectively" (1 teacher)

- "Peer-correction" (1 teachers).

- "I group students according to their own choice, usually based on personal efficiency" (1 teacher).

- "I give them the topic, and then I ask them to discuss their ideas according to the process of writing" (1 teacher).

Obviously, according to the above descriptions none of the teachers who claimed basing their writing groups on the basic elements of cooperative learning is actually using

cooperative learning because putting students into groups and asking them to write together and provide feedback to each other is not cooperative learning.

The teachers (62.50%) who asserted that they never use cooperative learning justify their answers saying that the overloaded classes, the LMD system, and the limited time allocated to the "Written Expression" module prevent them from using this technique.

21. Do you *help your students* build the *necessary skills* for *cooperative* learning?

Yes ☐   **No** ☐

Option	Number	%
Yes	6	37.5
No	10	62.5
Total	16	100%

5.9- Teaching Cooperative Skills

According to Table 5.9, 37.5% of the respondents admited that they help students build the skills necessary for cooperative learning, whereas 62.50 %   stated that they did not use cooperative learning; hence, they did not help their students to learn its' different skills.

If yes, please say how?

The six teachers (37.50 %) who said that they helped their students to build the necessary skills for cooperation gave the following various ways;

- "Go around and show them –if needed- what to do and how to do it".

- " I try to show them how to interact (turn taking) and how to manage time"

- "I interfere while they are working, give comments, encourage everybody to participate and divide task before hand".

- "Just by scaffolding their learning; through continuous guidance, explaining the different prerequisites for learning how to learn".

- "As I insist on tolerance, sharing view point and coming out with one collective paper".

- "I help them through showing how to take turn, use quite voice…etc. I give them directions on how to communicate effectively, how to utilize the ideas not people, and I ask them some questions to see their reaction".

Teachers seem to understand that group work does not merely mean placing students into groups. On the other hand, the teachers answers revealed the limited knowledge they have on cooperative learning strategy. This strategy has a number of skills which are complementary and essential for the success of the cooperative groups, and the absence of any skill or element would lead to lose the opportunity to benefit from cooperation and reach fruitful results.

22. Do your students have problems working together?

Yes ☐   **No** ☐

Option	Number	%
Yes	9	56.25
No	4	25
No Answer	3	18.75
Total	16	100%

Table 5.10- Teachers' Insights' of students' Problems while Writing in Groups

The majority of teachers (56.25 %) answered "yes" indicating that their students did have problems when working together, and only four teachers (25 %) said that their students did not face problems while writing in groups, whereas those who did not answer (18.75 %) are the informants who did not use group work.

23. Whatever your answer, please explain.

Teachers who said that their students encountered problems while working cooperatively present different kinds of problems. The first problem was that some students wanted to dominate; others did not like them to do so. In addition, a lot of students lacked the notion of cooperation which leaded to different social interaction problems. Moreover, teachers stated that some groups have the problem of the "free rider" where some group-members did not contribute to the groups' work. Teachers also proclaimed that some students did not tolerate others' opinions, and that some learners liked to hide within the group. Another problem was that high-achieving students generally saw that group work forced them to teach others instead of developing their own skills, and considered this as a waste of time for them; so, they usually try to do less effort.

The teachers (25 %) who said that their students did not face any kind of problems when working together argued that what eliminate problems in their classes is that students had the opportunity to choose their partners. Additionally, their students usually preferred working in groups than individually.

In fact, these problems and others are expected in any kind of group work, and they are quite natural since each student has his own way of thinking and viewing things. So, in each team there are various opinions and writing styles to incorporate into one final product. However, it is the teachers' job to eliminate these problems by the successful implementation of each element of cooperative learning. For instance, through defining the different social skills (leadership, trust-building, decision making...) and practicing them, teachers would evade social problems. Moreover, when individual accountability is properly implemented in the cooperative groups, groups will not face problems like the "free rider" problem.

24. What do you do while students are working in groups?

    a.   **I do not interfere with the groups` work**

    b.   **To be an active participant in each group**

    c.   **To be an observer to the groups**
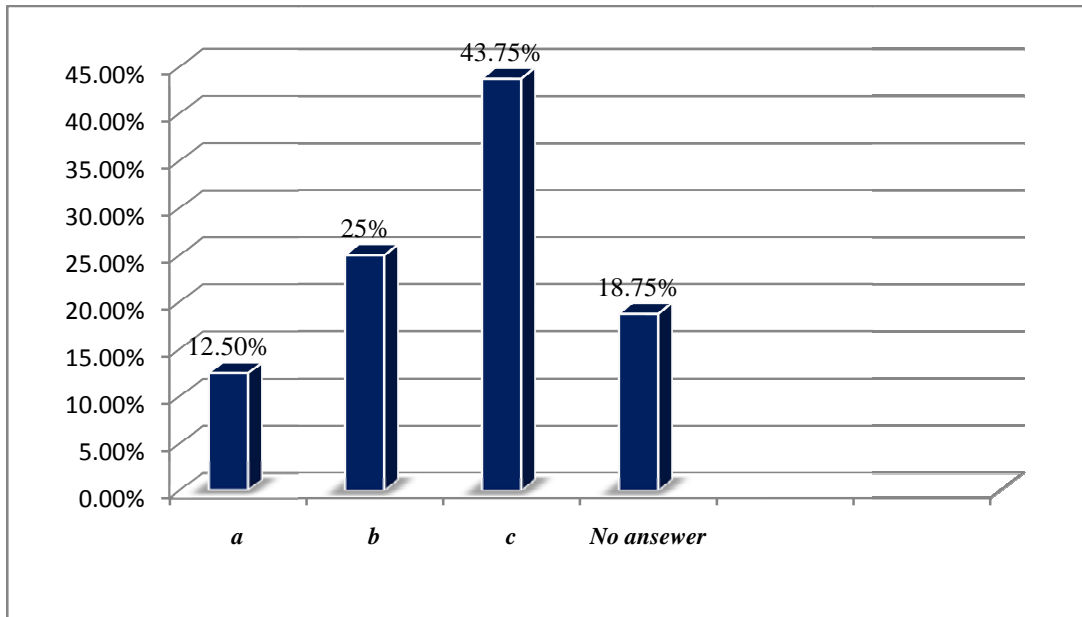
Figure 5.10-Teacher s' Role in Cooperative Learning

As it can be noticed in the above figure, 43.75 % of the teachers opted for option "c" that is to be an observer to the groups, 25 % opted for "b" to be an active participant in each group, and only two teachers said they did not interfere in the groups work. The teachers seem not well enlightened about their important role in the cooperative learning classes since the majority of them claimed that they either act as observers or do not interfere at all. In fact, the teachers' role in cooperative learning groups is quite different from the traditional classes. In that, the teachers in a cooperative class have to be helper, assister, co-worker in each group's writing assignments in order that the groups function effectively.

25. Do you believe that cooperative writing helps you provide more detailed and constructive feedback?

Yes ⬚   No ⬚

Option	Number	%
Yes	7	43.75
No	3	18.75
No Answer	6	37.50
Total	16	100%

Table 5.11-Teachers' Attitudes towards Feedback on Cooperative Writing Assignments

The above table displays the percentage of teachers' agreement on the effectiveness and simplicity of feedback provision in cooperative writing groups. It shows that 43.75 % of the teachers implied that they had a positive view towards the effectiveness and simplicity of feedback in cooperative writing classes, while 25% of them did not believe in that. The way we see it is that providing feedback for groups is easier, and entails much less time and energy for the teacher than providing feedback for each individual students. In addition, teachers' feedback on cooperative writing assignments inspires students to actively participate in the assigned task and to interact and discuss the correction, suggestions, comments and questions made by their teacher. Alternatively, teachers should personalize feedback in some cases for the reason that each student may make a special type of error that he has to be aware of.

26. Do you assign roles for each group member? If yes, what are they?

Yes ☐   No ☐

Option	Number	%
Yes	03	18.75
No	10	62.50
No Answer	03	18.75
Total	16	100%

Table 5.12- Role Assignments in the Writing Groups

The large majority of the respondents (62.50%) said they did not assign roles for students when writing in groups, and only 18.75 % claimed that they asked each group member to do a different task that the group needs in order to complete the joint task, and that the roles of a reader, participation checker, and time manager were assigned in their writing class.

Role interdependence is very effective to ensure the participation of each group member. This aspect, which called by the Johnsons' "positive interdependence", is one of the five essential elements of cooperative learning that helps making each group member actively involved in the writing process, and make him aware of his responsibility for his success as well as the group's success. The fact that teachers do not assign complementary roles to each group member proves again their limited knowledge about the principles of cooperative learning.

27. How comfortable and inspired are your students when writing in groups

a. **Very comfortable and inspired**

b. **Comfortable and inspired** ▭

c. **No concern** ▭
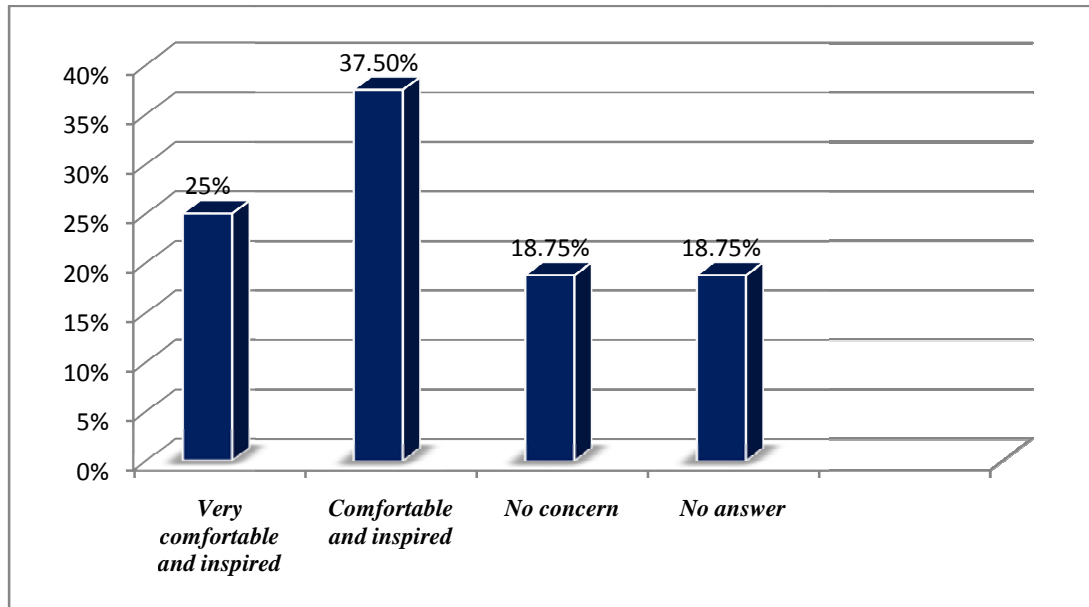
Figure 5.11-Teachers' Views towards Students' Reaction When Writing in Groups

The highest rate 37.50 % go to option "***b***" that is the majority of teachers said that their students were comfortable and motivated when writing together, whereas 25 % of the teachers described their students as very comfortable and inspired, and 18.75 % perceived that their students had no concern towards working in groups, that is they had the same feeling when working individually or cooperatively. These results show that most students at the Mentouri Brothers University like to work in groups and highly acknowledge the motivational and warm atmosphere that cooperative learning creates in the writing classroom.

28. Is cooperative learning an effective approach to help students master the writing skill?

Yes ⬜   No ⬜

Option	Number	%
Yes	11	68.75
No	01	6.25
No Answer	04	25
Total	16	100%

Table 5.13- Teachers' Perceptions about the Effectiveness of CL in the Writing Class

The above question is aimed at determining the teachers' at the Mentouri Brothers University attitudes and opinions towards the effectiveness of cooperative learning in the writing class. 68.75 % of the teachers considered cooperative learning as beneficial to learners' success arguing that this strategy facilitated writing through exchanging ideas and opinions about the topic, discovering weak and strong points, and learning to work in a team. It also increased motivation and helped students wrote better essays given that learners had more ideas and fewer mistakes (two minds are better than one). Furthermore, cooperative learning helped students gained self-esteem that would help a lot in writing. Other informants admitted that cooperative learning assisted less talkative students to work with others because working in groups could help overcome the passivity and shyness of students in large classes,

and gave them the chance to feel comfortable in negotiating and discussing topics in small warm and encouraging groups. The teachers also claimed that by writing cooperatively, learners learned from each other while they completed the assigned task, they interacted, negotiated meaning, learned more vocabulary, and language structure; consequently, it made their learning a student's-centred one. Out of the 16 teachers who answered this questionnaire, 01 claimed that cooperative learning had no advantages in the writing class saying that "In my opinion, from the accumulated experience in writing classrooms, I do not think that it has any advantages and efficiency in such actual condition with the LMD system we are facing. Moreover, students generally do not know how to manage freedom of learning in groups and usually rely on their classmates for the completion of the task".

Conclusion

Teachers' views, attitudes, beliefs and practices in teaching the writing skills are quite important to understand and improve this skill. Hence, it is the aim of this questionnaire to provide the teachers' of the Mentouri Brothers University pedagogical practices and attitudes towards the techniques of feedback and cooperative learning in the writing class that would help evaluate the effectiveness of our educational practices. The analysis of this questionnaire revealed that teachers are aware of the difference between what they expected in a second year piece of writing and their students' actual level and agreed that the students' efficiency in the writing skill is not achieved. The main reasons are lack of practice, motivation and interest, students do not read, ineffective teaching methods and the overloaded classes which eradicate the provision of feedback. The results also indicated that teachers are unified towards the efficacy of their feedback in students' writing; however, the questionnaire also revealed that teachers are not aware of the different principles and factors behind providing

productive and useful feedback. Concerning the use of cooperative learning, all the teachers believe in the value of this technique and acknowledged its' motivational effects. In addition, teachers totally agree on the fact that cooperative writing groups would help them to give more detailed feedback. However, in the light of the foregoing data analysis, it becomes clear that the large majority of teachers are not enlightened about what cooperative learning is, what makes it works, and the principles required in order to successfully implement this pedagogical strategy.

STUDENTS' VIEWS AND PERCEPTIONS OF COOPERATIVE LEARING AND TEACHERS' FEEDBACK IN THE WRITING CLASS

Introduction

6.1-The Sample

6.2- Description of the Questionnaire

6.3 -Analysis and Interpretation of the Questionnaire

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6.3.2-Section B: Students' Preferences and Perceptions of Teachers' Feedback

6.3.3-Section C: Students' Perception towards Cooperative Learning

Conclusion

Introduction

Students' attitudes and perceptions about their teachers' techniques, practices, and teaching styles are quite important to facilitate the implementation of these methods, and ensure their success in the classroom. Moreover, students will learn much better if the teaching methods are consistent with their philosophies, interests, and preferences. Accordingly, we have given students the opportunity to express their ideas and perceptions about the teaching methodology in the writing class, their teachers' feedback and the way of providing such feedback, and also their views towards cooperative writing groups. Students' answers would offer insights about their learning style preferences which would be used to help find the solutions of some of the obstacles that face them in the writing class.

6.1-The Sample

Our sample is a total of 107 participants, constituting three different groups taught by three different teachers. This sample is chosen randomly from 770 second-year EFL students at the Department of Letters and English Language, the Mentouri Brothers University, Constantine, during the academic year 2011/2012. The researcher had handed in the questionnaire herself to make sure that the questions are correctly understood by the respondents.

6.2- Description and Interpretation of the Questionnaire

The questionnaire is developed based on the literature review of the present study and consisted of eighteen questions divided into three sections

- **Section A**, (from question 1 to question 5) aims at exploring students' opinions towards the difficulty of the writing skills, how they evaluate their level in the writing skill (good, average or below average writers), and the reason(es) for their

deficiencies in writing. It also diagnoses the importance students yield to reading as a necessary tool for their writing improvement.

- **Section B,** (from question 6 to question 12) discusses students' preferences, perceptions, and attitudes towards their teachers' feedback**.**

- **Section C,** (from question 13 to question 17) is devoted to see students' views towards cooperative writing, and what they like and dislike about this pedagogical strategy relying on their learning experiences.

6.3 -Analysis and Interpretation of the Questionnaire

6.3.1- Section A: The Writing Skill

1. **What subject do you think is the most difficult? (Check one box only)**

- *a.* **Grammar**
- *b.* **Reading**
- *c.* **Writing**
- *d.* **Speaking**
- *e.* **Listening**
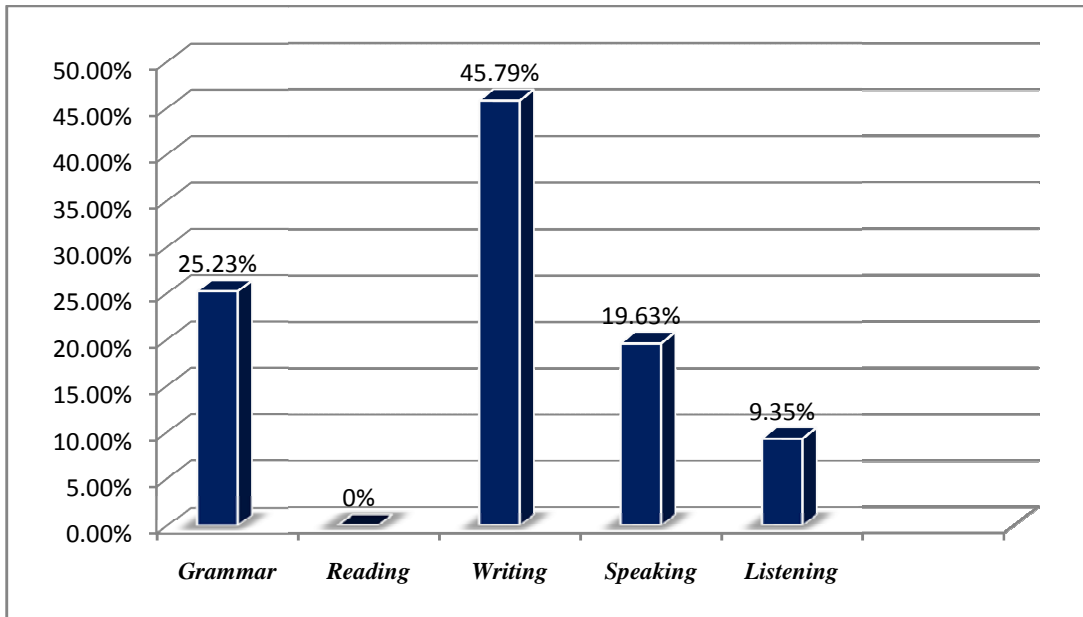
Figure 6.1-The Most Difficult Skill of Studying English to Students

It is clear that writing is the most difficult skill for most students. Statistically 45.79 % of the participants claimed that writing was the most difficult skill for them, 25.23 % indicated that grammar was the most difficult, then 19.63 % of the students believed that the most difficult skill was speaking and few numbers of students (9.35%) considered listening as the most difficult skill; however, none of the students perceived reading as a difficult skill. In fact, writing is the most challenging language skill even for native English speakers because this skill has a mysterious and complicated process in which writers must be in command of a number of variables at the same time.

2. **How would you evaluate your level in writing compositions?**

  a- Good (able to write clearly and effectively)

  b- **Average (have some problems with the different aspects of writing)**

  c- **Below average (have serious problems in writing)**

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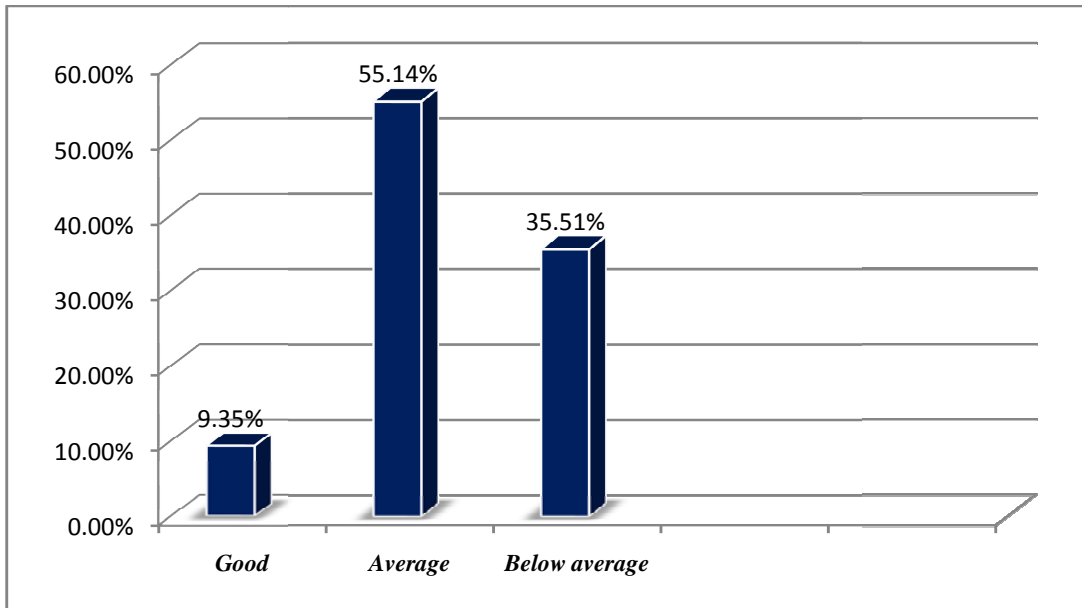
Figure 6.2- How Students' Evaluate their Level in the Writing Skill

A significant percentage (55.14%) of the students described their level as being average, in that they had some problems with the different aspects of the writing skill. More than 35 % of the respondents reported that they were below average, and only 9.35% of the students had evaluated themselves as being above the average in the writing skill. These results indicate that learners are conscious of their writing difficulties and problems.

3. **My writing efficiency is low because:**

    a. **I'm not motivated or engaged in the writing activities**

    b. **I don't practice (I don't have the writing habit)**

    c. **The teaching methods (techniques and way of teaching writing) are not good**

    d. **I lack vocabulary and grammar knowledge**

    e. **The teacher doesn't give me effective feedback**

    f. **I generally organize my ideas in Arabic, then I cannot express them in English**
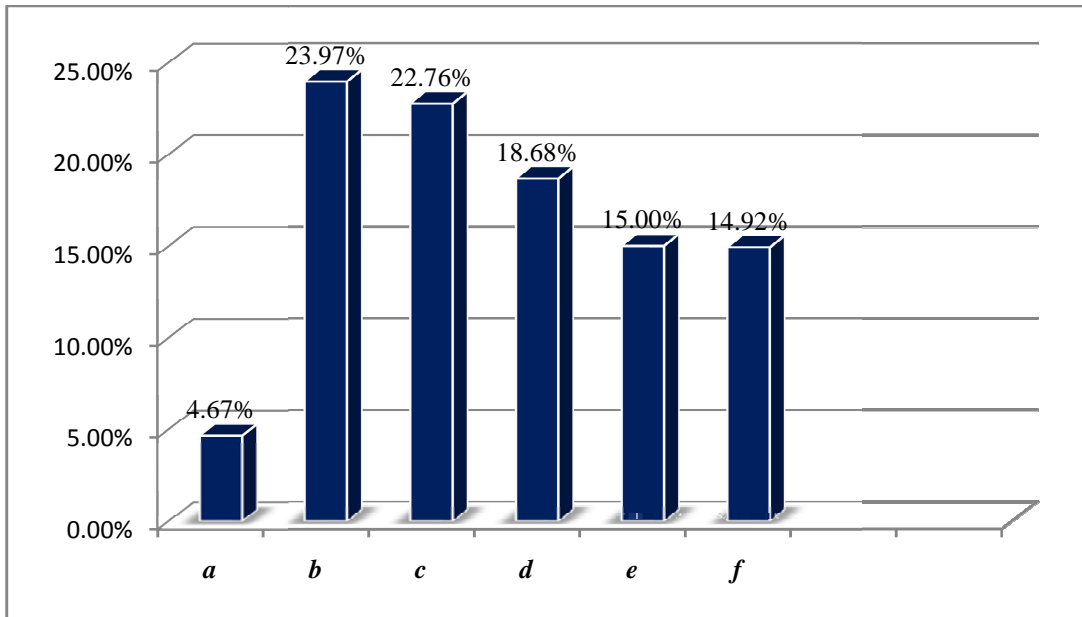
Figure 6.3- Students' Reasons for their Writing Deficiencies

Students' failure to meet proficiency in writing was, according to them, due to so many reasons. We note that the highest proportion was divided between option **"b"** (23,97%) and option **"c"** (22.76%) that is lack of practice, and the teaching methods. 18.68 % of the students attributed their writing deficiencies to their poor vocabulary and grammar knowledge; whereas, 15% of them claimed that the teacher's feedback was the reason behind their writing problems. In addition, 14.92 % of the students asserted that their writing difficulties were attributable to language transfer. In that, they thought and organized their ideas in Arabic, then they could not express them in English. A very small percentage (4.67%) maintained that the reason behind their writing inefficiency was the lack of motivation. In fact, if Written Expression syllabus designers and teachers really focus their attention on the causes of the students' writing difficulties from the students' view points (through questionnaires, surveys, interviews….) they will always find new solutions that make the students better achievers.

4. Does reading assist the development of the writing skill?

Yes ☐   No ☐

Option	Number	%
Yes	107	100
No	00	00
No Answer	00	00
Total	107	100

Table 6.1-Students' Perception of the Role of Reading in Improving their Writing

There was a strong belief from students on the fact that reading had a significant connection with the ability to write. Indeed, all the questioned students (100 %) argued that reading was the most appropriate input to acquire the writing skills. We strongly suggest reading as one of the most beneficial ways of helping students improve their writing skills. The students who read have a better handle on vocabulary, ideas, structure, grammar... So, the more you read, the more likely you are to develop your writing skills.

5. If yes, do you read to improve your writing performance? (Please, justify your answer)

Yes ☐   No ☐

Option	Number	%
Yes	25	23.36
No	82	76.63
No Answer	00	00
Total	107	100

Table 6.2-Students' Reading Habits and Preferences

All the students who answered the questionnaire believed that writing and reading go hand in hand, however 76.63 % of them said they did not read. The justification of most of them was that they did not have time and patience to read, or they did not have the habit of reading, and that they were unable to change this behaviour. Some other students said that they did not find newspapers and magazines in the English language, and the books and novels that were available were expensive, so they could not buy a new one every time. Also, some students found reading boring and not interesting. Moreover, students maintained that they were not motivated to read, and that they had not tried to be good in writing through reading or any other method. For some other students, reading was a hard process because they faced a lot of difficult words which made reading cause anxiety.

23.36 % of the students who said they read claimed that they read because they loved reading; it was somehow a hobby for them. Others said that they read to learn new vocabulary, to learn the structures of sentences, and to acquire new ideas and knowledge

about the different topics they encountered. Likewise, other students stated that they found fun and enjoyment in reading.

In fact, "why do not you read?" is an old-age question that has been asked millions of times to different students at different levels. However, teachers have always to ask this question and try to curb this problem as much as they can by motivating and encouraging their students to read because reading is a habit that can be acquired through time and practice.

6.3.2 -Section B: Students' Preferences and Perceptions of Teachers' Feedback

6. How do you perceive your teachers' feedback on your writing?

a- **Very useful** ☐   *b-***Sometimes useful** ☐   *c-* **Useless** ☐
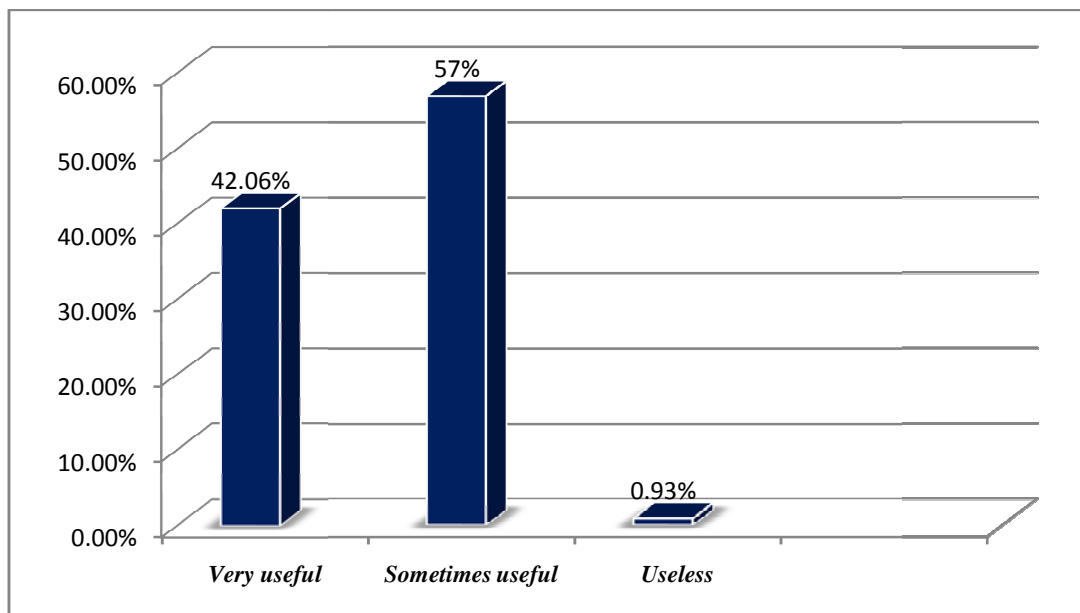
Figure 6. 4- Students' Perceptions of the Usefulness of Teachers' Feedback

57 % of the student subjects considered their teachers' feedback as useful and helpful to their writing, and about half of the students (42.06%) described it as being very useful, whereas just one student (0.93 %) claimed that his teacher's feedback was useless, and did not help him improve his writing skills. These results indicate that 2nd year students at the Mentouri Brothers University perceive their teachers' feedback as a vital part of the writing process and consider it as a necessary component in the writing class.

7. What areas would you like more feedback about?

a. **Form of writing: (e.g., grammar and the mechanics of writing)**

b. **Content of writing: (e. g., ideas organization, the amount of details)**

c. **Both content and form**
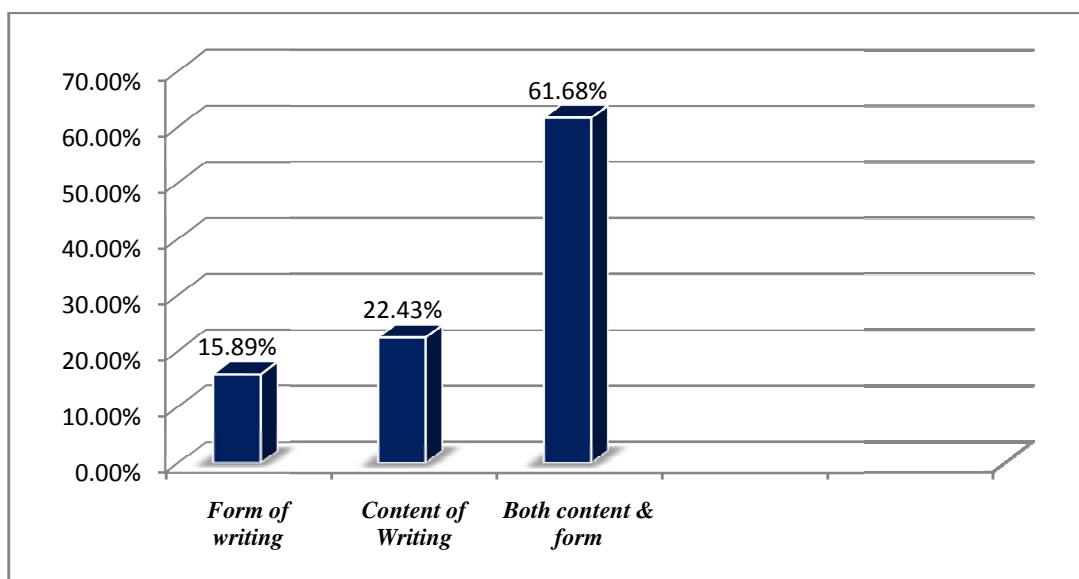
Figure 6.5-Students' Feedback Preferences

As the above figure shows, more than half of the students (61.68%) preferred to get feedback on both content and form of writing, 22.43 % favoured feedback on content, and

15.89 % said that feedback on grammar and the mechanics of writing was the most beneficial to them. In fact, form and content feedbacks are complementary to each other; both types are necessary for students' improvement in writing.

8. Would you like your teacher to provide feedback on? (Please justify your answer)

    a. All your mistakes

    b. Select mistakes related to the lesson objectives
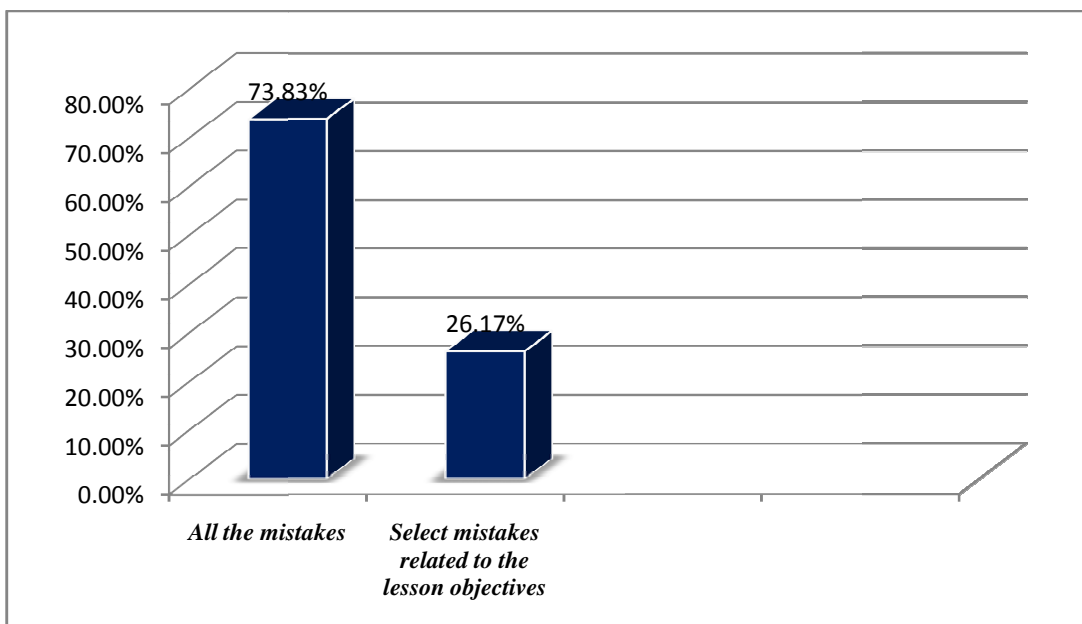
Figure 6.6- Students' Perceptions about the Amount of the Teacher Feedback

More than three-quarter of the students (73.83 %) liked that their teachers corrected all the errors when giving feedback on their essays; whereas, just slightly more than one-quarter (26.17%) stated that they preferred to get correction on certain types of mistakes. The majority of students who were in favour of correcting their entire errors claimed that if the

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teacher did not correct all their mistakes, they would not know where they had problems, and they would miss and repeat the errors again; hence, they could not learn. For some other learners, receiving feedback on all their mistakes helped them felt better, got more information, accordingly they could write better in the next writing task. Other students maintained that since we learn from our mistakes, correcting all our mistakes helped us became better achievers. On the other hand, those who preferred selective feedback claimed that correcting all their mistakes hindered their motivation because they felt that they were so bad writers. Moreover, students argued that the teacher's selective feedback assisted them concentrated on specific areas each time. In addition, selective correction helped them remember the errors.

Providing selective feedback to students is one of the main factors that ensure the effectiveness of the given feedback. Hence, we honestly think that teachers have to be selective in providing feedback because focusing on all students' errors is impractical and time and effort consuming for the teacher, and embarrassing and might badly affect students' confidence in their writing ability. In contrast, providing selective feedback helps students to concentrate and pay attention to the given feedback.

9. Would you like to receive feedback from? (Please justify your answer)

    a. **Your teacher**

    b. **Your peers (feedback from your classmates)**
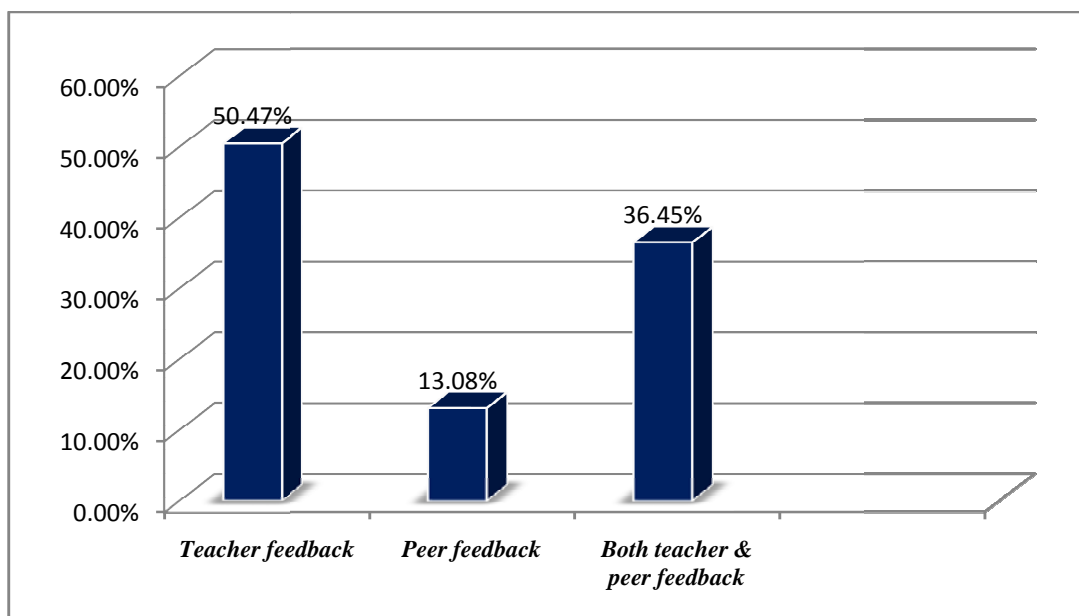
Figure. 6.7-Students' Favoured Source of Feedback

50.47 % of the students preferred to receive feedback from their teachers. Only 13.08 % said they favoured their peers' feedback over teacher feedback, and yet a considerable percentage of the students (36.45 %) claimed that it would be better for them if they received a combined feedback from both the teacher and the peers. Students explained this fact by providing the following reasons

A-**Students who advocate teacher's feedback claim that**

- "The teacher can check my writing efficiently as he has experience, and knows how to give information"

- "He knows better more than classmates"

- "I will not hesitate to use my teacher's feedback because I know that it is true"

- "Of course, teacher's feedback is clearer, more correct and helpful"

- " He can explain the given feedback in the way that I will not forget"

- "My teacher has experience and does not criticize me as my classmates will do in the future"

- "Teacher feedback is more accurate and useful"

- "I do not like to receive feedback from people who have similar level as me; I need someone competent and has more knowledge. Moreover, it is a little bit heavy to be criticised by classmates"

- "I trust my teacher's abilities more than my classmates"

- "The teacher is the only trustful source we have; so, we should totally depend on him to direct us"

- "Getting feedback from peer is embarrassing"

- " My teacher will give me more positive feedback she is better than my peers"

B- Students who advocate peer feedback claim that

- "When we ask our classmates, we understand better, also we will not be shy to ask for more clarifications because we are in the same age and we can learn from each other".

- " It's more about being at ease while discussing with classmates"

- "We prefer to get help from our friends".

C-Students who equally advocate teacher and peers feedback claim that

- "I would like to get feedback from both because sometimes teachers give me something and my peer might add other useful things".

- "I would like to receive feedback from both teachers and learners to understand more and to have the chance to discuss the given feedback with my classmates".

- "Both because each one has his own way and resource"

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- "Sometimes our peers have good feedback not only the teacher"

- "Both teachers and peers because I may find one of them more useful than the other".

The main reason that makes students in favour for the teacher's feedback is that their teacher are more experienced, trustworthy and proficient than peers; likewise, the students do not want to get feedback from someone whose level is more or less the same as theirs. Furthermore, some students feel anxious and embarrassed about having their peers judging and criticizing their work. In contrast, some other students feel embarrassed when receiving feedback from their teachers so they prefer peers' feedback because peers are closer to them in age and experience. As a conclusion, we say that combining teachers and peers feedback would help boost students' writing because both types, when well planned, are beneficial to students. In addition, combining teachers and peers feedback would satisfy all learners' needs, styles, and preferences.

10. Would you prefer to get teachers' feedback on? (Please, justify your answer)

    a. **The planning stage**

    b. **The drafting stage**

    c. **The revising stage**

    d. **The editing stage**

    e. **The final draft**
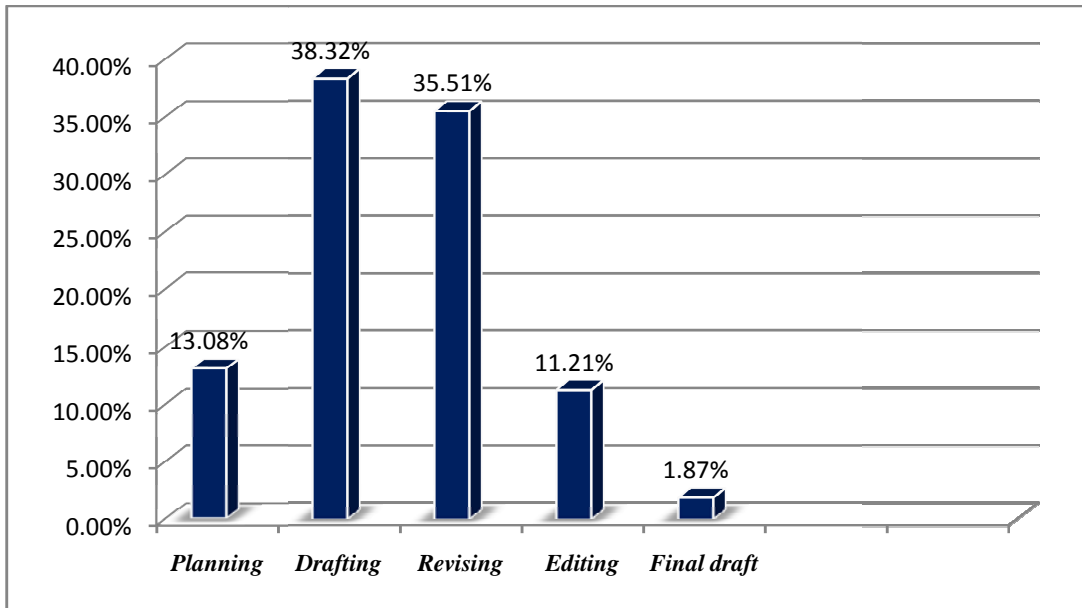
Figure 6.8-Students' Preferred Stage of Receiving Teacher's Feedback

Students were strongly in favour of the drafting and the evaluating stages as the most appropriate stages of receiving feedback. Statistically, 38.32 % opted for the drafting stage, and 35.51 % for the revising stage. However, 13.08 % and 11.21 % of the students preferred to get their teacher's feedback on the planning and editing stages respectively. Concerning feedback on the students' final drafts, only 2 students (1.87%) favoured it, they argued that feedback at the end product helped them evaluated the whole work at once without interruption. Students who wanted to get feedback at the intermediate stages of writing (the drafting, the editing, and the revising stages) presented more or less the same reasons for their choice saying that

- "When the teacher gives his feedback during the drafting stage, I will correctly and clearly rewrite the essay"
- "I need the ideas of my teacher when I'm writing or during the writing process"
- "It is more useful"

- "I want it during the writing process to help me write correct and effective end-product"

- "I prefer to get the teacher's feedback at the drafting stage to continue my writing in a correct way"

- "I prefer to get feedback on the evaluation stage to precisely evaluate my level, and to correct all the mistakes at once".

- "In order to correct my mistakes and rewrite my essay before the final version to get a good mark"

- "Providing instruction before writing the final draft helps us produce a good essay because we will not repeat the committed mistakes in the coming stages"

Actually, feedback is valuable when students can use it to revise and edit their writing. So, it would be better to provide it at the beginning and intermediate stages of the writing process.

11. Which type of feedback do you prefer, and why?

    a. Negative (criticisms)

    b. Positive (praises)

    c. Both of them
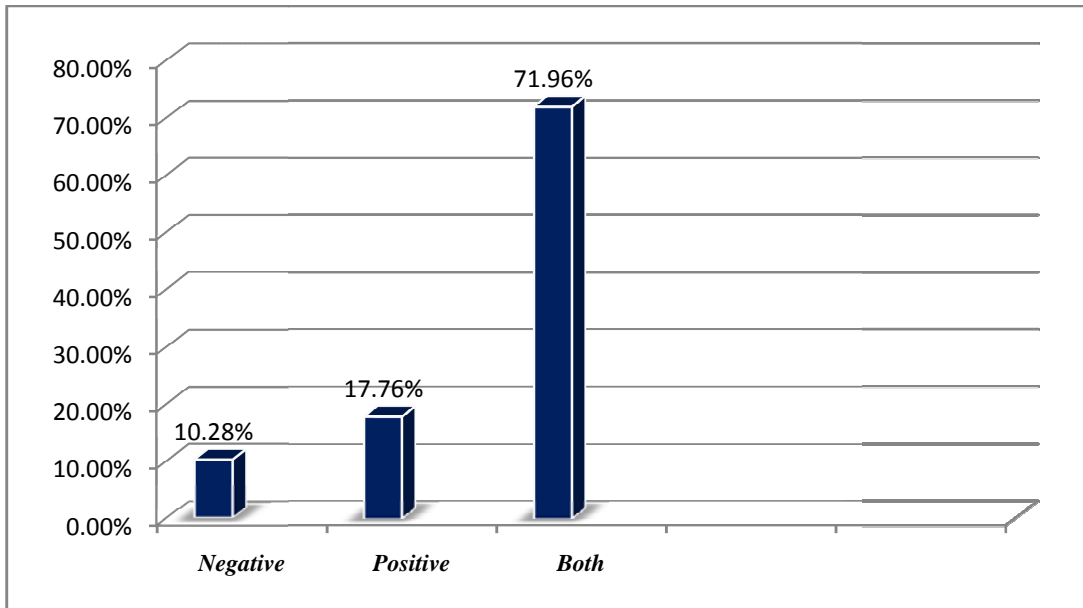
Figure 6.9-Students' Preferred Type of Feedback

Figure 6-9 shows that the overwhelming majority of the students (71.96%) preferred to receive both positive and negative feedback. Whereas, 17.76% favoured positive feedback over negative feedback, and 10.28 % of the students wanted to get only criticisms about what they did wrong. Students have stated some important reasons behind their liking:

a-Negative Feedback

- "Because I want to develop my level"

- "Negative feedback makes me aware of all my mistakes, consequently I'll be able to correct them"

- "When the teacher focuses on giving negative feedback, the student tries not to repeat his mistakes, and consequently his level will be improved"

- "Because we can learn more when we make mistakes and the teacher corrects and criticizes"

- " Because negative feedback helps me write better and recognize my mistakes"

B-Positive Feedback

- "It encourages me to do my best"

- " Positive feedback helps and encourages students"

- "It makes me happy"

- "Honestly, I prefer positive feedback because I know myself, I'm a person that tries my best to please my praiser"

C-Balance between Positive and Negative Feedback

- "Negative to correct my mistakes, and positive to encourage me to carry on"

- "Both negative and positive feedback are helpful because the negative feedback shows my weak points, and the positive one helps identify the strong ones".

- "To know what you should omit, and what you have to keep"

- "When the teacher all the time provides negative feedback, I will hate the module"

- "To feel better about the positives and learn from the negatives"

- "Positive to boost self-confidence, and negative feedback to make me aware of my mistakes"

- "Negative feedback pushes me to work more, and positive feedback encourages me to work more"

- " It is very helpful for me to be criticized in order to check what I did wrong, also I would like very much to be praised so that I do my best to work more"

So, most students would like that their teachers stop just looking for mistakes and identifies what is wrong with their writing. Instead, they prefer to equally receive praises that motivate and encourage them to work more and become better achievers.

6.3.3- Section C: Students' Perception towards Cooperative Learning

13. **As you write in class, would you like to write?**

    a. In a Cooperative Group

    b. Alone
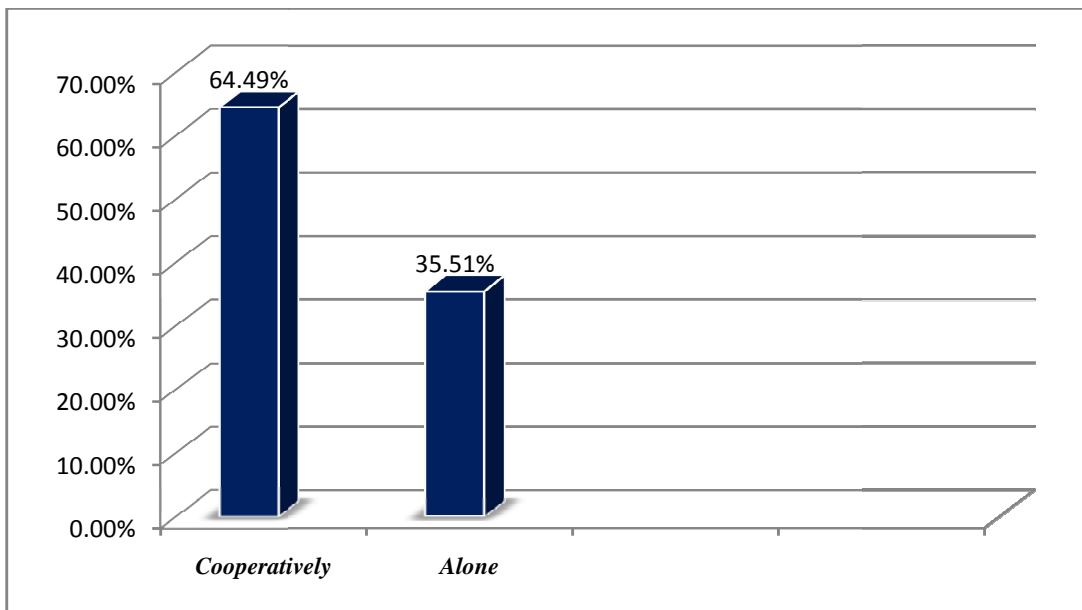
Figure 6.10-Students' Attitudes towards Individual and Cooperative Writing

More than 64 % of the students favored cooperative writing over individual writing against 35.51 % who preferred to write individually rather than writing cooperatively. This indicates that the majority of 2nd year students have positive attitudes towards writing in groups.

If, "a" is it because writing cooperatively / in groups

    a. **Creates more relaxed and enjoyable learning atmosphere**

    b. **Enhances communication skills**

    c. **Helps you learn to respect the others' views and ideas**

d. **Helps you learn the different social skills** ⬭

e. **Helps you improve your writing performance** ⬭
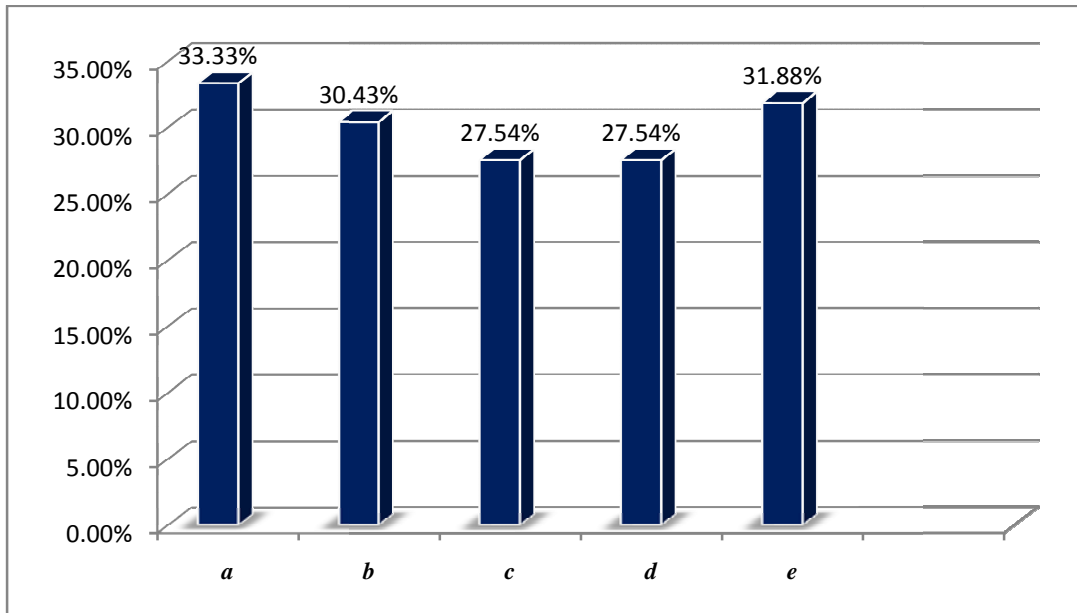
[1]**Figure 6.11-Why Students prefer Cooperative Writing**

Out of the 69 students who said they preferred cooperative writing over individual writing, 33.33 % said they preferred it because it created more relaxed and enjoyable learning atmosphere, while 30.43 % said that it enhanced their communication skills. For 27.54 % working in groups helped them learned the different social skills, and the same percentage claimed that it helped them learn to respect the others' views and ideas. In addition, 31.88 % asserted that writing in groups assisted them improve their writing performance.

If, "b" is it because writing in groups / cooperatively

a. **Wastes your time** ⬭

b. **Leads to the unequal participation of the group member** ⬭

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[1] Each student ticked more than one option, so the total is not necessary 100%

c.　　**Leads to unfair assessment by peers and teacher**　　　　　⬭

d.　　**Makes the class noisy**　　　　　⬭

e.　　**Leads to different social skill problems**　　　　　⬭

f.　　**You hate to work in groups**　　　　　⬭
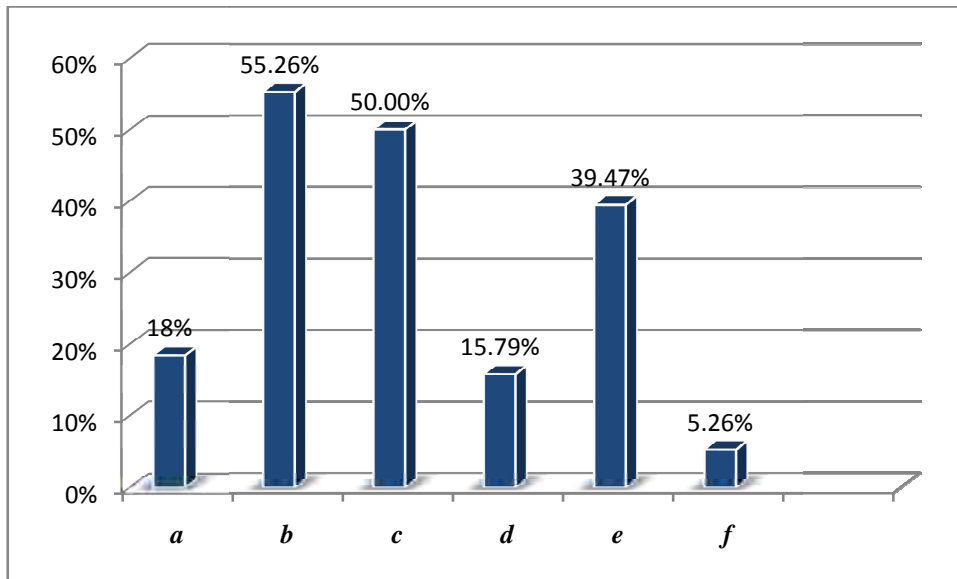
Figure 6.12- Why Students prefer Individual Writing

The options that got the highest rating are option "***b***" and "***c***" respectively, in that 55.26% of the students chosen to write individually rather than in groups because writing in groups endured unfair assessment by peers and teachers, and about 50 % said that it created unequal participation and ended by just one or two students doing the task. In addition, 39.47% declared that writing cooperatively leaded to different social problems, whereas 18% perceived cooperative writing as a waste of time. According to 15.79 % of the students cooperative writing made the class noisy, and the smallest number of the learners (5.26 %) preferred to work alone just because they hated writing in groups.

Analyzing the above reasons, we find that from 35.51 % who prefer individual rather than group work just 2 persons (5.26 %) like better individual writing because they hate writing with others. All the other students are in favour of individual work for one reason or another which has a relation to problems that teachers would control and avoid if they correctly implement the essential element of cooperative learning and seriously plan for group work.

14. Do you prefer setting the groups? (Whatever your answers, please say why)

      a.   **At random**

      b.   **According to your interest (preference)**

      c.   **According to your ability (proficiency)**
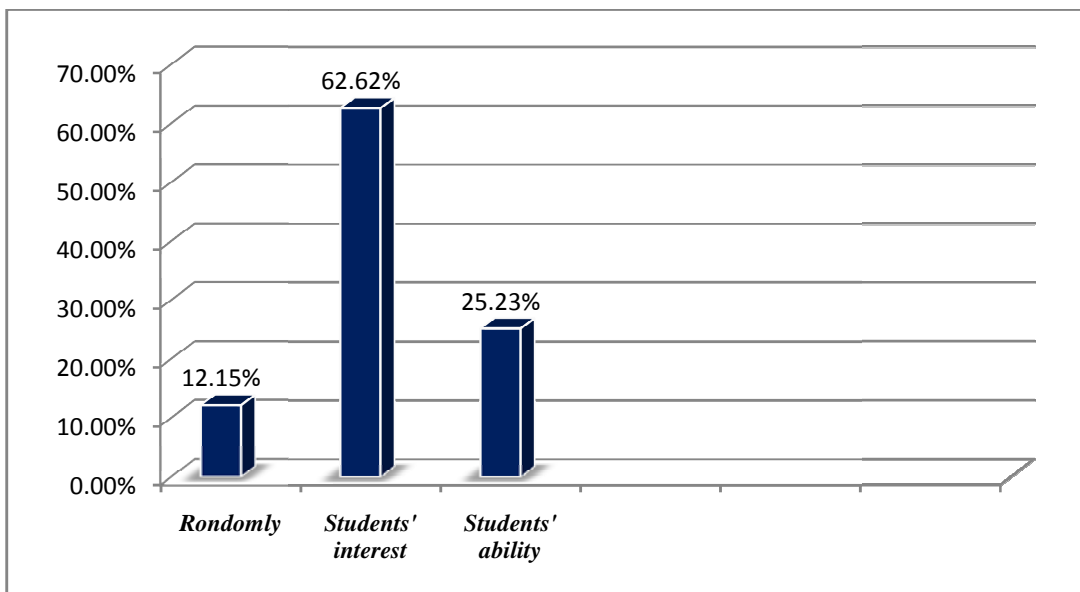
Figure 6.13- The Students' Preferred Way of Groups Formation

62.62 % of students wished for choosing the group themselves according to their own interest, 25.23 % preferred that their teacher set up the groups based on their ability, and only

12.15 % of the students were in favour for random assignment of the groups. The essences of the students' preferences of the factors of group formation were as follows

A-At Rondom

- "At random to have different points of view from different students with different IQ"
- "Because it is fair to all"
- "Because the class will not be noisy and no judgment and comments"
- "At random because all the members will participate and help each other"
- "At random; I don't like working in groups, but if I have to, I do not mind joining any group which the teacher chooses"

B-Students' Interest

- "Because I like to work with my friends"
- "I prefer to choose the group myself, so that I choose the successful members to boost my skills"
- "I like to work with a group where I find myself comfortable and with my friends, they understand me more than the others because we will agree with each other and there will be no unfair"
- "Because if I choose a group I will work better than if I sit with someone who I do not like"
- "To select a good and interesting people with whom I can give and take informtion"
- "I work more with people whom I know, I will not face difficulties in communication because I feel free and more comfortable"
- "To be comfortable, to avoid problems, and lack of communication"

- "If I choose a group, the work would be more interesting and funny"

- "Because when I work with my friends, I feel better and relaxed so I can give what I have without any problems such as shyness"

C-Students Ability

Students who preferred to assign the groups based on their ability were divided between assigning the students of the same ability to a group or students of different abilities to a group. Students who preferred groups of the same ability state the following reasons

- "We cannot work with students who have a higher level than us"

- "Ability; because when I work in a group I prefer being with the ones who are similar to me, and have the same opinions and knowledge about the subject"

- "Ability because if I can't help them, I will not stay comfortable, I will see my self as a stupid girl"

- "Ability because some members who are better than me make me feel I am not intelligent as they are".

Students who preferred groups with different abilities (lower or higher than them) said they wanted to enjoy groups with different abilities so that students explained things they did not understand, and they also explained other thing that their friends did not realize.

Group assignment in the cooperative classroom has to be carefully planned and arranged in order to achieve the best results. In fact, it is usually preferred and associated with cooperative learning to form the groups based on diversity of students' academic talents, ie, students with different levels in one group. This is called heterogeneous grouping in which students with low proficiency level learn from their higher-achieving friends and those who have good abilities will enhance their competencies through teaching their peers. However,

grouping students randomly, homogeneously, proficiently, according to their preferences and interests or according to their seating is also possible in cooperative learning.

15. How comfortable are you when writing cooperatively (with your peers)

      a.   **Very comfortable**

      b.   **Comfortable**

      c.   **No concern**
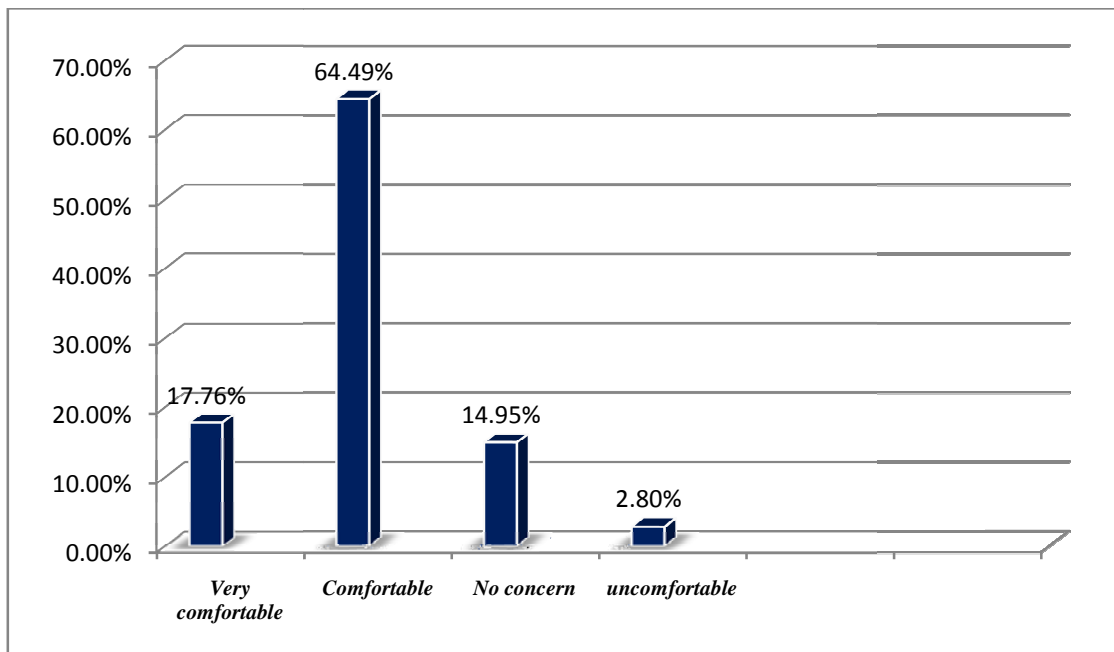
      d.   **Uncomfortable**

Figure 6.14- Students' Feelings towards Cooperative Writing

The vast majority of the students had positive feeling when writing cooperatively in that 64.49 % and 17.76 % of the respondents opted for options **"b"** and **"a"** "comfortable" and "very comfortable" respectively. Whereas, 14.95 % said they had no concern, and only 2.80 % said they were uncomfortable when they worked in groups. These positive feelings

towards the methods of practicing writing in the class are very helpful in decreasing anxiety and facilitating the writing process.

16. Do you think that teacher's feedback on cooperative writing assignment is more helpful than on individual writing assignment? (Justify your answer)

Yes ☐   **Partly** ☐   **No** ☐

Option	*Number*	*%*
Yes	67	62.62
Partly	35	32.71
No	05	4.67
Total	107	100

Table 6.3- students' Perceptions towards Teachers' Feedback on Cooperative Writing Assignments

Students seem to have a positive conception about providing feedback on cooperative writing assignments given that 67 students (62.62%) from three different groups claimed that the teachers' feedback was more helpful in group writing compared to individual writing. In addition, 32.71 % perceived it as partly more helpful, and only 4.67 % (5 students) said that it was not more helpful. Students justifications were to a certain extent the same, in that students who said that the teachers' feedback was more helpful or partly more helpful on cooperative

writing essays said that the provision of feedback on writing groups would give them the chance to discuss the provided feedback and correcte the errors with the support of the peers, especially that teachers sometimes give vague and ambiguous feedback. Students also believed that writing in a group was an occasion to benefit from both teacher's and peers' feedback.

17. Does cooperative learning have any benefit, in your terms, in the writing class?

When students were asked about the benefits of cooperative learning according to their experience in writing in groups, their responses were as follows

- "Writing in groups helps me recognize my mistakes, try to write better, and take new information from my peers".
- "We receive comments and suggestions from our peers and the teacher"
- "Exchange ideas, learn how to deal and discuss with others, and get new information because multiple brains are better than one".
- "Learn from others' mistakes, and meet new mentalities".
- "Enhances our communication skills and improves our writing performance".
- "More information and knowledge, new ideas, interesting way".
- "Give yourself and your classmates the chance to understand what you have missed before"
- "We discuss different ideas to choose the best ideas that fits the subject"
- "Learning in groups is something good because it pushes you to learn more and to present yourself and your capacities"

- "When writing in a group, we learn more words, maybe we do not know before, exchange ideas, new information, but in other instances when there is noise and no respect nothing is good"

- " I have a better grasp of the topics when I discuss them with peers"

- "I understand more when I work in groups rather than individually"

- "Enlarge my skills through mutual learning and support as well as I learn how to successfully comment on my peers writing"

- "Help students to be more effective, more sociable, build their personality, and make them in a competitive atmosphere which encourage them to give their full effort"

- "Make friends, enjoy my time, and learn more vocabulary and concepts"

   Even though, the large majority of students acknowledged the benefits of cooperative learning, two students have stated the following

- "I think it is the best way for other students, but for me it is just a waste of time, and I cannot organize my ideas at all"

- "According to me, cooperative learning does not have any benefits. It disturbs my ideas and I cannot think comfortably".

Conclusion

   The analysis of the students'questionnaire reveals that the writing skill is considered the most difficult skill for the majority of the students at least in our sample, and that students are aware of their low writing profieciency claiming that the factors behind their poor writng production are various as the lack of motivating methods, lack of practice, poor vocabulary... Learners seem to have high expectations for their teachers' feedback and favore it over their peers; however, they welcome receiving peers' feedback if combined with their teacher's

feedback. Moreover, learners state that the intermediate stages of the writing process are the most suitable for them for receiving feedback so that they would be able to edit their writing before handing it in. The students also asked their teachers' to balance between providing praises and criticisms because both are important for them. This questionnaire also shows the students believe in the value and desirability of cooperative writing stating that it creates a comfortable, non-pressured and active atmosphere where they interact with each other, share ideas and information, and benefits from peers' mutual feedback. Furthermore, the students assume that the teachers' feedback on cooperative writing assignments is most helpful for them because it gives a chance to discuss this feedback and suggestion with each other along with providing different sources of information which rich their topic and enable them to deal productively with the writing process.

CHAPTER SEVEN

PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

Introduction

7.1- The Importance of Cooperative Learning in an EFL Writing Class

7.2- Pedagogical Cooperative Writing

7.3-Teachers' Feedback on Cooperative Writing Class

7.4- Pedagogical Teachers' Feedback

Conclusion

Introduction

There is always a need for adapting the pedagogical methods used in different learning classes or changing them to boost the students learning outcomes. These adaptations and changes in the learning and teaching methods are usually deduced from the different pedagogical implementations and recommendations gained from the educational studies that are yearly conducted throughout the world in different academic settings. This chapter offers the main implications of the current research. In particular, we want to shed light on some insights into the importance of integrating cooperative learning and teachers' feedback in the writing class. As well, this chapter mainly provides principals of pedagogical cooperative writing and teachers' feedback and some recommendations for using these pedagogical techniques in the teaching of writing. Our recommendations are not inclusive; however, they provide some ideas that would help in the use of cooperative learning and teachers' feedback in the writing class.

7.1- The Importance of Cooperative Learning in an EFL Writing Class

As we have seen in the theoretical and practical parts of this research, cooperative learning is one of the best pedagogical methods that have to be used in different academic settings to motivate students to learn and increase their academic achievements (see Chapter 2, p.75, 81). Richards & Rodger (2001) see that cooperative learning promotes students' motivation, reduces their anxiety and creates a positive and affective classroom atmosphere. In line with this, our results and classroom observation show that the students in the Exp. G were more motivated to write with each other and less stressed and conscious than students in the CG. Thus, the implementation of cooperative learning offers them a warm and encouraging atmosphere to write in and helps them focus on the significant aspects of the writing process.

More than that, it decreases their anxiety and shyness which are the main factors that hinder students' academic achievements and social skills. In addition, 33.33% of the students who answer the questionnaire claim that they like writing in groups, mainly because it offers them more relaxed and enjoyable learning atmosphere.

In the writing class, cooperative learning supplies learners with opportunities to interact with each other. They exchange thoughts, ideas and peer feedback from the planning stage to the editing stage, i.e. all the parts of the writing process done together. Interaction is a crucial aspect in the language class, language socialization theories and social perspectives see that language is best learned through social interaction or social process. The majority of students who participated in this research claim that writing in groups facilitates and relaxes their interaction to share ideas and information (see Chapter Six, P. 246). Moreover, writing in cooperative groups teaches learners positive social interdependence and the crucial social skills to successfully interact and discuss their points of views with peers, as well, it helps establish and maintain friendships. These results are consistent with the claim of Sacks & Wolffe, (2006); Carrasquillo & Rodriguez (2002); Putman, (2009), who argue that cooperative learning is an ideal context for students' social skill development.

Students in cooperative writing groups have the same interest and responsibility in producing the group's assignment which increases their critical thinking thus fosters their writing achievements. Critical thinking is the engine of the learning process, according to Johnson, Johnson, & Smith (2000), "McKeachie and his associates (1986) find that cooperative learning is one of the factors which teach students how to engage in critical thinking. In our observation of students while writing in groups, we have noticed that the shared responsibility between learners increases their creativity and critical thinking as they

become highly involved in thinking about information to rich the topic of the assignment and to explain it to their peers. Moreover, the experimental research findings (see Chapter Four, p. 161), revealed that integrating cooperative learning in the writing class was a crucial feature of improving students writing achievements.

This study proves that cooperative learning is better for the Written Expression subject than the traditional method of teaching (see Chapter Four, p. 176). These finding seem to be in agreement with different studies conducted by Johnson and Johnson et al., (1981, 1982, 1983; see Chapter Two, P. 73) who find that learners in the LT groups have better achievement than students in competitive and individualistic goal structure. Moreover, LT group students have more cross-racial interaction, more positive friendship relationships, and high self-esteem. The analysis of the results of the teachers' questionnaire (see Chapters Five, p. 205) reveals that the majority of WE teachers under investigation (81.25 %) hold positive views about the integration of writing groups in the writing class, however, only 37.50 % of them actually organize their writing groups cooperatively claiming that cooperative learning is time consuming and difficult to be implemented in the large classes. The analysis shows that this percentage (37.50 %) that claim using CL in their writing class does not use it correctly. The result, we hold in our experimental study proves that implementing the LT cooperative model is somehow time consuming in the beginning, but once both the teacher and the students get used in this strategy it becomes easier than traditional class. LT cooperative model eases our work, as we have guided small number of groups instead of lots of individuals as well as it facilitates the provision of feedback. Consequently, it is more appropriate in managing larger classes than traditional individualistic or competitiveness classes.

Students' questionnaire also reveals that a large number of students participated in this study prefer writing in groups over writing individually (see Chapter Five, p. 238) and that the majority of students who like better individual writing claim that they prefer individual writing because group work leads to the unequal participation of the group members. Whereas, others said that group work leads to unfair assessment by peers and the teacher. So for them, group work is better if the groups are well structured and build on mutual respect and participation among all the group members. These problems and others will never face students if the teacher correctly uses the basic elements of cooperative learning, i.e. positive interdependence, face-to-face interaction, individual accountability, social skills and group processing, which are also the basics of LT cooperative learning model that have been used in this study. In the LT cooperative class, our learners were satisfied to work together; this social pedagogy helps them arrange appropriate interactions. Moreover, learners did not get bored as they were active during almost the whole writing process. In a study conducted by Arndt (1993) it was found that students who participated in team writing felt that spending time in the team writing context was more efficient than in individual context because in group, they generate ideas rapidly and efficiently, the sense of support was stronger, and the natural selection of skills and abilities resulted in a sharing of responsibility for the end product.

7.2- **Pedagogical Cooperative Writing**

Incorporating cooperative learning in the writing class needs more consciousness of the teacher and requires a great deal of planning. More than that, it requires getting insights into some of its crucial principles. The main concerns that teachers have to be aware of are:

Teachers have to be well trained and informed about cooperative learning to become high implements in the strategy before implementing it in the writing class so that they ensure the

successful integration of this social pedagogical approach. Zepeda & Mayers (2004) claim that the teachers, in cooperative learning class, have different essential tasks like explaining the assignment clearly, clearing up the required concepts to be used, the criteria for success, individual accountability and positive interdependence. The results of this research show that the majority of Written Expression teachers who claim using cooperative learning in the writing class do not make any training, and never base their group work on the principles of cooperative learning. Training has to be mainly on the use of the basic elements of cooperative learning. When teachers are well informed in cooperative learning and understand its' principles and rules, they have to present mini-lessons, videos, handouts and make initial training on the procedures and social skills of cooperative learning for students. Wilson (1998) argues that the teacher's role in cooperative groups is to teach cooperative skills so that the group can function effectively. Training students make them sufficiently knowledgeable about what to do and what not to do when writing cooperatively. Furthermore, teachers have to explain the objectives and the benefits of integrating cooperative learning in the writing class so that they increase students' interests and motivation for using it. So, cooperative learning cannot be successful until both teachers and learners are sufficiently prepared.

A further point about the principles of pedagogical cooperative writing is how to organize students into groups and how to design classroom instruction and materials. Groups may be self-selected, randomly-selected or the teacher organizes the groups according to the students' level. Salandanan (2009) sees that heterogeneous grouping is one of the guidelines of cooperation; this way of grouping affects the performance of the group as the high achievers can tutor the other members of the group. We do believe that groups of mixed ability level and mixed work habits is the most appropriate way of forming groups because in mixed groups,

students can learn from each other things that they do not have; however, teachers have to ensure that students are in good relation with their peers because, as the results of the questionnaire show, a considerable number of students claim that they cannot work with members they do not like. In addition, during our research, two students have claimed on their work with others saying that "I don't want to work with this so talkative girl" and "I cannot be a successful writer with such group members". Another important element while grouping students is to be mindful of group size because forming large groups decreases the chance of participation for each individual. It is preferable and considered ideal by researcher, scholars and teachers to make groups of four members. In line with this, Millis (2010) argues that four people are a common team number of cooperative learning.

Assigning role for each group member is also of equal importance in the cooperative writing class, since it gives students equal chance for participation in the task and makes them dependent on each other while writing. Slavin (1995) claims that assigning roles to students can avoid the occurrence of what he called "free riders" or potential complaint of overloading from some successful student writers. More than that, teachers have to ensure that each student and each group receives the grade they earn to increase individual accountability and create an atmosphere of positive competitiveness between groups.

We think that to make the evaluation system in cooperative writing class practical and fair at the same time, teachers have to grade each group's assignment and seek to measure the individual contribution of each member to the group's work through classroom observation, and through determining the extent to which each member has been successful in doing his role. For example, one student is assigned the role of participation checker, if his group does not have equal participation, he is the one to be blamed, and his mark will be influenced.

Further, teachers have to put a clear outline for the classroom evaluation system and inform their students about it at the beginning. In addition, this will motivate them to work and make them more engaged in the writing task and more successful. It also decreases teachers' complaint of having too many papers to correct each time. Millis (2010) sees that individual accountability is an important element in the cooperative learning grading approach since it helps the teacher provide each learner the grade he earns in order that learners are not allowed to "coast" on the work of others.

Peer feedback is a natural part of cooperative writing that helps students reinforce and validate their correct knowledge and accurate incorrect ones. As mentioned in Chapter Two, Section 2.10-Cooperative Writing, p. 89, peer feedback engage learners in critical reading, which makes them knowledgeable about what makes a good piece of writing, hence improve their own writing. However, this technique needs a decisive attention, effort and planning for the teacher because students need clear guidance and need to be taught the skills necessary for peer feedback which might include how to read a piece of writing critically, how to detect errors, and how to justify the provided comments and suggestions with convinced reasons.

Another thing worth mentioning is that teachers have to take into consideration their students' perceptions towards writing in groups, what they like and what they dislike so that they implement it according to what fits their students' nature and abilities, hence increase the percentage of success. Students' perception towards the teaching methods is a highly significant aspect that is totally neglected in our universities. We think that this aspect must receive a large space of pedagogical studies conducted yearly by syllabus designers and teachers to improve the outcomes of students' academic achievements.

7.3-Teachers' Feedback on Cooperative Writing Class

As highlighted in the theoretical insights of the present work (see, chapter Three), teachers' feedback is a crucial part of the students' writing. Countless researchers like Ferris and Hedgcock (2005); Atkinson and Connor (2008); Keh (1990) and Harmer (2001) consider it as a vital aspect of any writing class. In addition, Hamp Lyons (1987) and Ferris, Pezone, Tade, and Tinti (1997) appreciate its role on improving students' writing and argue that the positive effect of teachers' feedback on motivating and encouraging students to write cannot be denied.   In line with these theoretical insights, the results of this study also indicate the value of teachers' feedback in the writing class. The analysis of the Teachers' Questionnaire (see Chapter Five, p. 194) reveals that the large majority of Written Expression teachers (93.75 %) have an overwhelming believe in the importance of their feedback on students' drafts. Furthermore, Students' Questionnaire (Chapter Six, p. 227) results show that (42.06 %) (57 %) of students respectively describe their teachers' feedback as very useful and sometimes useful to their writing; students also report that the teacher is the most preferred and trustful source of feedback for them.   Moreover, the results obtained from the experimental design confirm the importance of integrating teacher's feedback in the cooperative writing class, in that teacher's feedback facilitates, helps, and motivates the work of the groups.

In cooperative writing groups, teachers' feedback is deeply reviewed because more than one person works on it, i.e. there is a discussion between students themselves and between students and the teacher about the feedback received. Feedback on cooperatively written assignments gives students a chance to discuss the comments received from their teacher, and help them gain more insights and ideas in their writing process. Moreover, teacher-students conferencing creates a fruitful interactive atmosphere where an expert (the teacher)

negotiates, discusses and cooperates with his learners who are more or less of the same level and age. This is what Vygotsky (1978) call the zone of proximal development (ZPD), where the child learns solving problems under adult guidance or in collaboration with more capable peers (sees Chapter Two, p. 56). This social interaction between the teacher and a small group of students is beneficial to motivate students to write and to boost up their writing achievements.

Teachers' feedback on cooperative writing groups is more practical and economical in terms of time and energy as it decreases the burdens of giving feedback to growing class sizes that our universities suffer from. In line with this, Boughey (1997) argues that cooperative learning assists teachers in giving detailed and constructive feedback because the teacher in a cooperative writing class deals with a small number of groups instead of dealing with many individuals (see Chapter Two, p. 90). The results of this research also reveal the significant role of teacher's feedback on students' cooperative writing groups. Thus, students' who write under the LT cooperative model and received teacher's feedback write better essays than students in the traditional individualistic class. In addition, according to the researcher's personal experience, giving feedback to a group of students is more motivating and enjoyable as it creates an interactive communicative process between the teacher and his students which promotes the engagement of the teacher and the learner in the writing process.

7.4- Pedagogical Teachers' Feedback

In a cooperative writing class or an individual one, teachers' feedback is one of the most fundamental components of EFL writing classes. However, this feedback must have certain characteristics to be productive and practical. In fact, teachers (especially novices) usually provide feedback according to their own experiences without any training or reading about the

strategies of providing feedback. We say that it would be much better if teacher have certain training into the main principles for successful feedback provision. Hence, we try to design some pedagogical insights on the use of teachers' feedback on EFL writing classes that would help provide more effective feedback.

 Students' beliefs and attitudes towards teachers' feedback play a significant role in its efficacy and success; therefore, teachers have always to consider this aspect before providing feedback to their students' writing. Straub (1997), O'Brien (2004), Leki (1991) and others assert that the understanding of the students' perceptions towards their teachers' feedback is necessary for teachers to develop reflective and effective feedback practices (see Chapter Three, p. 123). Besides, Lee (2008) argues that the teachers who do not take students' perceptions and attitudes into consideration when providing feedback will continually use counterproductive strategies. Students' reactions to and perceptions of their teachers' feedback is a highly ignored aspect in our university, as evidenced by the results obtained from the "Teachers' Questionnaire". The WE teachers in the present study do not investigate how students view or perceive their feedback and usually provide feedback according to their views and knowledge. We think that this ignorance is one of the reasons that hinders the efficacy of teachers' feedback and creates obstacles for students to use it appropriately and correctly.

 Teachers have to ensure that the provided feedback is accurate, understandable, and readable, and it would be better to follow the written feedback with conferences to clarify any ambiguity. Teacher-students conferencing are of great importance, especially for cooperative writing groups as it helps learners clarify and discuss their teachers' feedback together.

According to Zamel (1985), teachers have to avoid vague comments when providing feedback to their students' writing so that students could benefit from the information presented.

A further point about the principles of providing effective pedagogical feedback is the appropriate stage or time for delivering it because ill-timed feedback could be counterproductive. The best time and stage of providing feedback is when students still have time to reflect on it. The teachers who participated in this study claim that they usually provide feedback on the drafting and mainly on the revising, and editing stages. However, 37.50 % of the teachers claim that they usually provide feedback on the students' final drafts, which is not effective because according to Brookhart, (2008) and Booth, (2011) feedback is valuable when students can act on it i.e., use it to revise and edit their writing. So, the best stages for providing feedback are at the beginning and intermediate stages of the writing process. On the other hand, the majority of students also prefer to receive feedback during these stages so that they will have enough time for edition and revision.

Teachers have to be selective when providing feedback and not correct every mistake on students writing so that the task will not be burdened for them and for their learners as well (see Chapter Three, Subsection, 3.2.2.4.6). WE teachers at the Mentouri Brothers University have different views concerning the amount of feedback provided to their students; however, the majority argue that they have to correct every mistake on students writing (see Chapter Five, 199). The analysis of the "Students' Questionnaire" has revealed that, expectedly, a considerable proportion of the learners (73.83 %) prefer that all their mistakes are corrected.

Teachers at our university also still tend to focus on correcting the surface level errors compared to problems on meaning and organization (see Chapter Five, p. 197). With regards

to students' preferences for the types of feedback, a considerable percentage of them report that they want their teachers to respond to both the surface level, and the content and organization mistakes because both are beneficial to them. While the debate over what teachers' feedback should focus on still exists, a lot of researchers advocate that attention must be paid to both content and form (Fathman and Whalley, 1990; Raimes, 1991; Booth, 2011), and see that teachers have to provide feedback on content and organization at the first drafts and leave surface level mistakes to the final drafts (see chapter Three, p. 116-8).

It is of equal significance to stress the crucial role of praises on students' writing. This aspect is largely ignored since a considerable percentage of teachers reported that they only provide negative feedback when responding to students' writing (see Chapter Five, p. 201). On the other hand, the students who participated in this research ask teachers to balance between criticisms and prices in giving feedback arguing that the teachers focus on negative feedback hinders their capacities and dispirit their enthusiasm for writing. In this respect, the Illinois Association of Teachers of English (2004) state that teachers have to couple criticisms and suggestion with praises and encouragement to give their learners the balance they need. Thus, teachers have to abandon the habit of hunting for mistakes on students' work and try to find what is good to praise students because feedback has also motivational functions.

Conclusion

Both the theoretical and empirical investigations of this research recommended the value of incorporating cooperative learning and teachers' feedback into the teaching of writing and proved their potential role in helping learners solve their problems with learning to write in a foreign language. This research also indicates the positive impact of cooperative learning and

teachers' feedback on students' psychological and social skills which are the base of effective learning and successful teaching. The findings identified in this study can serve as pedagogical insights for teachers to be implemented in the writing classes and guide them in their future decisions about teaching writing.

General Conclusion

Recently, there has been a greater focus on social learning methods as a way to develop students' learning abilities across all subject areas. According to Slavin and Johnson & Johnson & Smith (1995, 2000), cooperative learning is one of the most effective social strategies that can increase students' involvement, motivation and interest in learning. In addition to cooperative learning, teachers' feedback entails another essential part of effective learning, teachers' feedback helps students understand the subject and guides them to improve their learning. Ferris & Hedgcock, and Atkinson & Connor (2005, 2008) argue that teachers' feedback is a powerful component in the writing class that offers learner guidance and support which enable them to deal with the writing process. In this research, we focus on the effect of these techniques on students writing, how these techniques should be used and how they are handled in the Written Expression class by the teachers and the students at the Department of Letters and English Language, University of Constantine 1.

The discussion of the results allows us to arrive to the expected outcomes, in that we obtained an H1 that is our hypothesis is confirmed. The post-test results of the EXP group have demonstrated the positive impact of the independent variable (LT cooperative model and teacher's feedback) on the students' writing production; given that most of the students in the Exp. G have been more aware of the five writing components (content, organization, vocabulary, language use and mechanics) compared to students in the CG. This advance on students' writing was reflected in the students' post-test essays. The Exp. G recorded a mean score of 11.97, whereas, the CG had 10.54 (Pre-test is not used in this study because the used experimental design is based on randomization which controls for all possible relevant

extraneous variables. In addition, both groups are practicing essay writing for the first time). The students' writing performance is evaluated using analytic scoring, in which the above five major writing components are tested. The t-test is also used to test the validity of the obtained results. T-test results revealed a significant difference between the means of the experimental and control groups with 0.05 level of significance, and 52 degrees of freedom.

The analysis of the Teachers' Questionnaire reveals that teachers are aware of the usefulness of integrating cooperative learning and their feedback in the writing class. On the other hand, the large majority of the teachers, who claim using cooperative learning, never base their group work on the elements of cooperative learning. In addition, teachers still ignore the main principles behind giving effective feedback. Interpreting students' questionnaire results show that students prefer to write in groups and maintain that cooperative writing helps them feel comfortable and exchange knowledge and ideas with each other. Yet, some of the students claim that they would like to write cooperatively under some condition such as equal participation and fair evaluation. Moreover, teachers are the best source of feedback for all learners. However, learners advocate their teachers to provide positive feedback and stop focusing on criticisms and hunting for mistakes in their writing. Students also claim that they prefer to receive the feedback whilst their teachers are seating with them so that they can discuss and consequently benefit from it. In the light of this analysis, the second hypothesis, the teachers are convinced of the productivity of their feedback and cooperative learning in the writing class and would reach fruitful results if they are aware of the principles required in order to successfully implement these techniques, and that students would like to write cooperatively and receive teachers' feedback if their perceptions towards these techniques are taken into consideration, also has been confirmed.

For sure, there is no miracle to improve the students' level, and also no teaching method without pitfalls; however, choosing practical, motivating, and more active methods definitely would help boost students' writing ability. There is no doubt of the effectiveness of combining teachers' feedback and cooperative learning in the writing class in that both the theoretical parts and the study findings support the use of these techniques and acknowledge their efficacy in the writing class. Hence, we recommend the Written Expression teachers to apply cooperative learning and their feedback techniques according to their basic elements and principles because using these pedagogical strategies haphazardly make them unproductive. Moreover, teachers have to make sure that these techniques are well understood by their students, and to use them according to their students' preferences and level.

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Résumé

Cette recherche a pour but de mettre l'accent sur le rôle que joue l'écriture collective fondée sur les principes de (Learning Together) de Johnson et Johnson et sur les instructions des enseignants pour améliorer le niveau des étudiants dans l'expression écrite en anglais dans le département de la langue et la littérature anglaise à l'université des Frères Mentouri, Constantine. Cette recherche vise également à vérifier si l'écriture collective et les instructions des enseignants sont inclues dans les séances d'écriture sur les principes de ces méthodes pédagogiques et voir les avis des enseignants et des étudiants sur ces méthodes d'enseignement. Cette recherche est fondée sur deux hypothèses : la première consiste à si les étudiants participants dans cette recherche sont soumis à cette écriture collective fondée sur les principes de (Learning Together) et si les enseignants donnent des instructions et des corrections, leurs compétences dans l'écriture vont s'améliorer. Quant à la deuxième hypothèse : les enseignants de l'expression écrite ; dans le département de la langue et la littérature anglaises à l'université des Frères Mentouri; ont conscience de l'importance de l'écriture collective et de leurs instructions dans l'amélioration du niveau de l'écriture chez les étudiants mais ils n'appliquent pas les principes de ces méthodes d'enseignement. Ainsi que les étudiants préfèrent écrire dans de petits groupes et avoir des consignes et des corrections données lors de l'écriture. Pour vérifier la validité de la première hypothèse, nous avons mené une expérience qui contient un examen dimension sur deux groupes d'étudiants. En ce qui concerne la deuxième hypothèse, pour vérifier sa validité, nous nous sommes basé sur un questionnaire pour les enseignants et un autre pour les étudiants. Le résultat de l'examen montre que les étudiants dans le premier groupe ont écrit des dissertations mieux que celles produites par le deuxième groupe et marque une amélioration relative dans les éléments principales des règles d'écriture. Pour déterminer la validité de es résultats nous avons mené des recherches empiriques (T.Test) qui a prouvé statistiquement leur validité. La deuxième hypothèse est également confirmée, comme nous l'avons remarqué à travers l'analyse des questionnaires que les étudiants et les enseignants ont une perspective favorable pour l'écriture collective et la correction des enseignants. Cependant nous avons constaté que des enseignants ne tiennent pas compte des principes et des règles de base de ces méthodes d'enseignement. Les étudiants demandent que l'écriture collective et les instructions des enseignants soient fondées sur des principes clairs suivant leurs compétences scolaires, leurs capacités et leurs tendances personnelles. En se basant sur le résultat mentionné ci-dessus, nous avons fourni des recommandations et des propositions modestes aux enseignants de l'expression écrite dans le but de les aider à utiliser ces méthodes d'enseignement d'une manière efficace et réussie.

الملخص

يهدف هذا البحث إلى تسليط الضوء على الدور الذي تلعبه الكتابة الجماعية المبنية على مبادئ (Learning Together) لـ (Johnson and Johnson) وتوجيهات وتصحيحات الأستاذ في تحسين مستوى الطلاب في مقياس التعبير الكتابي في السنة الأولى ليسانس قسم الآداب واللغة الإنجليزية بجامعة الإخوة منتوري قسنطينة. كما يسعى هذا البحث إلى التحقق مما إذا كان يتم إدراج الكتابة الجماعية وتوجيهات الأستاذ في حصص الكتابة على المبادئ الأساسية لهذه الأساليب البيداغوجية، ويتناول آراء كل من الطلاب والأستاذ في هذه الأساليب التعليمية. يبنى هذا البحث على فرضيتين: أول هما أنه إذا تم إخضاع الطلبة المنخرطين في هذا البحث إلى الكتابة الجماعية المبنية على مبادئ (Learning Together) متبعين بتعليمات وتصحيحات من طرف الأستاذ فإن مهاراتهم في الكتابة ستتحسن تدريجيا. أما الفرضية الثانية فمفادها أن أساتذة التعبير الكتابي في قسم الآداب واللغة الإنجليزية بجامعة الإخوة منتوري يدركون أهمية الكتابة الجماعية وتعليماتهم في تحسين مستوى الكتابة لدى الطلاب، لكنهم لا يطبقون المبادئ الأساسية لهذه الأساليب التعليمية كما أن الطلاب يحبذون الكتابة في مجموعات صغيرة وأن تقدم لهم توجيهات وتصحيحات أثناء الكتابة. إذا ما بنيت هذه الأساليب البيداغوجية على أسس صحيحة وفي وقت مبكر وفي ولايتها الشرعية. كي نتحقق من مدى صحة الفرضية الأولى، قمنا بإجراء تجربة اقتضت فرضها على مجموعتين من الطلاب كل واحد قسمناهما من قبل إلى فوج تجريبي وآخر ضبطي. أما فيما يخص الفرضية الثانية فلكي نتحقق من مدى صدقها اعتمدنا على استبيانين في استمارتي الأساتذة وأخرى للطلاب بالإضافة إلى نتائج الاختبار البعدي وقد تبين أن الطلاب في الفوج التجريبي تحصلوا على نتائج أحسن من مقابلاتهم في الفوج الضبطي مما يؤكد على الدور الفعال لهذه القواعد الكتابية. ولتحديد مدى صحة هذه النتائج قمنا بإجراء اختبار تجريبي (T-test) الذي أثبت إحصائيا صحة هذه النتائج. الفرضية الثانية أيضا تم تأكيدها، حيث لاحظنا من خلال تحليل الاستبيانين أن لكل من الطلاب والأساتذة نظرة إيجابية للكتابة الجماعية وتصحيحات الأساتذة لكن تبين أن الأساتذة لا يأخذون بعين الاعتبار المبادئ والقواعد الأساسية لهذه الأساليب التعليمية كما أن الطلاب يفضلون أن تبنى الكتابة الجماعية وتعليمات الأساتذة على أسس واضحة وفق قدرتهم الدراسية وفي ولايتها الشرعية بناء على النتائج المتحصل عليها، قمنا بإسداء توصيات ومقترحات موضوعة لأساتذة التعبير الكتابي لمساعدتهم لاستعمال هذه الأساليب التعليمية بطريقة فعالة وناجحة.

الكلمات المفتاحية: الكتابة الجماعية، توجيهات وتصحيحات الأستاذ، التعبير الكتابي.

Keyword: Cooperative learning, teacher's feedback, writing.

Mots-clés: L'apprentissage coopératif, les instructions d'enseignant, écrit.

APPENDIXES

Appendix A: Teachers' Questionnaire

Appendix B: Students' Questionnaire

Appendix C: Handout about Cooperative Learning

Appendix D: Data used for the Calculation of the T-Test

Appendix E: Samples of Students' Treatment Period Assignments

Appendix F: Samples of Students Post-test Assignments

Appendix G: The Writing Scoring Guide

APPENDIX A

Teachers' Questionnaire

Dear Teachers,

In this questionnaire, we would like to find out about the writing skills, the use of cooperative group work, and the technique of feedback in order to help boost the teaching and learning of the writing skills and strategies.

The questionnaire is anonymous. The information provided will be treated confidentially. Your responses will help solving some of the problems students face in acquiring the writing skill.

Miss AZZIOUI Assia

The Department of Letters and English Language

The Mentouri Brothers University, Constantine.

Many thanks for your cooperation

Section A: Background Information

01. What is your employment status as a teacher?

a. Full-time ☐   b. Part-time ☐

02. How long have you been teaching "Written Expression"?   Year (s) ☐

Section B: The Writing Skill

03. How should a 2ⁿᵈ year student piece of writing be? (You can tick more than one box)

a. Relevant and interesting ideas   ☐

b. Logical and effective organization   ☐

c. Expressive and accurate vocabulary   ☐

d. Fluent and grammatically correct sentences   ☐

e. Correct and communicative conventions.   ☐

f. Other: please specify   ☐

04. What is your students' actual level of writing? (Check one box only)

a. Most are above average (can use accurate vocabulary, correct grammar, logical

organization, and relevant ideas)   ☐

b. Most are averages (have some problems in the different aspects of writing)   ☐

c. Most are below average (have serious problems in writing)   ☐

d. Writing level varies greatly   ☐

05. In your opinion, what are the causes of such difference, if any, between the students actual and desired level of writing?

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06. Does reading assist the development of the writing skill?

Yes ☐   No ☐

07. If yes, do you assign reading as a part of your writing instructions? (Please, justify your answer)

Yes ☐   No ☐

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08. What is the approach you follow to teach writing for 2ⁿᵈ year students?

   a. The Product Approach   ☐

   b. The Process Approach   ☐

   c. The Genre Approach   ☐

   d. Others   ☐

09. Explain the reasons behind your choice of your teaching approach?

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Section C: The Effectiveness of Teachers' Feedback on Students' Writing

10. **Should the teacher comment on drafts of students' essays?** (Please, justify your answer)

Yes ☐　　　　　　　　　　　　　　　　　　　　No ☐

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11. When providing feedback to students' writings, you often focus on:

    a. Form of writing: (e.g., grammar and the mechanics of writing)　☐

    b. Content of writing: (e. g., ideas organization, amount of details)　☐

    c. Both content and form　☐

12. Do you think that teachers' feedback should be strongly based on the course objectives? (Please, justify your answer)

Yes ☐　　　　　　Partly ☐　　　　　　No ☐

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13. According to you, what is the best stage for offering feedback to students' writing?

    a. The planning stage　☐

    b. The drafting stage　☐

c. The revising stage ⬜

d. The editing stage ⬜

e. The final draft ⬜

14. Do you balance between positive and negative comments on your students' writing?

(Please, justify your answer)

Yes ⬜   No   ⬜

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15. Do you give the opportunity to students to correct other students` mistakes? (Please,

justify your answer)

Yes ⬜   No   ⬜

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16. Do you take students' perceptions to your feedback into consideration when providing feedback?

Yes ⬜   No   ⬜

D: Teachers' Practices, Beliefs and Attitudes towards Cooperative Learning

17. Do you use group work in your writing courses?

Yes ☐   No ☐

18. How are students grouped into smaller groups?

a. At random   ☐

b. According to students' seating   ☐

c. According to students' interest   ☐

d. According to students' ability   ☐

19. Have you ever organized your students groups according to the basic elements of cooperative learning?

1. Always ☐   **2.** Rarely ☐   **3.** Never ☐

20. If yes, in what way? If not, please tell us your reasons.

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21. Do you *help your students* build the *necessary skills* for *cooperative* learning?

Yes ☐   No ☐

22. Do your students have problems working together?

Yes ☐   No ☐

23. Whatever your answer is, please explain.

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24. What do you do while students are working in groups?

a. I do not interfere with the groups` work ☐

b. To be an active participant in each group ☐

c. To be an observer to the groups ☐

25. Do you believe that cooperative writing helps you provide more detailed and constructive feedback?

Yes ☐   No ☐

26. Do you assign roles for each group member? If yes, what are they?

Yes ☐   No ☐

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27. How comfortable and inspired are you students when writing in groups?

a. Very comfortable and inspired ☐

b. Comfortable and inspired ☐

c. No concern ☐

28. Is cooperative learning an effective approach to help students master the writing skill? (Please, justify your answer)

Yes ☐   No   ☐

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Thank you for the thought, time, and effort you have put into completing this questionnaire

Students' Questionnaire

Dear students

This questionnaire is designed to investigate the relationship of group work activity and teacher's feedback with achievement in writing. We are conducting a survey in connection with our Doctoral research on the effect of Language Teaching Cooperative Learning and Teachers' Feedback on second-year EFL students' writing ability at the Mentouri Brothers University, Constantine.

This questionnaire is anonymous. The information provided will be treated confidentially. Your responses will help solving some of the problems students face in learning English.

Please, tick ( ) the appropriate box, and give your own answer where necessary.

Miss AZZIOUI Assia

The Department of Letters and English Language

The Mentouri Brothers University, Constantine.

Many thanks for your cooperation

Section A: The Writing Skill

1. **What subject do you think is the most difficult? (Check one box only***)*

    a. Grammar

    b. Reading

    c. Writing

    d. Speaking

    e. Listening

2. **How would you evaluate your level in writing compositions?**

    a. Good (able to write clearly and effectively)

    b. Average (have some problems with the different aspects of writing)

    c. Below average (have serious problems in writing)

3. **My writing efficiency is low because:**

    a. I'm not motivated or engaged in the writing activities

    b. I don't practice (I don't have the writing habit)

    c. The teaching methods (techniques and way of teaching writing) are not good

    d. I lack vocabulary and grammar knowledge

    e. The teacher doesn't give me effective feedback

    f. I generally organize my ideas in Arabic, then I cannot express them in English

4. Does reading assist the development of the writing skill?

Yes ☐ No ☐

4. If yes, do you read to improve your writing performance? (Please, justify your answer)

Yes ☐ **No** ☐

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Section B: Students' Preferences and Perceptions of Teachers' Feedback

6. How do you perceive your teachers' feedback on your writing?

a- Very useful ☐   *b-*Sometimes useful ☐   *c-* Useless ☐

7. What areas would you like more feedback about?   (Please, justify your answer)

    a. Form of writing: (e.g., grammar and the mechanics of writing) ☐

    b. Content of writing: (e. g., ideas organization, the amount of details) ☐

    c. Both content and form ☐

8. Would you like that your teacher provides feedback on? (Please justify your answer)

a. All your mistakes ☐

b. Select mistakes related to the lesson objectives ☐

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9. Would you like to receive feedback from?   (Please, justify your answer)

a. Your teacher ☐

b. Your peers (feedback from your classmates) ☐

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10. Would you prefer to get teachers' feedback on? (Please, justify your answer)

a. The planning stage ☐

b. The drafting stage ☐

c. The revising stage ☐

d. The editing stage ☐

e. The final draft. ☐

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11. Which type of feedback do you prefer, and why?

    a. Negative (criticisms) ☐   **b**. Positive (praises) ☐   **c**. Both of them ☐

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Section C: Students' Perception towards Cooperative Learning

13. **As you write in class, would you like to write?**

    a. In a Cooperative Group   ☐

    b. Alone   ☐

If, "a" is it because writing cooperatively / in groups

    a. Creates more relaxed and enjoyable learning atmosphere   ☐

    b. Enhances communication skills   ☐

    c. Helps you learn to respect the others' views and ideas   ☐

    d. Helps you learn the different social skills   ☐

    e. Helps you improve your writing performance   ☐

If, "b" is it because writing in groups / cooperatively

    a. Wastes your time   ☐

    b. Leads to the unequal participation of the group member   ☐

    c. Leads to unfair assessment by peers and teacher   ☐

    d. Makes the class noisy   ☐

e. Leads to different social skill problems ☐

f. You hate to work in groups ☐

14. Do you prefer setting the groups? (Whatever your answer, please say why).

    a. At random ☐

    b. According to your interest (preference) ☐

    c. According to your ability (proficiency) ☐

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15. How comfortable are you when writing cooperatively (with your peers)

    a. Very comfortable ☐

    b. Comfortable ☐

    c. No concern ☐

    d. Uncomfortable ☐

16. Do you think that teacher's feedback on cooperative writing assignment is more helpful than on individual writing assignment? (Justify your answer)

Yes ☐   Partly ☐   No ☐

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17. Does cooperative learning have any benefit, in your terms, in the writing class?

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Thank you very much

Cooperative Learning

ALL for one, one for all

Alexandre Dumas

1- What is cooperative learning ?

Cooperative learning is a learner-centred instruction in which students work together for an aim "that connot be obtained by working alone or competitively " (Johnson , Johnson &Holubec, 1986). In cooperative groups, each member " contributes to the completion of the Learning activity" Zepeda (2007) and " isrespbonsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement" Tomei (2010: 62).

2-Elements of Cooperative Learning

Simply placing students in small groups does not mean that they are working cooperatively. Effective cooperative learning occurs when teachers understand the nature of cooperation and the basic elements of a cooperative activity. Johnson and Johnson (2005) called these elements "the essential components of cooperation" which have to be presented to consider a teaching strategy as being cooperative. These elements are positive interdependence; face-to-face interaction; individual accountability; interpersonal and small group skills; and group processing.

Positive Interdependence: students believe they are responsible for both their learning and the teams'.

Face-to-face Interaction: students explain their learning and help others with assignments.

Individual accountability: students demonstrate mastery of the material

Social Skills: students communicate effectively, build and maintain, trust, and resolve conflicts.

Group Processing: groups periodically assess their progress and how to improve effectiveness.

3-Learning Together (LT) Cooperative Model

Learning together cooperative model is the closest to pure cooperation of all the methods, it is developed by Johnson and Johnson in 1975. In this method, students work in groups, present a single sheet and receive praise and recognition based on the group's performance (Rosoff, 1998). LT method, according to Glanz (2004: 151), has the following five basic elements:

Ellis (2005) states that LT model is based on a generic group process theory applicable to all disciplines and grade levels. Students at LT are placed in formal or informal base groups that are charged with solving problems, discussing issues, carrying out projects and other tasks. LT model is based on the five elements of cooperative learning, thus the absence of one element leads to unstructured group work (Slavin, 1985; 1995; Glanz, 2004; Ellis, 2005). Moreover, Jacob and Mattson

(1995: 232) argue that LT is "a framework for applying cooperative learning principles. It does not have a specific method of organization, but outlines decisions teachers need to do to apply cooperative learning". The following table explains in more details the learning together module, its purpose and layout:

Dimensions	Learning Together Model
Philosophy	▪ Group dynamics and social psychology
Academic Goals	▪ Improve students' achievements
Social goals	▪ Create positive relationships of mutual help, encouragement and support amongst group members
Process of Learning	▪ Teacher prepares components of the study unites ▪ Students divided into small groups ▪ Group members help each other reach teacher-determined academic goals
Task	▪ Tasks are defined by teachers (e.g., writing reports, writing words, summarizing)

3. Student's Roles in cooperative Groups

Recorder	Participation Checker	Questioner	Noise controller
Function: Keeps an accurate record. Checks everyone's understanding	Function: Helps others to join in. Ensures everyone gets a turn	Function: Asks group members to explain and say more. Asks for paraphrasing	Function: Checks on use of quiet voices. One speaker at a time
Materials manager (gofer) Function: Collects materials returns them. Keeps things tidy	**Organiser** Function: Keeps everyone on task. Watches the time	**Checker** Function: Makes sure everyone has learned or completed the task checks for understanding and agreement	**Praiser** Function: Praises individuals' contributions. Helps celebrate achievements

Photocopied from Jolliffe (2007:119)

APPENDIX D

Data used for the Calculation of the T-Test

The Exp.G (N1 = 30)		The CG (N2 = 24)	
X_1	X_1^2	X_2^2	X_2
12	144	11	121
13	169	11	121
9	81	8	64
13	169	10	100
14	196	11	121
11	121	9	81
13	169	13	169
15	225	10	100
13	169	10	100
12	144	8	64
13	169	12	144
11	121	11	121
15	225	9	81
13	169	12	144
11	121	13	169
12	144	7	49
11	121	12	144
8	64	11	121
13	169	14	196
11	121	11	121
11	121	11	121
12	144	10	100
10	100	11	121
13	169	8	64
14	196		
10	100		
12	144		
13	169		
11	121		
10	100		

For the CG:

$$\sum X_2 = 253 \quad \sum X_2^2 = 2737$$

$$\overline{X_2} = \frac{\sum X_2}{N_2} = \frac{253}{24} = 10.54$$

$$S_2^2 = \frac{\sum X_2^2}{N_2} - \overline{X_2^2}$$

$$S_2^2 = \frac{2737}{24} - 10.54^2$$

For the Exp.G:

$$\sum X_1 = 359 \quad \sum X_1^2 = 4375$$

$$\overline{X_1} = \frac{\sum X_1}{N_1} = \frac{359}{30} = 11.97$$

$$S_1^2 = \frac{\sum X_1^2}{N_1} - \overline{X}_1^2 \qquad\qquad S_2^2 = 114.04 - 111.09$$

$$S_1^2 = \frac{4375}{30} - 11{,}97^2 \qquad\qquad S_2^2 = 2.95$$

$$S_1^2 = 145.83 - 143.28$$

$$S_1^2 = 2.55$$

The t Value

$$tn_1 + n_2 - 2 = \frac{\left(\overline{X}_1 - \overline{X}_2\right)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

$$t30 + 24 - 2 = \frac{(11.97 - 10.54)\sqrt{(30 + 24 - 2)30x24}}{\sqrt{(30x2.55 + 24x2.95)(30 + 24)}}$$

$$t52 = \frac{1.43\sqrt{37440}}{\sqrt{7954.2}}$$

$$t52 = \frac{1{,}43x193.49}{\sqrt{7954.2}}$$

$$t52 = \frac{276.69}{89.19}$$

$$t52 = 3.10$$

Appendix E: Samples of Students Treatment Period Assignments

GrioS   <u>Compare and Contrast</u> life of the past with that of to day.

there is a huge difference between life in the past and life nowadays, the way has changed completely especially in the way of thinking, dressing style and also the eating habits.

First, in the past people used to use their hands *(Not clear)* in each work they do in a domestic system, which means they used to work in their own forms. Also, people used to dress traditional cloths that ^are made up by hand from animals skins and furs like bears, camels, cheaps. Moreover, people used to eat natural food from their forms to keep them healthy.

~~on the other~~ *Second* hand, to day every thing ^has completely changed, people ^are ~~become~~ using different machines to do their work in many factories to gain time and get money rapidly, and dress chik clothes like jeans, T-shirts and modern night dresses. In addition, they eat fast food as Hamburger, pizza, chawerma and they are unhealthy as natural.

(This is one sentence!) In conclusion, we notice that life is not the same as it is used to be, different things disappeared and others appear.

The essay lacks analysis.

Gv:05

Why Friendship ends? write an essay in which you develop three reasons that lead to the end of this relationships.

Friendship is a relationships between two people [only two?] in which they must help each other and support their self util the end, but at this time we can say that the friendship between friends cannot be eternal + and we remarque that most of this relations end for different reasons.

At First, the principale cause of this broken relations-ships is the lack of confidence ① because when you suround your self with negative people. They will only break you down and influence you negatively while no one is perfect friendship can be destroied easly also it is difficult to find trustworthy people building friendship takes time, but it loses it value early.

Secondly, Jealousy can be an essential cause that ends this relations. Jealousy is the feeling of bitenes which some of the friends have while they think that this friends are trying to take his possession, or his attraction away from them.

We can't forget one the big problems happend between friends when one of the friends gossip about

Not well developed

about his friend constantly and try to damage your picture . (Not enough, not well developed) .

Finally , we can say that each one from the groupe of friends must control his emotions, his reaction feelings , so that freindship last for long time.

- The essay lacks analysis.
- A paragraph cannot be one sentence ; Your fourth paragraph and the conclusion are one sentence only !

Team: A   Wednesday, May 16th 2012
Subject: Why Friendship ends
pattern of Development: Multiple cause => one effect.

Friendship is one of the best and most important relations in the
society. It provides us with opportunities to interact, share
and express our thoughts safely. Like any other relation, friendship
needs mutual care, respect, love and patience to last for ever.
However, this nice relation can face different problems which
eventually leads to its end.
According to us, jealousy, lies and betrayal are three of
the main resons that could lead to the destruction of
friendship.

Among the most common resons that ends for ending a friendship relation
is jealousy. A true Friend will do his best to help you achieve
your aim. However, a jealous friend will always try to hinder
your achievements. Jealousy causes the person to ignore your
positive accomplichment and gives negative impact on every
action you do. More than that, a jealous friend will never give
you support or assistance and these are the heart of friendship.
for instance, if you ask a jealous friend to help you achieve
something, he will give endless excuses for not helping and this
creates problems between friends.

Lying is another important cause that worsen a friendship
relation and leads to its end. This bad habit causes a lack of
trust and honesty between friends when a friend lies about
something, you will no more believe him and this feelings decreses
                                                        decrease

respect and love between people and eventually leads to an end for their relation. In fact lie burns all the bridges between friends and badly affect this great relation. However, we do not have to directly end a friendship for a lie, we have first to understand the reason behind our friends' lies because sometimes friends lie as they are afraid from our reaction to truth, or just because they do not want us something much more personal.

Betrayal is also a dangerous behaviour which causes distrust and eventually kills the relation between friends. If a friend committed an act of betrayal he for sure, does not deserve to be a friend because this offensive behaviour have no excuse especially on the part of a person whom we trust and we think is the closest person to us. Betrayal on the part of a trusted person has very dangerous consequences especially on the betrayed person as it turns his love to a deep-rooted hatred. It also makes him think only about how to revenge. More than that, the betrayed person will lose trust on people and makes him unable to deal with people.

Though our friends are the dearest people to our hearts, they may cause us harm and destroy our trust in them. However, no person is perfect and any one can make mistakes, so when we face problems with friends, we try first to find ways to overcome the problem and let the end of the relation as the last solution.

Subject: The world is full of so many injustice. Write an essay in which you outline three examples of injustice

Pattern of Developement: Examples.

Sndan!!

Justice is the fairness in the way people are treated and considered; that is, the act of giving each person what he deserves is always considered as a highly valued and praised act in all societies. Unfortunately, there are many injustices and inequalities between people in this world. Three examples of injustice in the world are political injustice, social injustice and judicial injustice.

Sndant

One of the examples of injustice is the political one. Political injustice involves the violation of people's liberties. In a lot of countries, citizens do not have freedom of speech. Even when they give them the chance to give their opinions, in election for example, in a lot of cases governments and authority people choose the person they want and not what citizens have chosen. Another example of political injustice is always done by the strongest powers like U.SA who constantly call for visibility, credibility and the respect of human rights. However, they do not take these behaviours in consideration in their own actions. In addition, they deprive lot of countries liberty and self-ruling. All of that is injustice done from the part of developed countries and the

1

...→different political powerful people who care just about how to satisfy their greeds and achieve aims claiming that they are protecting human rights in the world.

A deeper perception lead us to another side of injustice which is the social one. Social injustice affects all societies in one way or another. This type of injustice is usually occurs because of a person's sex, skin colour, religions beliefs or social standing. Racism is the best example of social injustice. Black and Asian people are the ones who suffer most from racism either because of their skin colour or due to poverty. They are considered by white people as inferior human beings and they are almost deprived from their rights. The second example of social class segregation. This act is found in some societies like India, Egypt, and South Africa, where poor people do not have the same rights as the rich ones.

Injustice can also be where justice have to be this crucial fact has affected the legislative authority field in many ways. A judge is supposed to be fair, never the less, a lot of people are daily accused and condemned for crimes they did not do. Where as criminals and tyrants are free. This is because the judge makes his judicial decision against or in favour of the accused person subjectively. Another judicial injustice is the torture and prison abuse. In many prisons, prisoners are badly treated without any respect to the fundamental human rights. Guantanamo and Abu Graib are two examples of the worst prisons where prisoners face different kinds of injustice and humiliation

As Martin Luther King have said "injustice anywhere is a threat to justice everywhere". So, it is the responsibility of each society member to fight and speak out against injustice anywhere to have justice everywhere.

Appendix F: Sample of a Student Post-test Assignments

The Control Group

(3) Explain why some teens commit suicide

In our life we live in a society and family. we must live Ba bad and good moment. we also must except every thing and be pattion in the hard ~~the~~ times of our life. problems between parents failing in studies, poverty, all these are causes that makes teens commit suicide.

problems between parents is one cause that make teens commit suicide. When parents have problem with each other and their children notice that they can not live confortably. They always thinck about what will happened in the future. They also loss kind and effection which are two principle (come from) parents are the source of them. So

Failing in studies is also one cause of suicide. Some teens, when they fail in their studies they ~~can~~ thinck about this catastrophy. because they can not accept bad marks. when they do their effort, and they can not face. their parents with bad results maybe because. their parent are severe with them, and do not. except their failing.

pooverty is cause make teens thinck about suicide. Some teens do not satisfy. about their. situation of life and their Level. they wount. to Live as people from good situation. they. wount to wear theight class clothes. and spend time and holydays in famous places. and eat verry expensive food. All these Condition. are the oposite of their Level. so they can. not Live poor and see how people from good situation enjoy with good Life.

ALL these Causes make teens prefer. To died and pute alimte to thier life. by by their selves. with a forbeden way.

Appendix F: Sample of a Student Post-test Assignments

The Experimental Group

"you don't know what you've till it's gone"

Life and all what we own are blessings that some do not notice. Some people are thankful for what they have and use it properly. In the other hand, there are those who do not know how to appreciate those gifts and waist them without being aware of what what they have lost. There is a famous saying that we do not know what we have got till it is gone; it is so true and easy to see in daily life; we can lose money, health and relashionships.

The first thing that is hard to earn and easy to lose is money. There are a lot of wealthy people in this world, but part of them think it is something that make them superior and better. Unfortunately, they spend their money on unnecessary things and use what they buy only few times and through it away while it is still new or spend big amount of money on new cars and houses while one is enough. Others just want to have fun and enjoy their lives in a wrong way ignoring that there are people who are in urgent need of very little of this money to solve their financial issues, heal their children or simply live a decent life. If a day when rich ungrateful persons lose their wealth came, they

would definitly regret their deeds and wish they had used it in a good way or on a good cause.

The second example of what we may lose is health. We usually do not take care of our health until we are ill. Many of us eat too much sugar or have their meals irregulary and do not watch their weight and harm their articulations, heart and suffer from the consequences of obesity. In addition, sport and practice are complitely out of people's schedules so their bodies become frail and get ill easely, sometimes it is too late to cure the sickness and gaining back the healthy life is impossible.

The last instance are relationships. Probably each one has ruined a good relationship with someone once in life at least. In many cases one family is ripped apart because of insignificant matters like legacy or some childish fights, but there will always be a day when they don't find family support when it is needed. Morover, people argue with their friends and put an end to their friendship easily without realising how precious friends are until the day they find themselves lonely and isolated and wish they could come back to time to fix their mistaches.

What we need to learn from other's mistakes, is that we always have to better appreciate what we have and try to preserve it. Things such as money, health, family and friendship are what make life comfortable and happy ; for that reason we should reconsider how we use them and preserve them.

APPENDIX G

The Writing Scoring Guide

<table>
<tr><td colspan="4" align="center">ESL COMPOSITION PROFILE</td></tr>
<tr><td>STUDENT</td><td colspan="3">DATE   TOPIC</td></tr>
<tr><td>SCORE</td><td>LEVEL</td><td>CRITERIA</td><td>COMMENTS</td></tr>
<tr>
<td rowspan="4">CONTENT</td>
<td>30-27</td>
<td colspan="2">EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic</td>
</tr>
<tr>
<td>26-22</td>
<td colspan="2">GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail</td>
</tr>
<tr>
<td>21-17</td>
<td colspan="2">FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic</td>
</tr>
<tr>
<td>16-13</td>
<td colspan="2">VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate</td>
</tr>
<tr>
<td rowspan="4">ORGANIZATION</td>
<td>20-18</td>
<td colspan="2">EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive</td>
</tr>
<tr>
<td>17-14</td>
<td colspan="2">GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</td>
</tr>
<tr>
<td>13-10</td>
<td colspan="2">FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</td>
</tr>
<tr>
<td>9-7</td>
<td colspan="2">VERY POOR: does not communicate • no organization • OR not enough to evaluate</td>
</tr>
<tr>
<td rowspan="4">VOCABULARY</td>
<td>20-18</td>
<td colspan="2">EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register</td>
</tr>
<tr>
<td>17-14</td>
<td colspan="2">GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i></td>
</tr>
<tr>
<td>13-10</td>
<td colspan="2">FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i></td>
</tr>
<tr>
<td>9-7</td>
<td colspan="2">VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate</td>
</tr>
</table>

LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions *but meaning seldom obscured*
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • *meaning confused or obscured*
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

TOTAL SCORE   READER   COMMMENTS