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Implementing Collaborative Writing Strategy in Students' Essay

Writing:

EFL Students' and Teachers' Attitudes and Perspectives.

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Culture

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DEDICATION

Praise be to Allah who gave us the gift of knowledge and delivered us from the gloom of ignorance.

I dedicate this work to

The pure soul of my mother “BOUAZDI HALIMA”, because of her sacrifice, unconditional love, and reinforcement, I am standing here today. It was her dream to see me successful and with wearing the graduation dress.

My father’s pure soul “SMAALI AMMAR”, the best father in the world who showered me with all what is beautiful and who would certainly be proud of me in such day.

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My Cousin SMAALI CHAIMA and all my big family members

My best friends, Rehimat Samia, Somia Belhouchet, Lamouri Sara, Hiahem Marwa, Frioui Aicha and Ouarth Saida.

Mrs. SMAALI RAHMA

DEDICATION

Allah, the Almighty who gave me health and power to achieve this goal.

I dedicate this
work to:

My Lovely parents whose words of encouragement and support are in my ears. My dear father “Hamlaoui” and my lovely mother “Zina”. I hope I have given you a sense of pride.

My brother “Anis” I wish him a quick recovery, and my sister “Aya” I wish a lot of success to her Insha’Allah, those have never left me and are very special, may Allah bless them.

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Abstract

Writing is a fundamental language skill; it is just as crucial as speaking, listening, and reading. Various strategies are used to improve the learners' written production. Collaborative writing strategy is one of the significant techniques, which enables the students to work either in pairs or in groups to generate a good composition. This raised the interest of examining its effect on the students' writing achievements. Thus, the current study aimed at exploring teachers' and students' attitudes towards implementing collaborative writing strategy and its impact to enhance students' essay writing. It was hypothesized that students and teachers have positive attitudes towards the impact of collaborative writing strategy in enhancing students' essay writing. To test this hypothesis, a mixed-method was adopted. On the one hand, a quantitative descriptive method was followed, through administering a questionnaire for 136 second year Licence students at Department of English, University of 8 Mai 1945, Guelma. On the other hand, the qualitative descriptive method was employed through interviewing nine teachers of second year written expression at the same Department and University. It is conducted to gather information about their perspectives and perceptions regarding the topic. The findings show that both students and teachers have positive attitudes towards implementing collaborative writing strategy in enhancing students' essay writing if it is used correctly, seriously, and accurately.

List of Abbreviations

CWS: Collaborative Writing Strategy

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

LMD: Licence, Master, Doctorate

Q: question

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ملخص

Résumé

General Introduction

GENERAL INTRODUCTION

1. Statement of the Problem

Writing is a core skill in English as foreign language learning (EFL), thus, it is considered as the key element to build up the learners' cognitive and communicative competences such as organizing ideas, raising the learners' critical thinking, in addition to persuading, expressing thoughts and communicating effectively. One of the strategies that serves this skill is chiefly collaborative writing strategy (CWS). It can facilitate the writing process for the EFL learners. Where they can divide tasks, exchange ideas, provide themselves with pair or group assessment and feedback. As a result, University of 8 Mai 1945, Department of English (Guelma) had put a powerful focus on teaching writing skill by devoting a separate module, which is called "Written Expression". However, second year Licence students from the same university can find some difficulties in writing essays, and both teachers and learners show dissatisfaction about the students' writing achievements. Additionally, most of them do not master the grammatical rules. Furthermore, the lack of implementing the CWS in written expression classes can be one of the causes for this gap. Therefore, integrating CWS in writing essays may solve the problem and improve students' production.

2. Aims of the Study

The current study aims at exploring students' and teachers' attitudes towards the impact of implementing CWS in enhancing students' writing essays. Also, this research seeks to raise both teachers' and students' awareness of the positive impact of applying this strategy during writing essays, which can establish a comfortable learning atmosphere. In addition, this research aims to test the main research hypothesis and answer the research question.

3. Research Question

The current study investigates students' and teachers' perspectives concerning the significance of implementing CWS in improving EFL students' abilities to write high quality essays. In order to explore such an issue, the study sheds light on the following research question:

- What are teachers' and students' perspectives and perceptions towards implementing collaborative writing strategy to enhance students' essay writing?

4. Research Hypothesis

Based on the goal of the current study which focuses on both students' and teachers' attitudes towards implementing CWS to improve students' essay writing, we hypothesize that:

- Students' and teachers' attitudes are positive towards the impact of implementing CWS in enhancing students' abilities to write high quality essays.

5. Research Methodology and Design

5.1 Research Methodology

The current research is conducted through the mixed method. On the one hand, the quantitative descriptive method is used through administering a questionnaire for second year Licence students at the Department of English, University of 8 Mai 1945, Guelma. On the other hand, the qualitative descriptive method is employed via conducting an interview with second year written expression teachers. The aim behind the mixed method is to test the research hypothesis and investigate the teachers' and learners' perspectives and perceptions towards applying the CWS in EFL classes to enhance writing essays.

5.2 Population and sample

On the one hand, the study has chosen the second year Licence students at the Department of English, University of 8 Mai 1945 (Guelma) as a population. Just 136 students are selected randomly from the whole population as a sample for the current research. The reasons behind choosing this level, precisely, are multiple. Second year students are the only ones engaged in writing essays unlike first year students who do not start yet how to write essays. Also, second year students' level is intermediate. They are restricted to follow the teachers' instructions and guidelines concerning the various parts of the essay. In contrast, the third year students' level is more advanced, learners are already prepared to write an essay since the previous year and they focused more on the different types of essays. On the other hand, second year teachers of written expression at the same Department are the whole population of the interview. However, only nine teachers accepted to take part in performing the interview to gather the required data about their perception and perspective towards the research topic.

5.3 Research Tools

This dissertation is based on two primary research tools. First, the students' questionnaire is distributed to determine their level of familiarity with CWS. Moreover, it is delivered to reveal their attitudes towards the impact that CWS can create on students' essay writing. Second, an interview is conducted to discover teachers' attitudes and perspectives towards implementing CWS on students' essay writing. Furthermore, the interview is held to know if they adopt the CWS in their classes during students' essay writing and what are their perspectives about its impact in enhancing students' essay writing.

6. Structure of the Dissertation

The dissertation is divided into three main chapters, preceded by general introduction and followed by general conclusion. The two first chapters are theoretical and the third chapter includes the practical part of the study. Chapter one is entitled “Writing Skill”. It starts with different definitions of writing skill. Then, it explores the three main approaches of writing. Also, it deals with the various components of the writing process. Moreover, it sheds more light on the essay form in particular and its types, in addition to students’ essay writing difficulties with their leading factors. Chapter two covers “Collaborative Writing Strategy”. It starts with some definitions of CWS, in addition to its distinct strategies. Also, it highlights its different characteristics and features. Moreover, the second chapter enlightens both teachers' and students' roles during CWS. Furthermore, it deals with the process and the importance of CWS in general and its significance in enhancing students’ essay writing in particular. Chapter three is about the field investigation. It covers the research tools and research hypothesis, in addition to population and sample. Moreover, it focuses on the analysis of collected data from the questionnaire and the interview that conclude the results of the current research.

Chapter One

CHAPTER ONE: WRITING SKILL

Introduction

1.1 Definition of Writing Skill

1.2 Importance of Writing Skill

1.3 Approaches of Teaching Writing

1.3.1 The Product Based Approach

1.3.2 The Process Based Approach

1.3.3 The Genre Based Approach

1.4 Elements of Writing Skill

1.4.1 Punctuation

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1.5 Writing Essays

1.5.1 Structure of Writing Essays

- Introduction
- Body
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1.5.2 Types of Writing Essays

- Descriptive Essay
- Narrative Essay
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1.5.3 Essay Writing Difficulties

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Conclusion

Introduction

The writing skill is as important as speaking, listening and reading skills in language learning and teaching. It is regarded as the productive skill besides speaking. Furthermore, it is a means of expressing one's thoughts, feelings and ideas. Consequently, this section discusses the writing skill, its definition and importance according to various academics and linguists. It also covers the elements which are prominent when it comes to writing including punctuation, spelling, coherence and cohesion, in addition to writing approaches naming product based approach, process based approach and genre based approach. This chapter also deals with one significant variable of the current study which is essay writing. Therefore, this part includes the definition of essay besides its format, its structure and types. Also, it deals with the difficulties students encounter when writing essays with the sources that contribute to such challenges.

1.1 Definition of the Writing Skill

Many scholars and linguists tend to define the writing skill because of its significance in language learning and teaching, yet, they did not agree about one definition. Byrne (1993, p.1) states that- on one hand- writing process requires the producing of the linguistic signs. However, he argues that writing goes beyond generating signs which should be placed in accordance with given standards to create various morphological meaningful passages. On the other hand, he views writing as the transfer of ideas into a linguistic system. Also, Coulmas (1999) defines the writing system as “a set of visible or tactile signs to represent units of language in a systematic way” (as cited in Cook & Bassetti, 2005, p.3)

Furthermore, Nunan (2003) states that writing involves both cognitive and symbolic manifestation. Thus, writing is an intellectual process of constructing thoughts, conveying and arranging them into sentences and texts which would be understandable to the audience (p.88). Additionally, Brown (2004, p.218) claims that according to professionals writing

served largely as a medium for storing speech and enhancing both grammatical and lexical abilities in language. Also, Tham (2013) mentions that “Writing is an art form that aims to communicate information to readers' (p.17). This means that writing is considered as a bridge between the producer of artistic written composition and its receivers. Moreover, according to Sadiku (2015, p.31) writing is defined as the physical representation of human thoughts and cognitive capacity.

In simple words, writing is the process of combining letters together to form meaningful words, sentences and texts. Moreover, writing can be considered as a means to convey the writer's ideas, thoughts and beliefs to the reader. Furthermore, writing is the tangible manifestation of one's thoughts, ideas and feelings.

1.2 Importance of Writing Skill

Writing is a fundamental pillar in English language learning and teaching. Greenberg and Rath (1985) claim that writing provides learners with strong insight on how they perceive themselves and their environment as well (p.12). According to Coffin et al. (2003, p.20) writing is a necessity for learners in terms of enhancing their comprehension, memorization and communication besides developing their reasoning abilities. Moreover, it is beneficial in preparing them for potential careers in various domains.

Coffin et al. (2003) argue that writing is crucial and it is regarded as an effective technique for determining learners' level. Since they are expected to deliver written documents in order, not only, to be judged for their concrete writing achievements, but also, to measure their pace of acquiring knowledge and constructing thoughts (p.89).

1.3 Approaches in teaching the Writing Skill

There are three main approaches of writing including product, process and genre approaches. Each of these approaches has its distinctive focus that sets it apart from the others. In simple terms, the product approach places the form and the final production at the center. Conversely, the process approach gives greater emphasis to the various writing stages. While, the genre approach puts greater value on the audience and their social environment.

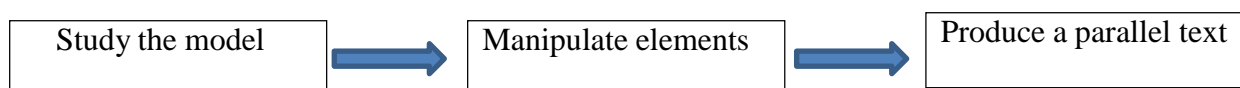
The coming titles give more details about the three approaches.

1.3.1 The Product Approach

Samsudin (2016, p.87) states that the product approach is the traditional approach to writing, in which the absolute objective is to produce a piece of writing that is error free as well as a well-structured text. In this respect, Kadmiry (2021, p.200) argue that teaching writing via the product approach puts the emphasis on the form which means words, sentences and paragraphs should be related successfully besides language accuracy. Moreover, in order to reach such pleasing results, learners should imitate a text model and try to produce a parallel text.

Also, according to Hyland (2002, p.7), the focus is much more given to the form and the grammatical accuracy of the final production, while evaluators have no interest on how learners achieve it. The learners imitate a certain model, thus, they need to analyze a given model, develop an outline to organize ideas and finally produce a similar text (Lázaro, 1996, p.92, 93). Figure 1.1 represents the various stages of the model based approach starting from a ready-made model, analyzing its components and trying to generate a parallel production:

Figure 1.1: *A Model Based Approach to Teaching Writing*



(White, 1988, p. 5)

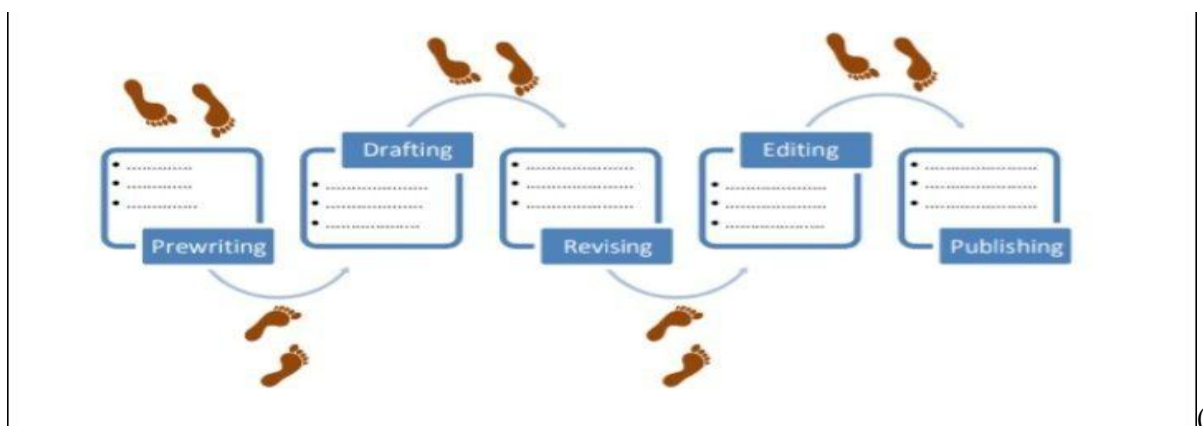
1.3.2 The Process Approach

The process approach, as its name suggests, places more emphasis on the stages the learners go through to reach the final product. Hyland (2002, p.7) claims that the process approach is a writer- centered approach and writing is defined as developmental procedural activity the writer jumps to generate passages. In this respect, Coffin et al. (2003, p.33) state that “process approaches focus primarily on what writers do as they write rather than on

textual features”. They also support the claim that the process writing is mainly stressed on how learners demonstrate their identities; since it is driven from individualist and expressivist orientation during 1960s and 1970s.

Furthermore, According to Oshima and Hogue (2007, p.15), students go through various stages along the writing process. Before they start writing, they have to clarify the topic and know how to convey it. Then, once they complete writing, they go back and make the necessary edits, alternation and improvements. After that, they write and modify until they are confident that they accurately convey what they want to communicate. Thus, figure 1.2 shows that there are five main stages which are; prewriting (planning), drafting, revising, editing and publishing according to Rohim (2020, p.7).

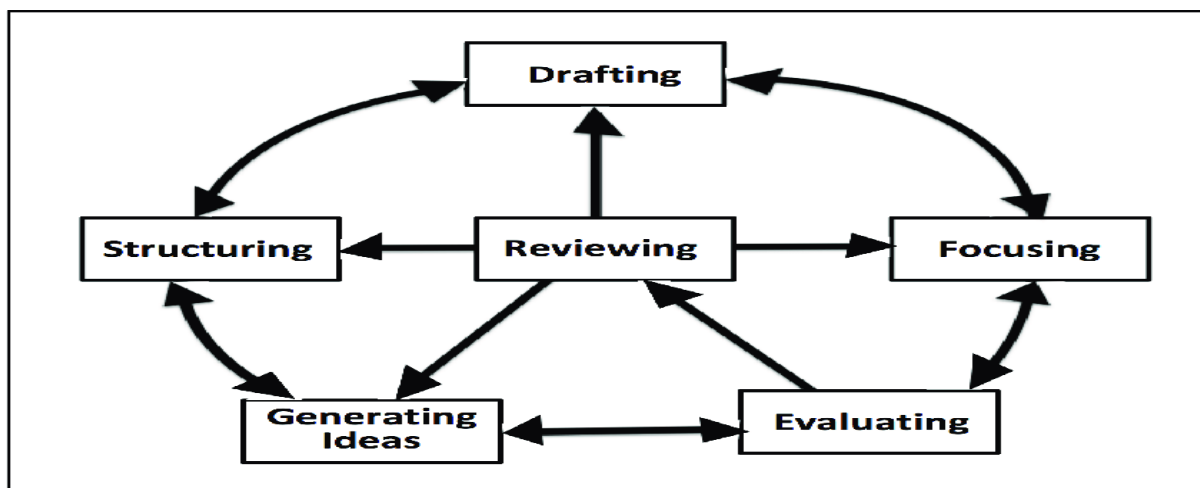
Figure 1.2: *The Steps of Writing Process*



Rohim, 2020, p.7)

Additionally, Anker (2010, p.40) argues that mastering writing depends on following the five stages of the writing process which are; brain storming, planning, drafting, revising and editing. Moreover, Linclon and Ben Idris (2015) state that the process approach is characterized as the transition from what to teach which refers to teach learners ready- made texts (imitating a text model) to how to teach in writing classes referring to the various stages of writing process (p.120). The following model of writing in figure 1.3 shows how writing stages are interrelated and significant to instruct students to arrange their thoughts to create a well-organized production.

Figure 1.3: *A Model of Writing*



(white and Arndt, 1991, p.43)

1.3.3 The Genre Approach

Hyland (2002) claims that a writer takes into consideration the receiver of the written message and how they maintain a successful interaction in terms of social context (p.8). According to Trong Luu (2011, p.123) from the one side, genre approach stresses more on the value of investigating the social, cultural and linguistic dimensions of written text. Also, the piece of writing should adhere to the social and cultural standards of the audience to be welcomed among them. From the other side, a writer should not only focus on the form, but rather gives more attention on using the text as a means of communication with the reader.

1.4 Elements of the Writing Skill

English as foreign language (EFL) learners seek to produce high quality writing yet, they cannot achieve this aim unless they respect the punctuation system. Moreover, students need to be sure of using the correct spelling of words. In addition to employing effective word choice that promote a coherent writing. Furthermore, they should be careful of using appropriate terms to link between ideas, words and sentences to create a cohesive text. The following headlines discuss the core writing elements.

1.4.1 Punctuation

Punctuation is a set of marks and symbols which organize the written composition, clarify the meaning and shed light on given ideas rather than others. Some of the most common punctuation marks are frequently used by learners including comma (.). It introduces pauses and divides words, sentences, phrases clauses and items in series...etc. (Casagrande, 2014, p.33). In addition to the period (.) which declares the end of a sentence, initials, abbreviations and acronyms (Casagrande, 2014, p.66)

Furthermore, the semicolon (;) serves to broke long sentences, separate terms in a list and link independent clauses (Farlex, 2017, p.70). Also, there are other punctuation marks naming exclamation and question marks besides colons, hyphens, dashes, slashes, apostrophes, parentheses, brackets, capitalization, quotation marks and ellipses...etc. (Dignen, 2017).

1.4.2 Spelling

Spelling usually refers to constructing words on the basis of arranging the right letters in the right order (Cambridge dictionary). According to Perfetti and Tan (1998), orthographic form is more trustworthy than the semantic level. As a result, the phonological order helps in meaning identification (p.101). Moreover, the English orthography is a conventional system which is useful for the receiver to produce meaningful representations (Greenbaum and Nelson, 2002, p.248). They add that spelling errors annoy and confuse the receivers, whereas, mastering spelling reveals that the author is knowledgeable (2002, p.248).

1.4.3 Coherence

Generally, coherence is the natural link between ideas within a text. Therefore, a reader can move from one idea to the other smoothly. Wang and Guo (2014) pinpoint that coherence is not a concept the reader can be observed in terms of the surface structure of a text yet, it is something developed from reading and interpreting a composition (p.463). According to

Witte and Faigley (1981), coherence determines the semantic relations which help a text to be more understandable and useful (as cited in Karadeniz, 2017, p.94).

Moreover, Sanders and Spooren (1997, p.235) claim that coherence is not only concerned with understanding the meaning of the fragmented sentences but also how to bind sentences together semantically. Furthermore, Mann and Thompson (1988) view coherence as “the cognitive representation” the readers generate whenever they meet a written production rather than the visible structure (as cited in Sanders and Spooren, 1997, p.235).

1.4.4 Cohesion

Halliday and Hasan (1976) define cohesion in relation to semantics. Thus, it entails the meaningful connections between the elements of a given text (p.4). They add that the cohesion is related to the significance of structural sentence saying that “the relation among the elements within the sentence, together with the order in which the elements occur” (1976, p.28).

In this respect, Waller (2015) states that cohesion in a text is built due to the use of the linguistic connectors which link phrases and statements together in order to be understandable for the readers (p.31). Moreover, Delgado (2020) provides the major cohesive processes including reference, textual markers, reformulations, structurators in addition to ellipsis and omission (p.1).

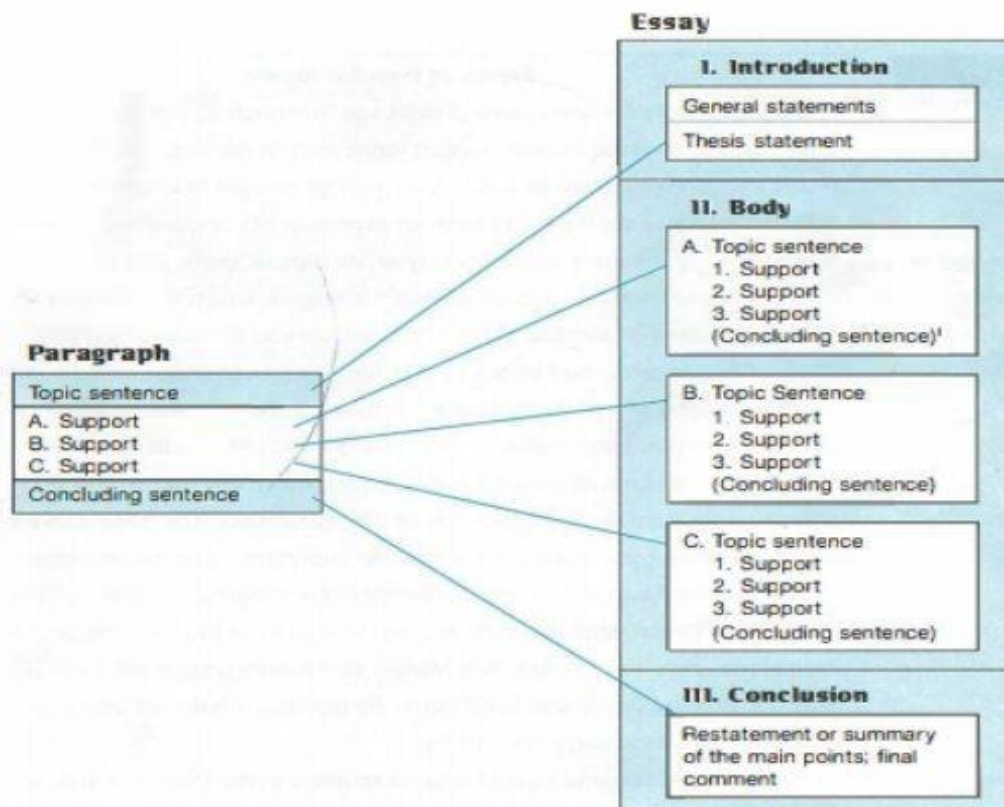
1.5 Writing Essays

Simply defined, an essay is a piece of writing which follows a set of guidelines, techniques, and artistic standards that students seek to learn and master (Eunson, 2012, p.224). Furthermore, Anker (2010) states that an essay is a written document which elaborates a particular theme more deeply than a paragraph (p.38). He also claims that an essay is mainly consists of three essential sections; the introduction, the body and the conclusion (p.38).

1.5.1 The Structure of Essay

According to Oshima and Hogue (2007, p.147), an essay structure is similar to paragraph; simply because an essay is lengthier and broader. They introduce a diagram to show how segments of paragraphs reflected on essays three main parts.

Figure 1.4: *The Similarity between Paragraph Parts and Essay Parts*



(Oshima and Hogue, 2007, p.147)

- **Introduction**

- The opening paragraph of an essay is referred to as the introduction.
- It serves two purposes. First, it piques the reader's curiosity. Also, it provides an overview of the essay's subject (Oshima and Hogue, 2007, p.150).
- Anker (2010) pinpoints that an introduction includes the central idea of the essay or the thesis statement and can be just one paragraph or several paragraphs (p.38).

➤ Eunson (2012) stresses the significance of the introductory paragraph which involves the writer's thesis since it determines the purpose of the coming supporting paragraphs (p.233).

- **Body**

Oshima and Hogue (2007) state that an essay's body typically consists of one or more paragraphs. There are multiple supporting sentences for each topic sentence in each topic body paragraph (p.152). Moreover, a body of an essay demonstrates, clarifies or illustrates the key facts. It typically comprises three or more supporting paragraphs (Anker, 2010, p.38). Furthermore, each paragraph in the body of the essay consists of well related sentences. It is necessarily to be clear and short "from 50 to 150 words" to enable the viewers to get easily the writer's main ideas (Eunson, 2012, p.233).

- **Conclusion**

The final paragraph of an essay is known as the conclusion. It serves three main goals. It denotes the essay's ending. In addition, it reinforces the key ideas for the reader. Also, it concludes with a final impression about the subject (Oshima and Hogue, 2007, p.153). Additionally, Anker (2010, p.39) claims that a conclusion helps receivers in remembering the fundamental ideas. Moreover, it might restate and reaffirm facts or draws inferences. Furthermore, a conclusion has to summarize all the precedent ideas meanwhile no new ideas are disclosed in this portion (Eunson, 2012, p.234).

1.5.2 Types of Essays

There are various types of essays according to the writer's aim behind writing the essay besides the characteristics of the essay itself including descriptive, narrative, expository and argumentative essay.

- **Descriptive Essay**

According to Anker (2010, p.155), descriptive writing conveys “a clear and vivid impression of the topic” which means that the writer describes one’s own experience of people, location, position, situation or something into words to the reader. It usually appeals the five senses; sight, hearing, smell, taste, and touch. It is characterized by giving a central image about the topic, providing with real life examples, and makes characters and places come alive again for the audience (Anker, 2010, p.155). Moreover, a skillful writer can visualize real and authentic scenes using words (Chen et al., 2021, p.1). Furthermore, Oshima and Hogue (2007) claim that a perfect descriptive composition is usually enables the reader to experience and taste the text (p. 61).

- **Narrative Essay**

A narrative essay covers the important scenes of a story in a chronological order in accordance to time and place where the events were occurred (Anker, 2010, p.613). Moreover, Sawyer (2016) states that “it’s a structure as old as time, one that storytellers have been using for centuries” (p.14). According to him the narrative essay involves a protagonist who often struggles a certain problem, in addition to some raising events which lead to the turning point which is known as a climax; besides resolution and the outcome that draws the end of the story (p.15). Furthermore, Oshima and Hogue (2007, p.24) state that narration reflects the incidents of a story in the same order they occurred; a writer links statements using “time order”.

- **Expository Essay**

As its name implies, expository essay tends to expose facts, explain phenomena by outlining their causes and effects. Furthermore, it provides with definitions, offering details about a given process and suggesting solutions to problems. In addition to comparing and analyzing opposition such as advantages and disadvantages (Gacho, 2020, p.1). Moreover,

expository essay, usually referred to as discursive essay according to Tham (2013, p.17). He also pinpoints that this genre of writing includes views, attitudes and personal opinions but without endorsing any of them which distinguish an expository essay from argumentative one (p.17).

- **Persuasive/Argumentative Essay**

A persuasive essay generally refers to as an argumentative essay. It consistently encapsulates beliefs, perspectives, point of view or opinions, for which a writer stands for or against using arguments and justifications in order to strength his/her position and convince the readers to either do something or change their viewpoint towards a given issue. Schmeer (2014, p.2) argues that an argumentative essay is produced with the intention of persuading the viewer of fundamental points or positions. Moreover, Bauske (2021) states that “an argumentative essay is a genre of writing that takes a position on a debatable issue” (p.1). This means that from the one side, the writer introduces a thesis and defends it using multiple arguments. However, from the other side, he/ she shows refusal of the antithesis objectively what makes the essay more credible (Bauske, 2021, p.2).

1.5.3 Essay Writing Difficulties

EFL learners encounter several difficulties when it comes to essay writing. According to Ariyanti and Fitriana (2017), students experience three substantial issues which are mainly concerned with spelling mistakes that weakens the essay quality. Also, learners committed errors related to text structure; they do not respect the form and paragraph length. Moreover, most of students fail in words selection. Besides, cohesion, coherence and grammatical issues (p.118).

Additionally, Nenotek et al. (2022) state that students struggle with certain content-related challenges when writing essays, including the thesis statement, expressing opinion and referring to their own experience besides to the lack of using facts and necessary

illustration. Furthermore, learners fail to use cause/ effect, compare or contrast and organize their ideas logically. Also, they have difficulties in using linking words, punctuation and commit spelling mistakes in addition to having problems in forming the conclusion (p.4).

1.5.4 Sources of Students' Difficulties Regarding Essay Writing

Many factors contribute to a variety of challenges when students write essays. Chiefly, most of learners lack motivation towards the topic; thus selecting an interesting topic encourages them to improve their performance. Additionally, lack of practice might damage students' essay writing skills and cause them to make a lot of errors. Also, they do not invest time appropriately and the majority ran out the deadline. Moreover, they are always afraid of negative feedback of their teachers. Furthermore, learners lack vocabulary and language mastery to be able to generate high quality essays (Budjalemba and Listyani, 2020).

Also, according to Belkheir and Benyelles (2017), along with a lack of motivation and the impact of the native language on writing in the target language, the main causes of such writing challenges are lack of reading and writing practice (p.82). Nenotek et al.(2022) claim that many writing issues face students because of their unawareness of writing conventions, lack of familiarity with assessment standards which primarily emphasize content, syntax, grammar, vocabulary and punctuation. Likewise, students plagiarize in order to produce good production that hinders their ability to write better essays.

Conclusion

This chapter attempted to investigate many aspects in the field of writing. Furthermore, it encompassed the definition of writing skill according to different authors besides its importance in language learning and teaching. Moreover, the first part of this chapter shed more light on distinct writing approaches; product approach, process approach, and the genre approach. Also, it highlighte the core elements of writing that are required during the writing process which are chiefly punctuation, spelling, cohesion and coherence. Additionally, it

covered the various forms of writing in general. In addition, this chapter significantly dealt with essay writing. Thus, it provided essay's definition and its structure as well. A particular focus was also on the four main types of essay writing including descriptive, narrative, expository and argumentative. Finally, it explored the students' essay writing difficulties and the factors that lead to such challenges.

Chapter Two

CHAPTER TWO: COLLABORATIVE WRITING STRATEGY

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Introduction

This chapter is about the basis of our research which is CWS, since it has gained a lot of attention and has been widely researched as crucial component of education. The present chapter covers several definitions of CWS, and its strategies besides the steps of collaborative writing process. It also sheds light on the characteristics of effective CWS. Moreover, this chapter introduces features of CWS. Additionally, it highlights the importance of this strategy. Furthermore, it deals with students' and teachers' role during CWS. Finally, it focuses on the importance of writing essays collaboratively.

2.1 Definition of Collaborative Writing Strategy

CWS is one of the effective teaching writing strategies which is chiefly implemented to improve students' writing abilities, and enhance their motivation, confidence, and critical thinking as well. Storch (2011) defines CWS as "the joint production of a text by two or more writers" (p.275). That is to say, it allows group of writers to work together to produce writing projects. Also, collaborative writing is a process of exchanging ideas and efforts from all members of the group including all the steps of writing from planning till publishing.

In addition to that, "collaborative writing is the production of shared texts where all members interact with each other, share opinions, decisions and responsibility for the texts" (Allen et al., 1987 as cited in Yong 2010, p.18). In other words, CWS encourages interaction and share thoughts between all participants in order to collaborate in effective way, and produce good written works. According to Storch (2013, p.2) collaborative writing involves learners interacting in pairs or small groups on a writing task. Thus the two key components in collaborative writing are interaction and writing. In other words, students collaborate together, and contribute their knowledge to come out with a single piece of writing.

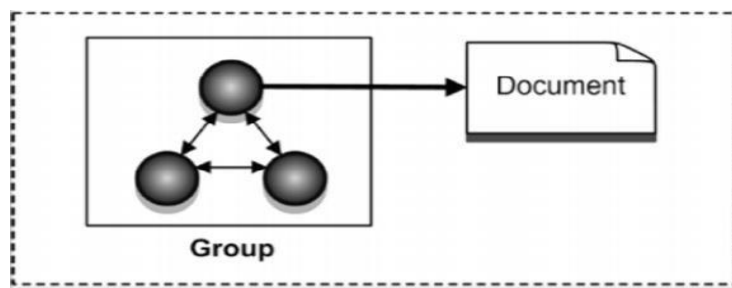
2.2 Strategies for Collaborative Writing Strategy

Group work or team work comes in many models and types, like this CWS has different strategies, one of the most important ones is Lowry's (2004) five strategies of CWS.

2.2.1 Single-Author Writing

Single author writing is also known as “one-for-all writing”. It occurs when only one person represents the whole team. This method can be applied when the writing assignment is easy and it does not take time. An example of this strategy is when all members of the group work on files in Microsoft office, and write their documents, but when it comes to publishing just one person's name is used, that's why it is seen like an individual project. However, all the members have an important role in the project. Figure 2.5 represents a group of students who work on a single document but only one student takes the responsibility to publish that document.

Figure 2.5: *Group Single-Author Writing*



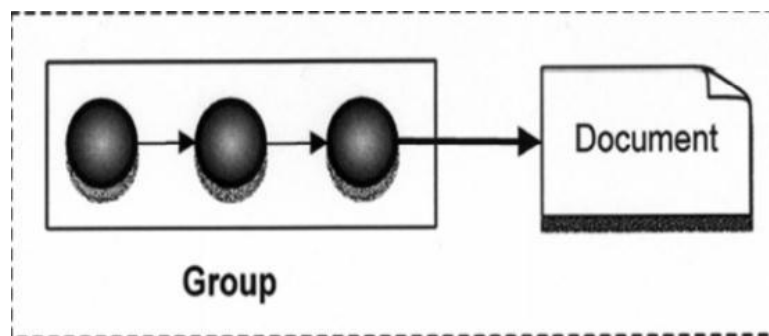
Lowry et al., 2004,p.76

2.2.2 Sequential Single-Author Writing

Sequential single writing or each-in sequence-writing is another common type of collaborative writing. It occurs when one person begins the writing process, then after completing his task, he must pass it to the next person to complete his task as well; it is useful for groups that work asynchronously. So, all students take part in a sequence. For instance, when we have an essay to write one student can work on the introduction, then passes it to the

second student to deal with the body, and the third student is responsible for writing the conclusion. Lowry et al. (2004) highlight the advantages of sequential writing model arguing that this model is very helpful because it organizes works for the students. Figure 2.6 explains that when the first student of the group completes his writing, he passes it to his collaborator, and keep passing the fragmented writings till the last collaborator and the submission of the document.

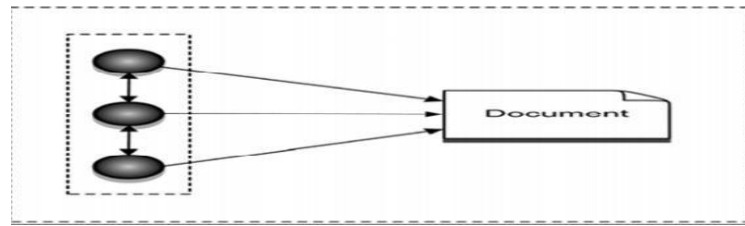
Figure 2.6: *Sequential Single-Writing*



Lowry et al., 2004,p.76

2.2.3 Parallel Writing

This strategy is similar to “each in sequence” in which all members take different part of the project. However, “all-in parallel writing” occurs when writers work on simultaneously distinct independent writing works. In addition, “this strategy is like separate writer strategy” (Posner & Baecker, 1992), or “a partitioned writing strategy” (Ellis et al. 1991; as cited in Lowry et al., 2004, p.77). It means that even if the students’ writing achievements are related together but every member is responsible for the publication of the document. Figure 2.7 demonstrates how three students can work on the same document, however everyone has a separated work.

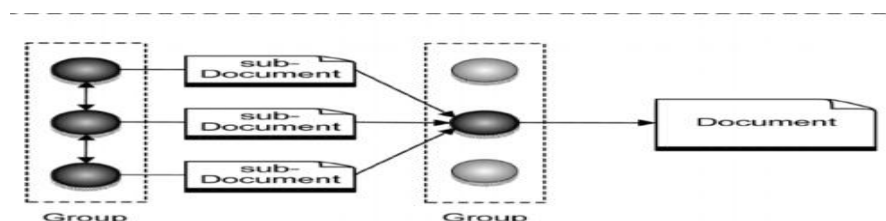
Figure 2.7: Parallel Writing

Lowry et al., 2004,p.77

Moreover, Lowry (2004) focuses on two types of parallel writing which are:

2.2 3.1 Parallel Writing- Horizontal Division

Horizontal-division writing is the Most common form of parallel writing in which each participant is responsible for a particular section of a document (Stratton, 1989; as cited in Lowry et al., 2004, p.78). Here the parts are chosen randomly. Figure 2.8 shows how all the group members write a sub-document, then, they pass it to another group in which the head of this group is responsible for producing the final document.

Figure 2.8: Horizontal- Division Parallel Writing

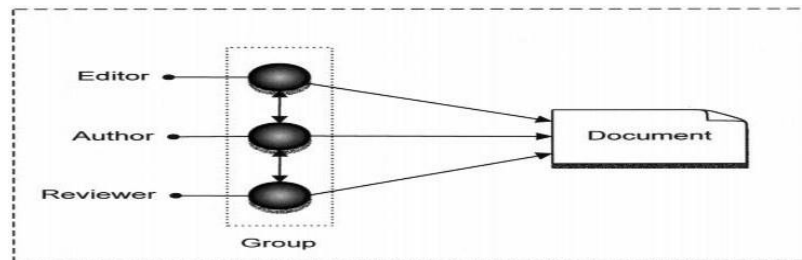
Lowry et al., 2004,p.78

2.2.3.2 Parallel Writing- Stratified Division

It occurs when the team members are involved in specific section of the documents, but here segments are related to some roles and skills like fact checking. “stratified-division writing is a form of parallel writing in which all the participants play a particular role, such as editor, author, or reviewer, based on their core talents” (Stratton, 1989; as cited in Lowry et al., 2004, p.79). In figure 2.9, there are different roles which are played by the

students in order to produce high quality document. One of them interferes as an author who is responsible for writing the document. The other one works as an editor who can either remove or add new information and explanations to the document, whereas, the last group member can review the final written version .

Figure 2.9: *Stratified-Division Parallel Writing*



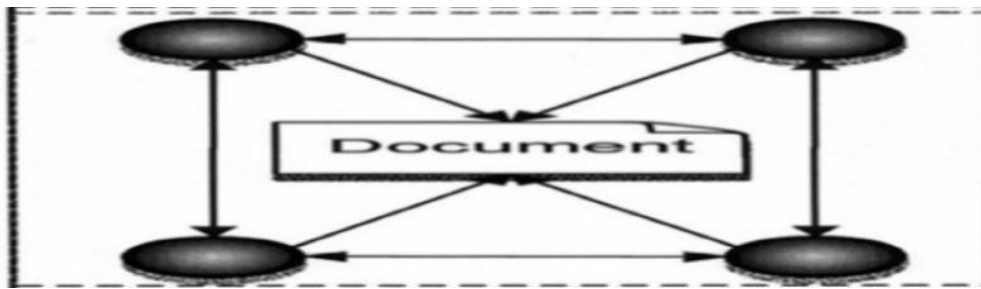
Lowry et al., 2004, p.79

In fact, both of these sub types of parallel writing provide rapid output and high volume.

2.2.4 Reactive Writing

Another important strategy is called writing in reaction. Sharples et al (1993) define reactive writing as “a real process of collaboration occurs when members work on projects which are already completed by other team members in order to review, react and adjust changes and additions”. Moreover, Lowry et al., (2004, p.80) consider all-in reactive writing a healthy practice because it provides credibility to the final document. Figure 2.10 shows that students are collaborating together, reacting, adding, and editing when they are checking or reviewing other team’s documents.

Figure 2.10: *Reactive Writing*



Lowry et al., 2004,p.80

2.2.5 Mixed Mode Writing

Mixed mode writing is also known as multi-mode writing. It is a great strategy in learning process and occurs when a combination of all or some of the previous modes are used into the writing process. For example, when students have their specific portion of writing work in sequence, while the first student is working on his part, the others engage in reacting on it. Then when the first student has finished with his work, he can switch to become reactive writer.

2.3 Steps of Collaborative Writing Process

Students have to go through different steps, in order to have a good prepared and organized collaborative piece of writing. Storch (2013) claims that “collaborative writing is on engaging joint text composition that involves two or more learners to work on it by going through the different stages of the planning, drafting, revising, and editing”. (as cited in Boubekka & Maouche, 2021, p.459). So, he believes that every stage in collaborative writing is important, and no step is superior than the other.

2.3.1 Pre-Writing Phase

It is one of the important steps in the process of CWS; it is everything writers should focus on before starting their draft. first of all, students should exchange ideas, select a topic, know the audience, and the purpose of their writing, also they should brainstorm ideas together. According to Posner and Baecker (1992; as cited in Nunamaker et al., 2015, p.168)

brainstorming is “developing new ideas for a paper draft”. In the same line, Oshima and Hogue (1999) claim that “brainstorming for ideas can get you started writing more quickly and save your time in the later stage of the writing process” (p.4). In addition to that according to Oshima & Hogue (2007) there are two steps in this latter phase; namely choosing topics and narrowing them, as well as the brainstorming step which consist of three strategies; listing (make a list of ideas), free writing (to write whatever comes to your mind without caring about the structure), and clustering/mapping (make a diagram or a map consist of main words and ideas related to the topic).

2.3.2 Planning and Logistics

Another important step is deciding together the essential elements of the project and its logistics. The team members should agree about what to write and how to write. Moreover, the most important thing is to make outline and prepare ideas which helps in achieving greater piece of writing (Parson, 1985, p.185). In which the team members select what is included and what is excluded. This helps them focusing only on things which are important for their works, and not wasting their time searching about things which are irrelevant to the topic.

2.3.3 Research/ Data Collection

Generally speaking, the process of research should be done by all team members because research may be the aspect that makes or breaks a project. The researchers should find reliable sources for their work, that fall into two categories; primary data collection like (case-studies, interviews, observations...), and secondary data collection like (articles, journals, newspapers, books...), and then they should think about data analyses and results for their work. In other words, they should think about how they will interpret results and analyze the findings. In addition to that, writers must gather enough information and get access to data related to their topic. For example, researching in the library or using online application to assess data.

2.3.4 Drafting/ Writing

After the planning and outlining phase are finished, another phase comes which is called drafting. Kane (2000) defines a draft as “the early version of piece of writing...”. (p.34). So, the first version of any piece of work which contains all the primarily ideas before any addition is drafting, as Hedge (1988) claims that “it is the stage where the writer puts together the pieces of the text [through] developing ideas [into] sentences and paragraphs within an overall structure” (p.89). For example, a group of students meet to make a composed collaborative text and write down the ideas on papers in order to organize them later.

2.3.5 Revising

Broadly speaking this process occurs after the drafting step, in which students are required to collaboratively revise both the structure and the context of the paper. Revising together allows every member to discuss, make choices, and give suggestions concerning the draft. Furthermore, revising together can ameliorate the conversation between members for making a strong final paper. Also, “responding to review comments by making changes in the draft that reflect the Review comments” (Galegher & Kraut, 1994, p.120). Moreover, from the point of view of Sommers (1982,p.150); revising is based on the feedback from group members about the draft paper, this process will take place until achieving a complete, coherent, and effective project.

2.3.6 Editing and Proofreading

The final stage of CWS involves checking errors and correcting mistakes. Here the group members read each sentence carefully and decide whether it serves its purpose or not. Also, they must check for spelling, grammar, and punctuation marks. The teacher can divide the paper between students and every one correct a specific part. Smith (1986) affirms that “editing which is the refinement stage of the writing process is the cleaning up and correcting

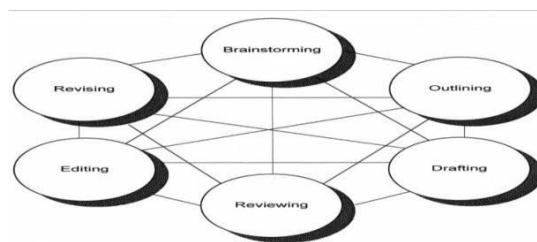
of a piece of writing” (p.19). That is to say, it is related to modifying the structure and the form of the sentences. Editing and proofreading are used interchangeably but they are different, in that the former focuses on analysing the sentence but the later involves checking sentences to underline the errors.

To sum up, the following are the main steps of CWS according to Lowry et al., (2004, p.83).

- 1- The teacher divides students into groups.
- 2- Choose topic.
- 3- Each group make on outline to search for data gathering to support their work.
- 4- Thinking and brainstorming together ideas about the topic.
- 5- Start drafting the first draft.
- 6- Reading the essay and correct if there are wrong sentences.
- 7- Students write the best version and the last draft.
- 8- The teacher evaluates their work and gives them feedback and score.

Figure 2.11 shows a model that sums up collaborative writing activities which are the basis of any collaborative writing process.

Figure 2.11: *Iterative Collaborative Writing Activities*



Lowry et al.,2004,p.83

2.4 Characteristics of Effective Collaborative Writing Strategy

A number of key characteristics are chosen to focus on. They play a vital role in making a successful CWS. They include: communication, accountability, respect and mutual trust, and open-mindedness.

2.4.1 Communication

Clear communication is needed for successful collaboration. Anderson and Narus (1990) define communication as “the formal as well as the informal sharing of meaningful and timely information between firms” (p.44). Also, according to them it is important for team members to explain their ideas to one another. Although they may have different perspective and they communicate differently, having an open communication helps in being open to accept different points of view and styles of communication.

2.4.2 Accountability

Collaboration cannot exist without the sense of responsibility and collective accountability, as well as the individual accountability of all students.

Parveen (2011) says that:

Individual accountability exists when the performance of each individual member is assessed; the results are given back to individual and the group to compare against a standard of performance, and the member is held responsible by group-mates or contributing his or her fair share to the group's success. (p.951)

Also, Accountability makes a successful collaborative classroom, and creates enjoyable and respectful classroom. The Merriam-Webster Dictionary defines accountability as “an obligation or willingness to accept responsibility or to account for one's action”. So, students should avoid misunderstanding because it is important that all rules and expectations are understood by all of them.

2.4.3 Respect and Mutual trust

Collaborators are better to share a higher degree of trust and respect because they represent a welcoming classroom that invites collaborators to share their knowledge, make discussion, write together, find solutions and overcome challenges. (Bradach & Eccles, 1989; Moorman et al.,1992). According to the studies of Dale (1997) and Johnson on J (1979), when learners feel comfortable with each other in a supportive class environment, they can debate ideas without apprehension. It means when there are such positive feelings of trust and respect, it will positively effect the students' achievement. Furthermore, healthy CWS is based on trust among team members, which can “exist when one party believes that the other party has incentive to act in his or her interests...” (Cook et al., 1995; as cited in Mlaker kac 2015, p.121). However, it cannot exist alone without other elements like communication and accountability.

2.4.4 Open-Mindedness

If students receive others' different opinions by accepting them this is filled on open-mindedness. The teacher must give a constructive feedback to his students by advising them to hear others' ideas, and give each person the opportunity to participate in writing essays, since working together can achieve the objectives and the best possible solutions. So, being open-minded to hear new things and accept change is one of the most important characteristics of CWS. Jenn (1995) confirms that “disagreements among group members about the content of the tasks being performed, including differences in viewpoints, ideas, and opinions” (p.258).

2.5 Features of Collaborative Writing Strategy

CWS features that are mentioned in the research literature contain eight features divided an two categories; the defining features which are: mutual interaction, negotiation, conflict,

and shared expertise, and facilitating features which include: affective factors, use of L1, backtracking, and humour.

2.5.1 Mutual Interaction

The first defining feature of CWS is the social interaction among the members. One of the famous researches which focuses on understanding CWS and mutual interaction is Wenger's (1998) work, he says that “mutual engagement is a fundamental component in forming a coherent community of practice” (p.73). In addition, “during interaction, students have opportunities to initiate ideas and contest them, allowing reflective and generative thinking”. (Daiute & Dalton 1993; as cited in Yong, 2010, p.19). Moreover, “students can respond to each other, the writing process, and the topic” (Dale 1994; as cited in Yong, 2010, p.19). It means that interaction between all students helps in making an active environment.

2.5.2 Negotiation

Interaction and negotiation are interrelated together. “negotiation signifies the modification and restricting of interaction when learners and their interlocutors encounter problems comprehending message” (Pica, 1994; as cited in Yong, 2010, p.21). In other words, it is about the changes and the interactions between group members when they face some problems.

Also, Breen and John (2000) distinguish three kinds of negotiation; personal (mental process), interactive (using language), and procedural negotiation (task procedure). Furthermore, Storch (2013) states that “CWS is activity where there is a shared and negotiated decision making process ...” (p.3).

2.5.3 Cognitive Conflict

Conflict is common during collaborative writing process since students have different perspectives. Dale (1994) claims that “since students must negotiate differences of opinion in

order to reach consensus, conflict is bound to happen”. However, researchers like Allen et al., (1987) and Tocalli-Beller (2003) have reported that conflict plays a positive role in the learning process. So, conflicts play essential role in helping students to be more creative in writing and it provides the ability to solve problems.

2.5.4 Shared Expertise

Each learner has his own way of producing language, and everyone has different levels of proficiency and background information. “when learners work collaboratively with others, they contribute their strengths to the group” (Dale, 1997; Ohta 1995, 2001; as cited in Yong, 2010, p.23). Dale (1994, p.340) states that “by shared expertise team members can enhance their writing skills and also producing a better quality essay”.

2.5.5 Affective Factors

Decreasing anxiety, increasing motivation, self-confidence, and self-esteem are the main factors which affect positively collaborative writing process.

2.5.5.1 Decreasing Anxiety

One of the facilitating affective factors is decreasing Anxiety. Kegan (1994) believed that if people are anxious, but allowed to affiliate, their level is reduced. CWS helps in reducing the problem of anxiety, So, when students collaborate together, they feel comfortable, and encourage each other to avoid fear. Unlike when they work individually, they will be responsible for every mistake they did which leads to increase their anxiety.

2.5.5.2 Increasing Motivation

The second facilitating affective factor is increasing motivation. According to Storch (2011, pp. 275,288), “motivation is regarded as crucial component of successful collaborative learning”. That is to say, working collaboratively in the classroom makes students motivated to work hard and learn better.

2.5.5.3 Self- confidence

The third facilitating affective factor is self- confidence. Learning the four skills is based on having higher self confidence that students believe in their own selves that they can succeeded in writing essays, and enhance their levels (vocabulary, language....). In this sense, Neman (1995) claims that “writing well requires both knowledge of the craft and the self- confidence to exercise this knowledge” (p.5).

2.5.5.4 Self- esteem

The forth facilitating affective factor is self- esteem which plays important role in high academic achievement. Myers (1999) says that “children with higher self-esteem tend also to have academic achievement” (p.22).

2.5.6 Use of L1

Various researches investigate second language writers using their first language during CWS (Anton & Camilla, 1998; Swain & Lapkin, 1998; Villamil & Guerrero, 1996). Based on their ideas there are differences between L1 and L2 writing process; L2 writers can use more than one language. Additionally, they note that the native language was used in cognitive activities to activate the mind to develop the way of thinking, and to initiate ideas. Teachers should allow students to use their mother tongue in class session because it has a role in the learning process.

2.5.7 Backtracking

“on action performed by the writer to take stock of the ideas and constraints of the text produced so far in order to bring them to bear on current needs” (Manchón, Roca & Murphy, 2000; p.14). So, Backtracking is very beneficial because it pays attention to problem solving process. In addition, this action provides internal feedback. Manchón et al. (2000) as cited in Yong (2010) state that “this backtracking strategy of taking stock of ideas helped them to monitor their writing and move forward in their discussion” (p.26).

2.5.8 Humour

Winick (1976) defines humour as “a specific type of communication that has a witty or funny intent that is known in advance by the teller” (p.125). In contrast, Berger's study (1976) notes that it is a specific type of communication that establishes different relationship or meaning and is presented in a way that causes laughter. In addition, some other studies have discovered the element of humour during collaborative writing like Ohta's (1995) and Daiute and Dalton's (1988, 1993) studies.

2.6 The Importance of Collaborative Writing Strategy

CWS plays a significant role in teaching and learning environment in general and in written expression sessions in particular. It improves communication and interaction among students. Also, CWS opens the doors to enhance more interaction in the classroom. Scrivener (1994) says that “CWS enables students to learn from one another through interaction and communication”. Moreover, Woolfolk (2003) claims that “communicating with others makes students use, test, and sometimes change their thinking abilities.”(p.42). So, through using CWS writing quality can be improved and checked.

McDnough et al. (2015) studies point out that students responsibility in each steps of collaborative writing process reaches a higher quality of writing. It means that CWS enables students to accomplish higher quality essay because working with others is better than working alone and two heads can achieve an excellent output. In addition, CWS saves time and money and it makes writing process faster and easier. Moreover, when many writers work on a single piece of writing, it will be much easy to complete it.

2.7 Teachers' and Students' Role during Collaborative Writing Strategy

Basically the teacher and the students have several roles to play inside collaborative writing classroom. According to Harmer, (2004, pp.41-42) the teacher performs different roles such as an effective leader who remains the first factor of having effective collaborative writing classroom in which he divides students into groups, organizes the classroom, and

provides good atmosphere. Furthermore, the teacher can stop the whole group when it is necessary to add an explanation or any important information. Also he can play the role of demonstrator who helps his students to learn how to write effectively. In addition, the teacher is an assessor and evaluator in which he observes his students and gives them feedback and scores their work.

Students have different roles assigned by the teacher like the Writer. Posner and Baecker (1992) state that a writer is “the person who is responsible for writing the portion of the content in a collaborative writing document” (as cited in Lowry et al.,2004, p.88). The student also can be the recorder who writes down ideas, the editor who makes changes on both the content and the style of writing, the team leader who leads the team through appropriate process, and the question commander who must confirm that all students' questions are questioned and answered.

2.8 The Importance of Writing Essays Collaboratively

Many researchers have explored the effectiveness of writing essays collaboratively such as Storch (2002), Elbow (1973), Johnson and Johnson (1999), and Rollinson (2005). For instance, Elbow (1973) who investigates its importance in improving students' ideas and interactions saying that “two heads are better than one because two heads can make conflicting material interact better than one head usually can” (p. 49). Moreover, we can summarize its importance based on the perspectives of the mentioned scholars in the following points:

1. It has great effects on improving students' writing accuracy as well as fluency.
2. It improves students' productivity and creativity.
3. Students will know new words, and enhance their vocabulary bank.
4. All members will have the opportunity to participate in essays' writing
5. Shared responsibility for team members and that makes students feel comfortable.

6. It is much easier to write multiple points of view when writing essays collaboratively, and it provides students with the opportunity to exchange ideas and learn new knowledge.
7. Sharing one's work with the entire class makes students feel better about the learning process.
8. Students' motivation and other positive affective factors will be increased.
9. Achieve teachers' objectives and make enjoyable classroom.

Conclusion

Many important titles had been discussed in this chapter. It started with the definition of CWS according to different authors. Then, it moved to the strategies of CWS including group single-author writing, sequential single-author writing, parallel writing, reactive writing, and mixed-mode writing. Moreover, this chapter covered the important steps of collaborative writing process which are pre-writing phases, planning and logistics, research/data collection, drafting/writing, revising, and editing and proofreading. Also, it highlighted characteristics of effective CWS which are communication, accountability, respect and mutual trust, and open-mindedness. In addition, this chapter shed light on features of CWS including mutual interaction, negotiation, cognitive conflict, shared expertise, the affective factors, the use of L1, backtracking, and humour as well. Then, it focused on the benefits of CWS. Furthermore, this chapter deals with teachers' and students' role during CWS. Finally, it tackled the importance of writing essays collaboratively.

Chapter Three

CHAPTER THREE: FIELD INVESTIGATION

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ملخص

Résumé

Introduction

The current practical chapter aims at providing answers to research questions. It paves the way to explore both students' and teachers' attitudes towards implementing CWS to improve students' essay writing. Consequently, this chapter consists of a questionnaire that is designed for second year license students at the department of English, University of 8 Mai 1945, Guelma. Besides its description, discussion, and analysis. Additionally, it encompasses a detailed description and analysis of the interview which is assigned to teachers of written expression at the same department.

3.1 Students' Questionnaire

3.1.1 Population of the Study

The whole population of Second year License students at the department of English, University of 8 Mai 1945, Guelma is 214, however, only 136 students are the target research sample who are chosen randomly to investigate their viewpoints regarding implementing CWS to improve their essay writing.

3.1.2 Administration of Students' Questionnaire

This questionnaire is distributed to one hundred- thirty six second year License students at the department of English, University of 8 Mai 1945, Guelma. In the eleventh of April 2023 we distributed the copies of the questionnaire to a group of students in their classrooms, and they took about 15 minutes in responding to the questionnaire which helped us to collect the enough data needed in this research.

3.1.3 Description of Students' Questionnaire

The students' questionnaire seeks to gather enough data about second year License students' perspectives towards the impact of implementing CWS in enhancing their essay writing. It encompasses 22 questions which are divided into three main sections. There are various types of questions; closed- ended questions including yes/no questions, multiple questions rank order, and likert scale

questions in addition to open-ended questions to let students feel free to express their opinions or justify their viewpoints.

3.1.3.1 Section One: Students' Attitudes towards Essay Writing

The first section aims at exploring students' views towards writing skill in general and essay writing in particular in EFL classes. The first question in this section (Q1) requires students' perspectives as EFL learners about the importance of writing skill. Then, in Q2 they are asked to select one or more options from the provided list what makes writing important. Additionally, there is a free space to justify the importance of writing skill.

The third question (Q3) looks to reveal the underlying data regarding the students' proficiency in essay writing. It is followed by another multiple choice question (Q4) for which students need to choose how often they write essays in classroom setting. Then, the students are requested to select and rank the most important elements in essay writing from 1 to 6 (Q5). Additionally, they are asked either they agree or disagree about the importance of essay writing (Q6). Also, the students are asked whether they have any difficulties when writing essays (Q7). Only if the participants respond by "yes" in the previous question (Q7), they are invited to select the difficulties they encounter while writing essays and even add others (Q8). At the end of this section, the reasons behind students' difficulties in writing essays are listed for the sample to select from; additionally they can add other sources for such difficulties (Q9).

3.1.3.2 Section Two: Students' Attitudes towards Collaborative Writing Strategy

The second part of the students' questionnaire consists of seven questions. It is initiated with asking the sample members whether they are familiar with CWS (Q10). If they respond "yes", they are requested to define CWS (Q11). Next, another multiple choice question to explore how learners prefer to write essays is given to them (Q12). It is also followed by justification for their choice (Q13). A list of options is offered in Q14 to investigate the main

characteristics of CWS; the sample members can choose more than one option. Q15 is formed to see if learners are interested in writing essays collaboratively and followed by providing justification whatever is their answer (Q16).

3.1.3.3 Section Three: Students' Attitudes towards the Impact of Collaborative Writing Strategy in Enhancing Students' Essays Writing

This section aims at investigating students' perspectives regarding the effect of implementing CWS in improving their abilities to write essays. It entails six questions. The first question explores whether the second year students write essays collaboratively in their classroom (Q17). Then, the participants are questioned if all the group members participate in the process of writing essays (Q18). After that, the sample members are asked if there is a possibility of writing better essays collaboratively than individually (Q19). For the next question students who reply by yes should choose a justification (Q20). Moreover, the sample's participants is invited to tick the appropriate choice according to their point of view concerning CWS" advantages (Q 21).

The final part of the current questionnaire is devoted for the participants to freely suggest, offer ideas and add comments or recommendations concerning the subject under investigation (Q22).

3.1.4 Analysis of Students' Questionnaire

3.1.4.1 Section One: Students' Attitudes towards Writing Essays

Q1. How important is writing skill for your educational settings?

- a- Very important
- b- Important
- c- Not important

Table 3.1: *The Importance of Writing Skill from Students' perspective*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 77 | 56.62% |
| b | 47 | 34.56% |
| c | 12 | 8.82% |
| Total | 136 | 100% |

The findings of this table demonstrate that 56.62% of the students claim that writing is a very important skill, which reveals that second year students may be aware of the importance of writing skill in their educational setting. Hence they may view it as a necessity that enables them communicate appropriately, express their thoughts and develop their critical thinking. Whereas, 34.56% of the respondents display that writing skill is only important. This may be because they consider writing is just important as the other three skills and they may give it the same value as speaking, listening and reading. However, just 8.82% of them think that writing skill is not important mainly because they may be more interested in developing the other skills such as speaking, this lead them to ignore its importance. As a result, the majority of the sample considers writing as an essential skill in language learning.

Q2. Is it important because: (Choose only one option)

- a- It is a means to express opinions, ideas and feelings.
- b- It helps to determine students' level in English.
- c- It is a tool for comprehension, memorization and communication.
- d- It prepares students for future careers.
- e- Others, please specify

Table 3.2: *Reasons behind the Importance of Writing Skill*

| Options | Number of Students | Percentage |
|----------------|---------------------------|-------------------|
| a | 41 | 30.15% |
| b | 60 | 44.12% |
| c | 14 | 10.29% |
| d | 21 | 15.44% |
| e | 0 | 0% |
| Total | 136 | 100% |

The results in table (3.2) reveal that 44.12% of participants declare that writing skill helps to determine students' level in English because they may believe that who have an excellent style of writing, automatically he/she has a good level in English and vice-versa. Moreover, they think that having a good level in English is based on having a good writing skill. Moreover, 30.15% of them display that writing is a means to express opinions, ideas and feelings; this may mean that students can express their ideas and thoughts to others through writing. Also, 15.44% of them agree that writing skill prepares them for future careers. Students select this choice may be because they see that writing enables them to be accepted into high- ranking jobs. In addition to that 10.29% of them see writing as a tool for comprehension, memorization and communication. However, no one of students provides additional answer, mainly because the provided list may cover all the main characteristics why writing skill is important. According to these results, writing skill plays multiple and significant roles especially in the field of education.

Q3. How do you describe your level in essay writing?

- a- Advanced
- b- Good
- c- Average
- d- Poor

Table 3.3: *Students' Description of their Levels in Essay Writing*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 21 | 15.44% |
| b | 47 | 34.56% |
| c | 68 | 50% |
| d | 0 | 0% |
| Total | 136 | 100% |

As it is shown in table (3.3) above, half of the population (50%) state that they have an average level in essay writing. They write acceptable essays because they may encounter some difficulties which hinder their writings. Also, they just started learning how to write good essays. Furthermore, they may also suffer from past writing issues in general. However, one-third of the population (34.56%) declare that they have a good level in essay writing. This may be because they already have good level in writing paragraphs since the essay is just lengthier and broader. While, the rest of the sample (15.44%) opt to have a very good level in essay writing because they may receive positive feedback from their teachers when they assess them by giving them high scores. Whereas no one of them choose poor level. This shows that the majority of the participants have an average level in essay writing. Hence, they may need to work on improving their levels when writing essays.

Q4. How often do you write essays in classroom?

- a- Usually
- b- Sometimes
- c- Never

Table 3.4: *Students' Frequency of Writing Essays in Classroom*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 90 | 66.18% |
| b | 46 | 33.82% |
| c | 0 | 0% |
| Total | 136 | 100% |

The findings of the table above (3.4) show that 66.18% of students “usually” write essays in classroom because from time to time they may practice what they had learned in the

theoretical part of writing essays. However, 33.82% of them say that they “Sometimes” write essays in their classes because they may not always have the enough time to practice writing essays in the classroom and teachers may give it as homework to be corrected later on. However, no one of the students 0% declares that they “never” write essays in the classroom. This is simply because the second year written expression syllabus is about writing essays which requires practicing inside and outside the classroom.

Q5. Which elements from the following are the most important in writing essays? (Rank them from 1 to 6)

- a- Punctuation
- b- Spelling
- c- Cohesion
- d- Coherence
- e- Vocabulary
- f- Style

Table 3.5: *Students’ Recognition towards the Appropriate Elements of Writing Essays*

| Options | Number of Students | Percentage |
|----------------|---------------------------|-------------------|
| a+e+f+b+c+d | 25 | 18.38% |
| b+e+d+c+a+f | 30 | 22.06% |
| c+f+d+e+a+b | 9 | 6.62% |
| d+c+e+f+a+b | 12 | 8.82% |
| e+c+d+f+a+b | 40 | 29.41% |
| f+d+c+e+a+b | 20 | 14.71% |
| Total | 136 | 100% |

Concerning students' recognition towards the most important elements of essays writing, all of the elements complete each other, however they are ranked differently by the respondents in which 29.41% of them rank the options as follows; vocabulary, cohesion, coherence, style, punctuation, and finally spelling. The vocabulary was the first important element of writing essays for this group of participants because they may believe that without it students cannot produce a well written essays, since they may consider it as the only way to express the intended meaning. Secondly, 22.06% of them order the provided list; spelling, vocabulary, coherence, cohesion, punctuation and style. The informants select spelling on the

head of the list because they may believe that spelling is essential in terms of conveying comprehensive passages. In addition, it may not disturb or confuse the reader from getting the intended message.

Moreover, punctuation, vocabulary, style, spelling, cohesion and coherence are ranked by 18.38% of the participant. From this order, it is noticed that punctuation is considered as the most important elements of writing essays mainly because students may aware that punctuation can change the meaning especially if it is used inappropriately. In addition, style gets the first order before coherence, cohesion, vocabulary, punctuation and spelling for 14.71% of the respondents. This may because students believe that style is the art of how the writers choose good words to communicate their ideas to the readers, to the extent they can smell the beauty of language. Furthermore, coherence is ordered as the most significant element when writing essays before cohesion, vocabulary, style, punctuation and spelling for 8.82% of the participants who may think that coherence is essential to enable the reader not only to understand the fragmented ideas but also to relate them together for better understanding. Finally, students rank the list of choices like the following; cohesion, style, coherence, vocabulary, punctuation and spelling by 6.62% of the sample. This later choose cohesion as the most crucial component of essays writing because they may be aware of the role cohesion plays in connecting ideas, sentences or paragraphs within the essay.

Q6. Do you agree that writing essays is important?

- a- Strongly disagree
- b- Disagree
- c- Neutral
- d- Agree
- e- Strongly agree

Table 3.6: *Students' Attitudes towards the Importance of Writing Essays*

| Options. | Number of students | Percentage |
|----------|--------------------|------------|
| a | 04 | 2.94% |
| b | 06 | 4.41% |
| c | 14 | 10.29% |
| d | 69 | 50,74% |
| e | 43 | 31.62% |
| Total | 136 | 100% |

The given answers in table (3.6) illustrate that 50,74% of the respondents “agree” and 31.62% of them “strongly agree” that writing essays is important as they may be aware that they will be examined in other modules through writing essays in the next academic years besides asking them to write essays as a homework. However, 10.29% stay “neutral” and 4.41% of participants declare that writing essays is not important in addition, 2.94% of our respondents “strongly disagree”; may be because they are not conscious that not giving an importance to essay writing will affect their scores beside their level of writing in general.

Q7. Do you have any difficulties in writing essays?

- a- Yes
- b- No

Table 3.7: *Students' Perception about their Difficulties in Writing Essays*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 90 | 66.18% |
| b | 46 | 33.82% |
| Total | 136 | 100% |

The data found in table (3.7) shows that almost the whole sample (66.18%) confirm that they have difficulties when writing essays. Whereas, some students (33.82%) believe that they do not face any difficulties in it. Students who answer “yes” may encounter various challenges when writing essays including lack of vocabulary, spelling, punctuation and word diction...etc. However, students who select “no”; may be because either they are skilful

enough to write good essays and they generally receive positive feedback from their teachers, or they may not notice their mistakes due the lack of self and peer assessment when writing essays.

Q8. If yes, what is your difficulty? (Choose only one option)

- a- Lack of vocabulary
- b- Poor word choice
- c- Spelling mistakes
- d- Failure to use punctuation
- e- Others, please mention them

Table 3.8: *Students' Difficulties in Writing Essays*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 37 | 27.21% |
| b | 37 | 27.21% |
| c | 06 | 4.41% |
| d | 10 | 7.35% |
| e | 0 | 0% |
| Total | 90 | 66.18% |

The results in table (3.8) show that 27.21% of the sample agree that lack of vocabulary is the major difficulty they face when writing essays, because students may have a limited amount of words. Also, 27.21% of students declare that poor word choice is another difficulty, for example sometimes students cannot find the exact words they need and fail to transfer their ideas into words. Moreover, 7.35% of the participants state that they do not use punctuation marks correctly or they often forget to use them at all in their essays. In addition, 4.41% of the sample view that spelling is also challenging for them when writing essays. Furthermore, no one of the students (0%) adds a new answer. To conclude, all of these difficulties should be taken into consideration because they are very important when it comes to writing essays, especially the lack of vocabulary and poor word choice as students state

they are the major difficulties they encounter when writing essays, so they need to improve them in order to make coherent essay.

Q9. Do you encounter such difficulties because of:

- a- Lack of practice
- b- Lack of writing essays collaboratively
- c- Lack of self and pair assessment
- d- Lack of motivation towards writing essays
- e- Unclear instructions
- f- Others, please specify

Table 3.9: *Students' Recognitions towards the Reasons of their Difficulties when Writing Essays*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 47 | 34.56% |
| b | 9 | 6.62% |
| c | 14 | 10.29% |
| d | 20 | 14.41% |
| e | 0 | 0% |
| f | 0 | 0% |
| Total | 90 | 66.18% |

As it is shown in the table (3.9), firstly 34.56% from the sample think that lack of practice is the major reason behind students' difficulties when writing essays because they may believe that practice is a key element in developing students' level. Secondly, 14.41% of them believe that they encounter some difficulties of writing essays because of lack of motivation towards writing essays. May be students do not receive positive feedback that enable them to be more motivated to write essays. Also, they may be interested more in writing paragraphs since it is shorter and easier than essay writing. Thirdly, 10.29% of the sample state that lack of self and pair assessment can be a source of students' difficulties. Since evaluation plays an important role in improving students' essay writing. In addition, 6.62% of informants see that the lack of writing essays collaboratively is another reason of such difficulties in writing essays because they may think that writing in groups helps students to overcome their difficulties through exchanging ideas, peer reviewing and correcting. Whereas, "Unclear

instructions” is not chosen by the sample 0%, this reveals that teachers provide students with clear points and instructions concerning essays writing. Also, in this question no one of the sample (0%) provides further answer, and they just select from the provided list.

3.1.4.2 Section Two: Students’ Attitudes Towards Collaborative Writing Strategy

Q10. Are you familiar with the term “collaborative writing strategy”?

- a- Yes
- b- No

Table 3.10: *Students' Familiarity with the Term “Collaborative Writing Strategy”*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 60 | 44.12% |
| b | 76 | 55.88% |
| Total | 136 | 100% |

The above table (3.10) explores if students are familiar with collaborative writing strategy, 55.88% of students believe that they do not know the term collaborative writing strategy. This mainly because they are not familiar just with its scientific term, however, they probably know how it takes place as pair and group work. In contrast, 44.12% of them say that they are familiar with the term may be because teachers have explained it before.

Q11. If yes, would you define it please.

Students who responded with “yes” provided definitions of collaborative writing strategy which are summarized as follows:

- “Collaborative writing strategy is when you write an essay with your classmates then discuss and write down the ideas of the whole team”.
- “Collaborative writing strategy allows students to share information and ideas with the group members”.
- “Collaborative writing strategy facilitates writing essays”.
- “Collaborative writing strategy is to write in groups”.

The pre-mentioned definitions are summarized from students' responses, in which 44.12% of them agree that CWS is a strategy of writing that enables students to write essays collaboratively either in pair or group work.

Q12. How do you prefer writing essays?

- a- Individually
- b- In pairs
- c- In groups

Table 3.11: *Students' Essays Writing Preferences*

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| a | 51 | 37.50% |
| b | 56 | 41.18% |
| c | 29 | 21.32% |
| Total | 136 | 100% |

According to data in table (3.11), 41.18% of the participants view that writing in pairs is the best method of writing essays. In contrast, 37.50% of them prefer to write essays individually. However, 21.32% of students prefer to write essays in groups. This reveals that some of the students prefer writing essays collaboratively either in groups or in pairs, because they may be extroverts, like to exchange ideas with others. Also, they may be aware of the advantages of CWS in enhancing their essays. However, other students prefer writing essays individually, probably they are introverts or may have negative experience with the other group members who do not participate in essay writing and just depend on the active members.

Q13. Whatever your answer is, please justify.

In the question 13 students are asked to justify their answers for the previous question. Students who responded by “in pairs” justified their choice as follows:

- “Writing in pairs provides more information rather than group work where students do not agree about each other ideas”.

- “It is more relaxed, it provides students with peer assessment and each one remind the other”.
- “It helps to communicate and correct mistakes”.
- “It motivates students to write essays”.

According to the above common answers, most of students prefer to write essays with only one partner because it may be more relaxed and less noisy like the group work. In addition, it provides the two collaborators with the opportunity to exchange ideas and accept each other's points of view.

Students who responded by “individually” justified their choice as follows:

- “Students do not like to discuss their own ideas with others and prefer to focus on their own thoughts”.
- “Because students hate to impose others' ideas and style on them”.
- “Students do not agree with their classmates”.
- “It is more comfortable to write individually and it gives more freedom to express opinions”.

In contrast, some other students agree that writing essays individually gives more freedom to express ideas. In addition, students can not always accept the others' viewpoints.

Students who responded by “in groups” justified their choice as follows:

- “When we write essays I’ll together, we learn from each other”.
- “It creates a relaxed atmosphere since students deal with each other”.
- “To obtain new words and vocabulary”.
- “It develops students' way of writing as well as their writing skills”.
- “It is more enjoyable to collect more information”.
- “Because it gives introverts the opportunity to get a large number of ideas”.

However, the others confirm that writing essays in groups makes an enjoyable classroom, and it helps in gaining a large number of ideas.

Q14.What are the main characteristics of collaborative writing strategy (You can choose more than one option)

- a- Respect and mutual trust
- b- Communication
- c- Responsibility
- d- Open –mindedness

Table 3.12: *Students' Opinions about the Characteristics of Collaborative Writing Strategy*

| Options | Number of Students | Percentage |
|----------------|---------------------------|-------------------|
| a | 7 | 5.15% |
| b | 0 | 0% |
| c | 0 | 0% |
| d | 20 | 14.71% |
| a+b+c+d | 51 | 37.50% |
| b+d | 25 | 18.38% |
| a+b+d | 21 | 15.44% |
| b+c+d | 12 | 8.82% |
| Total | 136 | 100% |

After providing students with options about the characteristics of CWS and the opportunity to choose more than one option, as revealed by 37.50% of the sample, respect and mutual trust, communication, responsibility, and open-mindedness are the main characteristics of CWS, in which the collaborators should respect each other, interact and communicate ideas, take their responsibility, and be open-minded to others' opinions. While, 18.38% of them claim that communication and open-mindedness are the two main characteristics of CWS, it means that students communicate their ideas to each other and everyone welcomes these ideas. However, 15.44% argue that respect and mutual trust, communication, and open-mindedness are the basic characteristics of CWS. Moreover,

14.71% of students view that open-mindedness is the only characteristic of CWS, they may believe that when open-mindedness is present in collaborative writing environment, the other things will be directly present. Furthermore, 8.82% of them see that communication, responsibility, and open-mindedness are the basic characteristics of CWS. Only, 5.15% of them declare that respect and mutual trust are the important characteristics of CWS.

According to the results, all of the options provided are essential characteristics of CWS. Also, we notice that almost all students have mentioned open-mindedness in their answers since it is may be necessary for group members to accept new ideas and to be open-minded for different points of view when writing essays collaboratively.

Q15. Do you like to write essays collaboratively?

- a- Yes
- b- No

Table 3.13: *Students' Viewpoints about Writing Essays Collaboratively*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 100 | 73.53% |
| b | 36 | 26.47% |
| Total | 136 | 100% |

On the basis of results mentioned in table (3.13), the majority of the sample (73.53%) agree that they like to write essays collaboratively because it motivates students to write. Whereas, 26.47% of the sample are not interested in writing essays collaboratively, yet they prefer to write them individually.

Q16. Whatever your answer is, justify it please.

In both cases students here are asked to justify their answers.

Students who said “yes” their justifications include the following points:

- “One hand never clap, so group work is beneficial to make well produced essays”.
- “It motivates students to write essays”.

- “It makes writing a funny process”.
- “It saves time and efforts”.

According to the majority of students (73.53%), writing essays collaboratively is very beneficial for making a good quality essays.

Students who answered by “No” clarified their answers as follows:

- “Because not all the students participate in group work”.
- “It needs organization and time management”.
- “Writing alone is better than individually”.
- “They make a lot of efforts when they write with others”.

In contrast, the rest of the sample (26.47%) agrees that CWS needs time and efforts to be well organized. In addition, not all students interact or share ideas because there are some students who keep listening only without participating in writing process.

3.1.4.3 Section Three: Students’ Attitudes towards the Impact of Collaborative Writing Strategy on Enhancing Students’ Essays Writing

Q17. Do you write essays collaboratively in the classroom?

- a- Yes
- b- No

Table 3.14: *The Implementation of Collaborative Writing Strategy in the Classroom*

| Options | Number of Students | Percentage |
|----------------|---------------------------|-------------------|
| a | 95 | 69.85% |
| b | 41 | 30.15% |
| Total | 136 | 100% |

As displayed in table (3.14) nearly all the informants (69.85%) state that they write essays collaboratively in the classroom in order to improve their writing abilities. However, one-third of the sample (30.15%) claim that they do not write essays collaboratively in the classroom, it seems that their teacher asks them to write essays individually in order to

evaluate everyone alone. We can say that CWS is one of the methods the teacher implements in his classroom in order to teach his students how to write with others.

Q18. Do all group members participate in the process of writing essays?

- a- Yes
- b- No

Table 3.15: *Students' Participation in the Process of Writing Essays Collaboratively*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 57 | 41.91% |
| b | 79 | 58.09% |
| Total | 136 | 100% |

The results from table (3.15) show that more than the half of sample (58.09%) chooses “No”. According to them only few members truly participate in the process of writing essays and the others may remain silent. Further, less than the half of sample (41.91%) argue that every member of the group work participate in the process of writing essay because mainly collaborating together can make students more encouraged to participate even by one word. To conclude, all group members should try to help each other, exchange ideas and participate all together in order to succeed in formulating effective essays.

Q19. Do you agree that writing essays collaboratively is better than individually?

- a- Yes
- b- No

Table 3.16: *Students' Opinion about the Comparison between Writing Essays Collaboratively and Individually*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 80 | 58.82% |
| b | 56 | 41.18% |
| Total | 136 | 100% |

Table (3.16) reflects that, a large number of students (58.82%) agree that writing essays collaboratively is better than individually, because students' self-confidence and motivation will be raised through using CWS when writing essays. Whereas 41.18% of students indicate that writing essays individually is better than collaboratively, it reveals that writing essays individually has also some advantages, like it can urge students to rely on themselves, and it makes them more serious when writing essays.

Q20. If yes, is it better because:

- a- It increases students' motivation and self-esteem
- b- It enhances students' fluency and accuracy
- c- It improves students' productivity and creativity
- d- It decreases anxiety and shyness
- e- Others, please specify.....

Table 3.17: *Students' Attitudes towards Reasons why Writing Essays Collaboratively is Better than Individually*

| Options | Number of Students | Percentage |
|---------|--------------------|------------|
| a | 24 | 17.65% |
| b | 26 | 19.12% |
| c | 18 | 13.23% |
| d | 10 | 7.35% |
| e | 2 | 1.47% |
| Total | 80 | 58.82% |

Only students who answered by "yes" 52.82% in question (19) are asked to select from the list why it is better to write essays collaboratively than individually. 19.12% of them think that writing essays collaboratively is better than individually because it enhances students' writing fluency and accuracy because both of them are equally important in having an effective collaborative writing essays, in which fluency requires a knowledge of vocabulary and language. However, accuracy deals with grammar and structure. So, when students work together, they exchange ideas, learn new vocabulary, and practice grammar which affects positively in developing students' fluency and accuracy.

Whereas, 17.65% prefer collaborative writing than individual one because it increases their motivation and self-esteem, it helps students to have positive feelings during CWS, also it makes each one of them believes in his/her own abilities. Moreover, 13.23% believe that it is better because it improves students' productivity as well as creativity, when students collaborate together, they will be more creative and encouraged to add new information. Furthermore, 7.35% see that it is better because it decreases anxiety and shyness. In other words, CWS reduces stress and depression. In addition, only 1.47% of students add their own answers as follows:

- "It creates a comfortable atmosphere".
- "It improves writing skills as well as critical thinking skills".

According to them, critical thinking skills will rise extensively through using CWS.

Moreover, it provides a comfortable classroom for students.

Q21. Bellow there are some statements about collaborative writing strategy, would you please tick (✓) the appropriate choice according to your point of view?

1. Implementing collaborative writing strategy helps you to get better scores in exams.
 2. Implementing collaborative writing strategy when writing essays improve your critical thinking skill.
 3. Writing essays collaboratively enables you to produce lengthier essays with rich ideas.
 4. Writing essays collaboratively teaches you to accept and respect one another's viewpoints.
 5. Implementing collaborative writing strategy helps in acquiring and using new vocabulary.
- b- Strongly agree b- Agree c- Neutral d- Strongly disagree e- Disagree

Table 3.18: *Students' Attitudes towards the Advantages of Implementing Collaborative**Writing Strategy*

| Statements | a | b | c | d | e |
|------------|------------|-----------|-----------|-----------|-----------|
| 1. | 57/ 41.91% | 50/36.76% | 19/13.97% | 1/0.74% | 9/6.62% |
| 2. | 47/34.56% | 64/47.06% | 8/5.88% | 15/11.03% | 2/1.47% |
| 3. | 51/37.50% | 53/38.97% | 10/7.35% | 0/0% | 22/16.18% |
| 4. | 50/36.76% | 55/40.44% | 20/14.71% | 11/8.09% | 0/0% |
| 5. | 45/33.09% | 60/44.12% | 25/18.38% | 2/1.47% | 4/2.94% |

All of options provided in this table (3.18) are benefits of implementing CWS in enhancing students' writing essays. Concerning the first statement, 41.91% of the sample choose "strongly agree" with that implementing CWS when writing essays helps them to get better scores in exams. This indicates that learners may believe in the effectiveness of CWS in making them well prepared for exams, so that they can get good marks. Whereas out of 136 students, 36.76% of them just "agree" with it, also 13.97% of students stay "neutral" about the idea that you can succeed in your exams if you practice writing essays in collaboration. Then, 6.62% of them states that they "disagree" about it, only 0.74% of them reject this idea completely; maybe they passed through failed experience of collaborating with others, in which they got bad marks in exams as a consequence of the group members themselves. We conclude that one of the benefits of implementing CWS when writing essays is that it helps students to get good results in their educational journey.

Moving on to the second statement in which 47.06% of the informants believe that they "agree" for implementing CWS when writing essays improve students' critical thinking skill. Moreover, 34.56% of students state that they "strongly agree" with it. However, 11.03% of students "strongly disagree" that their critical thinking skills can be improved by using CWS when writing essays. Furthermore, some of students (5.88%) tick for "neutral" so they

neither agree nor “disagree” with this idea. While only few students (1.47%) “disagree” about it. We can say that CWS activates their critical thinking skill. They may think that CWS helps them in improving their cognitive abilities namely the critical thinking skill. Also, they may feel that writing essays in groups enhance their abilities to think, analyse, and deduce and understand complicated things.

Thirdly, the highest percentage by (38,97%) goes to “agree” about writing essays collaboratively enables students to produce lengthier essays with rich ideas. Then, 37.50% of the sample choose “strongly agree” for CWS has a positive outcome in producing lengthier essays. Moreover, (16.18%) of them “disagree” that implementing this strategy enables students to produce higher quality essays. However, (7.35%) of students are confused about its effects on producing lengthier essays with rich ideas. While, no one of the sample choose “strongly disagree” because they believe that collaborating makes writing essays easy and rapid. Concerning statement three the answers were varied. Yet, the vast majority of respondents was agree that CWS may enable them to produce lengthier essays with rich ideas, mainly because they may divide the task of writing essay according to the number of the group members, in which every one may share his/her own ideas, then they collect each group members' passages. Consequently, they will obtain long essay.

In the fourth statement 40.44% of the sample “agree” with the idea that writing essays collaboratively teaches them to accept and respect one another's viewpoints, whereas 36.76% of students “strongly agree” about it, every successful relationship needs to be characterized by accepting and respecting of others' beliefs. But 14.71% of the informants remains “neutral”. However, 8.09% tick for “strongly disagree” that it has an influence in accepting other's viewpoints. Moreover, no one of them choose “disagree”. As a result, most of students are agree that CWS teaches them to accept and respect one another's viewpoints

because they may not worry about expressing their opinions besides being open-minded to respect the other group members' opinions.

The last statement shows that a large number of the sample (44.12%) “agree” that implementing CWS helps in acquiring and using new vocabulary. 33.09% of the population “strongly agree” that CWS rich their vocabulary bank, and it makes them express all what comes to their minds in a very comfortable way because simply they have huge vocabulary. 18.38% of them choose “neutral”. However the rest of the sample “disagree” by the percentage of (2.94%) for CWS helps in improving their vocabulary bank, and 1.47% of respondents choose “strongly disagree” about it, probably they learn new words individually using dictionaries or internet. According to the results obtained from statement five when students write essays together they learn from each other new vocabulary.

Q22. If you have any suggestions or recommendations about the subject under inquiry, please feel free to share.

The last question is left for students’ suggestions or additions about the topic. Because the purpose of this questionnaire was to offer the participants the complete freedom to react and express opinions, they provided us with some answers which are summarized as the following:

- “Writing essays collaboratively is a positive thing for students' achievements to write higher quality essays but first of all they should learn how to do it by themselves then it is okay to work together and exchange their ideas'.
- “Even though CWS has a lot of advantages but also it covers some of the gaps that should be covered”.
- „Individual writing is better since it deals more with everyone’s needs”.

- “The role of teachers is very important in collaborative writing classes where they should encourage their students to write together, and advise them to pay attention to the importance of writing in teams or groups”.

Students' recommendations are very interesting because they have mentioned a very important points related to our research topic. They agreed that CWS have various advantages which should be used in useful things. Also, it contains some disadvantages that the learners need to avoid.

3.2.2 Summary of Results and Findings of Students' Questionnaire

Based on the information gathered and analysed from students' survey responses, a sizable number of viewpoints on this part of the practical chapter have been studied about implementing CWS in improving students' writing essays.

Section one which entitled “Students' attitudes towards writing essays” shows that 52.62% of students highlight that writing is a very important skill especially in the field of education due to many reasons such as: almost all students claim that it helps to determine their level in English, other students state that it is a means to express opinions, ideas and feelings. Concerning students' level most of them believe to have an average level in English, however the rest of them have varies level being good or advanced. Therefore, students usually practice writing essays in the classroom, where the following element must be presented; vocabulary, punctuation, spelling, style, cohesion, and coherence in order to achieve a good piece of writing. For the importance of writing essays, most of students agree that it is important to practice writing essays from time to time. However, some of students believe to have difficulties in their writing, especially lack of vocabulary and poor word choice, which hinder their essays writing. Moreover, a large number of students think that they encounter such difficulties because of lack of practice.

Results achieved in section two “Students' Attitudes towards Writing Essays Collaboratively” indicate that most of students are not familiar with the term “Collaborative writing strategy”, whereas other students know the word and they provided us with different definitions according to their perspectives, even though most of students are not familiar with the exact meaning but a large number of them prefer to write essays collaboratively either in groups or in pairs. Where some characteristics of responsibility, respect and mutual trust, and open-mindedness should highlight the atmosphere of writing based on the viewpoints of 37.50% of students. So, most of students (73.53%) like to write essays collaboratively.

Concerning the third section which is about “ Students' attitudes towards the impact of implementing collaborative writing strategy in enhancing students' essays writing”, the results revealed that 69.85% of students declare that they write essays collaboratively in the classroom, while not all group members participate in the process of writing essays, but it remains better to write essays collaboratively than individually in which 58.82% of the sample believe it so because collaborative writing enhance students' fluency as well as accuracy, and it increases their motivation and self-esteem. Finally, CWS has a lot of advantages like: implementing CWS helps students to get better scores in exams, and it improves their critical thinking skill, also it enables them to produce lengthier essays with rich ideas. Moreover, it teaches them to accept and respect one another's viewpoints. Furthermore, it helps in acquiring and using new vocabulary.

To sum up, according to the questionnaire's results, CWS in writing essays is one of the important techniques the teacher implements in the classroom in order to improve his students' level and overcome their difficulties in writing essays.

3.2 Teachers' Interview

3.2.1 Population of the Study

Nine teachers of second year written expression at the department of English language, University of 8 Mai 1945, Guelma have accepted to answer seven questions of different types related to their attitudes and perspectives about implementing CWS to improve students' essay writing. Only instructors of written expression are chosen to take part in the interview because they are the most compatible with the research subject and objective.

3.2.2 Conducting Teachers' Interview

The current semi- structured interview was conducted with nine teachers of second year written expression, at department of English, University of 8 Mai 1945, during the second semester of the academic year 2022-2023. It includes seven questions which are ranked from general to specific in order to know about the teachers' perspectives about implementing CWS to enhance students' essay writing. It was conducted orally through recording the answers after taking their permission. Each teacher was interviewed separately and took time from four to eight minutes for each of them.

3.2.3 Description of Teachers' Interview

The current interview consists of seven questions related to teachers of written expression's attitudes towards the impact of implementing CWS in enhancing the learners' essay writing. The first initial question is intended to gather information about teachers' experience of instructing written expression module at university (Q1). After that, the teachers are asked whether they ask their students to write essays in their EFL classes (Q2).

Q3 is formed to know about teachers' attitudes about the difficulties, students encounter while writing essays. Q4 is Yes/No question to see if instructors implement CWS when students write essays.

For the Q5, it is an investigation about teachers' perspectives about the impact of implementing CWS to remediate and overcome the learners' difficulties regarding essay writing. Accordingly, the interviewers ask the teachers what they think about the effectiveness of implementing CWS in enhancing the students' essay writing (Q6). The last

question (Q7) is left open for teachers to offer any additional suggestions, recommendations and remarks.

3.2.4 Analysis of Teachers' Interview

The analysis of instructors' interview is the focus of this section from the third chapter. The teachers' responses were varied however they shared some common perspectives.

Q 1: How long have you been teaching written expression?

Teacher One

The first lecturer said that she had spent eight years teaching written expression.

Teacher Two

The second teacher replied that she had instructed this module for four years.

Teacher Three

The third teacher had taught the module for ten years.

Teacher Four

The fourth teacher had only been teaching written expression for one year.

Teacher Five

The fifth teacher declares that she lectured students writing for a period of eight years.

Teacher Six

For the same question, the sixth teacher asserts that she taught the written expression module to second year students for four years and third year students for one year.

Teacher Seven

For the seventh, she taught written expression for just one year.

Teacher Eight

The eighth teacher had passed three years teaching this module many years ago.

Teacher Nine

The last teacher answers that she had been teaching written expression for three years.

Teachers' responses were different concerning the years of teaching written expression module what reveals that University of 8 Mai 1945, Guelma has well experienced teachers as far as written expression module is concerned. They may have enough knowledge about students as well the module. However, there are teachers who have just started teaching this module. The novice teachers can be also motivated to teach and use a variety of teaching method, techniques and strategies.

Q 2: Do you ask your students to write essays?

Teacher One

She answers that "yes" she of course did.

Teacher Two

"Of course", she replies because she used to teach second year students how to write the different types of essays.

Teacher Three

The lecturer answers that yes she used to ask them to write essays.

Teacher Four

The third teacher says that "of course yes because second year program is based on writing essays".

Teacher Five

"For sure", the teacher answers. She used to ask students to write essays.

Teacher Six

She answers that "yes of course, because it is the subject of second year syllabus".

Teacher Seven

She simply answers "yes".

Teacher Eight

The teacher replies that "yes". He asked students to write essays from time to time.

Teacher Nine

The last teacher responds that “yes of course” She used to ask students to write essays.

The second question seeks to know whether or not teachers ask their students to write essays, all teachers said that yes they did, particularly may be because the essay writing is the main subject in second year syllabus. Also, because the teachers may first teach students the theoretical part of writing essays and then assign them to put what they had learned into practice.

Q 3: What difficulties do students face when writing essays?

Teacher One

She states that the most challenging part for students when writing essays is in trying to express their ideas and what they would write precisely. The key challenge, she continued, is not a lack of understanding of the subject itself; but rather, it is about how they will convey their thoughts. It concerns much more the vocabulary and precise writing techniques.

Teacher Two

For the second teacher, the major problem that faces students is how to form the thesis statement. Then when it comes to writing the body paragraphs, they have a lack of cohesion and coherence, unity of sentences and how to organize the supporting sentences. She adds that students do not use too much illustrations, connectors and linking words. She continues by saying that in addition to these serious issues, learners also struggle with grammar, punctuation and spelling. She therefore thinks that students encounter difficulties regarding both content and form.

Teacher Three

The third teacher notices that the difficulties students have are mainly related to the information about the topic, because a topic must be narrowed in order to write well.

Additionally, she asserts that learners struggle with grammar, spelling, topic structure, essay organization, coherence, unity and punctuation.

Teacher Four

The teacher contends that students face numerous challenges that are primarily related to language and vocabulary proficiency. According to him, learners struggle to come up with thoughts and how they express them and put them into good words. Additionally, he claims that they do not invest time to compile, review and check errors.

Teacher Five

In response to question three, the instructor number five mentions some difficulties students encounter when writing essays. Chiefly, they are about the selection of the appropriate topic at the beginning. Also, they mislead the essay's structure. In addition to ideas; they always need dictionaries and smartphones to get more ideas. She continues; more than that, when they have ideas but they do not know how to write appropriately in a form of an essay. She asserts that there are other additional challenges but she just lists the more significant ones.

Teacher Six

For teacher six, numerous structural issues that students encounter. They consistently overlook to add information in the introduction; they start to discuss the subject directly. The same thing for the conclusion, they introduce new ideas and open new discussions what make them fail to design good conclusion. She adds; the second problem is vocabulary, particularly in the way that students employ conjunctions and linking words which enable them to move from one idea to another smoothly. Also, they have some issues related to differentiating between important ideas that they should start with and the supporting ideas to include later on.

Teacher Seven

The lecturer observes that students have trouble in comprehending and creating the essay's outline. Additionally, they struggle with drafting the introduction and the thesis statement. Significantly, the part how to start take a lot of time to digest, process and understand by learners.

Teacher Eight

According to the teacher number eight, students face multiple ranges of difficulties including the conventional ones like inadequate vocabulary, lack of coherence, poor sentence structure and issues with organizing ideas and thoughts.

Teacher Nine

The last teacher claims that learners do not respect the structure of essay and fail to connect properly their ideas.

The third question was intended to know teachers' attitudes towards the difficulties learners encounter when writing essays. Most of teachers' answers are similar; may be because whenever they assess students' essays, they observe similar errors concerning both content and form. These difficulties can be a result of lack of reading and writing practice, in addition to depending more on the new technological writing tools. Also, these challenges are driven from the lack of self and peer assessment and writing essays collaboratively.

Q 4: Do you implement collaborative writing strategy in writing essays?

Teacher One

The first teacher responds that she sometimes does, but not very often because some topics require the learners to write independently. She attempts to use it in the early stage of writing essays for students to brain storm and exchange ideas. Then, they can write individually during the coming stages.

Teacher Two

The second teacher states that she rarely based on CWS in essay writing. She prefers to ask students to write essays individually. She continues by saying, perhaps they may exchange essays once they have completed writing them. Otherwise, she does not require students to collaborate on the same essay.

Teacher Three

The third teacher replies yes she asks students to write essays collaboratively, especially in the first phase. For instance when she teaches them how to write an introduction of an essay, it is better to form groups to exchange ideas and viewpoints.

Teacher Four

The fourth lecturer responds yes he implements pair and group work when writing essays, because he believes that doing so makes teaching and learning much more easier and produces better outcomes than if each learner writes in his/ her own.

Teacher Five

Responding to the same question, the teacher says that sometimes, she sometimes uses CWS. However, she prefers individual writing because it will be difficult for the teacher to assess the writing proficiency of the students if he/she depends on CWS. For example, if all the group members depend on just one good student, how can the teacher notice that student on a team is more qualified than the other team members? However, she subjectively likes writing essays in groups since it saves both time and energy as she teaches large classes and must grade approximately 38 essays for each class.

Teacher Six

The sixth teacher states that she used to implement CWS with second year students. She used to divide them into groups and give them topics to choose from. Then, she used to instruct them to brainstorm ideas, to design outline then write a well-structured essay collaboratively.

Teacher Seven

The teacher replies yes, she frequently asks students to write essays collaboratively.

Teacher Eight

The eighth instructor also confirms in his response that he implements CWS when writing essays.

Teacher Nine

The last teacher claims that she never used this strategy.

The nine teachers are asked if they implement CWS when student write essays. The educators responded differently to this question. The majority of them used to implement CWS while asking students to write essays, this may be because they are aware of its fruitful outcomes on students' achievements. Also, they may think that applying CWS will improve students' self- confidence and develop their linguistic and writing conventions, in addition to giving the learners the opportunity to review one another.

Q 5: What would you say about implementing collaborative writing strategy in overcoming students' difficulties when writing essays?

Teacher One

According to the first teacher, CWS has to fix many problems concerning essay writing especially, when students with different writing levels benefit from one another. First, it aids in topic understanding, vocabulary exchange and proper grammar usage. She claims that even good students can learn from the lower level students. So, students can produce high quality essays if they are engaged together in groups and have enough motivation to do so.

Teacher Two

The second teacher believes that CWS offers benefits for helping students to overcome their essay writing challenges. But, it can occasionally have no impact on writing essays' issues since there are introvert students who like to express their ideas alone and spend too

much time organizing their own essays. Extrovert learners, on the other hand, enjoy interacting with others, asking questions and share ideas and viewpoints. This type of students will benefit from writing essays collaboratively. According to the same teacher, CWS is useful to solve many challenges in the areas of editing, reviewing, checking and correcting one another.

Teacher Three

The lecturer replies yes, CWS helps students to overcome many difficulties. She adds that students may feel shy to ask their teacher but feel comfortable to ask help from their group members. Additionally, they exchange ideas and confirm from one another how to apply writing rules.

Teacher Four

The forth teacher states that CWS greatly aids students in overcoming their challenges. Particularly, when professors employ it intelligently, by forming balanced and homogenous groups. Students assist each other by thoughts, opinions, offering constructive criticism, and providing with peer review and correction. He continues, there is less pressure because they rely on one another and are less likely to worry about the teachers' negative feedback.

Teacher Five

For teacher number five, incompetent students will benefit more when implementing CWS, unless they are motivated to improve their writing abilities and learn from their group members. They should not rely on the good mates. Also, she clarifies that while there are some students who have no problems working in groups, others prefer to produce essays on their own.

Teacher Six

The teacher six argues that CWS is advantageous for students in overcoming their essay writing issues because they have unequal capacities. It is even beneficial for good students in

terms of exchanging ideas, vocabulary and writing strategies. She elaborates that CWS is a fascinating one because learners are motivated to write together. Also, they have fun which is very important for learning.

Teacher Seven

According to the seventh teacher, the results of implementing CWS will be very good because each group member helps the others since they have different strengths and weaknesses, especially when they switch position from writing introduction to essay's body...etc.

Teacher Eight

"This strategy is useful", teacher eight responds it can help learners to overcome their problems and even improve the quality of their essay writing.

Teacher Nine

The last teacher thinks that CWS can be something very positive because learners become more aware about their mistakes by correcting each other...etc.

Question number five investigated the teachers' opinions on the role of CWS in assisting students in overcoming challenges associated with essay writing. The majority of them have favorable perspectives on this strategy may be because they experienced an improvement in students' written essays when they implement CWS while they ask them to write essays.

Q 6: What advantages does implementing collaborative writing strategy offer your students regarding essays writing?

Teacher One

The first teacher thinks that the main advantage is that students gain from each other especially in terms of vocabulary because teachers insist on vocabulary, simply because students always face the problem of how they can write it and how they can explain a given idea. Also, they teach one another writing techniques.

Teacher Two

The second teacher states that CWS is beneficial for learners when it comes to checking, correcting, suggesting, giving distinct opinions, deciding on ideas order, peer editing and reviewing. More than that, due to the use of internet and technological tools, students have many ways to collaborate and produce the same essay from home. According to her, CWS has many advantages if it is implemented correctly and appropriately by focusing on the role of the learners than the teacher's roles. Also, learners should be motivated, enjoy the activity and write seriously.

Teacher Three

Simply, the third teacher replies that "CWS improves the students' essay writing through peer correction...etc".

Teacher Four

Similarly, the fourth teacher argues that CWS encourages learners more to write because when the teachers ask them to write essays individually, they will be more hesitant. However, when they write essays in pairs or in groups, they will be more willing to participate in the writing process. So, it is more advantageous in improving vocabulary and language proficiency.

Teacher Five

Although, the fifth teacher does not ignore the positive outcomes of implementing CWS like being an opportunity to share ideas and perspectives, to exchange writing techniques and teach each other indirectly, she still believes that CWS has much more disadvantages than advantages.

Teacher Six

Answering question number six, the sixth teacher asserts that CWS can contribute to make perfect relationships among students. Also, it motivates them to brainstorm ideas, to collaborate with each other and finally to write good production. Additionally, it is a good mean to let students take their time drafting and feel the obligation of participating and contributing otherwise, they will be expelled from the group. Because when they write individually, they seem careless about the activity and may write directly on the answer sheet.

Teacher Seven

According to teacher number seven, CWS helps students to be open to more ideas and opinions. Also, it enables them to learn from each other; sometimes, it can be new words, new ideas about the topics. Additionally, they help one another to know from where they start, how to order ideas logically and feel comfortable to ask each other.

Teacher Eight

For teacher eight, CWS has many positive sides. He confirms that it allows students to compare their writing to the writing of other groups. Moreover, it is helpful in gaining time and feedback. It also improves learners' motivation, their critical thinking and promotes reflection among students.

Teacher Nine

Correspondingly, the last teacher maintains that CWS is auspicious for students to overcome their essay writing difficulties. In addition, it enables learners to exchange ideas, to make each other aware of their mistakes and correct one another.

The sixth question is formed to gather enough data about the teachers' perspectives concerning the advantages of implementing CWS when students write essays. The majority of teachers have positive attitudes about using CWS. This indicates that the teachers of written expression are aware enough of the CWS' benefits to enhance students' essay writing.

Q 7: If you have any suggestions or recommendations about the subject under inquiry, please feel free to share.

Teacher One

The first teacher thinks that it is an important process to use if any teacher wants his/ her learners' level increasing regarding essay writing before reaching the individual writing. She continues by saying learners feel free to express themselves, and maintain eye contact. Additionally, students can communicate easily using the language they understand. Writing essays collaboratively makes a clear difference since learners have equal opportunities (the same teacher and lesson); the key here is how each student takes the acquired knowledge and uses it. She concludes by saying that CWS is significant because it gives students the opportunity to teach each other and they can benefit from their colleagues better than their teacher.

Teacher Two

The second teacher considers CWS as helpful for students if they take it seriously. Also, they should be tolerant and accept each other to develop their critical thinking because some learners feel afraid from negative evaluation and do not like to show their real level. She ends with stating that the dissertation topic is very beneficial if it is taken appropriately, correctly, accurately and seriously by the students. She adds that CWS is more related to learners' style, strategies and roles; they should get rid of negative evaluation and learn how to socialize with others.

Teacher Three

For the third teacher, students can succeed to write an essay after succeeding to write paragraph. Also, the learner should know that an essay is about both form and content. Once they gather enough knowledge, they can succeed to write collaboratively.

Teacher Four

The fourth teacher assumes that writing as a skill is not given enough importance. Additionally, students sometimes take writing essays as a boring activity. He sums up with; before all, teachers should teach learners why to write.

Teacher Five

The teacher number five does not support collaborative writing but the individual one. She justifies by saying that she has three groups, and most of students prefer to be evaluated face to face, no matter for, just to improve their essay writing because they need to know about their true level of writing.

Teacher Six

The sixth lecturer recommends; because the experience is so funny, instructors need to add more time for written expression module and other modules which require to write essays. She also suggests to ask students to write essays and give them the necessary advice and hence provide them with a chance to write essays collaboratively in certain modules.

Teacher Seven

The seventh instructor claims that she really supports and likes the way that writing seriously in teams and collaboratively. But also, she insists that before the teachers form a team, they should teach them how to actually do things alone.

Teacher Eight

The eighth teacher has no suggestion.

Teacher Nine

The last teacher thinks that CWS is something very positive to help students develop and improve their essay writing.

This final question is left for instructors' suggestions and recommendations. Therefore, out of nine teachers, eight instructors prefer using CWS in their writing classes and suggest

this strategy to be implemented more largely- with being aware of the manner it is used- when students write essays because they may be sure that CWS will enhance students' essay writing. However, out of nine teachers, just one teacher prefers individual writing, although she is conscious about CWS' advantages. That is may be because CWS has not implemented appropriately, correctly and has not taken seriously by students.

3.2.5 Summary of Results and Findings from Teachers' Interview

The pre-mentioned results show that teachers of written expression at department of English, University of 8 Mai 1945, Guelma ask students to write essays regularly. According to them, they explored many difficulties students encounter while writing essays concerning both; the form and the content including vocabulary, grammar, word diction, style, essay organization and logical order of ideas. In addition to spelling mistakes, punctuation, cohesion and coherence. Also, they struggle to come up with ideas and how they can express them in words. However, the instructors associate these difficulties with failing to invest the allotted time. Additionally, they do not review, check errors and edit their production after finishing essay writing. Moreover, they become passive depending on the dictionaries, smart phones and the new assisting sites.

Additionally, the findings show that the majority of the participants implement CWS in their writing classes, when they ask students to write essays what reveals that teachers are aware about CWS' positive impact on students' essay writing. However, out of nine teachers, one of them declared that she did not try it before although she is aware of its significance in improving students' essay writing.

Moreover, it is pinpointed that all participants have positive attitudes concerning the efficient role of CWS in overcoming students' essay writing challenges in terms of giving learners the opportunity to benefit from one another, helping each other to understand the

topic, exchanging ideas, correcting one another, acquiring new vocabulary and providing with peer reviewing...etc.

Furthermore, the majority of instructors believe that CWS is advantageous in enhancing students' essay writing namely checking, editing and correcting, giving various viewpoints, suggesting further ideas, enriching students' vocabulary and improving language proficiency besides making perfect relationships among learners. Also, CWS makes students more self-confident and less hesitant to participate in writing essays because the atmosphere is anxiety free since students interact with each other more comfortable than with their teacher.

Moreover, teachers see that CWS has many advantages namely enabling students to communicate, express themselves, maintain eye contact, share thoughts and accept their mistakes without being afraid of teachers' negative remarks. Whereas, out of nine teachers, just one teacher who believes in the good outcomes of CWS in enhancing students' essay writing but also believes that CWS has much more disadvantages unless teachers implement it appropriately. According to the teachers' opinion, CWS is beneficial in gaining time, thus, an essay can be divided according to the group members' number what facilitates the writing activity and enables them to achieve it in short period of time.

3.3 Pedagogical Implications

With practice of writing essays in addition to teachers' help, EFL students can eventually overcome their difficulties when writing essays collaboratively, also when teachers provide students with opportunities to work in groups, interact together, and exchange knowledge, they will be more encouraged to improve their writing skills. In order to stimulate students to write essays collaboratively, a number of recommendations and alternatives should be highlighted:

- **Choose interesting topics:** when teachers take into consideration students' needs and try to select effective topics for them, or provide them with the opportunity to choose

their own topics to write about, in this way it immediately increases their motivation to write essays.

- **Setting goals and objectives of collaborative writing strategy:** the teachers should prepare their students carefully for collaborative writing, and they need to explain the purposes behind it because not every student shares the same goals and attitudes.
- **The use of some collaborative activities:** during EFL sessions the teacher should implement activities such as; think/pair/share and round robin which help learners to improve their ideas and develop common background information.

3.4 Limitation of the Study

This research has been constrained by a number of factors, including lack of time that prevented us from implementing other data collection tools, particularly the experiment that requires a pre-test, the implementation of CWS with instruction how to write essays successfully, and a post test to determine whether or not students' essay writing have improved. These steps almost take more than three months to complete. Additionally, only nine teachers accept to participate in the interview due to time limitation. Additionally, the researchers encountered various other challenges, including determining the appropriate size of the research sample and other technical issues caused by lack of internet access.

3.5 Further Suggestion for Future Research

Working on the effect of CWS implementation in improving students' essay writing leads to first enlighten and comprehend students' essay writing challenges, uncover their reasons, and of course strive to develop some radical solutions. In order to increase learners' familiarity with CWS, it should be implemented not just in the written expression module but also in other courses. Furthermore, researchers should depend on other data collection tools particularly the experiment.

Conclusion

Students' questionnaire and teachers' interview are two data collection tools used in this chapter, which aim at exploring both students' and teachers' attitudes towards implementing CWS in improving students' essays' writing. Regarding the results and findings of the questionnaire, CWS has various advantages concerning students' essays writing. Also the results of the interview shows that teachers are aware of the importance of implementing CWS in overcoming students' difficulties when writing essays as well as in improving students' essays writing in general.

General Conclusion

General Conclusion

Writing skill is important in language learning and teaching. Therefore, many useful strategies are implemented in order to improve students' essay writing naming CWS which is mainly based on pair or team work.

This research work was segmented into three main chapters. First, chapter one was a theoretical background of writing skill. Second, chapter two was also a theoretical chapter devoted to give an insight about CWS.

Third, chapter three was a practical investigation of this study. From the one side, it included a questionnaire which was designed to explore the attitudes of second year license students at department of English, University of 8 Mai 1945, Guelma towards the impact of implementing CWS in enhancing their essay writing. From the other side, it encompassed an interview assigned to teachers of second year written expression at the same department to investigate their perspectives concerning the impact of implementing CWS in improving students' essay writing.

After analyzing the students' questionnaire and teachers' interview, results showed that both teachers and learners had positive attitudes towards implementing CWS when writing essays. They viewed CWS advantageous because it helps students to get better scores in exams. Also, it improves their critical thinking skill and enables them to write lengthier essays with rich ideas. Moreover, it helps them to learn from each other and create a comfortable atmosphere among learners to accept each other and be more tolerant. Additionally, the participants confirmed that CWS can fix many students' essay writing difficulties especially when group members correct each other's errors. They concluded to the point that CWS is beneficial if it is implemented appropriately, correctly and intelligently. To conclude, the research hypothesis is confirmed and therefore the study provided clear answers to research question.

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Appendices

Appendix One

Students' Questionnaire

Dear students

You are kindly invited to answer this questionnaire to achieve a research work which aims to explore the students' attitudes towards the impact of implementing Collaborative Writing Strategy to enhance students' essay writing. Your responses are going to be treated with great care. Thank you for your collaboration.

Section One: Students' Attitudes Towards Writing Essays

1- How important is writing skill in your educational setting?

a- Very important b- Important c- Not important

2- Is it important because: Choose only one option)

a- It is a means to express opinions, ideas and feelings.

b- It helps to determine students' level in English.

c- It is a tool for comprehension, memorization and communication

d- It prepares students for future careers.

e- Others, please specify

.....

3- How do you describe your level in essay writing?

a- Advanced b- Good c- Average d- poor

4- How often do you write essays in classroom?

a- Usually b- Sometimes c- Never

5- Which elements are the most important in writing essays? (Rank them from 1 to 6)

a- Punctuation

b- Spelling

c- Cohesion

d- Coherence

e- Vocabulary

f- Style

6- Do you agree that writing essays is important?

a- Strongly disagree

b- Disagree

c- Neutral

d- Agree

e- Strongly agree

7- Do you have any difficulties in writing essays?

a- Yes

b- No

8- If yes, what is your difficulty? (Choose only one option)

a- Lack of vocabulary

b- Poor word choice

c- Spelling mistakes

d- Failure to use punctuation

e- Unclear instructions

f- Others, please mention them

9- Do you encounter such difficulties because of:

a- Lack of practice

b- Lack of writing essays collaboratively

c- Lack of self and pair assessment

d- Lack of motivation towards writing essays

e- Others, please specify

Section Two: Students' Attitudes Towards Collaborative Writing Strategy

10- Are you familiar with the term “collaborative writing strategy”?

a- Yes

b- No

11- If yes, would you define it please.

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

12- How do you prefer writing essays?

a- Individually

b- In pairs

c- In groups

13- Whatever your answer is, please justify

.....
.....

14- What are the main characteristics of collaborative writing strategy (You can choose more than one option)

a- Respect and mutual trust

b- Communication

c- Responsibility

d- Open –mindedness

15- Do you like to write essays collaboratively?

a- Yes

b- No

16- Whatever your answer is, justify it please.

.....

.....

.....

Section Three: Students' Attitudes Towards the Impact of Collaborative Writing

Strategy in Enhancing Students' Essays Writing

17- Do you write essays collaboratively in the classroom?

a- Yes

b- No

18- Do all group members participate in the process of writing essays?

a- Yes

b- No

19- Do you agree that writing essays collaboratively is better than individually?

a- Yes

b- No

20- If yes, is it better because:

a- It increases students' motivation and self-esteem

b- It enhances students' fluency and accuracy

c- It improves students' productivity and creativity

d- It decreases anxiety and shyness

e- Others, please specify.....

.....

21- Bellow there are some statements about collaborative writing strategy, would please tick the appropriate choice according to your point of view.

a- Strongly agree b- Agree c- Neutral d- Strongly disagree e- Disagree

| Statements | a | B | c | D | E |
|--|---|---|---|---|---|
| 1. Implementing collaborative writing strategy helps you to get better scores in exams. | | | | | |
| 2. Implementing collaborative writing strategy when writing essays improve your critical thinking skill. | | | | | |
| 3. Writing essays collaboratively enables you to produce lengthier essays with rich ideas. | | | | | |
| 4. Writing essays collaboratively teaches you to accept and respect one another's viewpoints. | | | | | |
| 5 .Implementing collaborative writing strategy helps in acquiring and using new vocabulary. | | | | | |

22- If you have any suggestions or recommendations about the subject under inquiry, please feel free to share.

.....

Thank you for collaboration

Appendix Two

Teachers' Interview

Dear Teachers,

You are respectfully invited to perform this interview which is designed to explore teachers' attitudes towards implementing collaborative writing strategy to enhance students' essay writing, we will appreciate your help.

Questions:

1- How long have you been teaching written expression?

..... years.

2- Do you ask your students to write essays?

Yes No

3- What difficulties do students face when writing essays?

.....

4- Do you implement collaborative writing strategy in writing essays?

Yes No

5- What would you say about implementing collaborative writing strategy in overcoming students' difficulties when writing essays?

6- What advantages does implementing collaborative writing strategy offer your students regarding essays writing?

7- If you have any suggestions or recommendations about the subject under inquiry, please feel free to share.

Thank you for collaboration

ملخص

الكتابة هي مهارة لغوية أساسية ، لا تقل أهمية عن التحدث والاستماع والقراءة. يتم استخدام استراتيجيات مختلفة لتحسين الإنتاج الكتابي للمتعلمين. تعد استراتيجيات الكتابة التعاونية إحدى التقنيات المهمة التي تمكن الطلاب من العمل إما في أزواج أو في مجموعات لتكوين تركيبة جيدة. أثار هذا الاهتمام بفحص تأثيره على الإنجازات الكتابية للطلاب. هدفت الدراسة الحالية إلى استكشاف مواقف المعلمين والطلاب تجاه تأثير تنفيذ استراتيجيات الكتابة التعاونية لتعزيز اللغة الإنجليزية كلغة أجنبية في كتابة مقالات الطلاب. كان من المفترض أن الطلاب والمعلمين لديهم مواقف إيجابية تجاه تأثير استراتيجيات الكتابة التعاونية في تعزيز كتابة المقالات للطلاب. لاختبار هذه الفرضية ، تم اعتماد الطريقة المختلطة. من جهة ، تم اتباع نهج وصفي كمي ، من خلال إدارة استبيان لعدد 136 طالبًا من طلاب السنة الثانية في قسم اللغة الإنجليزية ، جامعة 8 ماي 1945 ، قالمة. من ناحية أخرى ، تم استخدام الأسلوب الوصفي النوعي من خلال مقابلة أجريت مع تسعة مدرسين للتعبير الكتابي الثاني في قسم اللغة الإنجليزية ، جامعة 8 ماي 1945 ، قالمة لجمع معلومات حول وجهات نظرهم وتصوراتهم فيما يتعلق بالموضوع. أظهرت النتائج أن كلا من الطلاب والمعلمين لديهم مواقف إيجابية تجاه تنفيذ استراتيجيات الكتابة التعاونية في تعزيز كتابة مقال الطلاب إذا تم استخدامها بشكل صحيح وجاد ودقيق.

RESUME

L'écriture est une compétence linguistique fondamentale, tout aussi cruciale que parler, écouter et lire. Diverses stratégies sont utilisées pour améliorer la production écrite des apprenants. La stratégie d'écriture collaborative est l'une des techniques importantes qui permet aux étudiants de travailler soit en binômes, soit en groupes pour générer une bonne composition. Cela a soulevé l'intérêt d'examiner son effet sur les réalisations écrites des élèves. L'étude actuelle visait à explorer les attitudes des enseignants et des étudiants à l'égard de l'impact de la mise en œuvre d'une stratégie d'écriture collaborative pour améliorer la rédaction de dissertations d'étudiants en anglais langue étrangère. Il a été émis l'hypothèse que les élèves et les enseignants ont des attitudes positives à l'égard de l'impact de la stratégie d'écriture collaborative sur l'amélioration des essais d'écriture des élèves. Pour tester cette hypothèse, la méthode mixte a été adoptée. D'une part, une approche descriptive quantitative a été suivie, à travers l'administration d'un questionnaire à 136 étudiants de deuxième année de licence au département d'anglais, université du 8 mai 1945, Guelma. D'autre part, la méthode descriptive qualitative a été employée à travers un entretien qui a mené à neuf professeurs de deuxième expression écrite au département d'anglais, Université du 8 mai 1945, Guelma pour recueillir des informations sur leurs perspectives et perceptions concernant le sujet. Les résultats ont montré que les étudiants et les enseignants avaient des attitudes positives à l'égard de la mise en œuvre d'une stratégie d'écriture collaborative pour améliorer la rédaction de dissertations des étudiants si elle est utilisée correctement, sérieusement et avec précision.