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**Involving Students in Team Work to Improve their Achievements
in Writing**

**The Case of First Year students in the Department of English at
Mouloud Mammeri University of Tizi- Ouzou**

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DEDICATIONS

LYNDA

TO MY BELOVED FAMILY:

My mother Sadia and my father Ali

My sisters and brothers

To my grandparents, Aunts and Uncles.

Special thanks to all my friends especially Nadia, Syla, Kamelia, Katia, malika for their support

To my beloved Rabah.

Menza

To my beloved parents whose love always strengthen my will

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To my lovely sisters

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Abstract

This study seeks to investigate the effect of cooperative learning on student's attitudes and their writing performances, case of the first year students in the department of English at Mouloud Mammeri University of Tizi-Ouzou. It aims at checking whether cooperative learning has an effect on students' writing performances or in other words does cooperative learning helps students to improve their writing skills. This investigation is based on the mixed method research. It combines an experiment which is based on two test done by the students about the type of writing errors relying on the zone of proximal development principal's by Lev Vygotsky, as well as a questionnaire administered to the first year students in the department of English; it aims to look for the students' attitudes toward the collaborative learning and writing. The study combines between qualitative and quantitative method for the interpretation of the data. It uses statistical package for social sciences (SPSS) for the analysis of statistical data (results' of the questionnaire) whereas qualitative content analysis is used to interpret the qualitative data (the results' of the experiment). The result revealed that cooperative work enhance first year students' writing performances in English department at Mouloud Mammeri University of Tizi-Ouzou, also the results shows that students have positive attitudes toward collaborative learning and even writing.

Key words: Cooperative learning, Collaborative writing, attitude, zone of proximal development, EFL.

List of Abbreviation :

- **CL** : Cooperative Learning
- **EFL** :English as a Foreign Language
- **FLT**: Foreign Language Teaching
- **QCA**: Quantitative Content Analysis
- **SLT**: Second Language Teaching
- **SPSS**: Statistical Package for Social Sciences
- **ZPD**: Zone of Proximal Development

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I) General Introduction

- **Statement of the Problem**

Writing is a form of communication that is viewed as the most difficult language skill since the writer should maintain his thought with the precise and accurate language system to achieve his communication and transmit his message to the reader. In the past teaching writing was used to be as a memorization of set of grammatical rules to form correct sentences. However, with the coming of the social constructivism students can learn from each other with the guidance of the more capable peers (Vygotsky,1986) this also suggest that cooperative learning (social constructivism) may also effect students' writing skill. In fact Slavin (1990) states that "*cooperative writing usually supplement the teachers instruction by giving students an opportunity to discuss information or practice skills originally presented by the teacher* " (p.91)

According to Jones (1995),collaborative writing, or co-authoring of a text by two or more writers distributes responsibility for learning process more equally between students and their teacher's, that's how students get the opportunity to learn from and give the support to learn from each other , It is suggested that students can correct each other, and share ideas and information that might be an effective method to develop their writing abilities in term of: mechanics, clarity, organization ,word choice and coherence that are the component of good writing provided by Starkey(2004)

Reviewing the previous studies about the effect of cooperative writing on students' writing performances especially in the EFL context has been the concern of many studies from different perspectives both at the national and international level. (Dabao (2012); Storch(2005);Ayadin and Yildiz(2014) have shown that writing in collaboration enhance the students' writing skill in term of grammatical accuracy and complexity.

Furthermore the work submitted by Benghomrani Naziha entitled “the Effects of Cooperative Learning on Second Year LMD Students’ Performance in English Tenses from the university of Constantine, reveal that cooperative learning is more effective and it influences positively students’ performance in tenses use. However, no study has been conducted in terms of the effect of cooperative learning on students’ writing performances at Mouloud Mammeri University of Tizi-ouzou. This is the reason why the present study seeks to find whether cooperative learning enhances first year students’ writing performance in the department of English at MMUTO.

- **Aims and Significance of the Study**

The aim of our research is to investigate whether cooperative learning has an impact on students’ writing performances. The significance of this study lies in determining whether collaborative learning could be used as an effective method for teaching writing skills namely in EFL context at Mouloud Mammeri University of Tizi-Ouzou.

The main objectives of our research are to check first, if cooperative learning is an effective method for teaching writing for the first year students in English department at MMUTO to enhance their writing performance. Or in other words writing within a group (collaborative writing) enhances students’ writing abilities. Second aim to investigate the first year student attitudes at the department of English at MMUTO toward cooperative writing.

- **Research Questions and Hypotheses**

The work has been framed with two important questions so as to achieve our goals;

Q1: Is there a significant difference between writing individually and writing in collaboration?

Q2: Does cooperative learning enhance students writing performance?

Q3: Do students of the department of English at MMUTO have positive or negative attitudes toward cooperative learning?

The following hypotheses are advanced as an attempt to predict the result of the research:

Hp1: There is a significant difference between individual writing and writing in collaboration.

Hp2: Cooperative learning has an impact on students' writing performance.

Hp3: Student of the department of English at Mouloud Mammeri University of Tizi Ouzou has positive attitudes toward collaborative writing.

• **Research Techniques and Methodology**

For the sake of empirically investigating the above mentioned issue, we opted for a mixed method approach combining the qualitative and quantitative methods for both data collection and analysis.

Also, we opted for an experiment with the first year students using the quantitative method. We have selected a cohort of 98 students (three groups) in the department of English at MMUTO. We have conducted a pre-test following the traditional method, Where the teacher gives the student the choice to write about a given subject that they feel comfortable with and providing them with key words related to the topics. Then each student writes a short compositions.15 days later we carried a posttest following the cooperative method where students form groups of 4-5 students to share their ideas. The

teacher gives the students topics to work on and collect information from available resource which is presented for the whole class. Each group work out a version of its own which has to be drafted during the close time and will be handed over to the teacher at the end of the session. Then in the following session the teacher gives back work to the students on which they wrote about previously, to carry on the work during five weeks.

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional simple model which consists of a General Introduction, four chapters and a General Conclusion. The first chapter is named “Review of the Literature. It consists in reviewing the main theoretical concepts related to the topic as well as the theoretical framework underlying the research study. The second chapter is named “Research Design and Methodology”. It starts by presenting the procedures of data collection, which consists of an experiment and a questionnaires distributed to first year students in the department of English at MMUTO. Then, it presents the procedures of data analysis. The third chapter entitled “Presentation of the Finding concerns the results obtained from the questionnaires that are presented in forms of diagrams and the experiment that is interpreted and explained which will be the discussed. As for the fourth chapter it is labeled “Discussion of the Findings”. It endeavors to interpret the results that bring answers to the research questions set out at the onset of the investigation as well as confirm or refute the hypotheses. Finally, The General Conclusion sums up the general outcomes of the study.

Introduction

The chapter review of the literature is designed to review the major works related to cooperative learning in teaching writing skill or in collaborative writing. First we introduce some definitions and studies conducted on the cooperative learning, followed by definitions of the writing skill in FLT (individually in pairs or in collaboration), then the studies conducted on the cooperative writing. Finally we finish with the components of a good writing and the principles of cooperative writing.

1.1 Cooperative Learning (CL)

a) Definition of Cooperative Learning

According to Slavin (1982:10) , cooperative learning consist of an instructional practice that places students into small groups and have them work cooperatively on a common goal that may be solving problems. The idea behind this method of instruction is that, each learners is responsible not only for language acquisition, but also helps other learners that belong to his/her group assimilate what is being transmitted by the teachers and his/her group mates and learn important information, this creating an environment of success where every learners has a role to play and the right to be recognized as contributing to the achievement of the group as a whole. Slavin (1982) explains:

“CL as an instructional method involving small heterogeneous groups work together toward a common goal. Slavin believe that CL has long been incorporated into traditional classroom, taking the form of small group project, peer tutoring, and group discussion.”

In fact, the principle upon which CL is based has to do with creating a learning environment where learners, can solve the problems together rather than work individually. (Zakaria & Iksan, 2007:36). Cited in (Angela Abu Al –sha’ar 1999)

To sum and put all together, CL presents after all an opportunity for the whole class to contribute to solve problems and mainly to provide the learner with the necessary tools and means that they need to practice and develop their communicative skills.

b) Studies Conducted on Cooperative Learning

There have been several studies conducted on cooperative learning by different scholars in different parts of the world. To begin with, Khamruangsri (2005) conducted a study with seven 18 grade students in Thailand. The aim of their study was to investigate students learning achievement in English language and study their cooperative working behavior using a method called STAD which stands for Student Team Achievement Devision , which is a cooperative learning model. The findings showed that students perform better when they work cooperatively on the activities assigned to them than working individually. Furthermore, the result indicated that student's achievement is better when they work together because they feel responsible since they adopt different roles which are leader and follower (Khamruangsri 2005).

Next, Slavin (1991) conducted another study on cooperative learning. The aim of research was to measure the effect of cooperative learning on the learners that are taught traditionally. To do so, he adopted the student team learning model that is based on three concepts; team reward, accountability and equal opportunities. The principle of this method according to Slavin (1991) is that learners are supposed to work together , to share ideas and more importantly to be responsible for their own learning and for their mates of the groups , because achievement is measured at the level of the team rather than individually. So, the findings of his study showed clearly that achieved well, moreover, in regard to his method Slavin (1991) claim that it can be used as a supplement to the teacher. Cited in (Angela Abu Al –sha'ar 1999)

Still on the cooperative learning, another study about was carried out by Harmers (2006). This study displays that, learner is more motivated and they perform better when they write in

groups. Because they have the opportunity to discuss the topic and help to improve each other. This same study supported by kagan (1989) as it showed that students writing performance was significantly better when cooperative learning was implemented in classroom writing. Cited in (Nakamol Nudde, 2006)

1.2. Writing Skills in FLT (English)

The learners of English as a foreign language face the problems of how to ameliorate their writing competences, Since it is an important form of communication, transmitting thought and expressing our self with clarity and at ease, the writing has been the interests of many scholars and teachers to cultivate it in the learners. (Krans,1994).

In the view of Hedge (1988), the recent research investigating writing provides us with an important vision and understanding that is a good writer undergo some important process which lead to a successful piece of writing , starting from a work plan that should include the whole, then thinking about what is wanted to be transmitted clearly , working on it , finally, reviewing and revising the work constantly.

As it is cited in the (National university of Singapore, 1994) “Writing is a creative process, because it is a process of reaching out for one’s thought and discovering them. Writing as such is a process of meaning making. In fact writing is considered so because it is a process of creativity that reaches everyone thinking and creates meaning.

According to Nunan (1994), he claims that writing cannot be just a pen and paper , in fact it is a complex mental activity. The learner should master the skill of writing to be able to product paragraphs and texts.

1.3. Cooperative Writing

In more general sense, Cooperative writing refers to a group of students that works together in small groups as a team to produce and complete a shared piece of writing. According to Noel and Robert (2003), cooperative writing helps students to express their points of view, ideas, save time and efforts.

Cooperative writing is a successful method to explore and develop the learners' ideas such as; brainstorming, free writing and asking questions. In writing classroom, it is important to make students aware of the value of the cooperative writing method, it engages the learners in an experience that grants them a great chance for better writing achievement.

Lee (2010,p.159) see that cooperative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. What is more, during the cooperative writing task, the members of the groups work together to write through sharing ideas, debating with their group mates, making and decision, that is to say, learners try to process and understand information in order to complete the task given. When students' ideas differ, disagreement may arise and this is what makes them enter in a stage where more explanation to each to other becomes necessary and so that create interaction between the group members.

According to Bruffee (1984) cooperative learning is particularly effective in composition instruction (cited in Nakamol Nudee,2010) because talking gives the students an opportunity to turn internalized language processs, in other words what they have in mind or what they think about to externalized product of writing, that is to say to write these thought down and express them through writing, by applying this techniques, students are able to develop their writing skills through interaction, debating and discussing their ideas .

1.3.1. Writing in Groups and Pairs

Among the several activities of writing in group and pairs. According to Harmer (2004:73-75), writing in groups and pairs is that every member of the team as a whole cooperate and contribute to build and contribute to build and construct a text, and this by giving their opinions and judgement about what they write and sharing ideas. In other words , creating a good and acceptable written composition. Therefore, problems of vocabulary and language are reduced and even avoided.

1.3.2. Writing to Each Other

Writing to each other is another way that engages students to write in classroom. This way of writing does not take only the form of text but also it may take the form of interaction. This interaction through writing to each other informs students indirectly about the lesson like when the teacher asks each student to write a question for his/her classmate, for example : where are you from ? The answer will be for example; I am from Algeria, therefore the student learns how to write a question and its answer (Harmer, 2004:79).

1.3.3 Studies Conducted on Cooperative Writing

Similarly, cooperative writing has been an area of interest for several scholars and educational psychologists, therefore, several studies have been carried out on students writing in groups rather than individually. Whatman in 1995 conducted a study in Taiwan which involved 40 English learners to develop their writing skills. By the end of this experience students understand more deeply the points and coins of the written word when that word had to be understood and discussed by others. Thus, the experience motivated the students to learn from one another and open a space to peer instruction and teacher feedback. Cited in (Angela Abu Al-sha'ar 1999)

Still in the cooperative writing, Clifford (1994) has also been working on this topic and ended up by developing a study of his own. Cited in (Angela Abu Al –sha’ar 1999)

. It examined the nature and effect of students cooperative writing by working with 15 eight grades on a period of six weeks. The aim was to write six persuasive essays about unvarying self-selected topics from two assigned categories (school, community, state and so on ...). The central concern behind the study was the talk that occurs between the students in cooperative group, its influence on ideas, topics and students attitudes toward writing. The study reveals that most of the students came to write effective persuasive essays while engaging in on non-task and off-task behavior.

To end up this part of literature, a reference is made to another interesting study on the effectiveness and contribution of cooperative writing on students writing performance. It is conducted by Liggett (1994) who after this experience share full responsibility for the production of a document to measure the efficacy of using cooperative writing groups in college level composition class and to determine the period during which the student shall remain in the same group. His method involve two social scientific research paradigms: a process product quantitative design to measure the students writing performance and a sociolinguistic qualitative paradigm to the social instruction process involved in cooperative writing groups. This study integrated 150 college students on the whole semester. The students were call to write constantly and exchanged their writing composition with other learner from other group. Every two weeks while some groups of students worked on their writing independently, that is, no in group. The result showed that students enjoy writing in groups. Writing composition in groups was too effective than those elaborated individually and all students who worked in group improved their writing.

1.4 Component of the Writing Skills

Writing in English and in an academic way is not an easy task to do, it should respect and follow some important criteria of writing .According to Starkey (2004) an effective piece of writing should include ;organization, clarity, coherence, mechanism and word choice.

1.4.1 Organization

It is the first step to take in the writing process. The information that we want to transmit to the reader should be organized in a structured format, thus it will help and guide the writer to be direct in the writing process. That is to say the organization will show the reader how well the points are linked all together and support our topic or subject. Starkey (2004 :2) states that the direction and purpose you get from organization helps your reader to believe that you are saying and to willingly follow your lead, that is, writing is what comes to our mind while writing without stop with focusing on a specific subject. Cited in (Mokhtar Hamadouche, 2010)

1.4.2 Clarity

Clarity is very basic and important in writing. Here the learner and the writer have a goal and it is how to convey the information and what they want to the other to understand and to the audience for whom they write.in other words, the learner's writing should be clear and readable in order to make the reader understand what he/she mean without ambiguities by avoiding the use of ambiguous words and phrases that hold more than one interpretation, furthermore, the use of adverb and adjective that help to convey the message and make the message more accurate. The learner is required to be concise, according to(Starkey,2004 :15)''*there are two equally important approaches to more concise writing :eliminating unnecessary words and phrases, and using the active voice whenever possible*'' In addition avoid unnecessary information and so on.

a) **Eliminate ambiguity:** the writer should avoid ambiguity and chose the right and precise word which may have different meanings.

b) **Powerful, precise adjectives and adverbs:** the writer should be aware of using the correct adjectives and adverbs in the right place because powerful adjectives and adverbs effect strongly the readers' point of view.

c) **Avoid unnecessary repetition:** the repetition of words, phrases and even information can be meaningless for the clarity of written pieces. (Cited in Mokhtar Hamadouche, 2010)

1.4.3 Coherence

Coherence plays a great role in making a good piece of writing, '*coherence is perhaps this single most important element in any kind of writing*' (Murray and Hughes 2008:45). That is to say, the learners' writing should be clear, valuable and understand by the reader. Murray and Hughes (2008 :45) added that '*a good writer sticks' their ideas together so that they act as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down*'. And it is illustrated as follows. (Cited in Mokhtar Hamadouche,2010)

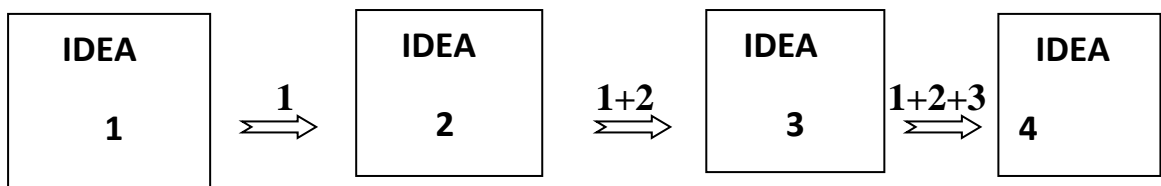


Figure: Sequence of ideas by (Murry& Hughes 2008:46)

1.4.4 Word choice

It means, the style of choosing the lexical items and structures in order to convey the message that we want. According to Starkey (2004) there are two important aspects the learners should take into account while choosing the words to be used ; connotation and denotation (Starkey 2004 :22).Learners should make sure of the correctness of their words ,the confusion may stem from words that sound or look similar(but have very different meanings) , words and usages that sound correct (but in fact are not considered standard English), or words that are misused so often that their wrong usage is thought to be correct. Connotation involves emotions, cultural assumption and suggestion. So using a word without being aware of its implied meaning can annoy our reader and make our message unclear. ‘*That means being aware of inclusive language and avoiding slang, and buzzword* ‘ (Starkey, 2004:24). (Cited in Mokhtar Hamadouche, 2010)

1.4.5 Mechanism

Speaking about mechanics we refer to grammar, spelling, punctuation, capitalization problems as Starkey said. These elements help the well organization of written texts and then help the reader to understand the writers’ ideas clearly. As it is supported by Brooks and Penn (1970:20) “*for one thing, in writing we must understand the structure of language, what the parts of speech do, how the words related to one another , what individual words mean the rules of grammar and punctuation*”

a) Grammar: while writing the writer should pay attention to the use of appropriate grammar rules and its use with the appropriate adjective and adverbs in the appropriate voice.

b) Capitalization: it is considered to be an important element to respect in academic writing; it is specific for some specific type of nouns and to start sentences (Starkey 2004) because neglecting such elements lead to the work to be unclear.

c) Punctuation: for Starkey (2004) ” *with the proper punctuation your writing will be more polished and technically correct, and you will convey your voice more directly* “

and from this quotations it is clear that punctuation is important to make your work clear and understandable. (Cited in Mokhtar Hamadouche, 2010)

1.5 Constructivism

A theory of learning and knowledge construction which perceive learning as an active process rather than a passive one since the learners is supposed to construct his or her own knowledge through experience in the social and cultural environment to which he/her belong. Candy (1991 :252) argue that , “ Knowledge cannot be taught but must be constructed by learners “, put differently, the learners is viewed as an agent who construct and build his/her own knowledge by serve of his experiences. Another principle that is shared by constructivist is that the learner need the support of other throughout the construction of knowledge , that is to say , it is not only sufficient for the learner to be active but he seeks the help of other to learn and make sense his/her experience. In this respect Dewey (1978) says:

‘I have taken for granted the soundness of the principles that education in order to accomplish its ends both for individual/learner and for the society must be based up on experience which is always the actual life-experience for some individual’.(Dewey 1978:39).

In other words, the learners take part in the construction of his own knowledge by being active rather than receive knowledge passively.

Our work is based on Vygotsky's (1986-1934) theory that is based on cooperative learning principles (cited in (Doolittle P.E.1977). It is based on the idea that working in group or with other helps construct ours knowledge. Groups usually involved learners with different level of learning and abilities, hence, more advanced peers can help less advanced one to operate within the zone of proximal development (ZPD). This , according to Vygotsky (1978) has to do with *“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem under adult guidance or in collaboration with more capable peers”* (Vygotsky: 1978.86).In other words, learners need the assistance of others what it is called “mentor”., Throughout the process of constructing knowledge which according to his view is collaborative learners learn in group where the less advanced members are supposed to be mediated by the advanced one. (Vygotsky, 1934)

According to Vygotsky (1934) , The zone of proximal development provides a conceptual basis for explaining the five basic principle of cooperative learning which are; positive interdependence, face to face interaction , individual accountability , small groups and interpersonal skills ,group self- evaluation. Therefore, in the light of this theory, our study which is about involving students in team work to improve their achievement in writing. The case of first year student of the department of English at MMUTO. will be conducted around the five principles mentioned above to see whether cooperative learning is effective through an experimental research that involve two groups of students where one work cooperatively the other works in traditional way. Hence the aim is to find out through the approach of these principles developed by Vygotsky (1934) whether cooperative learning has an influence on students writing performance.

1.5.1 Social constructivism

A theory that is developed by the Russian psychologist and philosopher Vygotsky(1896-1934). The idea behind this view according to him is that learning is a social process developed by learners through group/ peer work and interaction. According to Vygotsky,(1978) human development is inherently a socially situated activity , that is to say , we learn and get developed by getting into contact with others in society. For instance a child , cognitive capacities start to develop with the social interaction he get with parents, at home, peers at school a friend in society. Therefore, learning takes a place in society by working cooperatively.

1.6 Basic principles of cooperative learning

In the work of Vygotsky(1896-1934) where, he provides a theoretical foundation to investigate the various instructional strategies. He constructed of the zone of proximal development with the instructional strategies of cooperative learning. The zone of proximal development provides a conceptual basis to explain the five basic components of cooperative learning: positive interdependence, face to face interaction, individual accountability, small group and interpersonal skills, group self-evaluation. The basic principles are described as follows.

1.6.1 Positive Interdependence

It means, without the cooperation of the students the learning activities cannot be successful. It is a concept which is so basic. According to vygotsky student's or adult's development is dependent upon interaction with students , that is to say ,each member of a society is dependent upon other member of that society to provide the resources necessary for individual development .Students and adults are developmentally dependent thus, interdependent. That is, students perceive that they are linked with group mates in such a way

that they cannot succeed unless their group mates do, they must coordinate their efforts with the efforts of their group mates to complete tasks, thus their work benefits us and our work benefits them. Here the students must understand that the success and the failure of a cooperative group depend on the efforts and the success of the member as a group and team and not individually. Cited in (Doolittle P.E.1977)

1.6.2 Face to Face Interaction

This element involves the participation of all the group members to encourage and facilitate other group members' efforts to complete the work in order to achieve the goal of the group. What is more is characterized by students providing each other with exchanging, needed resources and offering feedback to each other in the group. In Vygotskys' theory, it is identified as a social mediation and enculturation, where, students acquire knowledge through social interaction. (Cited in Doolittle P.E.1977)

1.6.3 Individual Accountability

It is an essential element of cooperative learning that means personal responsibility, here the students are held responsible by group mates for contributing his or her information share to the success of the group, and it is important that the group identifies who needs more assistance, support and encouragement to get a complete contribution. According to Vygotsky it is to provide the means and necessary resources for each individual to develop beyond the task to be learned.(cited in Doolittle P.E.1977).

1.6.4 Small- group and interpersonal skills

This essential element of cooperative learning consists on teaching the appropriate use of interpersonal and small group skill. That is to say , in order to coordinate efforts to achieve mutual goals, students must to get to know what to say(have a knowledge) and trust each other ,

then communicate accurately and unambiguously, what is more, they should accept and support each other and finally resolve conflict in a constructivist way.(cited in Doolittle P.E.1977).

1.6.5 Group-Self Evaluation

Group self-evaluation is what we call group processing. The fifth essential element of cooperative learning and it means how well group are functioning. Here the group clarifies and improves the effectiveness of the members in contributing to the collaborative efforts to achieve the groups' goal. What is more, in this component, teachers observe the cooperative learning group and she or he will pay attention on what students do and do not understand as they explain to each other how to achieve or complete the assignment and how to work together, the teacher then moves from group to group and observes the groups, analyzes the problems they have working together and gives feedback to each group on how well they are working together.(cited in Doolittle P.E.1977).

Conclusion

As a conclusion to this chapter, it indicates that cooperative learning brings a number of positive results to the language learners as it creates the potential for students to become more accountable for their own learning while improving academic performance, social skills and self-development. Likewise, cooperative learning is advantageous since it increase students' positive reaction and attitudes towards the class. It also included the major studies, models of cooperative activities to enhance writing.

Furthermore, we mentioned the essential characteristics and principles of cooperative learning which affect positively the writing composition in the second and foreign language classroom. In addition , this chapter accounted for the concept of writing skill in EFL and identifying where its difficulties and complexities lay and concluded that the use of cooperative

learning techniques affect the students' writing performance and that it is a more effective technique than traditional methods of teaching with respect to student's essay writing skill , so the chapter concluded apart from better composition scores , through the studies and experiences explored along this chapter , the students' composition were of better quality in terms of grammar , clarity, organization ,coherence and mechanics.

Introduction

The present chapter is methodological; it describes the techniques and procedures of data collection and data analysis used in our research. Our goal in this study is to find out if cooperative learning enhances the students' writing performance; or in other word, whether the cooperative work has an impact on students' writing performance or not.

The research design is based on the mixed method. It is composed of two (02) sections. The first describes the context of investigation, provided with a presentation of the participants who took part in our research. It explains the procedures followed for data collection which consists of an experiment (pre-test and post-test) with first year students of the department of English at Mouloud Mammeri University of Tizi-Ouzou and a questionnaire administered to the same students . The second section is called procedures of data analysis. The data gathered from both the quantitative and qualitative methods will be analyzed using Social Package for Social Sciences (SPSS) for the quantitative data and using qualitative content analysis for the qualitative data.

2.1 Context of Investigation

This investigation took place in the department of English at Mouloud Mammeri University of Tizi-Ouzou with the first year students during five weeks in the writing module. It aims to make a comparison between the two methods of teaching writing, individually and in groups and its effects on students' writing composition.

2.2 Participants

The population involved in our research is 98 students from the department of English at MMUTO. Our choice of the first year students was not random but for the fact that the first year student's abilities and mastery of the right English writing rules and

strategies are insufficient and the cooperative work is assumed to enhance their writing abilities.

2.3 Procedures of Data Collection

2.3.1 Experiment

Our study is an experimental research that's why we opted for an experiment for the first year students. We have selected a cohort of 98 EFL students (03 groups) in the department of English at MMUTO during five (05) weeks. We have started with a pre-test following the traditional method to write individually, where a teacher select two or three topics and write them on the board. The students can ask for the key words or an explanation about the topics, and then each student chooses the topic in which he/she feels comfortable to write about a short composition. Then, the teacher collects the papers at the end of the session.15 days later, we carried the experience with a post-test following the cooperative method here there is what we call "group organization". The groups are formed voluntarily by the students they formed groups of four or five to share their ideas. Each member of the group was attributed different roles: leader, writer, reader which are exchanged during the semester. The teacher gives the student topics to work on and collect information from available resources which is presented for the whole class. Each group work out a version of its' own which has to be drafted during the class time. The teacher circulates among the groups and provides the students with the necessary help. However, the final version which will be handed over to the teacher is written by one student in each group. The teacher read each composition of each group that has been drafted, then in the following session the teacher gives them back the work to carry on the same work during 05weeks.

2.3.2 Questionnaire

A questionnaire is a data collection tool which is used to gather data about a given issue from a target group in a short period of time. It is defined by Brown (2001) “*a questionnaire is any written tool that contains a series of questions and statements which the respondent answers either using their own words or choosing answers from those they are provided with* “

Our questionnaire is administered to 50 first year students in department of English Mouloud Mammeri University of Tizi-Ouzou. It aims at finding out about student attitudes toward the cooperative work. Whether it has an impact on enhancing their writing competences or not. The questionnaire is composed of two sections of 16 questions. The first section is entitled Students attitude toward the cooperative learning, and the second is about the students’ attitudes toward the impact of cooperative learning on their writing competences. Each section contains close ended questions, open ended questions, and multiple choice questions that students have to answer by putting a cross in the appropriate answer box.

2.4 Procedures of Data Analysis

2.4.1 Qualitative Content Analysis

Qualitative content analysis is a procedure used by researchers to analyses the qualitative data. It is used to interpret open ended questions of the questionnaire as regarded by Zoltan (2007) “*qualitative research involves data collection procedures that result primarily in open ended non numerical data which i then analyzed primarily by non-statistical method*“ (Durney; 2007 :24)

2.4.2 Statistical Package for Social Sciences (SPSS)

For the sake of the analysis of the quantitative data collected through questionnaires, the obtained data are interpreted by means of computer program labeled the Statistical Package for Social Sciences .SPSS is a tool used in social sciences in order to describe statistical analysis.

2.4.3 Mixed method for analyzing the errors of the experiment

To analyze the students' errors founded in the experiment we opted for the mixed method, using quantitative data analysis to analyze the numbers and the percentage of errors whereas the qualitative to analyze the uncountable errors and problems.

Conclusion

This chapter has shaded light on the research design of the study has presented the data collection procedures which are students' questionnaire and an experiment. It has also described the data analysis procedures which consist of SPSS for the analysis of quantitative data and QCA for the qualitative data. The results obtained from the procedures will show whether cooperative learning develops learners writing performances or not.

Introduction

This chapter aims to display the results obtained from the analysis of the experiment and the students' questionnaire. The first part deals with the results of the experiment which consists of the two tests, pre-test and post-test examined relying on the component of writing skill proposed by Starkey. Then the second part deals with the result of the questionnaire about students' attitudes toward the cooperative writing examined using the SPSS.

In our experiment we classified the type of errors relying on Starkey's principles of a good piece of writing then we counted them, according to Starkey (2004) an affective piece of writing should include; organization, clarity, coherence, mechanism and word choice.

3.2 Results of the Experiment

a) Result of the Pre-Test

Students' writing problems	Number of errors	percentage
Clarity	939	33.28%
Organization	199	7.05%
Word choice	812	28.78%
Mechanism	510	18.07%
coherence	361	12.79%
	Total: 2821	100%

Table 01: Students Errors While Writing Individually

The table above highlights the numbers and the percentages of errors made by the students while writing individually in relation to their problems with the five components of writing skill. The majority of errors that students commit are clarity with 33.28%, word choice with 28.78% then, mechanism with 18.07% and coherence with 12.79 finally organization problem with 7.05% .The global number of errors is 2821 of errors which represent the 100%.

b) Results of Post-Test

Students 'writing problem	Number of errors	Percentage of evaluation
Clarity	300	10.63%
Organization	190	6.73%
Word choice	214	7.58%
Mechanics	128	13.83%
coherence	93	10.05%
	Total : 925	32.78%

Table 02: Comparison of Students' Errors after Cooperative

Learning to Their pre-test Errors

The table above shows the results of student's errors after the cooperative learning in comparison to their errors while writing individually. Where students errors are reduced

to 925 errors which represents 48.82% from the 2821 errors (100%). The 48.82% represent the value of improvement in students writing after the cooperative learning from the 100% of errors, where, 10.63% in terms of clarity, 6.73% in organization, 7.58% for word choice and 13.83.83% for mechanics and finally 10.05 for coherence.

3.2 Results of Students' Questionnaire

Question 01:

- **How do you prefer to work?**

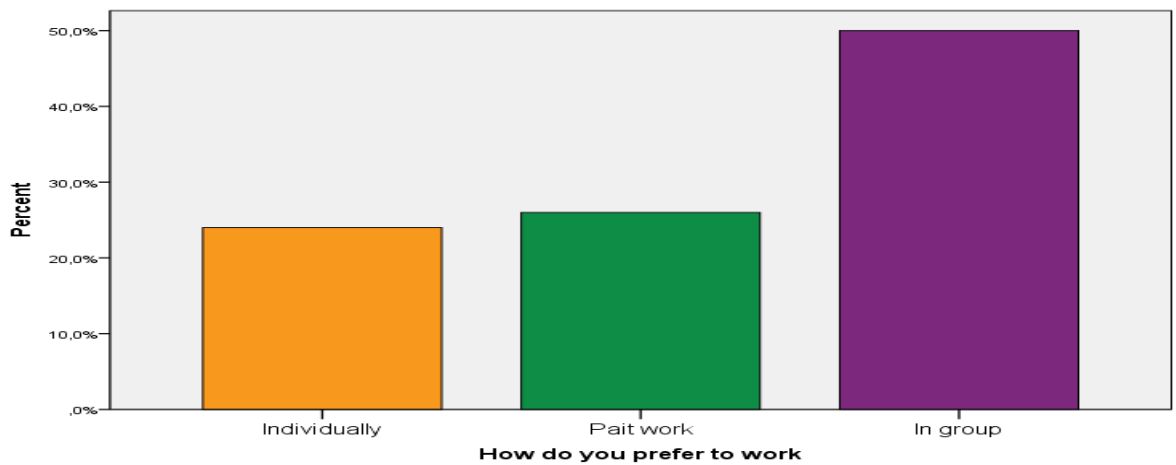


Diagram 01: Students' Working Preferences

As highlighted in diagram 1 50% of the students prefer to work in groups, 26% prefer pair work and only 24% of the participants prefer working individually

Question 02:

- **When you write in group:**

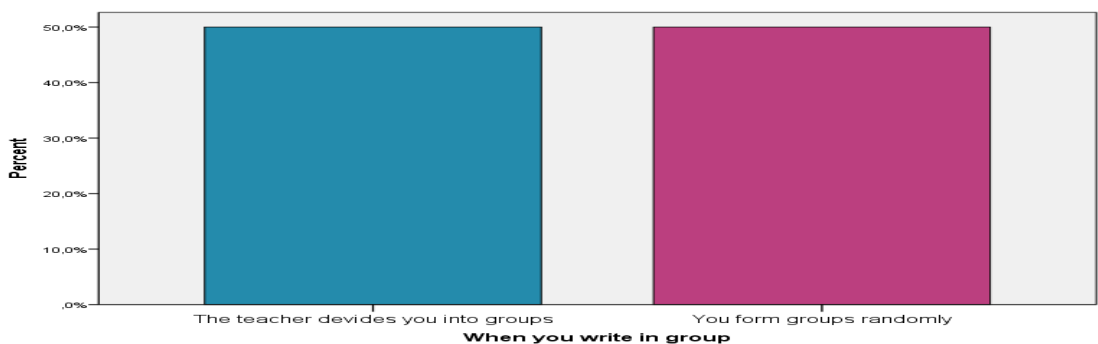


Diagram 02: Students Way of Group Formation

As the students are asked about how they form groups during the cooperative, the diagram indicate that 50% of the student form groups randomly while the other 50% are formed by the teacher.

Question 03:

- How much do you learn from cooperative work?

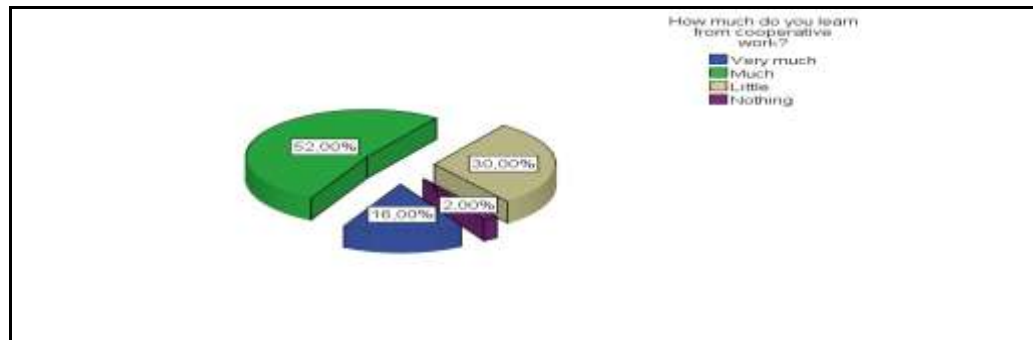


Diagram03: Cooperative learning and students acquisition degree

The results above (diagram 03) shows that the majority of the students, 52%, learn much from the cooperative work.16% of them learn very much, while 30% of the them say that they learn a little from cooperative work. In contrast, 2% of the participants do not learn anything.

Question 04:

- Working about something in cooperative work is suitable for me?

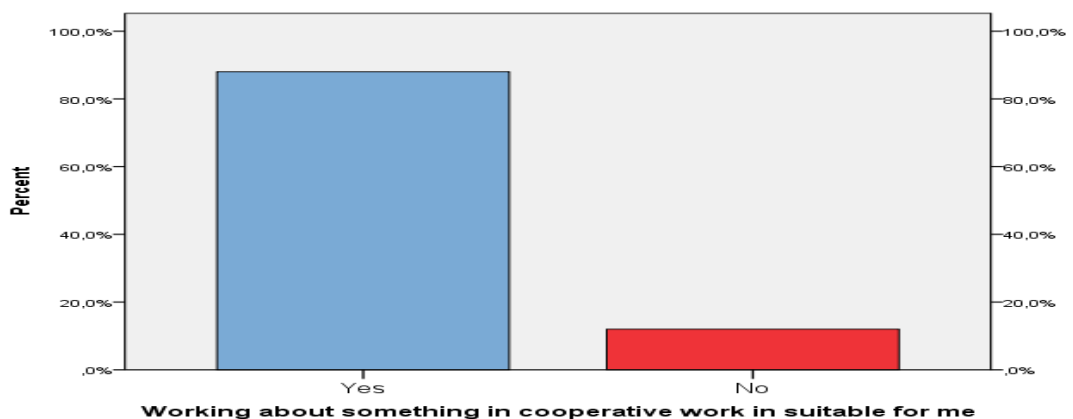


Diagram 04 : Collaborative learning effects on students learning development.

The diagram above (04) shows that the majority of the students, around 88% says that it is suitable for them to work in collaboration, whereas only 12% of them do not

Question 05:

- **Do you think that it is important to work in collaboration?why?**

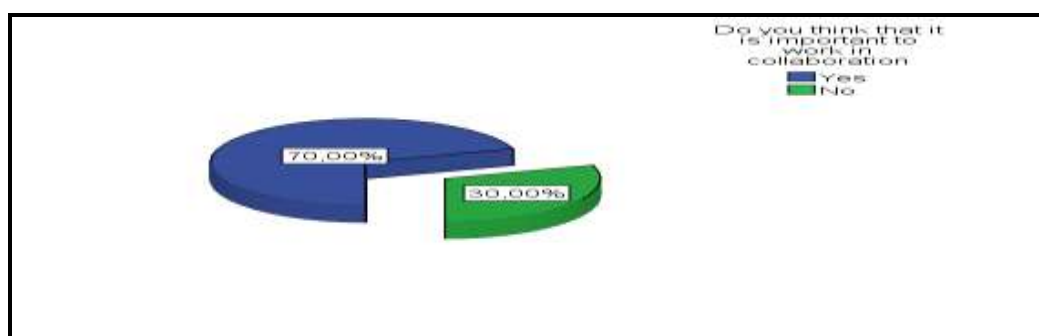


Diagram 05: The importance of collaborative work on students' learning.

70% of the participants say that it is important to writing in collaboration as it is shown in the diagram above (05) whereas 30% of the participants found that writing alone is much better than writing in groups.

- **Why?**

From the results above (diagram 05) students' results justified the importance of writing in collaboration because through cooperative learning they succeed to share knowledge and exchange ideas at the first justification. Then cooperative learning helps them to learn more from others experiences and building good relationships trough respecting others opinions and correction each other's. Whereas the minority of them deny the importance of cooperative learning because for him each students has his own method to work with and for them writing in group the other members disturb them

Question 06:

- My experience of cooperative learning has increased my understanding of my own accountability?

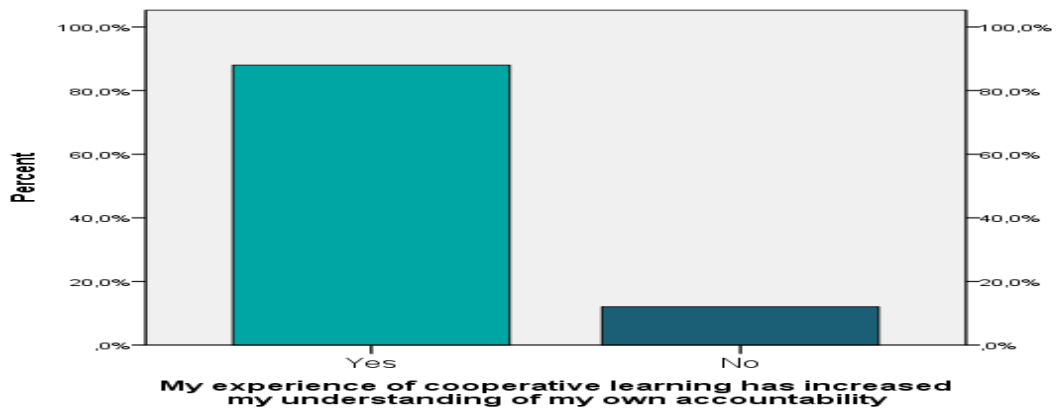


Diagram 06 : Group work and students self-reliance development

88% of the participant as it is shown in the diagram above (06) say that cooperative learning helped them to understand more their own accountability, contrary to 12% of them do not .

Question 07:

- Do you think that teachers of writing should imply cooperative work in writing compositions:

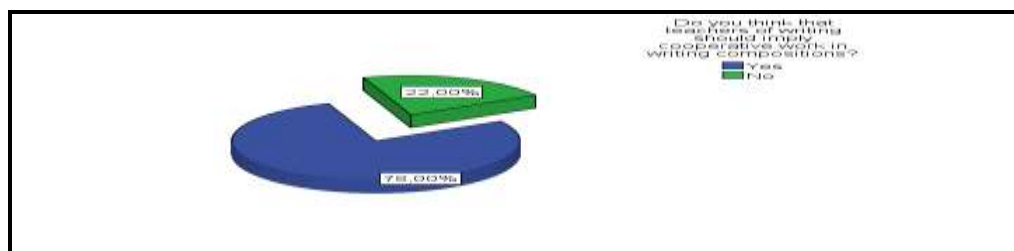


Diagram 07: The implications of cooperative work in students writing skills

From the diagram above (07) we understand that the majority of students (78%)

agreed that teachers should imply cooperative work in writing compositions; in other hand 22% of them disagree about this point

Question 08:

- **When you write in collaboration, does it help you**

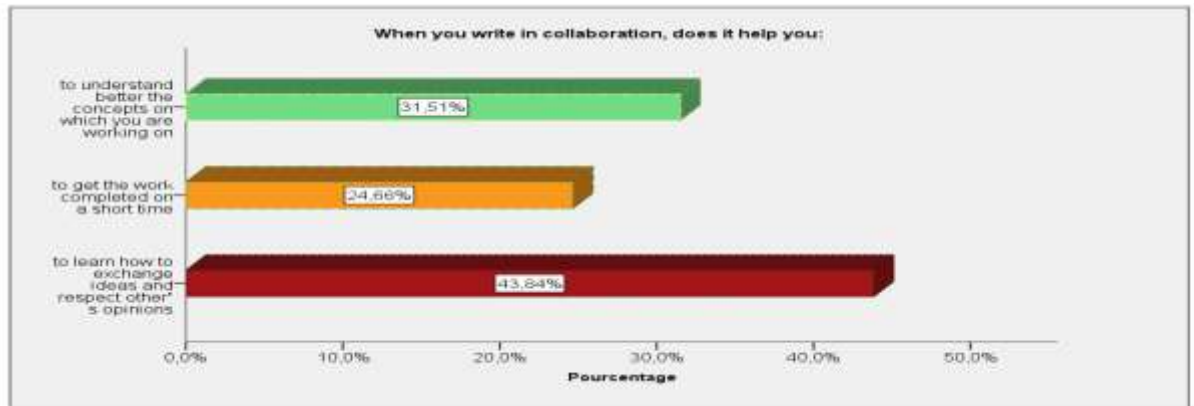


Diagram 08: Cooperative learning as a strategy towards effective writing

From the diagram above (08) collaborative writing helps 43.84% of the students to learn how to exchange ideas and respect others opinions, 24.66% of them to get the work completed in a short period of time and 31.51% to understand better the concepts on which they are working on.

Question 09:

- **Writing in cooperative group is a good strategy that helps me to write effectively**

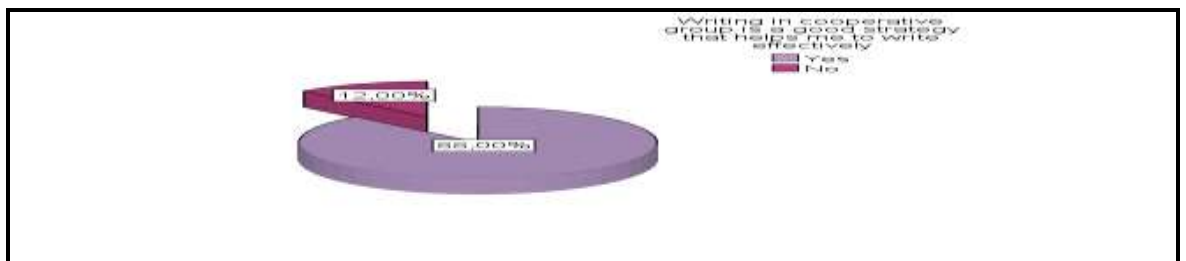


Diagram 09: The effectiveness of group work on students writing skills enhancement

The results above (diagram 09) shows that writing in collaboration helps 88% of the students to write effectively in contrast 12% do not help them.

Question 10:

- **Making an outline for the topic and writing down ideas with classmates, before we start writing, is much better than working individually?**

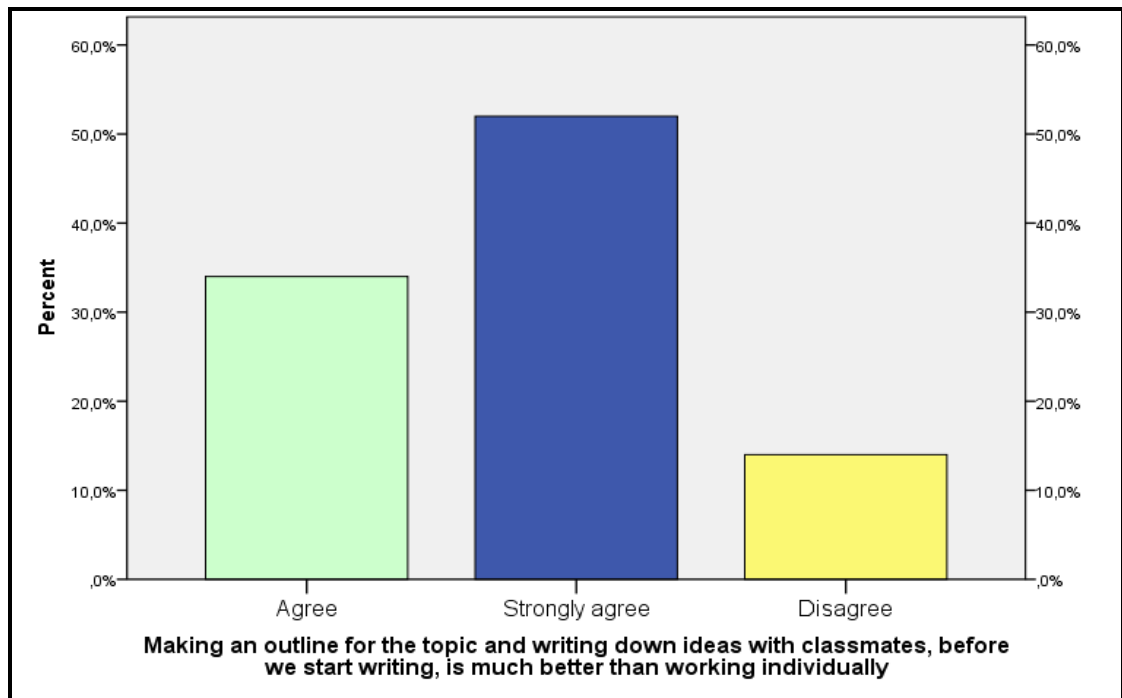


Diagram10: The Importance of Planning an Outline before Starting writing.

The presented diagram above demonstrates the agreement of the students to make an outline with their classmates before starting to write where 34% are agreed and 52% strongly agree, but 14% of them disagree totally with this point

Question 11:

- **In writing in groups ,we spend more time checking spelling, punctuation, and grammar than when writing alone:**

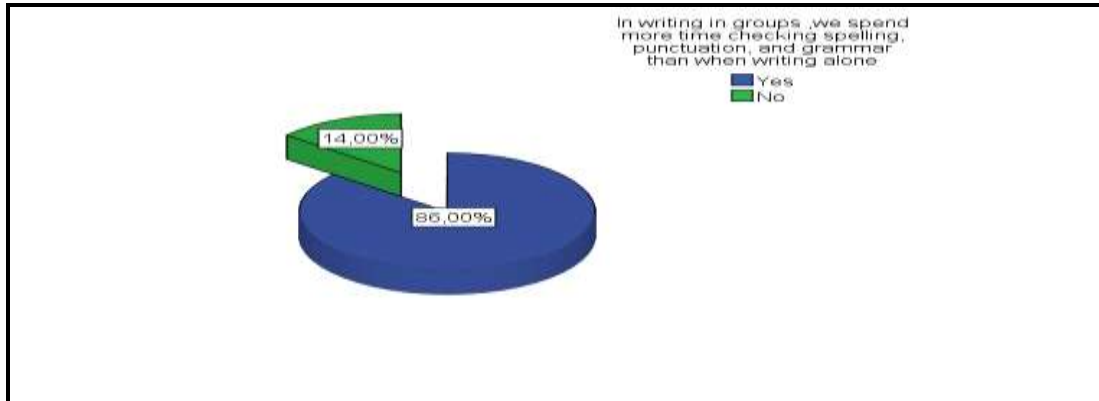


Diagram 11: Writing in groups a strategy to deminish learners spelling mistakes

The diagram above (11) shows that 86% of the students takes more times to correct punctuation, spelling and grammar mistakes than when they write alone. In contrast 14% of them do that while writing alone .

Question 12:

- **One person in the group tend to be the leader**

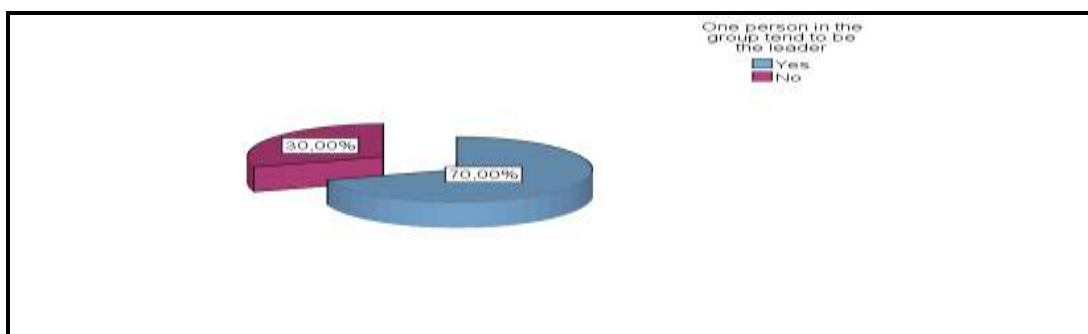


Diagram 12: Leading groups and students self satisfaction

The diagram above (12) demonstrates that 70 % of the student when they write in groups they chose one person to be a leader in contrast 30% do not.

Question 13:

- Before writing the final composition:

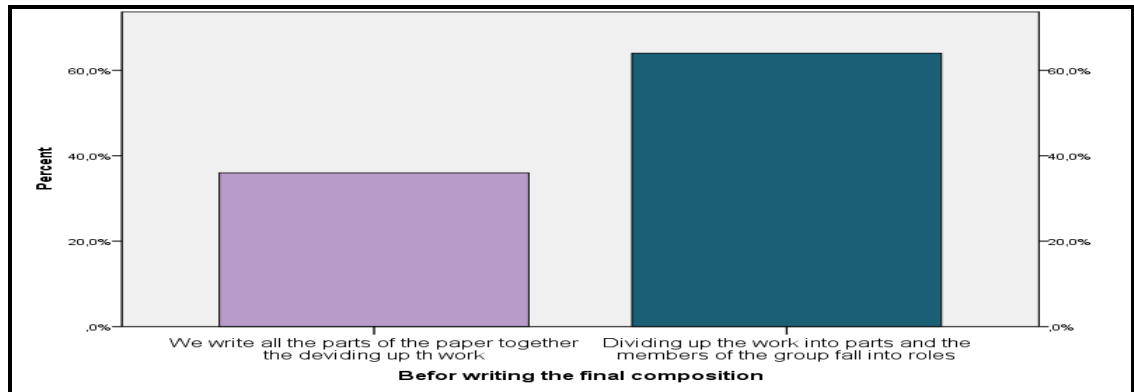


Diagram 13: Students brainstorming and composition outlining

The diagram above (13) shows that before writing the final composition 64% of the students divide up the work into parts then the members of the group fall into roles, whereas 36% write all the parts of the paper together then dividing up the work.

- **Question 14**

- I feel more satisfied with my writing when I work in a small group rather than when I write alone ?

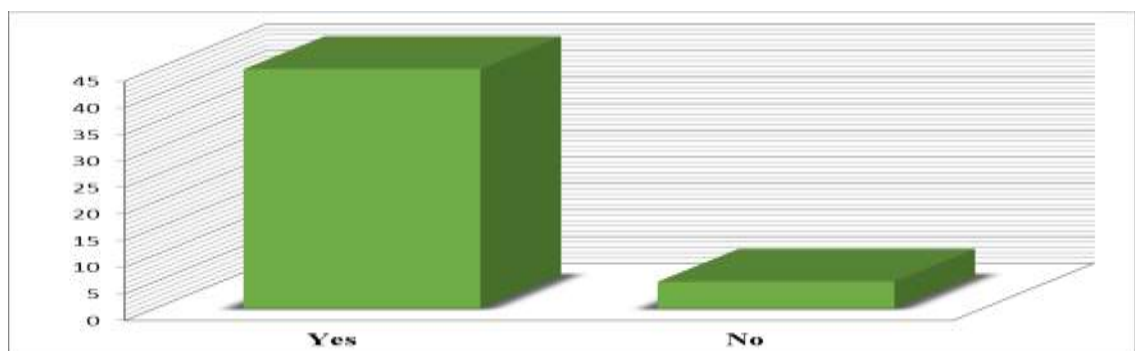


Diagram 14: Writing in groups and students self-satisfaction

The diagram above shows that the majority of students, 90%, are more satisfied when writing in small groups rather than writing individually, in contrast 10% of them feel more satisfied when writing alone

Why?

From the result above the students justify their satisfaction while writing in collaboration because, cooperative work helps them to finish the work in a short period of time also, when they work in group they exchange their ideas an information which help them to improve their

Writing skill, In contrast the others who do not feel satisfied because group working for them they feel disturbed to write effectively.

Question 15

- Do you find group writing?

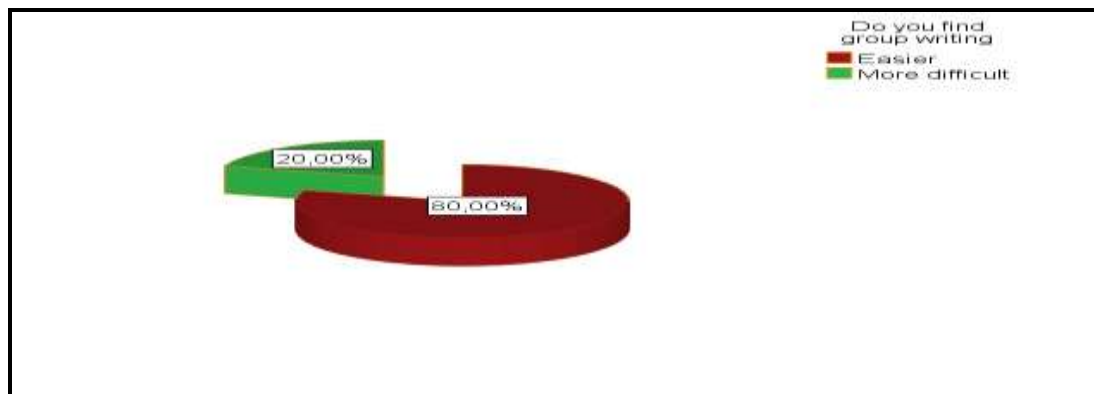


Diagram 15 : Group writing handled by learners

The diagram above shows that the majority of the students 80% agreed that group work is easier whereas 20% of them says that it is more difficult

Why ?

According to the students justification what makes groups writing easier than individual writing, is the fact that the work will be divided into parts and each member has his part to do with sharing and exchanging ideas between the members of groups, it permit them to finish in short period of time with few writing errors.

- **Question 16**
- **Are there any differences between writing alone and writing within a group?**

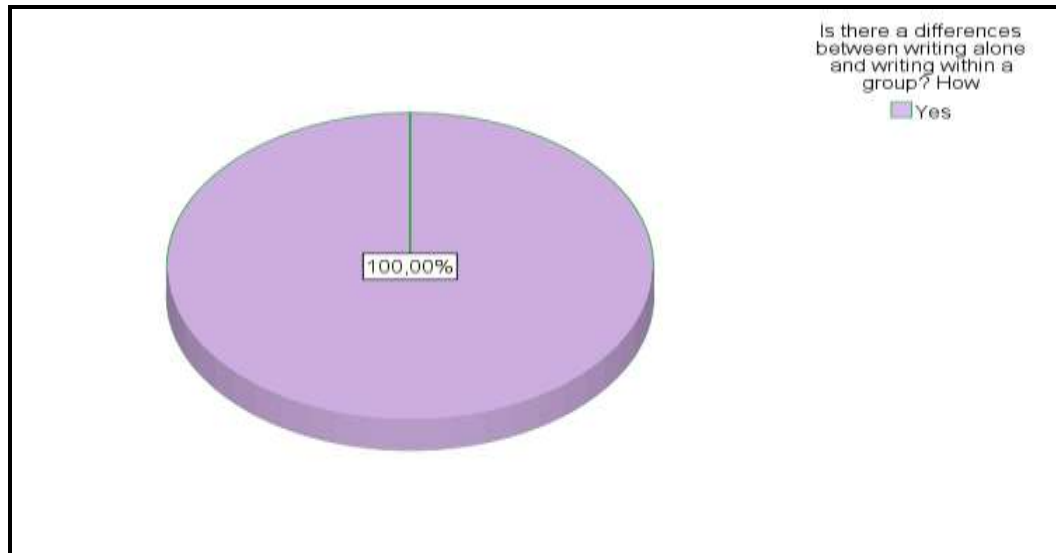


Diagram 16: The effect of writing in groups and individually on students writing skills acquisition

All students 100% agreed that there is a difference when writing alone and when writing within a group as it is shown in the diagram above (16) .

How?

From the results all the students agreed that there is a difference while writing individually and when writing within a group. The majority of the students said that writing in group, they spend more times checking grammar punctuation spelling errors rather than when writing alone, they consider the group writing as a helpful way for him to share ideas and correcting each other's contrary to writing alone which means creating ideas for itself.

Conclusion

This chapter presented the results obtained from the experiment and the questionnaires answered by first year student of the English department of Mouloud

Mammeri University of Tizi Ouzou, the results were represented in terms of bar chart, sectors and tables. The tools we used allow us to gather a considerable amount of data that will be clarified and interpreted in the following chapter.

Introduction

This chapter is meant to discuss the results of the present study. It is divided into two sections. The first section analyzes and discusses the results of the Pre-test and Post-test of the two groups learning writing through two different methods of teaching, writing individually and writing within a group. The second section discusses the findings on the attitudes of the students toward the impact of cooperative learning on their writing composition and toward cooperative work. This chapter further aims firstly to get deeper insight into the students' perception of the writing, and their attitudes toward cooperative writing. Second, to complement and confirm the results stated previously in the questionnaire and the hypothesis and answering the research questions.

4.1 Comparing Students' Errors Before and After the Cooperative Works

The results of the first year students' experiment in the department of English at MMUTO shown in the previous chapter reveal that there is a significant difference between writing alone and writing in collaboration in terms of clarity, word choice, mechanics, organization and coherence.

From the experiment results, it appears that the most important problem that students face while writing alone is the problem of clarity; which means they do not have clear ideas and avoiding the ample ones and being as precise and relevant and with avoiding repetitions. From the results shown in table(01), writing in the traditional way where students write individually they make 939 errors which represents 33.28% only in terms of clarity. This means those students face serious problems to express their ideas clearly in their writing composition, their thought is transmitted in an ambiguous way.

In contrast, comparing the results of the pretest to those of cooperative work, where students work in collaboration, the clarity problem reduced to 300 errors with a value of 10.63% . which means that the students succeed to avoid ambiguity and making their ideas more relevant and clearer .This was supported by Starkey who considers clarity as one of the important elements to a good writing “*there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases ,and using the active voice whenever possible*” (2004:15). In this way, we can justify that cooperative learning has an effect to help the students to transmit clearly their ideas and write clearly their composition. this is due to the participation of all members of the group, where they share their knowledge and ideas and then correcting each other.

For the word choice problem, the first year students of UMMTO while writing individually, their errors number was 812 errors which represents 28.78% of the total percentage of errors. This reveals that students have problems to choose the right words in term of connotation and denotation, which word they have to use in the appropriate place, the right word in the appropriate context. This is considered as an important aspect to write in an appropriate way by Starkey. That is to say, they have to take into consideration the context where the words are used and the meaning the words can holds. Whereas in writing within a group students succeed to improves their choice of words while writing their compositions from 812 to 214 errors with the value of 7.58%.From the results we can understand that, the students while writing together they help each other’s to choose the right word relying on their knowledge of vocabulary. Or as it is said by Vygotsky (1896) they learn from the more capable peers where the more capable peers whose have more knowledge on vocabulary help the others. Therefore cooperative work is an important strategy which helps the students to share their vocabulary and writing effectively. It has a direct impact on their writing competences.

Speaking about organization problem (introduction/body/conclusion, topic sentence), the students did not make important improvements to organize their writing composition while writing individually and even while writing within a group. Before the cooperative work the students made 199 errors which represent 7.05% (see table 01) but when writing within group they succeeded to reduce them only to 190 errors (6.73%). This shows an improvement of 0.32% (see table 02) of students' writing performance in terms of organization, because through the organization of ideas and texts the reader could follow correctly as Starkey (2004) said "*the direction and purpose you get from organization helps your reader to believe that you are saying and willingly follow your lead*". This can be justified relying on student's justification in the chapter of presentation of the findings in the (diagram 02 and 14), where they found that while writing together and they talk at the same time they feel disturbed. Also they said that each student has a specific strategy to work with and they feel satisfied while working alone.

As regards the mechanics which includes (grammar, punctuation), we have noticed that students made many mistakes when they work individually, in grammar, the majority of the students have problems in tenses, for example, in some paragraphs, we find students talk about event past and they use present simple. Furthermore, the information indicates that the majority of the students state that, they face problems like (lack of organization, lack of ideas about given subject, punctuation and content) while writing individually. Students performed better after the cooperative writing, where students reduced their errors from 510 errors to 128, which represent 13.83% (see table 02) from 18.07% while writing individually. Grammatical errors and punctuation which are the important items of a good writing can be improved by sharing ideas between the members of the groups and their interaction, which permits them to correct themselves and exchange information with the help of the more capable peers (Vygotsky, 1978). As it is confirmed by the

students in the diagram 11 where 86% of the students agreed that they spend more time to look for the spelling punctuation and grammar mistakes while writing in collaboration. From this we come to say that the cooperative work has an effect on avoiding the mechanical problems.

From the results displayed in table 01 and table 02 and our correction of students' papers, coherence is also achieved, we noticed that the student compositions when writing individually are not coherent where 12.79% of coherence problems are founded, and this proved from the way they choose words, organization of ideas and its clarity and how they structure their language. They mixed up things and putted them ambiguously in an incoherent way, their ideas do not come in a chronological way but started with a point or an ideas and ending with another. Whereas writing in collaboration has helped the students to write clearly with the right choice of words and right language structure and a good order following their ideas, the errors are reduced to 93 errors from 361 which represent 10.65% .Harmer(2004) "*coherence is achieved by the way in which the writer sequence information and this bring the reader right back to the issue of generating and text construction*" because, coherence and cohesion are important to make the whole text clear and understandable .Harmer(2004:22) "*to be truly accessible ,however, ,it is also needs to be cohesive and coherent*"

Based on the descriptive analyses , we can conclude that cooperative work in writing with the first year students at the department of English at Mouloud Mammeri University of Tizi ousou enhances the students' writing performance in term of clarity, word choice , organization , mechanics and coherence relying on the experiment which can confirm the second hypotheses that cooperative learning enhances students writing performance where both of the diagrams and the tables shown previously, show that students succeeded to

ameliorate their writing skill based on the components of good writing suggested by Starkey(2004) . This point was supported by the students in the 16th diagram where 100% of the students agreed that there is a difference between working in cooperation and working individually. These differences were in terms of the exchange of ideas and correcting each other's that resulted well in written compositions. .

Also comparing the values that were founded in writing within a group and writing individually it represents 48.82% .This value is the difference with which students succeeded to improve their writing in comparison to their errors while writing individually which represent 100% .from this point we can also confirm the first hypothesis which stated that there is a significant difference while writing individually and when writing within a group with the first year students at department of English at UMMTO. This improvement of students' performances is due to the fact that cooperative principles provided a shared cognitive set between the students (Jonson and Smith, 1991) which means that the students interaction with the more capable peers (Vygotsky (1978) will share idea and information to understand better the issue, then to generate ideas and correct each other's "*the distance between the actual developmental level as determined independent problem solving and the level of potential as determined through problem under adult guidance or in collaboration with more capable peer*" vygotsky(1978:86). And then we can answer the research question that was asked in the introduction: does cooperative learning enhance student`s writing performance? That the cooperative work has a positive effect on improving students writing skill in term of the components of good writing suggested by starkey.

4.2 Discussion of Students' Attitudes toward Cooperative Work

According to the findings and the analysis of the results of the students' questionnaires, we believe that cooperative work has been approved by the majority of the students that confirm that cooperative work helps them to achieve more in writing and getting positive attitudes toward the cooperative writing.

Students' responses reveal that applying the cooperative working method increases the students' writing performances and then having positive attitude toward the collaborative writing. From the diagrams 1.4.5.14.15 it becomes clear that students prefer to work in collaboration. 50% (see diagram 01), as it is expected react positively to this strategy, their answers were positive, the results shows that the students like this strategy and find it very important to promote their interaction and enhance their writing. What is more, through our questionnaire, we invited students to say whether they prefer individual work or group work in writing, and our aim is to know students' preference. The results obtained indicate that, they prefer having group work because they can learn more from other by exchanging ideas, sharing thoughts and correct each other's mistakes, and then feel at ease and satisfied while working in cooperation. Then it becomes an important strategy to work with (see diagram 4.5.6.14.15), having sufficient knowledge of the theoretical background of the cooperative work raised a positive position of the students toward it that believe it help them to achieve more in writing.

The results show that about 90% of the respondents think that, they feel more satisfied with their writing in small groups rather than when they work alone. Approximately, 88% stated that they cooperate more in group work and cooperative learning experience in writing skills has increased their understanding of their own accountability. Moreover, attitude measures showed that subjects in the collaborative

conditions were significantly more pleased with their writing than were subjects who worked independently and resulting in better final outcomes.

To support our result, Graham (2005) found that collaborative learning of writing skills helped students to find new ideas together and exposed them to various opinions , encouraged them to discuss, debate, disagree and teach one another as well as helping them to practice aspects of the process approach to writing such as generating ideas; that is to say, the process of creating, developing and communicating abstract, concrete or visual ideas within the interaction between the members of the group.

The rest of the responses were individual opinions which were about 10%. The students stated that they felt as they did not participate much in group work , because their English is not good , so they could not help their classmate / team work, for them they annoyed other, they pointed that , they felt uncomfortable to share ideas.

Thus, the students stand points toward the use of collaborative writing in EFL classes , confirm positive attitudes that state encouragements to adopt it as it helps them to share learning with other peers as well as ideas , in this work , our participants confirm the third hypothesis ‘‘ *students department of English at Mouloud Mammeri university have positive attitudes toward collaborative writing*’’ through their opinions within the questionnaire and through the experience as it is shown from the findings of the study.

4.3 Students' Attitudes toward the Impact of Cooperative Learning on Their Writing Compositions

As it is previously stated in our work, the purpose of the study is to determine whether putting into practice the collaborative writing strategies would be more effective for ESL learners in the department of English language at Mouloud Mammeri University of Tizi-

ouzhou than writing individually. Thus the main research question, do students of the department of English at MMUTO have positive attitude toward cooperative learning? From the given answers, respondents indicated that cooperative work does help them to improve their writing skills. They state that , when they work in group , they have a chance to exchange each other ideas , correct their ideas , expand vocabulary , promote interaction and learn from each other, they have added that , working in group improve their language discussion , encourage them to write and understand more

According to the outcome from the question 1 asking how the students prefer to work, see diagram 1, about 50% of the responses suggested that, the students would like to work and learn writing in group. The results obtained revealed that collaborative writing is a helpful technique in teaching writing , the students stated that working in group is better than working alone. This could mean that they were satisfied with their learning. Consequently a confirmation of the hypothesis ‘ ‘ There is a significant difference between writing alone and writing in collaboration ‘ ‘ is obtained via students’ response .Neomystorch says that ‘ ‘*Working in group produce shorter but better texts, collaboration afforded students the opportunity to pool ideas and provide each other with feedback, and most students are positive about the experience ‘ ‘.*

Moreover , the analysis of question 4 asking whether working about something in cooperative is suitable for the learners , see diagram 4, answer the first research question. More than 80% of the students say that collaborative work is suitable for them. In sum, and according to the findings, it is clear that cooperative writing should be adapted and used in all subjects to help the students to learn better as it is said by the students in the diagram 07where 78% of students agreed that teachers of writing should imply the cooperative

work principle in writing module .This justifies that students have a positive stand point toward the impact of cooperative learning on their writing compositions.

Students strongly agreed that cooperative learning in writing essays fostered them to use knowledge and experience about writing to do group activities, and enabled them to help weaker learners and receive help from the other member.The students agreed that cooperative writing enabled them to participate in learning process, and to discuss and exchange ideas among group members as it is shown in the diagram 11 and 14 where they take more time to discuss the writing problems as grammar, punctuation ...which permit them to avoid such mistakes through their sharing of knowledge from the more capable peers and then takes short times to finish the work. Thus the students got positive attitudes toward cooperative work; they consider it as a helpful way to learn from each other.

Here we come to confirm the second hypothesis and say that, the students of the department of English at Mouloud Mammeri University have a positive attitude toward the cooperative learning.

Conclusion

The results of the current study showed that the use of collaborative learning strategies benefited ESL learners in enabling them to solve their writing problems effectively. The findings of this research were obtained from the student written essays, and questionnaire. The questionnaires reveal that cooperative learning; generally play a positive and affirmative role in EFL learning, as suggested in previous studies mentioned along our work. Cooperative writing would be an important step toward writing , because once the learners have built the sense of confidence in writing , it is likely that EFL learners will learn more to cope well with writing more positively with increasing confidence , even on an individual basis. (Journal of academic society for quality of life.Vol (1):32-39, 2015.).

The written essays proved that after involvement in collaborative learning, the ESL learner become able to write better than students who had been taught using a traditional learning method. It was therefore concluded that collaborative learning had helped our participant to improve and develop their writing skills.

Cooperative process writing was found not only to support students' academic-wise , but also to promote social benefits or interpersonal skills and self-development. In addition, it was found that there was merit in having students work in heterogeneous group in the composition class. Cooperative homogeneous learning group could be used to help the students to master academic skills, social skills and self-improvement . Therefore, it is also advisable that English writing teachers use this small group placement concept in their writing class. More elaborative thinking , more frequent giving and receiving of explanation and clarification , greater perspective in discussing material and higher quality of reasoning and depth of understanding occur in collaborative group writing .(Johnson , Johnson , and Holubec , 1987).

General conclusion .

This study has investigated the effect of cooperative learning on students' writing performance the case of first year student at the department of English at Mouloud Mammeri University of Tiziouzou. Its main focus is that ;do cooperative learning have an effect on first year student writing skill which aims to check whether collaborative writing enhance student writing abilities.

The study has attempted to shed light on the effect of cooperative learning on the student to write effectively. In the first chapter we have highlighted literature related cooperative learning and collaborative writing .

For the sake of answering the advanced research questions and confirming or refuting the hypothesis suggested in the general introduction, a mixed method was opted, combining qualitative and quantitative method in order to analyze the data . these data were gathered from two research instruments , we have administered a questionnaire to the first year student of the department of english at Mouloud Mammeri University of Tiziouzou.

In addition we have made an experiment for the same students to check their errors before applying the cooperative learning principles and the numbers of errors after the collaborative writing.

To analyze the data obtained , we have used a statistical package for social sciences (SPSS)

For the sake of analyzing quantitative data ,whereas the qualitative data as open-ended questions and explanations were analyzed using qualitative content analysis .

the discussions of both results of the questionnaire and the results of the experiment provided the answers to the research questions advanced in the study .Our research has revealed that cooperative learning effect first year students' writing performance or writing in collaboration help student to write effectively in the department of English at Mouloud Mammeri University of Tizi ousou.

As a final point, the study is significant because we believe that the implementation of the principles of cooperative learning in the writing module is very important for the developing of students writing skill as it was clear in the results shown about their attitudes toward the collaborative writing, it permits them to express and share their thoughts with their classmates. Consequently, teachers need to imply group writing to provide the opportunity for the students to collaborate with each other's in interactional situations where students will get the chance to participate to share their information, correct each other and even to communicate in the target language

We hope that the result we have reached through this investigation will open the opportunity for further research in this area of study.

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Questionnaire

This questionnaire is part of our research study on **the impact of cooperative learning on student's writing performance** in the department of English at UMMTO. Your contribution is vital to carry out this research. Could you please answer the following questions. Your answers will be confidential and anonymous as it will be used for academic purposes only.

Thank you in advance for your kind cooperation.

Please use the cross (X) to indicate your chosen answer and use your own statements where required

SECTION 1: Student's attitudes toward cooperative work

1. How do you prefer to work in the classroom :

Individually²²

Pair work

In group

2. When you write in group:

a) the teacher divides you into groups

b) you form groups randomly

3. How much do you learn from cooperative work ?

Very much

Much

Little

Nothing

4. Working about something in cooperative work is suitable for me

Yes

No

5. Do you think that it is important to writing in collaboration?

Yes

No

Why ?.....
.....
.....

6. My experience of cooperative learning has increased my understanding of my own accountability

Yes

No

SECTION2: Student's attitude toward the impact of cooperative learning on their writing compositions.

7. Do you think that teachers of writing should imply cooperative work in writing compositions?

Yes

No

8. When you write in collaboration, does it help you: (you may cross more than one)

1. To learn how to exchange ideas and respect other's opinions

2. To get the work completed on a short time

3. To understand better the concepts on which you are working on

9. Writing in cooperative group is a good strategy that helps me to write effectively.

Yes

No

10. Making an outline for the topic and writing down ideas with classmates, before we start writing, is much better than working individually

Agree

Strongly agree

Disagree

Strongly disagree

11. In writing in groups, we spend more time checking spelling, punctuation, and grammar than when writing alone.

Yes

No

12. One person in the group tends to be the leader.

Yes

No

13. Before writing the final composition:

We write all the parts of the paper together then dividing up the work

Dividing up the work into parts and the members of the group fall into roles

14. I feel more satisfied with my writing when I work in a small group rather than when I work individually

Yes

No

Why

?.....
.....
.....

15. Do you find group writing:

Easier

More difficult

Why ?.....
.....
.....
.....
.....

16. Is there a difference between writing alone and writing within a group?

Yes

No

How?

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