UNIVERSITY OF TLEMCEN
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH

TEACHING WRITING THROUGH COLLABORATIVE ACTIVITIES: THE CASE OF FIRST- YEAR LMD STUDENTS AT UNIVERSITY OF TLEMCEN

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Presented by:

Miss. Souad MEGNAFI

Supervised by:

Dr. Omar AZZOUG

Board of Examiners:

Dr.Abdelatif SEMMOUD   President   (University of Tlemcen)

Dr.Omar AZZOUG   Supervisor   (University of Tlemcen)

Dr. Boumediene BERRABAH   Examiner   (University of Tlemcen)

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Dedications

Deepest thankfulness is due to my parents for their precious love, affection and support.

- To my daughter and Gentle husband Mourad who encourage me to finish this work.

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Abstract

The globalization process has brought so many reforms especially in the educational system, in order to increase the highest level of both teachers in terms of pedagogy, and students in their learning.

In the Algerian EFL classrooms, the focus was then, on the effective teaching practice of the mastering of the four language skills.

The purpose of this research work was to show the readiness among EFL practitioners, and students for their incorporation in collaborative writing. To reach this end, a case study research was undertaken to first year EFL university learners, and teachers in the department of English, Tlemcen. The data were collected under a number of research instruments such as a questionnaire for both participants (EFL teachers, and learners), and cllasroom observation.

Therefore, the collected data were analyzed quantitavely and qualitatively. The triangulation method of the findings showed that Algerian university EFL teachers.

The findings denoted that Algerian EFL students showed a strong difficulty in the writing skill. Furthermore, Algerian EFL teachers faced many obstacles while teaching writing in terms of competence, interaction and the degree of motivation of learners when teaching them alone Accordingly, this research work focused on the importance of collaborative learning to develop the awareness of students, and to overcome their writing difficulties when they benefit and learn from each other.

TABLE OF CONTENT

CHAPTER ONE : Literature Review

Part One: Teaching Writing Background

Part Two : Collaborative Writing in EFL Classroom

Chapter Two : Situation Analysis and Data Interpretation

Chapter Three : Suggestions and Recommendations

LIST OF TABLES

LIST OF FIGURES

Key to Acronyms

CBA : Competency Based Approach.

EFL : English as a Foreign Language.

ELT : English Language Teaching.

ESL : English as a Second Language.

ICT : Information Communication Technology.

LMD : License Master Doctorate.

GMT : Grammar Translation Method.

General Introduction

General Introduction

Teaching is a very important process that is not separable from learning. In fact, learning a language requires the learning of the four skills such as Listening and Reading, Speaking and writing, and EFL teachers are requested to look for the problems of their learners, techniques, strategies, and even their needs as an essential starting point for an effective teaching in both theory and practice.

However, writing as a productive skill has attracted the interest of many theorists and scholars. Native Speakers of English. Although, their mother tongue is English face so many deficiencies when writing in the standard form. EFL/ESL learners as well need a variety of methods in order to ameliorate their writing skill, and still have difficulties for an adequate and perfect writing. EFL teachers also face obstacles for the application of collaboration in this skill.

Thus, this research work attempts to answer and investigates the following research questions:

1- What are the techniques used by the teacher, when writing collaborative activities?
2- What are the motives behind the lack of working collaboratively on the part of the learners?
3- How to motivate EFL learners in order to work collaboratively?

The above stated research questions led to the formulation of the following research hypotheses:

- EFL teachers provide innovation, make observation, and consider every learner's engagement and participation in groups in order to make interaction, self-confident to the learners and motivate them.
- Algerian EFL teachers are faced mixed ability classes, the lack of effective techniques to work in pairs or group.
- Teacher motivate learners by encourage them to work in group, using the presentation tasks and organization practice.

For the support of this work, and the investigation of the above mentioned research questions and hypotheses, a case study of first year EFL university students in the department of English, Tlemcen as well as EFL teachers of English who are in charge of teaching the writing skill is undertaken.

The researcher studies both qualitative and quantitative data from diverse sources, depending on two main research instruments; a questionnaire for both EFL teachers and learners, as well as conducting a classroom observation.

The present research work is classified under three interrelated chapters ; the first chapter provides the theoretical background of the writing skill, and collaborative writing, though, this chapter is divided into two parts. Thus a set of defining concepts and notions related to this productive skill are discussed. It gives an insight to the different approaches that are used to teach writing, and other approaches related to collaborative writing. In addition to the importance of this skill, and cooperative learning.

 The second chapter requires the practical part of this work. It describes the English Language Teaching the first Year-LMD Student.
It tackles the methodology and the research design as well.
It explains in details the research instruments, sampling, and the research methods. Then, the researchers analyze the findings in order to either conform or nullify the hypotheses.

The last chapter tackles the step of suggestions and recommendations. It introduces some effective strategies and procedures in order to support the implementation of collaborative learning in teaching the writing skill. It highlights the way to evaluate collaborative writing, and engaging the EFL learners to collaboration.

Chapter One

CHAPTER ONE : Literature Review

Part One: Teaching Writing Background

1.1. Introduction

1.2. Definition of the WritingSkill

1.3. Teaching Approaches of Writing

1.3.1. The product Aprroach

1.3.2. The Genre Approach

1.3.3. The Process Aprroach

1.4. The Importance of Writing Skill

Part Two : Collaborative Writing in EFL Classroom

1.5. Theoretical Background of Collaborative Learning

1.6. Definition of collaborative Writing

1.7. Approaches to collaborative Writing

1.7.1. Cooperative Learning

1.7.2. Problem-Centerred Instruction

1.7.3. Writing Groups

1.7.4. Peer Teaching Approach

1.7.5. Discussion Groups and Seminars

1.8. The Importance of Collaborative Writing

1.9.Conclusion

Part One: Teaching Writing Background

1.1. Introduction

The following chapter deals with the theoretical aspect of this research. It gives some fundamentals related to writing as a language skill, and collaboration in the teaching/learning process. So, it is divided into two main sections; the first part of the chapter represents some key concepts related to the writing skill, and the different approaches that were taught to this skill. The second part of the chapter provides information concerning collaborative writing and its importance in language classroom. It brings out a set of approaches related to collaboration.

1.2. Definition of the Writing Skill

It has been widely argued that the four language skills which are (listening and reading), speaking and writing), i.e., the former is considered as receptive skills, and the latter is taken as productive skills are complemented to each other and every essential when teaching/learning a language.

For most EFL teachers follow a certain order, starting with listening, speaking, reading, and writing skill is left at the end. So, the main reasons behind letting the writing skill at a last stage because it is considered as the most essential, important, and at the same time a very difficult one. Harmer (2004:03) states that: **« Writing should be learned because it could not be naturally acquired like speaking »** The essential idea taken from this quotation is that Harmer draws a distinction between the two skills; the speaking and the writing skill. In here, the learner is in the process of acquiring naturally because he is being exposed to it; however, the writing skill has been consciously learned.

Far from the above definition, Crystal (2006) reveals that writing is viewed as a system of communication that provides the use of visional symbols graphically. So, as far as EFL/ESL learners are concerned in order to express their ideas and knowledge, they tend to use some meaningful graphic symbols or markers for the sake of making their writing understood by the readers.

1.3. Teaching Approaches of Writing

Several scholars provided a set of approaches that were used in order to teach the writing skill, and which are frequent in EFL classrooms, such as the product, the genre, and the process approach, that are going to be discussed in this section .In fact, these approaches are apt to be used depending on the principles that are required by the target situation.

1.3.1. The product Approach

As it name implies, this approach focuses much more on the final production of what the learner is required to do by the end of his writing .Therefore, White**'s** classical model (1988) for writing explains in details the different phases that appear, and that are stated under the following points :

a)- **Study the model ;** analyses the rules of language, the structure of sentence, the content, and stylistics.

b)- **Manipulate the elements ;** examines the model text into several components

c)- **Produce a parallel text ;** puts the learners in a situation where they just imitate the model text examined in the previews stage.

On the other hand, what is lacked from this approach is that, it puts into focus only the final drafts of what the EFL learners are supposed to do. The fact that the product approach missed the communicative aspect, and it was just an imitation of the model text examined, and here the learners focus only on the linguistic aspect of their writing (Raines, 1983:07).

1.3.2. The Genre Approach

In the mid 1980's, several attentions has been drawn to genre-based approach in teaching the writing skill.

Byram (2004:234) defines the genre approach as **"A** frame work for language instruction" What is meant from here is that approach encourages the learners to write in a guided way following systematic principles, in order to accomplish a specified meaningful passages. In writing along with functional and formal properties of language teaching, i.e., Linguistic and rhetorical instructions. Despite the advantages retrieved from the genre approach, it is not always beneficial,

because it does not help the learners to detect the true or hidden messages beyond the text.

It also limits the creativity of the students, when they focus on the content only (Badger & White, 2000:157).

1.3.3. The Process Approach

The fact that the product approach focused only on the final product of draft of the learner, however, the process approach pays more attention to the several stages, or more precisely the process on which EFL learners produce their production. This approach develops a sense of awareness among themselves in the way that they understand what they are required to do, before the draft of their written products.

Camplell (1988:11) draws a sequence of steps as a series of tasks and activities and that have to be followed by the EFL learners to process their work:

a)- *Pre-writing* : in the phase the learner is required to choose his topic of interest, and to brainstorm his ideas and knowledge.

b)- Drafting : the first product of the student needs to be improved through different drafts.

c)- *Revising* : the students are required to organize their information, and modify their products to the appropriate way .

d)- *Editing* : EFL learners try to find out specific vocabulary which is related to their theme of interest, treat their language in terms of grammar, lexis, syntax, and even punctuation (Hamzaoui,2006). The process approach and the different phases that are discussed above can be summarized under the following schema:

```
┌─────────────────────────────┐
│         Pre- writing         │
└─────────────────────────────┘

┌─────────────────────────────┐
│          Drafting            │
└─────────────────────────────┘

┌─────────────────────────────┐
│          Revising            │
└─────────────────────────────┘

┌─────────────────────────────┐
│           Editing            │
└─────────────────────────────┘
```

Figure 1.1. The process Approach

1.4. The Importance of Writing Skill

Learning a foreign language requires the mastering of the four language skills (listening and reading, speaking and writing). Therefore, the writing skill has a strong power in developing the learning process of the EFL student. In this context, **« the power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system »** Mc Arthur et al. (2008 qtd in Ghodbane, 2010 :35). From here, it has been stated that the writing skill influences the both sides of human beings; the psychological and physiological aspect, because of its strong importance, and influence in learning a second/foreign language. Since all language skills are interrelated to each other. It is highly suggested to link the importance of the writing skill to the other skills. Firstly, writing in relation to the speaking skill ; Harmer (2004) draws a clear-cut distinction between these two skills in terms of :

1- The required situation, i.e., writers use a set of linguistic and stylistic features in order to convince their readers, however, speakers use only a set of supra-segmental properties as pitch-movement,stress, and intonation.

2- Grammar selection, i.e., writers tend to use complex, compound, and simple sentences. Otherwise, speakers use only simple utterances.

3- Lexical density, i.e., the strong use of lexis may be used in written passages, rather than on the spoken form.

Moreover, reading and writing as distinct skills enhance the learning process of the student. So, many scholars among them.

Harris (1993) finds out that there is a strong relation between them. This importance is stated under the following ideas:

1- These skills are central aspect of communication, and both they are related to the social and the individual.

2- Knowledge can be got through the reading process, in order to develop the writing skill.

3- No writers mean that there are no readers at all.

Although, the first part of this previous section tackled the theoretical background of the writing skill; defining the key concept of what the writing skill may mean relying on different theories and views from distinct scholars. Therefore, the approaches that are used in order to teach this skill, depending on a set of principles. By the end of this first section, it is highly mentioned the importance of the writing skill in relation to other skills of the language, and the effects of this skill on the individual in itself.

The following section will discuss the theoretical background of collaboration in relation to the writing skill.

Part Two: Collaborative Writing in EFL Classroom

1.5. Theoretical Background of Collaborative Learning

In the 1970's, Lev Vygosky a Russian psychologist has stated the importance of the writing skill in developing the thoughts of human beings, especially learners. In his social constructivist theory,Vygosky's study on children, claims that they may perform different activities and tasks effectively only with the interaction with capable persons who can motivate and help them.

Besides that, though the repetition of social interaction with experienced persons may develop the way learner's perceive and think. In this context, Kessler (1992:56) states that collaborative learning: "Analyses how we are embedded with one another in a social world"

To get into focus, several investigations have shown that collaborative learning is drawn through the way group work writes together. For example, a set of projects use conventional writing as an appropriate tool. From here, these investigations provide a direct use to collaborative writing. It offers a certain kind of flexible learning, communication between the team who are engaged in the same work.

Storch (2005) investigates collaboration in the writing skill in relation to the production, the processing, and at the same time to students' experiences on working collaboratively; reflection. He made a research in which he asked the learners individually to write a text, and others (the rest of the learners)worked a collaborative way. So, the findings revealed that those who worked collaboratively scored higher rather than who has engaged in his writing task individually. In this way, Storch investigation was based on the influence of individual, and pair writing on the accuracy, fluency and also complexity of learning process.

1.6. Definition of collaborative Writing

The term 'collaborative writing' is still debatable among scholars, in that way there is no final insight about this term. It has been referred that collaborative writing mainly used as a form of writing together in which two or more learners are consciously required to a task in order to share a common written products. For example, one learner may offer ideas, and the others write the product. It has a strong effect on the final outcome (Karel, 2002).

Although, the concept of 'collaborative writing' has been previously defined as the Involvement of two or more learners together in order to accomplish a written production or document. In fact, the notion 'group writing' may be used interchangeably with the

11

aforementioned concept.

Collaborative writing is not only introduced as a way of teaching the skill, but is commonly appeared in work places in the world business especially in technical writing, and business writing, depending on the teams.

It is generally proposed that collaborative writing may be divided into three major types

1- **Co-publishing** : group of learners draft different parts of the passage. Each learner works independently, by the end, a small discussion is stimulated between them.

2- **Co-responding:** sometimes it is referred as peer editing, or peer feedback**.** It means within the process of collaborative writing, the learners exchange their knowledge and information, but the final written product has to be individually provided

3- **Co-writing:** in this phase the learners ought to discuss their ideas together, and write a one single written product that shares all their knowledge. To sum up, the definition of collaborative writing has been viewed, and classified from different perspectives. For example, (Dale; 1994, Ede and Lunsford; 1990) suggest that collaborative writing is related to an insightful interaction, the way learners make decisions, and to be responsible on their learning process among their team work. This specific term; collaborative writing is also introduced as « co-writing »**.**So, it is considered as a way that is done with one or more than an individual.

1.7. Approaches to collaborative Writing

The most common approaches to collaborative learning have been applied to co-writing in order to make EFL/ESL teachers aware of it, and to highlight its importance inside classroom wall, for a better teaching of the writing skill.

These approaches are going to be discussed in this section with details.

1.7.1. Cooperative Learning

This cooperative learning approach has been based on the principle that it develops' the skills of the learner as a first aim; interpersonal skill.

Therefore, Johnson et al (1990) defines cooperative learning approach as: **« The instructional use of small groups so that students work together to maximize their own and each other's learning. »** What has been stated in this quotation provided above is that it represents the collaboration of students engaging in one common work in a structured way within the learning continuum.

Cooperative learning approach not only develops the interpersonal skill of the learner alone, but also has strong effects on:

- Rising in the learner his achievement and successful performance
- Providing a psychological alteration and adjustment.
- Developing in the learner a sense of awareness, and he will be able to recognize his self-esteem
- Ameliorating and integrating the learners in social skills, under the conditions of competitive learning.

Looking for the implications of cooperative learning approach in EFL classrooms in order to teach the writing skill collaboratively, EFL teachers may use a set of strategies in order to engage students work collaboratively, for the sake of developing their interpersonal as well as social skills. So, these strategies take the form of recording, group processing, and the use of summarization, and encouraging participation.

1.7.2. Problem-Centered Instruction

This approach has rooted under the research of the psychologist John Dewey. It turns around the strategies of collaborative learning. Dewey has suggested that it is

important to give direct instructions to learners that are related to their real-life situations and problems (i.e., problem-centered instruction).

Different forms have been undertaken in this problem-centered instruction approach, are discussed under these:

a)- Guided Design

It is considered as the most important model in which it is fully structured. So, guided design is applied by EFL/ESL teachers in order to ask their learners to work in small-teams, and to provide tasks that help these learners taking decisions, at the same time sequencing feedback within every single step. (Smith and Mac Greger, 1992).

b)- Case Studies

It is taken as a form of narration or an anecdote of a real situation, and the EFL/ESL students required to set up the issue, and then they are suggested to resolve it, and making an analysis. Therefore, EFL/ESL teachers of writing ask their learners to select a sample or a case in a small group, and analyze it in a team sessions.

c)- Simulations

This model in the approach of problem-centered instruction is considered as the most structural and complex one as opposed to the previous forms. Simulation take the place of both working either individually or may be selected collaboratively.

It asks students to be part of their own thoughts, and to structure role-playing in a form of drama.

However, simulations may not really work in EFL classrooms   to teach the writing skill. Although, it allows collaboration of the learners (Smith and Mac Gorger, 1992).

1.7.3. Writing Groups

Basically, collaborative learning has paid a strong attention to the teaching of writing rather than other skills.

The writing groups approach has been mentioned by so many concepts as 'helping circles, peer response group, class criticism to mention just few. So, all these terminology
has been referred to that approach, and a set of theories concentrated on that, because of its importance in collaborative learning.

At each point in the phase of the writing process, EFL learners are involved to work in teams, or small groups. As a first step in writing groups, the students engaged in the work are considered as composing group, in order to bring data, to explain their views, to test their reasoning before they write it on paper as a product.

The second phases, these composing groups share their information loudly, in order to know what to say in their writing productions.

Writing groups give the opportunity to students in order to provide feedback to each other, and all these can be though the exchange of drafts of what they have produced.

This feedback takes the form of either oral or written. The writing groups approach is beneficial in the sense that it makes learners practice the other skills such as listening to exchange of ideas: and reading the drafts of their peers, and at the same time assess the papers. (Smith and Mac Grouger, 1992).

1.7.4. Peer Teaching Approach

It has been introduced in American education as a form of collaborative learning. In this context, (Whiteman, 1988) introduced two types of models of peer teaching discussed under the following:

a)* Supplemental Instruction

It is considered as an alternative approach that focuses on' at-risk-classes'; and searches the students who were failed. However, the lectures provided are not free since these learners are required to pay in order to convene these supplemental sessions three times per week.

b)* Writing Fellows

It is another model of peer teaching approach that was introduced in collaborative learning. It is somehow similar to the above mentioned supplemental instruction approach. But who are these writing fellows? They are EFL/ESL learners who are really proficient in the writing skill; strong writers. Their prominent role focuses on that they respond and read all the written products of their peers (Smith and Mac Grouger, 1992).

1.7.5. Discussion Groups and Seminars

This approach relies much more on the teacher; teacher-centered approach. Since the teacher is going to stimulate the discussion, monitor, and organize his learner. Based on the discussion that is built from the interaction between the teacher and his team work, the topic/ theme is realized.

To conclude, the following schema that has been adopted by (Smith and Mac Grouger, 1992). In their article 'Collaborative Learning' summarizes all the approaches that are discussed above in this section.

Collaborative Learning Approaches

Root

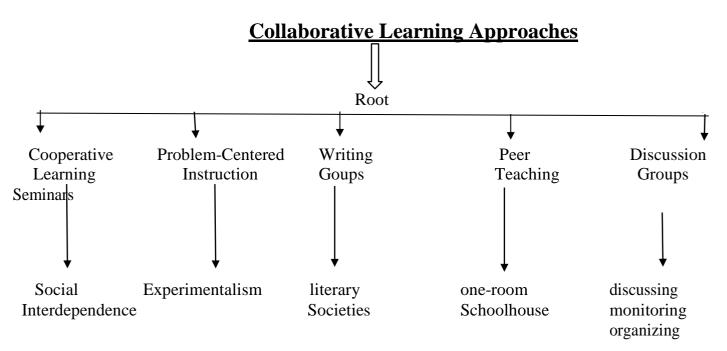| Cooperative Learning Seminars	Problem-Centered Instruction	Writing Goups	Peer Teaching	Discussion Groups
Social Interdependence	Experimentalism	literary Societies	one-room Schoolhouse	discussing monitoring organizing

Figure 1.2. Collaborative Approach Models

1.8. The Importance of Collaborative Writing

Diverse theories have shown that collaborative in the writing skill may be beneficial for EFL/ESL students in the sense that it develops the interaction between then, and at the same time they may gain self – confidence, and by completing their written tasks collaborative they minimize their anxiety among the language (Raimes , 1998, rollinson,2005).Furthermore, Foster (1998) and Reid (1993) provide a set of essential benefits required from collaborative writing are summarized under the following points:

1. It increases motivation
2. It develops a sense of awareness among EFL/ESL students to risk – taking
3. It improves the creativity and tolerance of the learners.
4. It maximizes the interaction between learners, and to think directly in the target language.
5. It ameliorates the level of the students rather than in an independent way.

collaborative writing offers to students to be part of the society and community , in that way social interaction can be introduced in here .In that way ,EFL learners manage each other to be supported and guided .

In this context, Storch (2005) states that collaborative writing contributes students to be developed in a higher quality, and they gain an increased level in Knowledge, and self – confidence. In draws a strong vision to bath formal and functional writing aspects of language , and feedback occurs between these EFL/ESL.

Students.so, "**to truly prepare students for collaborative writing may require a**

re –conceptualization of classroom teaching» Storch (2005:169).

On the other hand, when it comes to theory, collaborative writing is beneficial, but it is still difficult if it comes to the application inside the classroom. Especially with those learners who really lack experience, reflection, critical thinking, and even due to the conflict that may occur between then.

In addition, the role of the individual student as a collaborative writer is not really tackled by EFL/ESL teachers, and it is not yet understood.

1.9 Conclusion

The present chapter has been divided into two main sections. One pant has been devoted to the theoretical background of the writing skill, and its different approaches, and the importance of this skill in relation to the other skills.

The second part, dealt with the diverse explanations of the concepts related to collaborative writing, the theoretical background, the different approaches, and its importance in EFL classroom. Furthermore, the researcher will deal with the situation analysis and research methodology in the second chapter, working on a set of research instruments and analyze them.

Chapter Two

Chapter Two: *Situation Analysis and Data Interpretation*

2.1. Introduction

2.2. English Language Teaching in Algeria

2.2.1. E.L.T situation in Abou bekr Belkaid University

2.2.2. LMD the new Educational System in Algeria

2.3. The Sample Population

2.3.1. Teachers' Profile

2.3.2. Learners' Profile

2.4. Research instruments

2.4.1. The questionnaires

2.4.1.1. The Teachers' Questionnaire

2.4.1.2. The Learners' Questionnaire

2.4.2. Classroom Observation

2.5. Data Analyses and Interpretation

2.5.1. Teachers' Questionnaire Result Analysis

2.5.2. Learners' Questionnaire Result Analysis

2.5.3. Classroom Observation Result Analysis

2.6. Data Discussion and Interpretation

2.6.1. The Teachers' Questionnaire

2.6.2. The Learners' Questionnaire

2.6.3. Classroom Observation

2.7. Conclusion

2.1. Introduction

This chapter will shed light on the English Language Teaching in Algeria, more specifically on the level of the university. Therefore, the researcher has taken two research instruments; questionnaires for teachers as well as learners, and another research instrument which is classroom observation. Data collection are analyzed both quantitevely and qualitatively.

2.2. English Language Teaching in Algeria

The English Language Teaching moves along different phases of the implimentation of several approaches and methods, starting from the Grammar Translation Method (GMT) till the newly adopted one which is the competency-Based-Approach (CBA).

2.2.1. LMD the new Educational System in Algeria

The application of the system LMD is considered as a step towards globalization this new system LMD introduced three elements:

- The License Degree (Graduate) with three years of study , six semesters
- Master Degree (Postgraduate), four semesters.
- The Doctorate Degree with Six semesters.

By the end of each semester, students should collect the teaching units. «Credit System» included to the next semester if students do not get the needed credits. At the end of the semester, students should gather all the needed credits to get the diploma of License Degree.

2.2.2. EFL situation At Abou Bekr Belkaid University

Abou Bekr Belkaid University is one of the Algerian Universities that were founded thirty-eight years ago. Two Languages, French and English were exist in that period. However, in 2010, Foreign Languages added two sections, Spanish and translation. The new education system LMD was introduced in the English section of the Foreign Language Departments spend a period of three years of study and in order to obtain the

English "License" Degree. Two years for "master" and finally three years of research to get a Doctorate Degree. In fact, English is used as a medium of instruction for all subjects except Arabic, which is taught in Arabic. In spite of their pre-university English learning, the new entrants appear, in their majority, to have difficulties in learning English, especially oral and Written Skills.

Writing Skill is attributed as the fourth position in Foreign Language Teaching/Learning. It has been neglected for many years, especially after the adoption of the communicative approach to language teaching. The necessity of being literate (able to read and write) make writing in their appropriate position.

2.3. The Sample Population

The respondents that were taken in this research were teachers and learners of University Tlemcen, who were required to answer the questions. Thus, the researcher has chosen a sample of four teachers and twenty learners. The sample has been taken randomly in order to take accurate and reliable data, and to generalize the results.

2.3.1. Teachers' profile

The researcher had randomly chosen four Algerian EFL Teachers (males and females) in the department of English. All these teachers hold a 'doctorate' degree in English. They are in charge of the three levels; First, second, and third year. All of them are full time teachers. The reason behind choosing that sample stand from the idea that they may be considered as conscious of the obstacles happening in the teaching, learning process.

2.3.2. Learners' Profile

The researcher had randomly taken twenty Algerian EFL learners (males and females); they have studied English as a second foreign language for eight years. These

participants may have a sense of awareness among the importance of the target language in their future life**.**

2.4. The Research Instrument

The researcher has used an exploratory case study in order to search a collaborative work in teaching writing skill of the first year students to overcome the learning difficulties. The researcher used a triangulation technique of both qualitative and quantitative data. This research instrument includes a questionnaire for both teachers and learners as well classroom observation.

2.4.1. The Questionnaires

The questionnaire is used to investigate the research information, by collecting a set of written questions. In this context, Dorneyei (2007:101) states that the majority of researchers prefer to use the questionnaire because it consumes less energy and the researcher collect big number of data in short period. In this context, the researcher used three types of questions; close-ended, multiple- choice items and open-ended questions.

- **Close-ended questions:** the informants choose one of the proposal possibilities without commenting. For example: Do you find difficulties when working in cooperative during writing?

       Yes ☐   **No** ☐

- **Multiple-choice items:** ask the respondents to choose one item or more. For example: What are the different problems faced by teachers in teaching collaborative writing?

   Mixed ability classes   ☐

   Negative attitudes of the learner   ☐

   Inappropriate writing activities   ☐

   Lack of effective techniques to teach writing ☐

- **Open-ended question:** The informants express themselves freely by using a long answer such as; how do you structure the students to let them strength shine?

2.4.1.1 Teachers' Questionnaire

This questionnaire was addressed to them randomly chosen by the researcher. The purpose of this questionnaire is to know the teacher's opinion about the problems faced when teaching collaborative writing as well as to have an idea about the techniques should be taken to teach this aspect in class .Four teachers were kindly requested to answer seven questions:

Question One: inquire to have an idea about the teachers' experience.

Question Two: tries to know the degree of motivation that students show when the written expression or activities participate.

Question Three: attempts to show if learners faced a difficulties in learning writing in English.

Question Four: tries to realize if the teacher provide some pre-writing activities before giving the instruction to facilitate learning the writing task.

Question Five: asks to know the different problems faced by teachers in teaching collaborative writing**.**

Question Six: intends to structures the group to let each student's strength shine.

Question Seven: intends to provide some techniques that are helpful to improve the students' writing in-group.

2.4.1.2. Learners' Questionnaire

It is the second research tools given to twenty learners of the first year-LMD students at university of Abou Bekr Belkaid in Tlemcen. The purpose of this questionnaire is to know the deficiencies that learners faced while writing activities and how to manage them to write in collaborative to reduce the individual work. The researcher used questionnaire comprised of seven questions:

Question One: aims at showing the students' age that helps the researcher in knowing learners' profile

Question Two: asks to know if the learners find difficulties in writing while working in groups.

Question Three: tries to explore learners' opinion about the expression course of writing.

Question Four: asks to know the level of the learners in writing

Question Five: aims to know students' preferred to work individually or in group.

Question Six: asks to show the students' degree of working cooperatively

Question Seven: invite the students to provide suggestions to overcome the writing difficulties.

2.4.2 .Classroom Observation

It is the internal atmosphere within the classroom, which permits the researcher to observe and take notes, or remarks of what happening in the classroom of both learners and teachers (see Appendix C). In this line of thought, Dorneiy.Z (2007:178) states:

> ***Observation is fundamentally different from questioning because it provides direct information rather than self-report accounts, and thus it is one of three basic data sources for empirical research.***

For this quotation, it is clear that observation in one of the important tool in collection information, which is different from the questionnaire and is to investigate if the learners interact and participate when working in-group as well as the teachers' awareness of using strategies to help learners to work collaboratively. The two sessions is about the writing in one group of First –Year of LMD students.

2.5. Data Analysis and Interpretation

This title is concerned with data analysis of research instruments that have been collected and analyzed by the researcher .In one hand, quantitative data based on the use of statistical techniques of the information. On the other hand, qualitative data based on textual techniques.
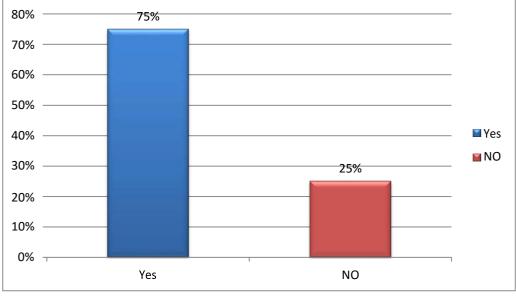
2.5.1. Teachers' Questionnaire Results Analysis

The researcher was randomly chosen three teachers' answer. Each question was examined and analyzed separately.
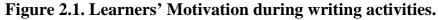
Question One: Teachers' Experience in Teaching English.

See teacher's profile

Question Two: Learners' Motivation during Writing Activities.

In fact, two teachers admit that, the most of their learners are not motivated during the session of written expression when answering the activities. Each one has a specific reason behind these obstacles. One teacher answers that students are motivated. The results represented in figure 2.1.

Figure 2.1. Learners' Motivation during writing activities.

Question Three: Teachers' Difficulties while Teaching Writing.

According to their experience, all teachers face some difficulties in teaching writing, because of the lack of teachers' techniques or choose the inappropriate one when teaching writing.
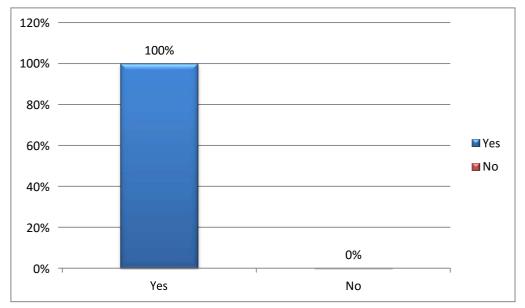
26

Figure 2.2. Teachers' Difficulties While Teaching

Question Four: Teachers' Use of Pre-Writing Activities before the Writing Task.

The reason behind asking that question was to know if teachers provide activities before giving the instruction of writing to have an idea about their level of writing. Two teachers (50%) provide activities. However, two others (50%) did not provide any activity, and the instruction is given directly to learners. The results represented in table 2.1.

	Percentages
Yes	50%
No	50%

Table 2.1. Teachers' Use of Pre-Writing Activities before the Writing Task.

Question Five: Teachers' Problems Faced in Teaching Collaborative Writing.

This question aims to explore what the problems teacher faced when teaching collaborative writing.
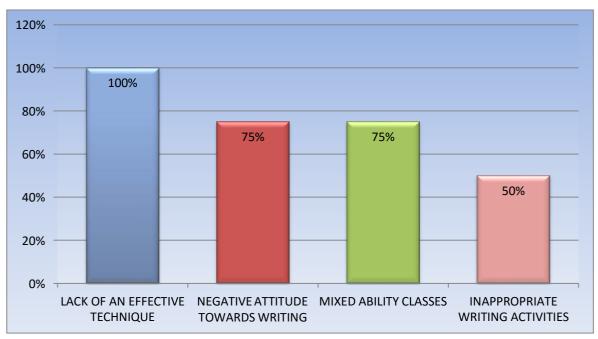
Figure 2.3. Teachers' Problems Faced in teaching Collaborative Writing.

Question Six: Teachers' Structure the Group of Student to let them Strength Shine.

　　　Although, this question aims to see how teachers can structure the students by using the effective techniques to help them and if teachers use the collaborative writing in teaching or not. The most of teachers mentioned that collaborative especially in writing is the effective technique that help students to share ideas and knowledge between them when they correct and answer the activity.

Question Seven: Teachers' Suggestions to Improve the Students' Group writing.

　　　This question aims to see what teachers can suggest to their learners to overcome their writing deficiencies. The majority of them they proposed the following points:

1- Changing the answers from one student to another within each group.
2- Motivate learners by implementing collaborative game activities to facilitate writing
3- Mixing students from different levels to share with them knowledge and information.

2.5.2. Learners' Questionnaire Results Analysis

It investigates the data collection from the learners' questionnaire. Each question will be analyzed separately.

Question One: The Learners' age and Gender.

The finding clarified that learners' age vary between 17 and 26 years old, thia case contained 07 males and 13 females.

Gender	Number	Percentage
Males	07	35%
Females	13	65%
Total	20	100%

Table 2.2. The Learners' age and Gender.

Question Two: Learners' Degree of Interest.

It is found that 40% students of the sample population are interested towards written course, 25% of students were less interesting in the session of writing and 35%, they were boring to learn written expression.
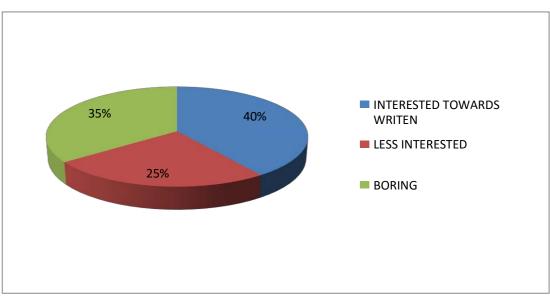

Figure 2.4. Learners' Degree of Interest.

Question Three: Learners' Level in their Writing.

The majority of learners are aware about their level. 70% were average in writing. However, 20% of learners displayed a good level in writing, and only 10%

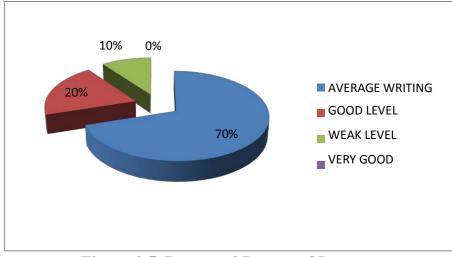were shown a weak level. A very good level did not be stated.

Figure 2.5. Learners' Degree of Interest.

Question Four: Learners' Preference to work in-group or alone.

Few learners, prefer to learn individually in order to be more concentrate in their activities and less disturbing from others students, however, others prefer to learn in-group and mentioned that, writing in-group make students more motivated in discussing , sharing ideas and knowledge.

Question Five: Learners' Difficulties in Learning Cooperative Writing.

It concerns with the learners 'views about deficiencies they face while writing in group. The majority 70% mentioned that, they have no obstacles in-group writing. Others learners 30% stated that, they face difficulties towards writing.

Gender	Number of students	Percentage
Yes	06	30%
NO	14	70%
Total	20	100%

Table 2.3. Learners' Difficulties in Learning Cooperative Writing.

Question Six: Description of the Process of Working in Group.

It refers to the learners' Description of working in group.35percentage of learners were enjoyable when they working in group.30percentage were disturbing. However, 25% were less exciting, and only 10% of students displayed exciting

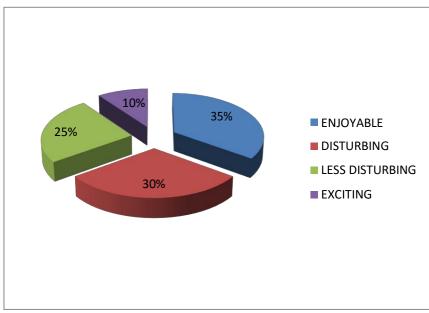

Figure 2.6. Description of the Process of Working in Group.

Question Seven: Learners' Suggestions to overcome their Writing Difficulties.

Many propositions and solutions were suggested to overcome deficiencies when writing in-group.

1- Training EFL teachers to teach the writing skill in order to bring new strategies.
2- The teacher must give much focus on writing in pairs or group.

3- The use of ICT is inside the classroom.

4- Providing topics and activities which are suitable to each level of learners

2.5.3 Classroom Observation Results Analysis

Classroom Observation is an extra way of collecting information in order to make this research more reliable. This work is about the teaching writing through collaborative activities. The case of the First -Year LMD Students. The goal of this instrument was to obtain maximum information about how teachers organize their teaching by providing strategies and techniques to improve students' writing proficiency. It was divided into three parts. Two parts was about teachers' and learners' behavior, the third part is about the classroom setting. The first session, the researcher noticed that EFL learners were bored and the motivation did not exist,

few of them were participate and show the interest to learn. In the second session, the teacher gives activities to students and making them in pairs .He observed, that the most of students discuss, interact with the others with no problem. More than that, some students were more confident while expressing themselves with others in writing activities.

2.6 Data Discussion and Interpretation of the Results

The research instruments used in this work including both of the questionnaires and classroom observation, which have been analyses qualitatively and quantitatively. Therefore, this part will discuss and interpret to investigate the obstacles in teaching/learning process. More specifically, writing skill.

2.6.1. Teachers' Questionnaire

The most of the teacher's obstacles in teaching writing skills are strongly related to the lack of effective techniques to teach writing, which make students bored and therefore, they have a negative attitudes towards learning writing. In addition to that, the teacher play a big role in the classroom, he acts as facilitator, guide and time to time as controller; he has the responsibility in structuring students in groups and providing activities which is suitable to the learners in order to motivate them to write and changing ideas .

2.6.1 Learners' Questionnaire

The collected results show that, the main difficulties that learners face when writing in the classroom may be at the level of mastering the target language (Grammar, Vocabulary.etc...) because of different reasons:

Teachers do not use a strategy that is suit to learning the writing task. In addition to that, the teacher does not play his role to teach his learners aspects related to the writing skill concerning the form and the content. As well as, teachers do not make their learners in-group to know the deficiencies of each learner in writing activities. So, the lack of learners' confidence to write. Therefore, teacher should be aware of the importance of these reasons to overcome those obstacles towards learning writing activities.

2.6.2 Classroom Observation

During the classroom observation, the researcher controlled both the behavior of teachers and learners in the classroom. It was clearly stated that the majority of learners were not positively motivated and they are autonomous i.e.; do not interact with each other during the writing activities. Therefore, teacher could not pay attention to all the participants during the writing activities. Some teachers, do not supply a set of techniques, when learning writing activities collaboratively, which make students prefer to write individually, in addition to that teacher do not give enough time to do peer- assessments., but they directly write the answers.

2.7 Conclusion

These chapters has been devoted to describe ELT situation at the University of Tlemcen of the First- Year LMD Students, including two research instruments (questionnaire of both teachers and learners) used in this work as well as classroom observation. It also concentrated on the study of both teachers' and learners' questionnaire and observation .At the end the researcher analyzed and interpreted those data quantitevely and qualitatively in order to achieve a valuable goal.

Accordingly, the researcher will provide in the following chapter some techniques to rise learners' awareness through collaborative writing activities.

Chapter Three

Chapter Three : Suggestions and Recommendations

3.1. Introduction

3.2. Engaging Students in Collaborative Writing

3.3. Effective Procedures to the Process of Collaborative Writing

3.4. Strategies to Collaborative Writing

3.4.1. Assuring Collaborative tasks

3.4.2. Organizing Roles

3.4.3. Integrating Technology

3.5. Evaluation of Collaborative Writing

3.5.1. Teacher Evaluation

3.5.2. Learners Feedback

3.6. Assigning Collaborative Writing Work

3.6.1. Rising Learners' Awareness to Group Assignments

3.6.2. Announcing the Notion of Collaborative Work

3.6.3. Methods of Selecting Group Work

3.6.4. Teacher Intervention

3.6.5. Assessing Collaborative Work

3.7. Conclusion

3.1. Introduction

The following chapter presents some suggestions and recommendations that can be helpful in order to develop collaborative writing inside EFL classrooms. It attempts to provide some effective strategies, and procedures within the process of collaboration. Eventually, it highlights some considerations among teachers in assuring collaborative work, including some methods, interventions, and some ways of assessments.

3.2. Engaging Students in Collaborative Writing

Ede and Lunsford (1990) identify types of collaboration:

1- The group work organizes the written activity, and each individual learner makes a preparation of his part that is outlined, and by the end they revise the whole work all together.

2- The group work makes an outline to the task, and only one learner provides one draft, the rest of the group revise this draft and edits it.

3- One draft may be made by one learner, and the others just revise it.

4- One learner makes the outline, and drafts the writing task. The others revise the draft, far from the original writers.

5- The term plans the outline, and writes the drafting. The members revise the drafting without consulting the team.

6- One individual assigns the written work, and each one in the group completes the work individually, and only one learner revises all the written work.

7- One person dictates the task, and another one edits the written work.

 EFL teacher has to be aware, once he is going to provide the written task, and to organize it among his learners. Although, EFL learners have two semesters per year. The first one is required to make students engaged in written tasks such as writing paragraphs, in that way learners are able to process, classify and making cause and effect. For the second semester, these co-writing groups are exposed to develop their way in writing to assay writing following the structure such as (introduction, body, and conclusion).

By the end of the year, these cooperative groups are able to cope with all types of essays such as (descriptive, narrative, expository, argumentative).

Engaging students in collaborative writing can also be through the process of showing of their drafting. This can be when two members of the group take notes, and compare it after the fact. These notes are useful for drafting, editing, and revising. Showing to students how to write a final draft, but before they have to outline and organize the whole written task paper all together. Then, the learners are informed to select two drafters in order to write final documents. Revising and editing determine what is needed in this final document. It gives an opportunity to students to make adjustments to the final draft.

Finally, the teacher allows his learners to read their written work loudly and stimulate a discussion between them, around the topic that has been tackled (Huett and Koch, 2011:02)

3.3. Effective Procedures to the Process of Collaborative Writing

In their article, "A collaborative Writing Approach: Methodology and student Assessment ", Mulligan and Garafalo (2011) suggest some steps in the process of collaboration as follows:

1- The teacher gives the opportunity to his learners to choose the members of their group work in order to have an easy contact outside the classroom.

2- When working inside the classroom, the group members brainstorm the information and knowledge about the writing task, and then they try to manage these ideas in a coherent way.

3- A followed meeting is organized outside class in order to de some extra research for the sake of supporting their ideas.

4- Before writing the drafting, students are required to outline, plan, and craft their written task.

5- One member of the team revises the outline of the work, and comment on it.

6- After revising the outline, the group work works on the first draft. By using the e-mail, the draft has to be sent to another member who takes the responsibility of the draft. To make sure that the draft has been proofread, the editor highlights all what have to be revised in a form of a checklist. This checklist has the benefits of making the learners check all the mistakes and errors related to their writing such as form and content. After that, the editor has to send the edited draft, to the whole members along with the checklist.

7- The group instructor may provide some comments, suggestions. He may point to all what is wrong in order to be reformulated and corrected.

8- After the analysis of the edited draft, another one is going to be written, but related to the function of each number.

9- A single scoring has to be submitted to each learner depending on his role, effort, and quality of his work.

10- To ensure fair in working, changing roles between students is required this means that who has been assigned as an instructor may work as an editor for the second written assignments.

3.4. Strategies to Collaborative Writing

A set of strategies have been proposed by so many scholars in order to facilitate the teaching/learning process among learners and at the same time teachers for the sake of implementing collaborative writing. Among these strategies:

3.4.1. Assuring Collaborative Writing Tasks

During each collaborative writing task, a variety of activities are used among teams. In this context, Lunsford (1991:06) provides these kinds of collaborative writing tasks:

Higher order thinking, i.e., the team defines, negotiates, discusses, in order to solve issues.

Division Labour, i.e., complex written tasks that may not be completed by one learner, have to be organized and framed by all the members of the group.

Specialist-tasks based, i.e., each learner has a different role to perform
in order to contribute within the task of writing.

3.4.2. Organizing Roles

Another important strategy has to be included in collaborative writing is that the EFL teacher has to select learners in a team depending on the role they perform. Written tasks have to be integrated in that way each member in a team may provide feedback from different positions. These positions contain three essential roles of the learner working collaboratively:

a- The Drafter: the member who is engaged to write the primary drafting.

b- The Reviewer: this member has the function to detect all the mistakes and errors in the drafts, and paragraph in both form and content. The reviewer has to read loudly the draft and comment on it.

c- The Editor: the role of this learner is to check linguistic mistakes, formatting for the final edition of the draft. Huett and Koch (2011 :01) state that :

« Dividing the work up in such a way benefits the entire group without putting too much strain on any one person. To further alleviate stress make sure to complete assignments in a timely manner ». This quotation would mean that when the teacher selects such a kind of activity, and divides his EFL learners into team, and within the team, each member has to perform an individual role. This strategy has the opportunity to reduce stress, and the students are able to finish in a concise manner.

3.4.3. Integrating Technology

Some of materials may be used in order to make students to be part of collaborative writing, and technology is one of the most important mean in our globalized area, that may be used to facilitate the connexion between learners. Therefore, a variety of technological materials are used:

1- The use messaging and chatting:

When learners cannot meet, this technological strategy is very beneficial to shorten the distance between them.

2- Drafting e-mails to each other:

Learners may rely on the use of Microsoft Word, in the way that it allows them to comment, inserting responses, arguments, and ideas…

3- Boards of Discussion:

Integrating technology in teaching collaborative writing tasks in order to make all the group members involved, even though, they are absent in the classroom, they may share their ideas, information and even their comments by calling-in, or e-mails

3.5. Evaluation of Collaborative Writing

When engaging students to work collaboratively in a written task, these learners are not only developing their writing ability, but at the same time interact with their peers and their teacher as well. So, this interaction provides motivation to learners to speak, and their peers to evaluate their work. From here, one can notice two types of evaluations: teachers' evaluation and learners' feedback.

3.5.1. Teacher Evaluation

Rollinson (2005) finds out that written papers are highly qualified when edited by the teacher, before the team goes to the final production of the drafting. In that way, EFL learners get the opportunity to recognize the structure of their knowledge, and reach suggestions from their teacher concerning grammar rules, spelling, punctuation, and all the errors

3.5.2. Learners Feedback

Mulligan and Garafalo (2011:08) suggest a questionnaire where teacher asks his learners about the effectiveness of collaborative writing tasks and assignments. So, they are exposed to questions like these:

1- Do you agree to have written tasks in a collaborative way?
2- Do you think that this process on working collaboratively is beneficial?
3- What are the disadvantages of collaborative writing according to group?

Using such a type of questionnaire helps the EFL teacher recognizes his awareness among his/her way in teaching especially in working collaboratively in the writing skill, and thus the teacher develops his reflection, and at the same time he is going to ameliorate the level of his students when working in cooperative writing, and benefit from each other, i.e., EFL learners as well may progress and reflect on their knowledge.

3.6. Assigning Collaborative Writing Work

EFL teachers consider a lot of issues when implementing collaborative writing work, in the teaching/ learning process. These issues may be included when making students aware of the importance of writing group assignments, the sufficient time of efficient methods that are selected to team work, the number of members, teacher intervention and assessing the collaborative work, that are going to be discussed in this section.

3.6.1. Rising Learners Awareness to Group Assignments

It has been widely suggested that group assignments will be best work either inside the class, or outside of it, and EFL teacher has introduce it in his course, before the beginning of the semester. The objective of selecting such kinds of assignments is that they may be crafted by more than one member.

The role of the teacher is then, to plan for each team a variety of written activities to be completed, and realize well if the activity has to be conducted even outside the classroom walls (Muir and Tracy, 1999)

3.6.2. Announcing the Notion of Collaborative Work

Looking for the comfort of students when working collaboratively is a very important step, and that EFL teacher has to consider it. For example, the teacher clarifies to his learners from the first lecture that his way of teaching the writing skill includes a set of strategies of collaboration. Furthermore, he has to explain how this team work will develop their written skill, their understanding of the process to work collaboratively and as future experienced writers in order to overcome all the difficulties. It is preferable to distribute a work sheet in a form of checklist that introduces the benefits behind engaging students in a collaborative writing work.

Announcing the notion of group work attempts to educate EFL learners about both themselves and their peers, for the sake of sharing their ideas and knowledge, to develop their flexibility in learning especially a foreign language as English, and showing to these learners the way to respect the others and their opinions. The latter can be taken as a long-term objective; how to make students behave as a future citizens.

3.6.3. Methods for Selecting Group Work

EFL teacher may use several methods, when providing the instruction of the written task, and asking his learners to be grouped (Muir and Tracy, 1999) suggests that there are three options; selecting students randomly, teacher selects students for self-selection**.** This latter is the most applicable, and frequent by so many teachers, because it allows students to choose their peers whom they like, and believe that they can work with. Nevertheless, the teacher also requires his learners to select new members after each completed written assignments, to stimulate interaction between all the students. As far as group size is concerned, it depends on the written task in itself, because some assignments need a large number of students, others they do not.

Methods for selecting group work for written assignments develop in the EFL teachers a sense of reflection, and this reflective process makes collaboration among students more effective. These selections of methods deals with the experience of teachers, i.e., experienced teachers have to choose their students in a systematic way depending on specific criteria, the objective of the written task, and students' interest.

3.6.4. Teacher Intervention

EFL teachers are required to know the way to facilitate the team work.Inside the classroom, the teacher has to know how to integrate group written tasks.

Rine hart et.al (2001) claim that, teachers shift their responsibility to their learners in order to perform the role of controllers.

So, the intervention of teacher has two considerations; either to assign the roles of group members, or to facilitate the written task. It depends on the pedagogical needs for the teacher.

In addition to that, the teacher has to pay attention to the level of his learners, and to consider that certain groups may need orientation and guidance, and make students realize all the points in the task. The teacher moves around the groups, in that way the members will look for the guidance and direction.

The teacher role is very important, when assigning written tasks to students. He may act as a controller, instructor, norm provider, and so on. So, having such a kind of flexibility among EFL teachers would develop the learning process of students, and their reflection about their written task.

3.6.5. Assessing Collaborative Work

In this phase, the teacher is not really going to assess the written assignment, but he is going to take into consideration the learning process, where students move on.

From here, the teacher has to review this process with critical insight in that way learners are going to be able to improve for the next time.

Moreover, some written assignments are graded or scored if they are performed inside the classroom under the supervision of the teacher. Otherwise, written assignments that are given outside the classroom have to be graded, and commented by the teacher. Assessment is very crucial in order to develop the level of the learners in the writing skill. The teacher may also assess the role of each member.

3.7. Conclusion

The researcher has focused in this last chapter to some useful procedures and strategies that may be given to EFL teachers in order to develop their own pedagogy in teaching the writing skill. It gives opportunity to learners to overcome their writing difficulties So, this chapter has brought an insight to the way in raising the awareness among EFL learners to work collaboratively, and sharing their ideas.

General

Conclusion

General Conclusion

Writing is one of the most important language skills. Different Approaches were contributed to this skill. EFL teachers create suitable environment to EFL learners in order to develop their competencies in productive and receptive skills.

In order to reach these objectives, it is highly recognized that, EFL learners of the first year LMD students were not interested and they have negative attitudes towards writing because, EFL teacher could not abandon their routine practices in their teaching and were not aware to the use of techniques and strategies in teaching writing.

This research work was divided into three main chapters. The first chapter was organized under sections that dealt with the theoretical background of the writing skill as well as collaborative learning. The second chapter analyzed the Algerian situations that were under investigation of the EFL classroom. The third chapter is devoted suggestions in order to reach the positive outcome, and overcoming the weaknesses and the difficulties in the teaching/ learning process.

Therefore the, researchers conducted an exploratory case study by using a set of research instruments, a questionnaire for teachers, a questionnaire for learners and classroom observation. The findings showed that EFL learners had difficulties in terms of writing; they were unable to have cohesion and coherence in their written productions. In addition to that, EFL teachers were faced a set of obstacles in terms of mixed ability classes, they were unable to select appropriate activities. More than that, they lacked effective techniques in order to teach writing.

The results revealed that EFL teachers did not make innovation in the classroom; they still used their old practices and they did not accept any changes. Besides that Algerian EFL teachers were not aware of the collaborative teaching or they did not know how and when it is used.

As conclusion, there was an attempt to shed some light on the issue of learning the writing skill to explore the difference between learning in individual and learning in groups. It would be interesting if other researchers could make other studies related to this issue, in order to enhance the English language teaching

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Appendices

Teachers' Questionnaire

This research work (extended essay) is about the effectiveness of teaching/leaning trough collaborative writing activities of the first year EFL students. I would be grateful if you could answer the following questions.

1-

A- How long have you been teaching English?

B- What are the modules you teach?

C- What is your sex?

D- What is your specialty?

2- According to you, are your students well motivated during the session of writing activities ?

Yes ☐   **No** ☐

3- Do your learners find difficulties in writing in english ?

Yes ☐   **No** ☐

4- Do you provide pre-writing activities, before giving the instruction of the writing task in order to, facilitate it ?

Yes ☐   **No** ☐

5- What are the different problems faced by teachers in teaching collaborative writing ?

Inappropriate writing activities ☐

Mixed ability classes ☐

Negative attitudes of the learners towards writing ☐

Lack of effective techniques to teach writing ☐

6- How do you struture the students to let them srength shine ?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………….…………………………………………………………………..

7-What do you propose (suggest) to your as solution r to improve the students' writing?

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………………………………………………………………………………………………………

………………………………….…………………………………………………………………..

Thank you for your collaboration.

Learners' Questionnaire

Iam presently conducting an investigation in order to analyses the effect of the collaborative writing activities on student' engagement to learning. I would like be very grateful if you answer the following questions.

1-

A- What is your age?

B- What is your sex?

2- How do you consider the written expression course?

Very interesting ▢

Less interesting ▢

Bored ▢

3- In your opinion, what is your level in writing?

Weak ▢

Average ▢

Good ▢

Very good ▢

4- What do you prefer, working in group or individually?

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5- Do you find difficulties when working in cooperative writing?

Yes ▢   **No** ▢

6- How would you describe the process of working in group ?

Disturbing	☐
Less exciting	☐
Exciting	☐
Enjoyable	☐

7- What do you suggest to overcome your writing difficulties ?

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………………………………………..…………………………………………………….

Thank you for your collaboration.

Classroom Observation

Place: University Abou Bekr Belkaid, Tlemcen.

Date: 2015 /2016

Statements for Observation	Unsatisfactory	Satisfactory	Not Observed
The Pre-writing Stage			
The teacher supplies a set of techniques to help the learner to write activates collaboratively			
The teacher motivates his learners to work in pairs.			
The teacher adapts a collection of written tasks			
The teacher provides different kinds of materials such as textbook /magazines/computers/ books (the teacher provide innovation by using audio visual aids			
The teaches explain the activity if there is a misunderstanding			
The while-writing Stage :			
The student interacts with each other during writing activities (student actively and enthusiastically participate in the writing activities).			
The teacher pay attention to all the participation and engagement of these learners during writing activities.			
The teacher give the opportunity to the learners to discuss about activities when working in-group.			

The learners rely on the others' ideas and answers.			
The learners find difficulties when working in group.			
The Post writing Stage :			
The teacher asks his learners to do self-correction.			
The teacher asks his learners to do peer-assessments.			
The teacher examines the learners 'work			
The teacher designs the lesson that fits the specific needs of the pupils that are required in the target situation.			
The teacher understands well the level of his learners.			
The teacher marks the learners' work.			