# The Impact of Collaborative Writing on Developing Students' Writing Proficiency: A Case Study of Second Year LMD Students at the English Department -University of Guelma-

**A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Master's Degree in Anglophone Language, Literatures and Civilisations**

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# DEDICATION

**I dedicate this dissertation to:**

- My lovely mother **"Karima"** and my father **"Djamel"** for their encouragement, love and understanding

- My dear sister **" Imen"** and all my extended family

- To the memory of my beloved grandfather **"Houcin"**

- I accentuate my dedication to my supervisor **"Mrs. CHEKKAT Ilhem"** for her guidance

- My best friend **"Zineb"** for her patience with me and special thanks for her family

- My dear **"Sara"** for her help and support and to all my friends especially **"Fouzia"** and **"Souhaila"**

- And all the teachers who have contributed to my learning career.

**BOUAICH Salima**

# DEDICATION

**In the Name of God, Most Gracious, Most Mercifult**

**All the Pries is due to God alone, the Sustainers of all the worlds**

**I dedicate this work to:**

- my beloved mother **"Djamila "** whose love always strengthens my will

- the memory of my father **"Mohamed"**

- the one who gave me love and support, my husband **"Fares"** and his family

- all my sisters: **"Dounia"**, **"Ahlem "**, **"Firdaous"** and especially my dearest one **"Khadidja"**

- My beloved **"Malak"** , **"Souhieb"** and **"Nour Elyakin"**

- all my extended family, my uncle's wife **"SALMA"**, and my beloved **SALIMA's** family

- my closet friends **"Fouzia"** and **"Souhila"**

**HAFIANE Zineb**

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**Abstract**

The present research work aims at examining the impact of collaborative writing in improving students' writing proficiency. Consequently, the research study sample was randomly chosen from second year LMD population of the English department at the University of 8 Mai 1945 –Guelma.  In this respect, we hypothesize that if teachers use collaborative writing techniques, students will be able to write more proficiently. In order to check our hypotheses; the Descriptive Statistical Method has been relied on. As a result, teachers' and students' questionnaires have been administered. The former has been provided to a sample group (132) of second year LMD students; whereas, the latter has been given to eighteen (18) teachers from the English Department, at Guelma University. The aim of these questionnaires was to gather significant information about the role, effectiveness and importance of collaborative writing in EFL classrooms. The research findings have shown that collaborative writing is an effective technique that increases students' writing proficiency. Moreover, the results of the questionnaires have confirmed the research hypotheses. Consequently, students and teachers have shown a positive attitude toward using collaborative writing techniques to develop students' writing skill and create a good classroom learning atmosphere; where they feel more comfortable, less anxious about making mistakes and more motivated.

# LIST OF ABBREVIATIONS

**CW:** Collaborative Writing

**Docs:** Documents

**DSM:** Descriptive Statistical Method

**EFL:** English foreign language

**LMD:** License Master Doctorate

**MA:** Magister/Master

**PHD:** Doctorate

**Q:** Question

**WE:** Written Expression

**Wiki:** Wikipedia

**ZPD:** Zone of Proximal Development

**%:** Percentage

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**General Introduction**

Writing is a productive skill that helps students convey thoughts and ideas; however, EFL students need to develop it gradually; as it is a complex and process teaching skill. As a result, both teachers and students hardly find the appropriate learning techniques that allow them to practice and develop it effectively. For that, teachers of written expression think that teaching writing in cooperation may be a good way to improve students' writing proficiency.

This study examines whether collaboration between members of a pair/group can help them compose more accurate and effective written pieces; and then, improve the overall quality of their writing productions. Thus, we are going to investigate how this teaching technique enhances students' writing skill, language practice and general engagement in EFL classrooms.

**1. Statement of the Problem**

Foreign language students usually face many obstacles that hinder their learning achievements in general and writing skill in particular. Therefore, teacher- centered classes can no more solve such learning problematic situations; as they lead to individualistic and competitive learning contexts. However, teachers have vital roles in EFL classes through their implementation/ selection of the appropriate teaching methods and techniques; that can help students gain more knowledge, learning satisfaction and achieve good learning outcomes; mainly in the writing skill area. Moreover, since writing is a productive skill, it needs more guidance, correction, feedback and collaborative working of the whole class, most of the time. Thus, students can exchange ideas, practice language, benefit from using different learning styles; and then, increase self- confidence and decrease anxiety.

**2. Aims of the Study**

The aim of this study is to examine the role of collaborative writing in improving students' writing skill. Our aim also is to use pair and small groups to maximize students' written production.

**3. Research Questions**

This study addresses the following questions:

**1.** Can collaborative writing develop the writing skill in EFL classroom?

**2.** What is the impact of collaborative writing on EFL students' writing proficiency?

**3.** What attitudes and opinions second year LMD students and teachers of English department, University 8 Mai 1945 -Guelma- have about collaboration as a teaching and learning writing technique?

**4. Research Hypotheses**

On the light of these research questions, we hypothesize that:

- If teachers use collaborative writing techniques, students will be able to write more proficiently.

- If students exchange their written compositions in classroom, they will be able to enhance their writing skill more than working individually.

- Second year LMD students of English may have a positive attitude toward pair/ or group work in EFL writing classes.

**5. Research Methodology and Design**

**5.1. Choice of the Research Method:**

On the ground of what has been previously said, the methodology of our research runs as follows:

To fulfill our objectives, we have relied on the Descriptive Statistical Method (DSM); in order to present and describe the impact of collaborative writing on students' writing proficiency

and provide a detailed and comprehensive perspective of the problems under investigation. Comments and discussions have been provided along with representing the results in tables.

**5.2. Tools of Investigation:**

Our data collection has been based on two questionnaires that have been given to both teachers and sample students of Letters and English Language, University of Guelma. The answers have been treated to get information about their thoughts, opinions, assumptions, attitudes and suggestions about such learning problems

**5.3. Population of the Study:**

This study has been carried out at the University of 8 Mai 1945-Guelma, Faculty of Letters and Languages, Department of English, for the academic year 2015/2016. The target population under study consists of Second year LMD students of English at Guelma University. The study sample composed of (132) students randomly chosen from second year population (199) to answer our questionnaire. The reasons behind choosing second year students are that: the obstacles of writing are clearly apparent at that level; since students have one year study experience of such course. Moreover, the time amount given to teaching this course is somehow sufficient and equals four hours and a half (4:30 hours) per week.

In addition, teachers' questionnaire was administered to (18) teachers of different modules of English Department and the majority of them have a teaching writing experience.

**6. The Structure of the Dissertation**

Our dissertation is a whole of three basic chapters. Chapter one is purely theoretical; devoted to a literature review of the research theme. Chapter two examines the practical part of the investigation and describes data collection methodology. Chapter three gives the fruitful conclusions drawn from the whole research and states some pedagogical implications, recommendations and suggestions.

**Chapter One**

**The Impact of Collaborative Writing on Developing the Writing Proficiency**

**Part One: Writing Proficiency**

**Introduction**

Writing is no longer an individual activity but an interactive process; through which social abilities of learners are reinforced. To promote interaction in the writing class, collaboration has been suggested to be an effective classroom strategy. This collaboration gives students opportunities to interact and challenge their language knowledge in a beneficial learning environment.

We have provided this chapter to discuss the notion of collaborative writing and its impact on developing students' writing proficiency. Accordingly, the chapter is divided into two parts; in which the first one is provided for describing the nature of writing, its stages, components, and related approaches. Whereas, the second one is devoted to defining the term collaborative writing; hand in hand, with some related factors and theories. We have tried to highlight some features, models, and patterns of collaborative writing in EFL classes.

**1. Writing Proficiency**

**1. 1. Definition**

Writing is not as simple as it seems to be. Byrne (1979), states that " *writing is clearly much than the production of graphic symbols, just as speech is more than the production of sounds*" (1).

The above statement indicates that; the graphic symbols are set in particular ways to form words, and words to form sentences that are sequenced and linked together in certain manners to build up larger constructions than sentences. They form a coherent whole, what we call a 'text'. In line with this, White and Arndt (1991:3) see that:

*Writing is far from being a simple matter of transcribing*

*language into written symbols: it is a thinking process in*

*its own right. It demands conscious intellectual effort*

*which usually has to be sustained over a considerable*

*effort of time.*

Furthermore, Widdowson (1981:26) relates the act of writing to the activity of producing correct sentences and "*transmitting them through the visual medium as marks on paper*".

Writing is then viewed as a communicative tool based on correct structures and convenient vocabulary items; in order to share ideas and convey intended meanings.

## 1.2. Stages of the Writing Process

Writing is composed of five stages that should be carefully considered in any writing task. These are prewriting, drafting, reviewing / revising, editing, and publishing.

### 1.2.1. Pre-writing

Prewriting is a successful technique to explore and develop the learner's ideas. According to Gallo (2001) there are many useful strategies included in prewriting and lead the learner to approach his writing and develop his ideas such as; brainstorming, free writing, asking questions, mapping, journaling and listing.

Thus, when learners start to write they should select their topics and it is helpful if they take a moment to think about the topic following the prewriting strategies. These latter can be practiced in groups or with the whole class.

Prewriting is an important stage as (Parson ,1985: 115) says " Students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to 'get to work' on their writing without this kind of preparation."

We can say that, it is important to make students aware of the value of the prewriting stage. Before they start to write, learners should select their writing topic(s) (in cases of free writing; i.e., the topic is not given by the teacher) and it is always helpful if the learners take a moment to think about the topic via relying on some prewriting sub skills; as brainstorming, reading, drawing, talking, note-taking, and clustering. It could be practiced in groups or with the whole class.

### 1.2.2. Composing / Drafting

The drafting stage is described by (Galko.2004:49) as "Drafting means writing a rough, or scratch, form of your paper. It's a time to really focus on the main ideas you want to get across in your paper."

Drafting is then the first attempt on student's paper to select figure out the ideas and thoughts that are really worth to be included or discussed in the final version.

In this sense, Hedge (1988: 89) defines drafting as the stage where the writer "Puts together the pieces of the text [through] developing ideas [into] sentences and paragraphs within an overall structure."

(Murray, 1978: 87) describes this strategy as "*Discovery drafts*". He calls it so because it helps learners discover what they want to say by writing down their ideas in the draft paper without paying attention to spelling, grammar or punctuation mistakes. They focus only on the content rather than the form.

### 1.2.3. Reviewing/ Revising

Reviewing or revising is the third stage after drafting; which means, revising the content, meaning, structure as well as the mechanics that include spelling, grammar, and punctuation.

The teacher's revision is useful according to (Sommers, 1982: 150); who suggests that teachers' role is to help students understand the purpose of revision by commenting and

suggesting. Consequently, after the revision, students get their feedback and decide what they change or delete.

### 1.2.4. Editing

Editing is the stage where the draft is polished. It is the final step before handing out the final draft. In this stage, students pay attention to correct spelling, grammar, punctuation, and other mechanical errors.

Smith (1982) claims that, "*The aim of editing is not to change the text but to make what is there optimally readable*" (p.145). This means that, students should not start from scratch when they edit; but just check what they have wrote to enhance their language quality and convey their intended meanings in a way that; helps the reader to receive directly their messages.

### 1.2.5. Publishing

Publishing is the final stage in the writing process. It involves sharing or publishing the student's writing to the teacher (or audience in other contexts). (Harmer, 2004) describes publication as final version in how students produce their final writing. Publishing can take many forms. It may be oral by reading aloud what students write, or written by letters, reports or visual by sharing data show. Harmer summarizes the process of writing in the following steps:

**Planning ⟶ drafting ⟶ editing ⟶ final draft**
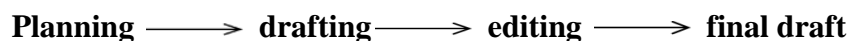
**Figure 1.** Process of Writing. (Harmer, 2004: 5)

### 1.3. Components of the Writing Process

Writing in formal English for different academic purposes is not an easy task. In fact, there are some important criteria to be followed and seriously accounted for. According to

Starkey (2004) an effective piece of writing should include organization, coherence, clarity, language accuracy, and word choice.

### 1.3.1. Organization

Organization is the first component in the writing proficiency. The information should be organized in a structured format to readers. This will help and guide the writer to be direct in his writing process. According to Starkey (2004:2) the direc*tion and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead.*"

Organization is then determined through some important techniques that show the value of the writing process. Starkey (2004) sees that the prewriting technique in organization is the planning of the work that comes after reading and gathering the information from prewriting. Galko (2002) claims that, '*Brainstorming is to let your ideas flow without judging them'* (p.10). Thus, brainstorming is an effective technique for developing learners 'piece of writing.

### 1.3.2. Clarity

Clarity is the essential part in writing. The learner's goal in writing is how to convey information including the fact of being able to write well. In other words, the learner's writing should be readable and clear in order to make readers understand what he/she means. Starkey (2004) mentioned four fundamental elements that have to be considered in making writing easy and accurate:

1) Eliminate ambiguity: the learner should avoid using ambiguous words or phrases that have more than one interpretation in order to help the reader understand what he means.

2) Powerful, precise adjectives and adverbs: the learner's writing is clear when he uses adjectives and adverbs in order to convey his message accurately.

3) Be concise, by eliminating unnecessary words and phrases, and using the active voice whenever possible.

4) Avoid unnecessary repetition: (avoid wordiness) the learner should eliminate repetition of information and ideas.

Accordingly, the learner has to avoid all sorts of repetition and even the use of the same poor vocabulary set throughout his piece of writing.

### 1.3.3. Coherence

Coherence is the ability of the writer to retain meaning and to compose his writing in a manner that is understandable. "*Coherence is perhaps the single most important element in any kind of writing*" (Murray &Hughes 2008:45).

### 1.3.4. Word Choice

According to Starkey (2004) the word choice displays the learner's style of choosing the lexical items and structures in order to convey his message. He sees that there are two aspects the learner should consider while choosing the words to be used: denotation and connotation.

Denotation is "*literal meaning, of the word.*"(Starkey 2004:22). However, connotation involves emotions, cultural assumptions, and suggestions. Connotative or implied meanings can be positive, negative, or neutral. Some dictionaries offer usage that help to explain connotative meanings. Keep in mind that using a word without being aware of its implied meaning can annoy your reader or make your message unclear.

Denotation and connotation must be considered when making word choice, but the learner should be aware in his words selection; because he may unconsciously confuse, insult or annoy the readers.

### 1.3.5. Mechanics

The word mechanics refers to the appearance of words, how they are spelled and arranged on paper. (Kane, 2000:15). Brooks and Penn (1970: 20) state that "*For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation*'.

### 1.4. Writing Approaches

There are three principal writing approaches: the product approach that is concerned with the form, the genre approach that pays attention to the reader, and the process approach that concentrates on the writer. These approaches are further described below.

### 1.4.1. The Product Approach

Before the development of the process approach to writing, researchers saw writing as a product, and thought that the most important component of good writing was linguistic knowledge rather than linguistic skill. Consequently, this approach had been known as the product approach.

Young (1998) defined the product or traditional approach to writing as '*the emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis); and so on*' (cited in Matsuda, 2003, p.70).

This means that, this approach focuses on the student's final product and structure; where errors are avoided and correctness is stressed. The product approach is criticized for neglecting meaning and focusing more on structure.

### 1.4.2. The Process Approach

The process approach is introduced in the mid1960s. For Rohman, writing, according to this approach, is classified into three stages: 1) the pre-writing stage includes tasks that take place before writing; 2) the drafting and writing stage; and 3) the re-writing stage, in which attention is paid to any grammatical, punctuation or spelling mistakes (Rohman, 1965).

In relation to this definition; we can deduce that, the process approach refers to a broad range of strategies that includes pre-writing activities, drafting, and revising. Thus, writing is viewed as a non-linear process of discovery.

The teacher is considered as a facilitator and students are given considerable freedom within the task. However, this approach is criticized for neglecting the social context.

White and Arndt identify six (6) non-linear procedures or processes when writing using this approach. Figure 2 bellow shows these procedures and how they inter-relate (White & Arndt, 1991, p. 4).
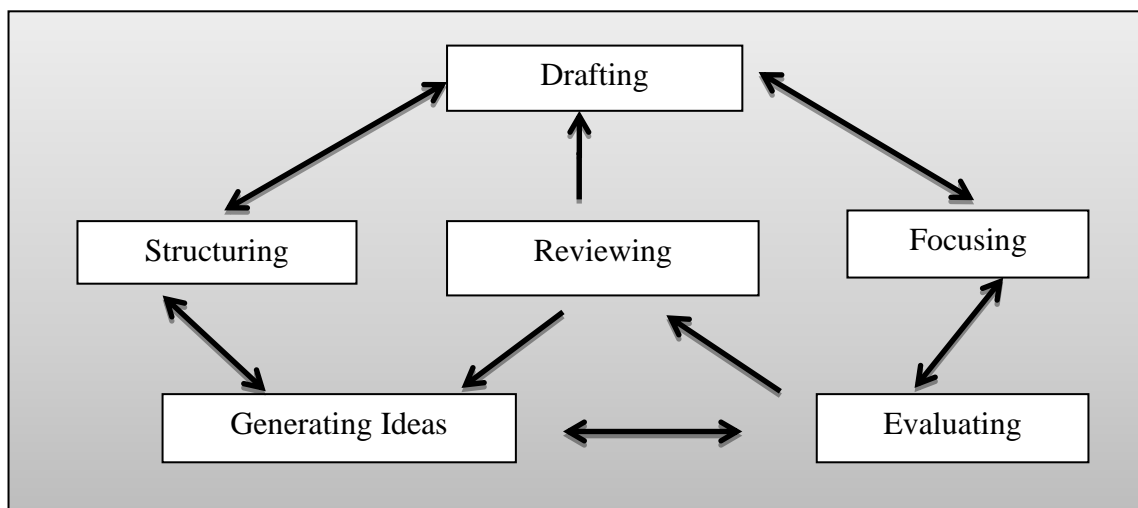


**Figure 2.** Procedures Involved in Producing a Written Text

### 1.4.3. The Genre Approach

The genre approach to writing is developed in 1980s. Swales (1990), claims that the genre approach consists of '*a class of communicative events, the members of which share*

*some set of communicative purposes*' (p. 58). In addition, this approach is defined as a '*goal-oriented, staged social process*' (Martin, 1992).

We can then say that, the genre approach focuses more on the context and purpose for which the writing piece is produced. This approach claims that writing is a social ability; as a result, students write in order to communicate meaning in the society.

The teacher is expected to give his students a model they are familiar with its genre. Both the teacher and the student analyze the model text and the activities given are process-oriented.

Writing is then a complex skill made up of many sub skills and techniques; and the good writer should know and be aware about them to develop his writing proficiency.

<center>**Part two: Collaborative writing**</center>

## 2. Collaborative Writing

The following part is left for emphasizing the core of our research; i.e., Collaborative writing (CW).  We will try to give a detailed description of this technique as an effective way for enhancing students' writing skill.

### 2.1. Definition

Elbow (1973) points out, collaborative writing (CW) in the classroom is useful and important, since if someone is stuck in his or her writing, it is better to contact and talk with someone else. He claims, '*two heads are better than one because two heads can make conflicting material inter-act better than one head usually can*' (p. 49). This means that, students' interactions can result in better exchange of ideas and language use. Consequently, such conflicting exchange can be a reason for teachers to use collaborative writing; that helps students to develop group skills; such as, team spirit and cooperation.

Haring-Smith (1994) defines collaborative writing as involving more than one person, who contributes to the creation of a text, so that "*sharing responsibility*" (p. 36) becomes essential. Thus, group members put their efforts together and take part to produce one collective piece of writing. Opportunities are available for each student to contribute his/ her ideas, language knowledge, and opinions. In other words, all the members share ownership of a single document.

### 2.2. Theories of Collaborative Writing

A review of published articles on collaborative writing showed that two primary theoretical frameworks underline collaborative writing: socio-cultural and social constructivist theories of learning.

### 2.2.1. Socio-cultural Theory

Socio-cultural theory focuses on the social, cultural, and historical contexts that affect the learning process.

On the one hand, James P. Lantolf (2000) believes that the most basic tenet of socio-cultural theory is that the "*human mind is mediated*" (p.1). This belief is based on Lev S. Vygotsky's (1978) claim that language is a meditational tool for thought development. Vygotsky posits that,

> *humans use cultural signs and tools (e.g. speech, literacy)to mediate their interactions with each other and with their surroundings...these artifacts are social in origin; they are used first to communicate with others, to mediate contact with our social worlds; later with practice, much of it occurring in schools, these artifacts come to mediate our interactions with self; to help us think, we internalize their use.(Cited in Moll, 1990, pp. 11-12)*

We can say that, language is a framework through which humans experience, communicate, and understand reality. Knowledge is not simply constructed within the individual, but it is socially co-constructed and later internalized by this individual.

### 2.2.2. Social Constructivist Theory

On the other hand, Social constructivists (Bruffee, 1986; Vygotsky, 1978; Wertsch, 1991), emphasize social interactions as the prerequisite to cognitive development. Learning is viewed as a social activity. It takes place as a result of the internalization of ideas in the socio-

cultural environment. In other words, the theory emphasizes how knowledge, meaning, and understanding are socially and culturally constructed.

Another central premise of Vygotsky's theory is that, development of higher mental abilities occurs in a social context on two planes: first, at the social level between individuals (inter-psychological) and second, at the cognitive level within the learner (intra-psychological). As learners socially interact with others, they internalize, transform the help, and use the same means of guidance for subsequent independent learning.

According to socio-cultural constructivists, learning is a process of enculturation into a community of practice (Wenger, 1998). This latter is formed through three core components: mutual engagement, joint negotiated enterprise, and shared repertoire of joint resources. Mutual engagement involves regular interactions, while joint enterprise refers to the negotiation of mutual accountability to the community of practice, and shared repertoire includes the sharing of linguistic resources or other tools. Another minor theoretical frame is the concept of private speech. Vygotsky explained that egocentric speech goes "underground" as inner speech (verbal thought) and reappears as private speech (speech to oneself). A person uses private speech to gain self-regulation when involved in difficult problem-solving tasks during the social interaction. The learner mediates his or her thinking in private speech as he or she struggles with difficult concepts and language problems (Anton and DiCamilla, 1998; Diaz and Berk, 1992). Private speech may be a signal for assistance, externalization of one's thinking, or mediation of understanding and problem-solving (Donato, 2000).

### 2.2.3. Zone of Proximal Development

Vygotsky (1987) maintained that knowledge is co-constructed and learning always involves more than one person. Social interaction is a necessary precondition for engaging in self-regulation. It helps a person to move from other-regulation to self-regulation. In the former, the learner's cognitive development is mediated with the help of the most experienced

person, and in self-regulation, learners gain control over their own learning after the internalization of shared socio-cognitive activity.

One of Vygotsky's contributions to educational research is the concept of zone of proximal development (ZPD). He distinguishes two development levels. First, the level of actual development, a level in which a learner has already reached and is capable of solving problems independently. Second, the level of potential development - zone of proximal development (ZPD) – the level in which the learner is capable of reaching under the guidance or in collaboration with a teacher or peers.

Luis C. Moll (1989) proposes a different perspective of the zone by what he calls "*re-creation of meaning*". The zone emphasizes, "*the appropriation and mastery of meditational means, such as writing, assessed not only or necessarily through independent performance after guided practice, but the ability to participate in qualitatively new collaborative activities*" (p. 60). Moll continues by suggesting that the focus of the zone is not to transfer skills from those who know more to those who know less but "*to use meditational means collaboratively to create, obtain, and communicate meaning*" (p. 60). By creating meaning together, learners can acquire composing skills where they become consciously aware of how they can manipulate the writing process. As well as, apply the knowledge in the future activities. More research is thus needed to explore the notion of the zone and the contribution of expertise in literacy development to add to the pool of existing knowledge.

To sum up, socio-cultural theory focuses more on culture and contexts in understanding language learning while social constructivist theory stresses the collaborative nature of learning through social interactions. Both theories suit the principles of collaborative writing; and thus, become the primary theoretical frameworks for this study.

### 2.3. Features of Collaborative Writing

Collaborative writing features that are identified explicitly in the literature include: mutual interaction, negotiation, conflicts, sharing of expertise, affective factors, and use of L1. The role of the features and the way they are combined vary according to different socio-cultural contexts.

### 2.3.1. Mutual Interaction

The most prominent defining feature of collaborative writing is social interaction among the members. A high level of engagement among members is a critical factor in successful collaboration (Dale, 1997). During interaction, students have ample opportunities to initiate ideas and contest them, allowing reflective and generative thinking (Daiute & Dalton, 1993). That is to say, students can construct their knowledge together through building thoughts and opinions that allow them to deeply infer the meaning.

Mutual engagement is a fundamental component in forming a coherent community of practice (Wenger, 1998). The participants in the community of practice develop a sense of identity which is defined and integrated during the engagement with one another. In addition, the engagement draws out the competence of each individual to create "*complementary*" contributions. Nonetheless, situations that involve sustained interpersonal engagement are likely to include strain and conflicts. This brings us to the second defining feature of collaboration.

### 2.3.2. Negotiation

Negotiation is closely related to interaction. This term signifies the modification and restricting of interaction when learners and their interlocutors encounter problems in comprehending messages (Pica, 1994). Some common features of negotiation include: clarification requests, confirmation checks, and comprehension checks. These features describe the process in which a listener requests message clarification and confirmation. A

speaker responds to the request by repeating, elaborating or simplifying the original message (Pica, 1994).

Michael P. Breen and Andrew Littlejohn (2000) distinguish three kinds of negotiation: personal, interactive, and procedural. Personal negotiation is primarily a psychological process that engages the learner's mental processing. Interactive negotiation occurs when people use language to show their understanding or their failure to understand what has been said. They may change or restructure their language to make things clearer for others. Procedural negotiation takes place between people to reach engagement on a task issue, solve a shared problem, or establish acceptable ways of working together.

In fact, negotiation appears to promote mutual accountability and can contribute to the development of learner autonomy. Learners have the opportunity to map their own learning process and share resources. This claims that, negotiation helps learners to develop self-reliance, leadership, and decision-making. Consequently, they can exchange their own knowledge with others and easily interact in a social context.

### 2.3.3. Cognitive Conflict

An investable part of the process of collaborative writing is cognitive conflict. Since students must negotiate differences of opinion in order to reach consensus, conflict is bound to happen (Dale, 1994). While researchers have reported that conflict plays a positive role in the learning process (Allen et al., 1987; Dale, 1994; Ede and Lunsford, 1990; Storch, 2002; Tocalli-Beller, 2003; Yong, 1998), there seems to be a dichotomy of opinions about conflicts. On one hand, unresolved conflicts or those related to personalities and affective aspects can be detrimental to group function (Dale, 1994; Storch, 2002; Tocalli-Beller, 2003). On the other hand, conflict can help learners to be more creative and enhance writing (Allen et al., 1987; Ede and Lunsford, 1990; Tocalli-Beller, 2003).

Hence, conflict plays an effective role in solving problems by allowing students to understand the causes of these issues providing suitable solutions through using their mental processes.

**2.3.4. Shared Expertise**

As mentioned earlier, one of the benefits of collaborative writing is the sharing of expertise. Each learner is different in terms of his or her language proficiency, knowledge, and background experiences, among other things. When learners work collaboratively, they contribute their strengths to the group (Dale, 1997; Ohta, 1995, 2001).

There are many areas in which a person can be an expert. For instance, those who cannot write well can suggest good ideas or examples. Some are better at sentence structures, organization, spelling, and writing mechanics. Others may focus on purpose and sense of audience, evaluation, or even time management.

**2.4. Models of Collaborative Writing**

There are different models that are used to teach collaborative writing.

**2.4.1. Writing Workshops**

Williams (2003, p. 103) defines workshops as classes in which students "*share their work with one another*". In this model, students form groups of three to five and help each other achieve a given writing task. The teacher here is considered as a facilitator.
Like all models of CW, writing workshops are highly beneficial; in the sense that, students are busy all the time. They talk, write, think and research, and they would better see their roles as active learners. (Williams, ibid.) .Wynn & Cadet (1996) claim that workshops give students the opportunity for "*generating ideas, providing feedback, responding to audience and composing papers, and thinking and writing critically.*"(p. 9).

Generally said, this model is considered to be learner-centered in the sense of sharing ideas, doing activities, and responding to one another.

**2.4.1.1. Steps of Getting up Work Groups**

Setting up groups of students is not as easy as one might think. (Williams, 2003) suggests the following steps:

1. Get students acquainted to one another.

2. Evaluate their writing abilities in order to balance the groups.

The teacher can equally use questionnaires to extract information about "*the smartest person in the class, who is the best leader, who is the easiest to get along with, who are good friends, and so forth.*"(ibid. p. 133).

In this case, teachers can control the groups through moving students from one group to another. On one hand, this change is beneficial because it gives students the opportunity to receive a greater variety of feedback. On the other hand, changing students' groups can result in destroying the social bonds students have already established with their group mates. In these regards, Williams (ibid. p. 134) argues that "*For the true cooperation that characterizes effective work groups, bonding is essential*". Students should not be allowed to choose their own groups; because if they are allowed to, they would do that on the basis of friendship, sex, age and language; which would result in discussing anything rather than the task of writing.

**2.4.2. Writing Conferences**

Writing conferences represent another model of CW; where they consist of teachers talking with their students about their writings. They can talk with one or more students having the same problems. In such conferences, students should be allowed to talk as much time as possible; in order to understand better what they are doing.

Another important point is that, teachers should not draw students' attention to all their errors.

In this respect, Williams (ibid. p. 149) argues that "*effective writing teachers commonly focus students' attention on just a couple of points, even though the paper has numerous*

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*problems*."(p. 149). Murray (1992) also states that teachers should not appropriate their students' writings. Rather, they should give them "*little or no guidance at all*"(p. 116).

### 2.4.3. Sequential Writing Model

In this model of CW, group members do their work one after the other. That is to say, every single student in each group does the task at a given time and passes the document along next in the chain. This model is very helpful because it organizes and improves coordination between the students.

Lowry et al. (2004) discusses the advantages of this model stating that students may not come to a consensus on every single point, and that they can change other students' ideas.
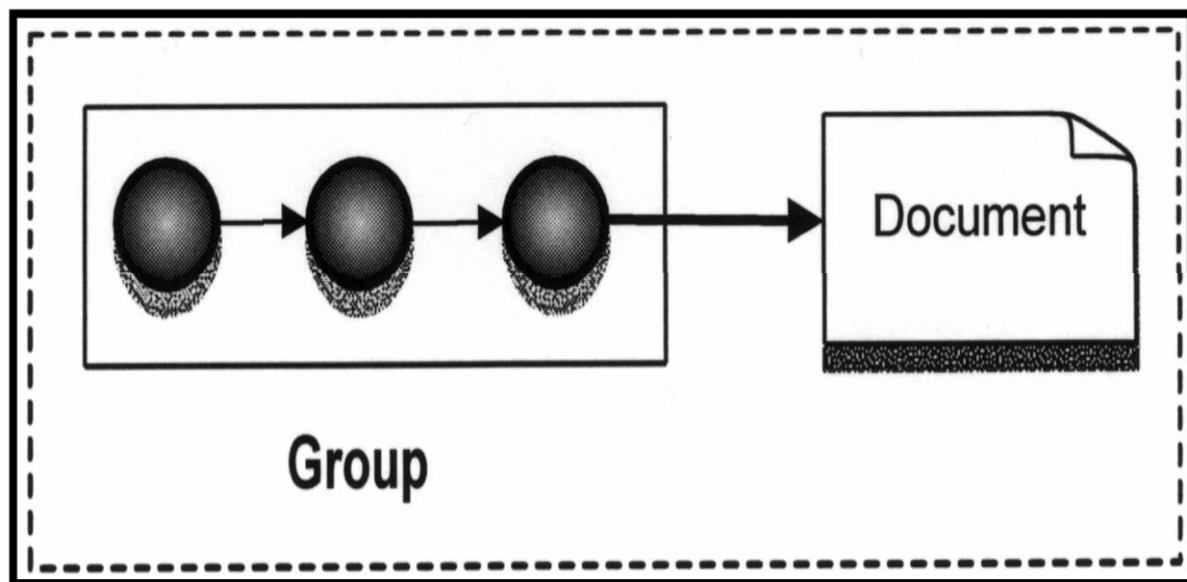


**Figure 3.** Sequential Writing (Lowry et al 76)

### 2.4.4. Parallel Writing Model

Unlike the sequential writing model, in the parallel model, every student in a team is assigned a role. Alred et al. (2003) gives a detailed description of this model:

1. Designate one person as the team coordinator.

2. Collectively identify the audience, purpose and project scope.

3. Create a working outline of the document.

4. Assign segments or tasks to each team member.

5. Establish a schedule: due dates for drafts, revisions, and final documents.

6. Agree on a standard reference guide for style and format.

7. Research and write drafts of document segments.

8. Exchange segments for team member reviews.

9. Revise segments as needed.

10. Meet your established goals.
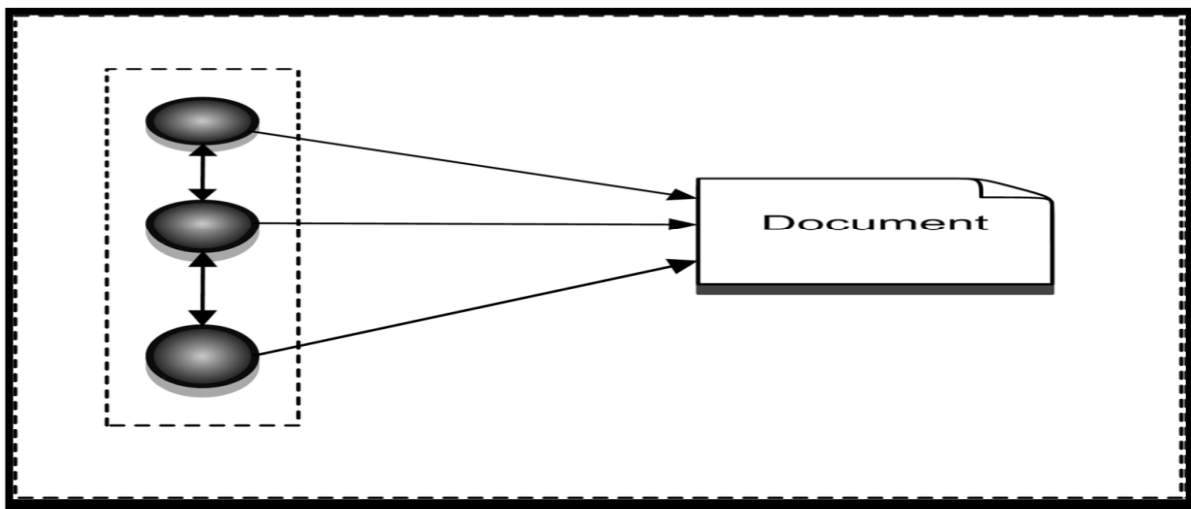


**Figure 4.**Parallel Writing (Lowry et al 76)

In this model, students are expected to perform a given role through planning an outline, drafting, revising and editing the final product. As well as; setting their goals and make efforts in order to reach the intended outcomes.

Johnson et al. (1994, cited in Richards & Rodgers, 2001, pp.200-201) suggests a procedure for a cooperative writing task. After receiving a set of instruction on how to write an essay; for example, students work cooperatively to achieve the assigned task proceeding as follows:

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

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

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

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

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

6. The students write their compositions individually.

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

8. The students revise their compositions.

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

**2.5. Patterns of Collaborative Writing in EFL Classes**

Reither and Vipond (1989) outline three forms of collaboration, namely, co-authoring, work shopping and knowledge making. Co-authoring means working with each other and accomplishing things together. In other words, co-authoring denotes a highly interactive style of collaborating. As for work shopping, it is used by the authors to refer to some form of extended collaboration. In terms of EFL writing, work shopping implies handing over the work in progress to classmates or colleagues for comment and feedback (spoken or written). Thanks to this feedback, the writer can then revise his/her writing. When this form of collaboration is initiated among EFL writing groups, it eventually looks like a writing workshop.

For Reither and Vipond (1989), knowledge making is rather an indirect form of collaboration; which implies that writing is a process of participating or collaborating in the construction and reconstruction of the already existing knowledge. In other words, when students write, they do not make their meanings alone but rather in relation to the meanings of others who have contributed to the same field of knowledge.

Other patterns of collaborative writing have been developed by Saunders (1989). In his critical review of research on collaborative writing tasks and peer interaction, he identified five collaborative writing tasks that students could indulge in; as well as, the corresponding types of learning outcomes they may help to achieve. These tasks were referred to as co-writing, co-publishing, co-responding, co-editing and writer-helping. According to Saunders (1989), co-writing happens when a group of peers share ownership of the text and collaborate, interact and contribute together throughout the planning, composing, reviewing and correcting stages of writing. Co-publishing occurs when students divide up the writing task among the group members and compose their parts of the text individually. However, group members collaborate at the planning, reviewing and correcting stages of writing to produce a final collective document. In co-publishing, there is some division of labor: Group members share ownership and responsibility for their collective document but their specific contributions are maintained. As for co-responding, participants do not share ownership of the final texts. They plan, compose individually, interact and help one another at the reviewing stage of writing. At this stage, students share their drafts with their chosen peers; who in turn respond. Thus, collaboration among co-respondents is only reflected in the way each trusted student assumes the dual role of being a writer and a critical reader for his/her peers' writing. This form of collaborative writing is exactly similar to that of co-editors. The latter are expected to interact and help one another only at the correcting stage of writing; that is, proofreading and editing of individual drafts.

Finally, the writer-helpers are so called because they do not have any designated stage of collaboration during the writing processes. In other words, student writers are the sole owners of their texts but may seek help at any point of their writing activity.

Another relative new conceptualization of collaborative writing was suggested by Storch (2002). She came up with four distinct patterns of pair interactions, namely collaborative, dominant/dominant, dominant/passive, and expert/novice collaborative patterns. A collaborative interaction refers to a pair that worked together on all parts of the writing task by contributing, discussing and accepting each other's ideas.

The dominant/dominant interaction denotes a pair that equally contributed to the writing task but whose members could not agree with each other's contributions. This pattern of pair interaction may be assimilated to the co-publishing situation (Saunders, 1989), where there is clear division of labor among collaborating participants. In the dominant/passive interaction, one participant dominated the whole task while the other one simply remained passive. In this pattern of interaction, there is a little negotiation between the participants.

In the expert/novice encounter, one participant seemed to take control of the task as an expert but also actively encouraged the other participant (the novice) to contribute.

## 3. The impact of Collaborative Writing

### 3.1. Teacher's Roles

The teacher has in fact several roles to play inside the classroom, and mainly when organizing collaborative classroom tasks or activities.

### 3.1.1. The Teacher as an Effective Leader

Shindler (2010) suggests the principles that the teacher can provide while directing the cooperative group activity:

- Stop the whole group when need to provide a clarification. Be sure of their complete attention when you deliver the information; testing your students' patience.

- Speak at low voice when you inform some students about some information necessary for them not for all the class.

- Move from group to group but do not take over when you are there. To less intervene is better.

- Be concrete and specific, for example say 'great job stating with it'.

- Praise your students loudly.

Although groups' success is affected by many factors, the teacher remains the main factor; since in our classrooms the teacher is most of the time the leader, and his teaching method and techniques influence directly his learners' outcomes.

**3.1.2. The Teacher as an Assessor and Evaluator of the Cooperative Activity**

During a cooperative activity, both teachers and students are accountable for evaluating and assessing the work. Teachers use direct observation to judge students' performance whether all members of the group have talked or not (Shindler, 2010). Nevertheless, self-assessment is also an important process to make students reflect and make efforts; as it could be problematic when trying to promote responsibility (Shindler, 2010). That is, when the evaluation is translated into grade, students feel hurt and angry about one another assessment.

In fact, there are many teachers who are aware of the benefits of assessment and evaluation as a strategy for recognizing and shaping the quality of student's performance; however, other teachers do not incorporate assessment and evaluation in their teaching operation neglecting its worth.

**3.2. Learner's Role**

In order to promote cooperation between students, they should have a role assigned by the teacher. The following table demonstrates some roles that students can perform in the classroom.

| Role | Description |
| --- | --- |
| Encourager | Encourages reluctant or shy students to participate |
| Praiser/Cheerleader | Shows appreciation of other's contribution and recognizes accomplishment |
| Gate keeper | Equalizes participation and makes sure no one dominates |
| Coach | Helps with the academic content, explains concepts |
| Question commander | Makes sure all students' questions are asked and answered |
| Taskmaster | Keeps the group on task |
| Recorder | Writes down ideas, decisions and plans |
| Reflector | Keeps group aware of progress (or lack of progress) |
| Quiet captain | Monitors noise level |
| Materials monitor | Picks up and return materials |

**Table 1:** Possible Student Roles in Cooperative Learning Groups

(Kagan, 1994; cited in Woolfolk, 2003, p. 496)

### 3.2.1. Affective factors

### 3.2.1.1. Decreasing Anxiety

According to Kagan (1994) "*If people are anxious, but allowed to affiliate, their anxiety level is reduced.*" (Dornyei, 2001:101) emphasizes the role of cooperation to reduce the problem of anxiety. That is to say, when students work together they feel at ease unlike when they work individually; consequently, cooperative work produces a good outcome in increasing discussion and decreasing anxiety or fear in foreign language classrooms.

### 3.2.1.2. Increasing Motivation

According to Crandall (1999), in cooperative groups, students receive peer support and assistance. This will encourage them and subsequently be better motivated to learn.

Furthermore, sharing one's work with the entire class makes students feel better about the learning process. In this sense, Williams (2003) said that motivation "*strengthens the bonding in the class, and motivates students to work hard.*" (p.132).

### 3.2.1.3. Self-esteem

Most psychologists acknowledge that, high academic achievement is a matter of many factors among which self-esteem is a significant one and plays an important role. In this context, Myers (1999) states that, "*Children with high self-esteem tend also to have high academic achievement.*" (p. 22). Thus, the more the learner is involved and the more roles he is assigned, the better self-image he would hold of himself.

### 3.2.1.4. Self-confidence

It is acknowledged that higher self-confidence is very essential in learning the four skills. In case of writing, Neman (1995) agreed upon the effectiveness of self-confidence in enhancing learners' writing proficiency stating that "*writing well requires both knowledge of the craft and the self-confidence to exercise this knowledge'. (*p. 5)

### 4. Benefits of Collaborative Writing in EFL Classes

Collaborative writing plays a vital role in EFL classes and in the learning process as a whole. Its effectiveness can appear in terms of interaction, cooperation, and students' writing development.

Woolfolk (2003) emphasizes the importance of students' interaction with the teacher or other peers, saying that: "*in order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems.*"(p. 41). Additionally, he states that "*communicating with others makes students use, test, and sometimes change their thinking abilities.*"(p. 42). Thus, group work helps students to communicate their thoughts, think critically, and respond to one another.

In the same vein, Scrivener (1994) claims that collaborative writing enables students to learn from one another through interaction and communication. He sees that, interaction designs to foster cooperation rather than competition. He provides a list of some ideas to promote interaction in class:

- make use of pairs and small groups to maximize opportunities for students to speak.

- encourage interaction between students rather than only between student and teacher and teacher and student. Get students to ask questions, give explanations, etc. to each other rather than always to you.

- encourage cooperation rather than competition …we learn from others and from working through our own mistakes.

To sum up, collaborative writing promotes students' self-confidence, self-esteem, and self-assessment; the fact that helps them to develop their writing skill inside the classroom under teacher's eye and guidance.

**Conclusion**

As a conclusion, we can say that, writing in a foreign language is not an easy task. It needs more attention and knowledge from both teachers and learners. This chapter explores the nature of writing as a cognitive activity as well as a language skill. In addition, it focuses on collaborative writing as a powerful method that encourages cooperation, critical thinking, peer learning, and active participation to develop the writing process.

## Chapter Two

## Field Investigation

**Introduction**

In order to examine the impact of collaborative writing on developing students' writing proficiency, two questionnaires are handed out randomly in one week to second year LMD students and teachers of different courses, in the department of English at Guelma University, for the academic year 2015/2016.

**2.1. Students' Questionnaire**

**2.1.1. Sample Choice**

In order to fit the objectives of our study, we have worked on a representative sample that is randomly selected from a whole population (199 students). Our sample contains (132) second year LMD students randomly selected from six groups in the department of English at Guelma University. The second year students have already experienced the writing teaching methods and courses (specifically the written expression course); that is why, we have chosen them to be our sample; i.e., being able to provide us with useful data and opinions.

**2.1.2. Description of Students' Questionnaire**

The Students' questionnaire is wholly made up of 19 questions classified under three sections. The first section seeks to reveal students previous background about English language. (Q1) seeks to know their gender. (Q2) looks for their age. (Q3) attempts to know if they have freely chosen to study English or not. (Q4) asks students to describe their level in English.

The second section is composed of six questions about the notion of collaborative writing (CW) (Q5-Q10). In (Q5), students are asked to say how they prefer to do writing tasks (individually, in pairs or in groups). Questions (6-7) describe student's personality and how does it affect CW. In questions (8-9), students are asked to identify the problems encountered;

when working with others and to highlight the reasons behind them. The last question (10) is left for students' perspectives about teacher's roles in group works; i.e. CW.

The third section is about the impact of collaborative writing on developing students' writing proficiency. Questions (11-12 and 13) deal with students' opinions toward working collaboratively and how much, they think, CW can enhance their writing skill; in addition to, how it can influence their writing quality. In questions (14-15 and 16) students are asked to explain if their teachers raise their awareness toward the skill of peer/group work, and how they intervene to solve the encountered problems. Questions (17-18) are about highlighting the significance of Written Expression course in improving students' writing skill. Finally, an open ended question (Q19) is left for students to express any further suggestions or give some opinions.

**2.1.3. Administration of Students' Questionnaire**

A questionnaire has been administered to the second year students of English at Guelma University for the academic year 2015/2016. The questionnaire is obviously clear and randomly distributed among students as hard copies in classrooms at the end of a session. The revealed results are described and analyzed as follows:

Table2.

*The Representation of the Students' Questionnaire*

|  | **Number** | **percentage** |
|---|---|---|
| Questionnaires Handed | 132 | 100% |
| Questionnaires Returned | 132 | 100% |
| No Answer | 0 | 0 |
| Total | 132 | 100% |

The Quantitative data show that; the questionnaire has been answered anonymously by all our informants (100%).There by, the data collected are going to formalize our target group case study; while the whole population number is one hundred ninety nine (199) students. Therefore, our sample of study is composed of one hundred thirty two students, and all of them have answered and returned the handed questionnaire.

**2.2. Data Analysis and Interpretation**

**2.2.1. Analysis of Results and Findings**

**Section One: General information**

**1- Students' gender**

Table2.1

*Students' Gender*

|  | Number | Percentage |
|---|---|---|
| Male | 22 | 16.67 % |
| Female | 110 | 83.33 % |
| Total | 132 | 100 % |

Table2.1 shows that the overwhelming majority of our sample (83.33%) is females. However, males represent only (16.67%). In fact, we can interpret these results in terms of girls have tendency to study languages.

**2- Students' age**

Table 2.2

*Students' Age*

|  | Number | Percentage |
|---|---|---|
| 20 to 24 years old | 106 | 80.30% |
| 24 to 26 years old | 26 | 19.70% |
| Total | 132 | 100 % |

According to table2.2, the majority of students' age (80.30%) varies from 20 to 24 years, whereas (19.70%) are aged from 24 to 26 years. As a result, our respondents' age ranged between 20 and 26 years.

**3- Choices to study English**

Table 2.3

*Students' Choice to Study English*

|  | Number | Percentage |
|---|---|---|
| Yes | 112 | 84.85 % |
| No | 20 | 15.15 % |
| Total | 132 | 100 % |

Table 2.3 indicates that, the overwhelming majority (84.85%) of students has freely chosen to study English, while (15.15%) have been administratively oriented to study it. This means that; the majority of students has a desire and wants to study English.

**4- Students' description of their level in English**

Table 2.4

*Students' Description of their English Language Mastery Level*

|  | Number | Percentage |
|---|---|---|
| Very good | 34 | 25.76 % |
| Good | 39 | 29.54 % |
| Average | 59 | 44.70 % |
| Bad | 0 | 0 % |
| Very bad | 0 | 0 % |
| Total | 132 | 100 % |

Table 2.4 describes students' level in English; thus, (44.70%) declare having an average level. (29.54%) possess a good level, and (25.76%) believe to have a very good level. In addition, none (0 %) has opted for bad or very bad level choices. Consequently, the above results imply that the majority of sample students have an average level; and hence, they need more support and efforts to improve their English language skills.

**Section Two: Collaborative writing**

**5- Students' writing preferences**

Table 2.5

*Students' Writing Preferences*

|  | Number | Percentage |
|---|---|---|
| Individually | 19 | 14.39 % |
| In pairs | 38 | 28.79 % |
| In groups | 75 | 56.82 % |
| Total | 132 | 100 % |

The table 2.5 results state that (56.82%) of our respondents generally prefer working in groups (group work). However, (28.79%) like working in pairs and only (14.39%) prefer working individually. This shows that almost half of our respondents enjoy working in groups to exchange more ideas and learning from one another.

**6- Students' description of their personality**

Table 2.6

*Students' Personality*

|  | Number | percentage |
| --- | --- | --- |
| very extroverted | 0 | 0 % |
| Extroverted | 87 | 65.91 % |
| neither extroverted nor introverted | 0 | 0 % |
| Introverted | 45 | 34.09 % |
| very introverted | 0 | 0 % |
| Total | 132 | 100 % |

The results reveal that (65.91%) of students describe themselves as extroverts while the rest (34.09%) has considered themselves as introverted learners. These results can explain the fact that the majority of students prefer to work in groups or pairs.

**7- The influence of students' personality on CW**

Table 2.7

*The Influence of Students' Personality on their Collaborative Writing*

|  | Number | Percentage |
|---|---|---|
| Strongly positively affects | 41 | 31.06 % |
| Positively affects | 52 | 39.39 % |
| Neither positively affects nor negatively affects | 39 | 29.55 % |
| Negatively affects | 00 | 00 % |
| Strongly negatively affects | 00 | 00 % |
| Total | 132 | 100 % |

As it is shown in table 2.7 above, only (39.39 %) of students who believe their personality affects positively their CW. (31.06 %) claims that their personality strongly affects CW. While (29.55 %) prefer to stay neutral.

**8- Students' perception of pair or group working problems**

Table 2.8

*Students' Perception of their Problem when Working in Pair or in Group*

|  | Number | Percentage |
|---|---|---|
| Yes | 32 | 24.24 % |
| No | 80 | 60.61 % |
| Somehow | 20 | 15.15 % |
| Total | 132 | 100 % |

It seems from table2.8 that, peers working do not create problems. The results demonstrate that (60.61%) of students answer with 'No'. Therefore, our informants like

working together and try to help one another through sharing information and correcting each other's writing mistakes. However, some students (24.24 %) confirm having some problems during pair or group work. The rest (15.15 %) say that, they somehow face problems when working with others. For that, the following question explains the reasons behind encountering such problems.

**9- Students' problems when working in groups**

Table 2.9

*Reasons behind Students' Problems when Working in Groups*

|  | Number | Percentage |
|---|---|---|
| Having difficulty to express your ideas to the members of the group | 10 | 20% |
| Disliking others' correction of your mistakes | 1 | 2 % |
| Feeling anxious with others' comments | 3 | 6 % |
| Total | 14 | 28 % |

The students' first main reason (20%) is about having some communication problems; difficulty to express their ideas to the members of the group. The second reason (6%) is about students' anxiety about others' comments; either because they are sensitive or lack self-confidence. The third reason, which does not really represent a great problem (2%) among the group, is students' dislike/ refusing of others' correction or judgment of their mistakes and errors.

**10- Students' opinions towards working in groups under teachers' supervision**

Table 2.10

*Students' Opinions towards Working in Groups under Teachers' Supervision*

|  | Number | Percentage |
|---|---|---|
| strongly like | 0 | 0 % |
| like | 78 | 59.09 % |
| neither like nor dislike | 42 | 31.82 % |
| dislike | 12 | 9.09 % |
| strongly dislike | 0 | 0 % |
| Total | 132 | 100 % |

The table above clarifies students' opinions about teachers' supervision during CW. Consequently, (59.09 %) of students like teachers' supervision during CW; which represent a support for them and guidance. However, (31.82 %) report neutral. Whereas, (9.09 %) of them dislike teachers' supervision and prefer self-reliance and independent group work far from teacher's eyes.

**Section Three: The impact of collaborative writing on developing students' writing Proficiency**

**11- The amount of language learning in group work**

Table 2.11

*The Amount of language learning from Group Work*

|         | Number | Percentage |
|---------|--------|------------|
| Lot     | 79     | 59.85 %    |
| Little  | 42     | 31.82 %    |
| Nothing | 11     | 8.33 %     |
| Total   | 132    | 100 %      |

A large number of students (59.85%) state that they learn a lot from group work. This implies that; CW helps our informants a lot in learning new skills and having new language experiences. However, a significant percentage of our respondents (31.82%) admit that they do not benefit a lot from CW, and only (8.33%) passively claim learning nothing from group work. Group work is beneficial to many students and helps them learn a lot of information; as well as developing different group work skills; such as, problem solving and language practice. Concerning those who learn little from CW work, they prefer working individually to prove themselves and feel some independence; which has may be relation to their learning styles.

## 12- Advantages of group work

Table 2.12

*Advantages of Group Work*

|  | Number | Percentage |
|---|---|---|
| Develop and exchange different ideas and information | 79 | 59.85 % |
| Increase your motivation | 33 | 25 % |
| Decrease your anxiety | 4 | 3.03 % |
| Develop your English communicative competence | 16 | 12.12 % |
| Total | 132 | 100 % |

The above table states that; the most opted answer (59.85%) is to develop and exchange different ideas and information. Whereas (25 %) of students claim that; group work helps them increase their motivation to learn. Some students (12.12%) find that CW helps them to develop their English language. However, (3.03%) say that; CW decreases their anxiety. Indeed CW, for many students, depends on exchanging ideas and information which raises cooperation and collaboration among the members of the group, for others it is their source of motivation, while; for many informants CW is beneficial in developing their level in English language practice.

**13- Students' opinions about the influence of CW on the quality of their work**

Table 2.13

*Students' Opinions about the Influence of CW on the Quality of their Work*

|  | Number | Percentage |
|---|---|---|
| very positive influence | 86 | 65.15 % |
| Positive influence | 41 | 31.06 % |
| Neither positive nor negative influence | 5 | 3.79 % |
| Negative influence | 0 | 0 % |
| very negative influence | 0 | 0 % |
| Total | 132 | 100 % |

The given answers in table 2.13 illustrate that; the majority of our respondents (65.15%) declares that CW has a positive influence on the quality of their work. In addition, (31.06 %) have said that it has a very positive influence on their performances quality. However, (3.79 %) stay neutral and none of them fell that it has negative or very negative influence. In this regard, we might say that CW is used as an effective strategy to develop the quality of students' writing proficiency.

**Explanations**

The vast majority of students feel that; work produced in tandem with one or more persons served to positively influence the quality of their writing. They have said, "Groups are better than individuals", and a "group is better than one person". For that, Group dynamics, the sharing of ideas, the creativeness in developing new ideas and new perspectives, the ease in identification of problems with more than one head addressing a topic, and the overall ability in being fully able to express opinions are all reasons that serve to improve the quality of individual student's writing.

**14- Rate of raising students' awareness towards the skills of group work**

Table 2.14

*Rate of Raising Students' Awareness towards Group Work Skills*

|  | Number | Percentage |
|---|---|---|
| Yes | 86 | 65.15 % |
| No | 46 | 34.85 % |
| Total | 132 | 100 % |

As has already been referred to, group work demands some skills from students' part. The analysis of the results shows that more than half of our students (65.15%) confirm their teachers' role in drawing their attention to the fact that CW requires some skills they are in need to master them. This implies that; this kind of teachers encourages collective exchange and collaborative learning in general. In addition, they are aware of the fact that group work may be a new experience to some students. Other students (34.85%), however, say that their teachers do not raise their awareness towards the necessary skills for group work. It is possible that they want them to acquire these skills through practice. The question that follows suggests some skills and seeks to investigate whether teachers teach them to their students or not.

**15- Techniques of raising students' awareness towards the skills of group work**

Table 2.15

*Techniques of Raising Students' Awareness towards the Skills of Group Work*

|  | Number | Percentage |
|---|---|---|
| Get information | 92 | 69.69 % |
| Respond to questions | 20 | 15.15 % |
| Evaluate your writing skill/ composition | 14 | 10.61 % |
| Evaluate the writing skill/ product of your peers | 6 | 4.55 % |
| Total | 132 | 100 % |

This table explores teachers' concern with some of the skills that group work requires. The majority of our students (69.69%) maintain that their teachers tell them how to get information. The latter, then, has gained much emphasis from teachers on the basis that group work is based on exchanging information between group members. Learning how to respond to questions helps students in exchanging information. But, we can see that only (15.15%) claim that their teachers tell them how to respond to questions. It seems that this skill is neglected. As for evaluating the writing compositions, it is noted that self-evaluation (10.61%) is prioritized over peer evaluation (4.55 %).

**16- Rate of teachers' involvement in solving students' problems in CW**

Table 2.16

*Rate of Teachers' Involvement in Solving Students' Problems in CW*

|  | Number | Percentage |
|---|---|---|
| Yes | 107 | 81.06 % |
| No | 25 | 18.94 % |
| Total | 132 | 100 % |

As shown in table2.16, the overwhelming majority of our subjects (81.06%) admit that their teachers try to solve the problems encountered when working in groups. These teachers care about students' preoccupations and try to encourage them through solving their problems. Doing so can greatly affect students' production. The rest of the respondents (18.94%); however, report that their teachers do not try to solve their problems and do not give help during CW. Students may lose motivation, be bored or even stop the task; since they have not received any help from their teachers and task or group problems left unsolved.

**17- The degree of improvement in students' writing**

Table 2.17

*The Degree of Improvement in Students' Writing*

|  | Number | Percentage |
| --- | --- | --- |
| High improvement | 43 | 32.58 % |
| Average improvement | 89 | 67.42 % |
| Low improvement | 0 | 0 % |
| Total | 132 | 100 % |

As it is indicated in table 2.17, the majority (67.42 %) of students declare that when they self-correct their writing tasks; they feel neither highly nor lowly improved. This implies that they ignore self-assessment skills and are not conscious about its significance; which in its turn means that, they rely more on their teacher's correction; the one they trust more. However, (32.58 %) feel highly improved; that is to say, self-assessment has a great role in improving students' writing proficiency; as well as, their autonomy and self-responsibility.

**18-The role of written expression courses in students' writing proficiency development**

Table 2.18

*The Contribution of Written Expression Courses in Developing Students' Writing Proficiency*

|  | Number | Percentage |
|---|---|---|
| Very much | 98 | 74.24 % |
| Somewhat | 34 | 25.76 % |
| Don't know | 0 | 0 % |
| Not very much | 0 | 0 % |
| Not at all | 0 | 0 % |
| Total | 132 | 100 % |

The results show that, the majority (74.24 %) of the respondents believe that "Written Expression" courses improve very much their writing proficiency. This leads us to think that; the programs meet students' needs, are well designed and reviewed in terms of contents and approaches as well. While (25.76 %) of them believe that the WE courses somewhat improve their writing proficiency. For that, time fixed to "Written Expression" should be satisfactory and should enable the students to cover what they are presented understandably without feeling they are rushing toward finishing the program by any means.

**19-Further suggestions concerning the use of collaborative writing to enhance students' writing proficiency**

At the end of the given questionnaire, we asked students if they have further suggestions or comments concerning our topic. They provided a variety of answers that begins with:

- The benefits of group work are great especially on the sociological side. In plain term, this technique helped them a lot in learning how to listen to others' opinions and

respect their ideas. On the psychological side, it has a role in building their confidence and lowering their tensions or anxiety.

- Some students note that CW has very positive effects on students' self-confidence. The latter is raised and strengthened as students have more opportunities to show what they know because they would feel less embarrassed than when they work individually. In other words, they feel at ease since everyone in the group shares the responsibility of the answers provided.

- In the same vein, other students report that sharing knowledge with other group mates generates a feeling of comfort in those who would enjoy the writing activity. It is further claimed that, CW enables some shy students to express themselves because working under such conditions creates a kind of challenge to them.

**2.2.2. Summary of Results and Findings of Students' Questionnaire**

Generally speaking, the results obtained from students' questionnaire about section I, show that females dominate our classrooms (83.33 %). Most of our respondents (80.30 %) are aged between 20 to 24 years old. The overwhelming majority (84.85 %) of students declare that English is their own study choice at the university level. Moreover, (44.70 %) of them believe to have an average level in English. However, the rest of our informants' level varies between being good or very good.

The results achieved from collaborative writing section (section II) indicate that, group work seems to be preferable to more than half of our informants (56.82 %). Thus, they refer to it as an opportunity to exchange ideas, improve language practice and promote interaction. The fact that is confirmed through the question about students' personality type; where (65.91%) of them describe themselves as extroverts, while (34.09%) are introverts. Furthermore, (70.45 %) believe that their personality affects positively and strongly positively their CW. The results revealed that (60.61%) of students have no problems when working

with their peers; they welcome collaborative tasks. Nonetheless, those who answer 'Yes' (20%) have encountered difficulties in expressing their ideas to the members of the group. (59.09 %) of students like to be supervised by their teachers during a CW; because they play a role in organizing, controlling, guiding and solving problems between group members.

The results achieved in section III, which is about the impact of collaborative writing on developing students' writing proficiency, point that most of students (59.85 %) benefit from group work; which represents each time a new learning experience for them. This technique or task helps them to exchange ideas, increase motivation, and develop English communicative competence. In the same vein, students assume that CW affects very positively their writing quality. Furthermore, they think that CW helps them identify learning problems and gives them opportunity to express their opinions. Moreover, (65.15 %) of students are aware about the skills adopted in group work due to teacher's guidance; that is directed toward getting information.  The overwhelming majority of students (81.06%) agree upon teachers' intervention to solve problems encountered when working with their peers. Moreover, for (67.42%) of students, self-correction does not really improve their learning outcomes. However, for (32.58%) self-correction highly improved their writing. This means that; self-assessment has a significant impact in improving or not students' general writing skill. Accordingly, (74.24 %) of our respondents believe that; their writing skill improvement depends more on Written Expression courses. As a conclusion, our respondents add further suggestions, in accordance with our topic, including mainly the sense of comfort and self-confidence they feel when sharing ideas with their peers.

To sum up, as regards to students' preferences for class working, group work seems to be preferable to a great number (63.64%), but they hope their teachers would give them the opportunity to choose  group work partners to avoid many learning problems.

**2.3. Teachers' Questionnaire**

**2.3.1. Sample Choice**

Our population sample includes teachers of written expression course; as well as, others teaching other modules of different levels; aiming at gathering different perspectives and thoughts relevant to our topic. The questionnaire had been handed to eighteen (18) teachers at the English department, at Guelma University, for the academic year 2015/2016; where they answered it anonymously.

**2.3.2. Description of Teachers' Questionnaire**

The teachers' questionnaire consists of (18) yes/no, open ended, and multiple choice questions divided into three sections.

Section one consists of general background information (2Qs) about teachers' qualification and English language teaching at the university level.

Section two is concerned with collaborative writing (Q3-Q10); and thus, includes teachers' experience in teaching written expression module, the major difficulties they face in its teaching, and their students' English mastery level. In addition to, how teachers like to organize classroom work; as individual, pair, or group work, and how they specifically manage group tasks. Furthermore, teachers are required to identify the group work problems and the way they intervene to solve them.

Section three is about the impact of collaborative writing on developing students' writing proficiency. (Q11- Q18) are about teachers' performed roles inside the classroom and students' reactions toward assigning group work. We designed two questions to know teachers' evaluation of CW, and their students' feelings towards it. Then, we try to discover teachers' used strategies in raising students' awareness towards the value of CW; as well as, their strategies to monitor the group. We conclude with a question about whether group work

reduces students' writing mistakes or not, and then, allowing teachers to give other suggestions for facilitating CW use inside the classroom.

### 2.3.3. Administration of Teachers' Questionnaire

The questionnaire has been administered at the English Department of Guelma University during a week. The questionnaire was handed out to (18) teachers and all of them have handed back their questionnaires.

### 2.4. Data Analysis and Interpretation

### 2.4.1. Analysis of Results and Findings

### Section One: General information

### 1-Teachers' graduation

Table 2.19

*Teachers' Graduation*

|  | Number | Percentage |
|---|---|---|
| License | 0 | 0 % |
| MA (Magister/Master) | 18 | 100 % |
| PHD (Doctorate) | 0 | 0 % |
| Total | 18 | 100% |

From the table 2.19 we see that none of our teachers hold Doctorate and License, where the hole has Magister/Master degree. It means that our department suffers from lack of doctors.

**2- Informants' teaching experience**

Table2.20

*Informants' Teaching Experience*

|  | Number | Percentage |
|---|---|---|
| Less than 5years | 3 | 16.67 % |
| More than 5years | 15 | 83.33 % |
| Total | 18 | 100 % |

Among the (18) teachers questioned, the majority of teachers (15) have been exerting teaching for more than 5years.While only (3) teachers have been teaching for less than 5 years. The information indicates that the majority of teachers (83.33%) have spent 5 to 10 years in teaching English at the university level, and (16.67%) of them have taught English for 1 to 5 years. Consequently, the results show that our English Department involves a considerable number of experienced teachers; which will positively contribute to achieving good learning outcomes; as well as, helping us to reach our research aim.

**Section two: Collaborative writing**

**3- Teachers' experience in teaching written expression**

Table 2.21

*Teachers' Experience in Teaching Written Expression Course*

|  | Number | Percentage |
|---|---|---|
| Yes | 8 | 44.44 % |
| No | 10 | 55.56 % |
| Total | 18 | 100 % |

We can notice that, more than half of our informants (55.56%) who negatively respond to the question, (44.44 %) reply positively. We can understand, according to this result, that not all our respondents have taught the written expression course.

**4- Teachers' teaching writing difficulties**

Table 2.22

*Difficulties that Face Teachers in Teaching Writing*

|  | Number | Percentage |
|---|---|---|
| Grammar | 10 | 55.56 % |
| lack of vocabulary | 0 | 0 % |
| Sentence structure | 4 | 22.22 % |
| Cohesion and coherence | 4 | 22.22 % |
| Total | 18 | 100 % |

Some of the teachers (10) opt for grammar; whereas, (4) of them choose sentence structure, cohesion and coherence. None of them has opted for lack of vocabulary.

**5- Students' level of writing proficiency in English**

Table 2.23

*Students' Level of Writing Proficiency in English*

|  | Number | Percentage |
|---|---|---|
| High | 0 | 0% |
| Above average | 1 | 5.56% |
| Average | 13 | 72.22% |
| Below average | 4 | 22.22% |
| Low | 0 | 0% |
| Total | 18 | 100% |

The majority of teachers (72.22%) agree that students have an average level in writing. However, (22.22%) of them opt for the below average. Just one teacher believes that his/her students' level is above average and none (0%) has chosen high or low.

**Reasons behind choosing 'below average'**

Teachers who opt for below average provide the following main reasons: Students lack writing strategies, knowledge of sentence structure, and most important they suffer from mother tongue intervention; and mainly in terms of ideas (translation).

**6- Teachers' students grouping in classroom activities**

Table 2.24

*Teachers' Organization of Students in Classroom Activities*

|  | Number | Percentage |
| --- | --- | --- |
| Individually | 5 | 27.78 % |
| In Pairs | 3 | 16.67 % |
| In groups | 10 | 55.55 % |
| Total | 18 | 100 % |

More than half of our informants (55.55%) ask their students to work in groups, while (27.78 %) require them to work individually and just (16.67%) want them to work in pairs. The results imply that; the majority of teachers agree upon the benefits of collaborative writing.

**7- Teachers' method of setting students' groups**

Table 2.25

*Teachers' Method of Setting Students' Groups*

|  | Number | Percentage |
|---|---|---|
| Randomly | 10 | 55.56 % |
| Sex/personality/learning styles | 0 | 0 % |
| Proficiency | 2 | 11.11 % |
| Students' choice | 6 | 33.33 % |
| Total | 18 | 100 % |

Table 2.25 shows that, (55.56%) of our respondents (55.56 %) set students' groups randomly, (33.33 %) choose the groups on the basis of students' choice. Only (11.11 %) of them follow their students' proficiency while sex/personality and learning styles do not seem to be considered at all. As a result, we can say that teachers, who set their students randomly, may find it easy; do it without a pre-plan. Others prefer to give their students freedom to choose their group mates; taking into consideration their psychology to avoid sensitivity and anxiety problems. Furthermore, teachers do not take into account students' proficiency as a basis for setting students' groups; this is perhaps, to protect group motivation and overcome the intended objectives of such collaborative activities.

## 8- Teachers' view of students' problems in group work

Table 2.26

*Teachers' Perspectives of Students' Problems in Group Work*

|  | Number | Percentage |
|---|---|---|
| Yes | 3 | 16.67 % |
| No | 8 | 44.44 % |
| Some how | 7 | 38.89 % |
| Total | 18 | 100 % |

(44.44 %) of teachers have said that students do not face any difficulty when working together. (38.89 %) of our respondents have opted for somehow; perhaps teachers should interact more with their students to discover their problems and try to solve them. While, (16.67 %) of them agree that students face problems when working with their peers; which can be a result of misunderstandings between some students; and which can totally destroy collaborative writing work objectives.

## 9- Group work problems

Table 2.27

*Group Work Problems*

|  | Number | Percentage |
|---|---|---|
| Poor help-giving | 2 | 11.11% |
| Unequal participation | 15 | 83.33 % |
| Inactive groups | 1 | 5.56 % |
| Total | 18 | 100 % |

Unequal participation or involvement, in the collaborative task, seems to be encountered as the major problem (83.33 %). However, only (11.11%) of teachersconsider poor help-giving as a major group writing problem, and (5.56 %) choose inactive groups. As it is indicated, more proficient/extrovert learners tend to dominate their groups with their ideas and suggestions; thus, depriving other students from participating and having chance to apply what they know. Two teachers observe that their students are unable to help each others when necessary;in contrast,  they compete rather than they collaborate. One teacher notes that some students are shy and do not have willingness to contribute with others.

**10- Teachers' intervention in solving students' writing problems**

Table 2.28

*Teachers' Intervention in Solving Students' Writing Problems*

|  | Number | Percentage |
| --- | --- | --- |
| Just underline the mistakes/errors | 5 | 27.78 % |
| Correct the mistakes/errors | 6 | 33.33 % |
| Write comments | 7 | 38.89 % |
| Use a code of symbols | 0 | 0 % |
| Total | 18 | 100 % |

This table provides four ways of dealing with some of students' encountered problems. According to the answers, (38.89%) of teachers prefer writing comments, (33.33%) of them like correcting mistakes/ errors, (27.78 %) just underline the mistakes/errors, and none (0%) has opted for a code of symbols.

**Section Three: The impact of collaborative writing on developing students' writing Proficiency**

**11-Teachers' classroom roles**

Table 2.29

*Teachers' Classroom Roles*

|  | Number | Percentage |
|---|---|---|
| As a source of knowledge | 5 | 27.78 % |
| As a guide and facilitator | 9 | 50 % |
| As a controller | 3 | 16.67 % |
| Total | 18 | 100 % |

Half of our informants (50%) consider themselves to be guides and learning facilitators, (27.78%) see themselves as a source of knowledge, while (16, 67%) view their role as a controller. This means that; teachers have significant roles to perform inside the classroom, and these roles should vary according to the given tasks; as well as, to the students' needs.

**Other suggestions**

Some teachers have mentioned other roles they perform in their classes; such as, an advisor, a feedback provider, a performer, a motivator ,a supervisor, an evaluator, and a corrector.

**12- Teachers' perspectives about students' motivation level in group work context**

Table 2.30

*Teachers' Perspectives about Students' Motivation Level in Group Work*

|  | Number | Percentage |
|---|---|---|
| Highly motivated | 1 | 5.56 % |
| Motivated | 14 | 77.78 % |
| Not motivated | 3 | 16.67 % |
| Total | 18 | 100 % |

The majority of teachers (77.78 %) assume their students to be motivated in group work context. One teacher (5.56 %) claims that they are highly motivated. While three teachers (16.67 %) notice that their students are not motivated when working in groups. According to these answers, most of teachers consider collaborative writing as a good strategy to motivate students to work together and benefit from each other.

**13- Teachers' evaluation of collaborative work impact on students' classroom writing proficiency**

Table 2.31

*Teachers' Evaluation of Collaborative Work Impact on Students' Classroom Writing Proficiency*

|  | Number | Percentage |
|---|---|---|
| Yes | 13 | 72.22 % |
| No | 0 | 0 % |
| Some how | 5 | 27.78 % |
| Total | 18 | 100 % |

As it is mentioned in table 2.31 above, the majority of teachers (72.22 %) have positively answered this question. However, five teachers out of eighteen (27.78 %) believe that CW develops somehow their students' writing skill. No one disagrees about the idea that CW has a negative effect on promoting students' writing proficiency. These results confirm that the majority of the teachers rely on CW tasks and do believe in the positive effect it can have on students' writing skill development.

**Justifications**

Collaborative work serves students at the content level because they exchange ideas and complete each other. It also helps them correct their language errors. However, most of the time students seem dependent on only one student in the group; as well as, the teacher has no chance to evaluate each student efforts and abilities.

**14- Teachers' descriptions of students' attitudes toward group working**

Table 2.32

*Teachers' descriptions of Students' Attitudes toward Group Working*

|  | Number | Percentage |
|---|---|---|
| Feel satisfied | 6 | 33.33 % |
| Feel more confident | 10 | 55.56 % |
| Feel less embarrassed to make mistakes/errors | 2 | 11.11 % |
| Feel unsatisfied | 0 | 0 % |
| Total | 18 | 100 % |

More than half of our teachers (55.56%) confirm that students feel more confident when working with their peers. Others (33.33 %) say that students feel themselves satisfied; while a small percentage (11.11 %) declares that students feel less embarrassed when making mistakes/errors, and no one feels unsatisfied. In fact, those who feel confident when working

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with others they sense a high degree of satisfaction, competence, and ability to correct their mistakes.

**15- Effective teaching techniques used to raise students' awareness towards group work advantages**

Table 2.33

*Techniques of Making Students Perceive the Advantages of Group Work*

|  | Number | Percentage |
|---|---|---|
| Simply explain why you are doing collaborative work | 15 | 83.33 % |
| Do brainstorming session about the value of group work | 3 | 16.67 % |
| Total | 18 | 100 |

The statistics related to this question show that (83.33 %) of our teachers simply explain why they ask students to collaborate in their task and work in groups. Although they actually care about making everything clear to their students, they simply explain the reasons of using CW. Only (16.67 %) of them do a brainstorming session about the value of group work, because they consider it useless to lose much time on doing such activity.

**16- Teachers' group monitoring strategies**

Table 2.34

*Teachers' Group Monitoring Strategies*

|  | Number | Percentage |
|---|---|---|
| Intervene and provide suggestions | 15 | 83.33 % |
| Check only if students are doing the activity | 0 | 0% |
| Wait until students call for help | 3 | 16.67 % |
| Total | 18 | 100 % |

Teachers assign an important and crucial role when they come to assign a group of students. For that, they select the suitable strategy for checking the groups' performance. The majority (83.33 %) claims that they intervene and provide suggestions. (16.67 %) of teachers wait until students call for help, and no one use to check his/her students' while doing the activity. This means that, teachers engage with their students in the activity by providing suggestions to help them complete a task. However, others prefer to stay aside waiting for students' call. In fact, the role of the teacher is to check closely what is going on during group activities step by step without dominating the group.

**Teachers' other suggestions**

Some teachers add that they ask their students to provide suggestions for the topic they like; for the purpose of making students feel at ease while working with each other and raising their group motivation.

**17-Teachers' opinions toward group work impact on students' language quality**

Table 2.35

*Teachers' Opinions toward Group Work Impact on Students' Language Quality*

|        | Number | Percentage |
|--------|--------|------------|
| Yes    | 17     | 94.44 %    |
| No     | 1      | 5.56 %     |
| Total  | 18     | 100 %      |

This table shows that allmost all teachers (94.44 %) do believe that CW reduces the students' writing mistakes and only one teacher disbelieves in this idea. Teachers provide the following justifications to support their beliefs.

**Justifications**

Teachers who said "yes" believe that:

- Group work can reduce students' writing mistakes via peer correction that can lead to avoidance of repeating the same mistakes.

- Students have different linguistic levels; and then, can complete each other. Consequently, one has rich vocabulary, another is good at spelling ,and a third one has good grammar...etc

For the teacher who said "No"; he/she claims that in large classrooms, it is so hard for teachers to reply CW. Time also matters in this case; without forgetting students who are introvert and cannot work in groups but they perform better when they work individually.

**18- Teachers' further suggestions about CW impact**

The last question was an open one given to teachers to provide us with further suggestions or perspectives about CW impact. Henceforth, they state the following:

- Teachers have to explain very well the goals behind using CW instead of individual writing, and insist on their students to use English while exchanging ideas to reach the goals they set from the beginning. They must also check on students while they are writing to make sure that they are working seriously.

- Teachers should choose writing dialogues to be performed as a role play, and it is better to use funny topics that will motivate and encourage students to work collaboratively.

- With the new technologies, it is worth to mention the importance of Online Collaborative Work like: Online Chats and Wikis.

**2.4.2. Summary of Results and Findings from Teachers' Questionnaire**

To sum up, section one results reveal that all of our informants (100%) have a Magister/Master Degree. Besides, the majority of them (83.33%) teach English for more than

5 years and only (16.67%) teach it less than 5 years. This implies that, they are proficient enough in teaching writing.

Teachers assume that the majority of students have an average level in writing; because they lack knowledge about writing strategies, lack practice of sentence structure, and suffer from mother tongue interference. A great number of our respondents (72.22%) agree upon the idea that collaborative writing is better than individual writing because when students collaborate together, they can learn from each other. In fact, (55.56 %) of teachers set their groups randomly, while others do it according to their students' choice; in order to, help them feel comfortable and satisfied. A large number of teachers think that group work do not represent any difficulty for students. For those who said yes, they note that the more their students are competent, the more unequal participation occurs. In the same vein, most of teachers intervene in solving students' writing problems/ inadequacies by writing comments, correcting mistakes/errors, underlining mistakes without giving correction.

The results achieved in section three, which discusses the impact of collaborative writing on developing students' writing proficiency, demonstrate that half of our respondents (50%) play a role of a guider and facilitator. Thus, our teachers make a lot of efforts to facilitate the learning process and mainly when assigning CW. Moreover, teachers perform more other roles inside the classroom such as: advisor, feedback provider, and corrector. (77.78%) of teachers notice that, students appear to be motivated when working in groups and mainly for writing purposes. This result reflects the benefits of students' gain when involved while in doing any collaborative writing task. (88, 89%) of teachers confirm that, students feel confident and satisfied. As a result, group work has an important role in raising students' motivation to achieve best learning outcomes. However, teachers raise their students' awareness towards the advantages of CW by explaining simply the reasons behind doing any activity and intervene or provide suggestions or guidance to their students whenever

necessary. In addition, CW has a great impact on reducing students' writing troubles; i.e., mistakes and errors; because they may receive immediate peer correction, and at the same time may learn and benefit from each other. At last, the findings show that, the majority of teachers believe that collaborative writing is an effective strategy that enhances students writing proficiency in English and promotes interaction between students.

**Conclusion**

This chapter is concerned with analyzing and getting concrete data about implementing pair/ group work in teaching and learning writing. As we have mentioned before, the analysis of both questionnaires showed positive results but with some limitations. After having analyzed students' questionnaire, we found that most of students enjoy group work because they have a chance to exchange ideas, experiences, and sometimes challenge each other. However, for others group work prevents them from having a space of freedom to examine their capacities, especially for introvert learners.

After having analyzed teachers' questionnaire, we noticed that the majority of them raise students' awareness towards the necessity of group work collaboration; because most of the time only one or two students do the work and the remaining ones do not make any efforts.

In general, only some students encounter some problems when working in groups, their teachers here make a lot of efforts to solve the problems encountered.

To sum up, the results of our questionnaires' analysis show that collaborative writing is a beneficial and preferable strategy for both teachers and students.

**Chapter Three**

**Pedagogical Implications and Recommendations**

**Introduction**

Based on the results presented in the previous chapter, this final chapter provides some pedagogical implications and tasks that can be beneficial for curriculum designers, educators, teachers and researchers; as they help improve teaching English language in general and writing skill in particular. Then, we acknowledge the limitations and suggest directions for future investigations in this research area.

**1. Pedagogical Implications**

The findings of this study have confirmed the view that students have the ability to teach and learn from others during collaborative writing. Thus, teachers can provide opportunities for students to interact and work collaboratively in small groups. In this way, students can become more autonomous language learners; as they exchange knowledge, skills, and strategies. More able students can guide and help the less able ones. Collaboration encourages students to develop their independence and learning responsibility to construct knowledge on their own.

Another important classroom implication is the need to prepare students carefully for collaboration. The purpose of collaboration needs to be explained clearly to students. Teachers cannot assume that students will share the same attitudes, goals, and motivation; when they are assigned to work in groups. Therefore, before collaboration, the teacher can ask students to discuss the benefits of group work, attitudes and behaviors that are conducive to language learning.

Teachers can demonstrate effective course and task planning and composing technique with a student or a colleague and be explicit about what works for successful collaboration.

Role-playing the collaboration process and modeling conflict resolution in class. It gives students an idea of what to expect during the process of collaboration.

However, the modeling of conflict resolution is dependent on the practices to be implemented inside the classroom. Thus, an appropriate approach would be best determined by the teacher in his or her particular teaching situation. Nonetheless, teachers can spend some time developing students' collaborative skills and help them to be comfortable with others in group. The importance for teachers in facilitating students' conflict management cannot be overestimated. Teachers need to ensure that the tasks they set and the guidance they provide can maximize opportunities for learning.

Moreover, if students are given the opportunity to choose or create their own contexts or topics to write on, it could have made the process of writing more exciting, motivating, and creative. It is important to let students choose the topic to write about by their own but under the close inspection of the teacher.

It is vital to emphasize that group members should be regarded as resources rather than competitors. Collection of resources can promote deeper analysis and synthesis of ideas and viewpoints. Teachers can create an atmosphere of interdependence among the collaborators, by encouraging them to support one another spontaneously with their diverse strengths and abilities. Students can also acquire important group skills such as tolerance, cooperation, and flexibility when they learn to work as a team.

## 1.1. Pedagogical Tasks

There are many collaborative activities that are either designed for the language classroom or easily adapted for language learning. The following are some collaborative activities that can be used most effectively in EFL classroom:

### 1.1.1 Think /Pair/Share

It is a simple and quick activity used by the teacher to develop and pose questions. This task gives students the opportunity to collect and organize their thoughts. "Pair" and "Share" components encourage students to be able to compare and contrast their understanding and thoughts with those of another, and to rehearse their response first with each other before going public with the whole class.

According to Crandall (1999) *'With think/pair/share, learners have several opportunities to develop their ideas, rehearse their language and content before having to commit to speaking in front of the entire class'* (p. 229).

### 1.1.2. Jigsaw

Jigsaw is the most important collaborative writing activity used to encourage communication in classroom. In this activity, students actively participate and involve with the group members to perform the tasks. So that, each group member possesses unique information. Mandall (2009) explains '*The group product cannot be completed unless each member does his or her part, just as a jigsaw puzzle cannot be completed unless each piece is included'* (p.98).

### 1.1.2.1. Jigsaw II

In a variation called Jigsaw II (Slavin, 1980; cited in Arnold, 1999), all students are first given common information. That is, members of the same group are assigned the same topic, but focus on separate sub-topics. Each member must become 'expert' on his/her specific topic in order to teach the other members of the group. Students take tests individually, and the group scores are recognized through a class newsletter.

When implement Jigsaw II technique in the classroom, the teacher needs to follow these steps: (retrieved from Elliot Aronson Web Site Copyright 2000-2013)

- Divide students in 4 or 5 member jigsaw groups. The group should be diverse in terms of gender, ethnicity, race, and ability ;

- Appoint one student from each group as the leader. Leaders intervene whenever having problems ;

- Divide the task into 4 or 5 segments ;

- Assign each student to learn one segment, taking the advantage of using the 'expert sheets' ;

- Form" expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment, and to rehearse the presentations they will make to their jigsaw group ;

- Bring the students back into their jigsaw groups ;

- Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification ;

- Float from group to group, observing the process. If any group is having trouble (e.g. a member is dominating or disruptive), make an appropriate intervention.

- At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

**1.1.3. Roundtable / Round robin**

Roundtable and Round robin are two activities developed by Kagan (1994). In both activities, Round robin is taken orally each one takes his turn to speak. Hence, in Roundtable every member of the group takes a turn to write on one share piece of paper, answer the question, and pass it to all members of the group. The turns continue until the time is over, or when some students do not have information about the question.

For that, Crandall (1999) states '*These activities are excellent for capturing ideas in brainstorming, for developing common background information, and for identifying possible directions for future activities.*' (p. 231)

**1.1.4. Group Investigation**

This activity developed by Sharan and Sharan. In this method, students form their own groups. These groups are responsible for doing their own plan, carry out the study, develop their report, and present it to the class. They choose topics from a unit being studied by the entire class. These topics are broken into individual tasks and each group presents its findings to the whole class (Arnold 231). According to (Sharan and Sharan, 1992: 185 in McCafferty et al, 2006):

In this technique, students work together on projects:

1. The whole class works on overall theme, with each group investigating on one aspect of the theme.

2. Students work either in teacher-assigned heterogeneous groups or in groups based on interest with same subtopic.

3. Each group decides how it will conduct its investigation and assigns tasks to the members.

4. Group plan and carry out presentations of their findings to the whole class.

5. Evaluation is done by each student of themselves, their group mate, the other groups, and the teacher.

**1.1.5. Buzz Groups**

According to Mandall (2009) Buzz groups are teams of four to six students that formed quickly. They discuss a particular topic or different topics allotted to them. Buzz Groups serve as a warm-up to the whole-class discussion. They are effective for generating information and ideas in a short period of time. This technique could be used to write essays.

### 1.1.6. Write Around

Mandall (2009) states that, for enhancing students' creative writing or summarizing; teachers can give a first part from a sentence. For example, (If there were no plants on the earth…/ A man met an alien on the sea shore…). Then, all students in each team have to finish the sentence. Next, they pass the paper to another range, read the one they receive, and add a sentence to that one. After a few round, good summaries or stories develop. Students should be given time to add a conclusion and edit their favorite story to share it with the class.

### 1.2. Selecting Writing Activities

Teachers have to show interest on learners' needs. When requirements are available especially in selecting the appropriate activities, students will be more motivated and interested. The variation of tasks would enhance the success of learning.

### 1.2.1. Students Requirements

Throughout the writing skill, students face problems and require or need solutions. The role of the teacher here is to fulfill their needs by providing the following points:

- **Information:** teachers have to explain the writing tasks clearly. Because learners need to understand the task and the aim behind it. These will help them answer and complete the activities easily.

- **Language: "***If students need specific language to complete a writing task we need to give it to them (or help them to find it) this may involve offering them phrases, parts of sentences or words.*"** (Harmer, 2004: 62-63).

That is to say, students always lack vocabulary in dealing with the writing tasks as well as find difficulties in putting words in the appropriate place.

### 1.3. Effective Planning of Group Work Activities

Setting collaborative groups is not an easy task. For this reason, teachers are provided with some steps that can be useful in planning group work:

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- Considering group size: Small or large groups.

- Deciding about the number of students in each group.

- Time division: Specify the time required to finish the activity.

- Assessment and evaluation: The former, involves students making judgments about their own work (self-assessment), or judging the work of their peers (peer assessment). The latter means, the teacher asks his students about the beast and the worst things they have experienced in group work.

- Allocating marks: Teachers can give either the same mark to the whole group, or individual marks. They can equally divide the mark between individual contribution and whole group achievement.

### 1.3.1. Groups' Formation

There are many factors teachers should take into account when forming the groups:

- Sex

- Proficiency

- Students' preferences

- Randomly

## 2. Characteristics of collaborative writing and its nature

There are some essential characteristics which have a great impact on the language classroom.

### 2.1. Positive independence

Positive independence is the feeling of working together and helping each other to

gain common goal. It enables students to see the benefits of their group work as well as maximize their interaction through sharing their group mates' ideas and materials.

For that, Crandall (1987) notes that, "*Cooperative groups share a common goal; each*

*learner has an essential role to play if the goal is to be achieved.*" (Cited in Arnold, 1999:127)

Good & Brophy (2008) report that positive interdependence means all of these traits

'*goal interdependence*', '*task interdependence*', '*resource interdependence*', '*role interdependence*' , and '*reward interdependence*' (p.191). According to Johnson and Johnson (1999) in

- Positive Goal Interdependence: students perceive that they can achieve their learning goals, if all the members attain their goals.

- Positive Reward Interdependence: each group member receives the same reward when the group achieves its goals.

- Positive Resource Interdependence: each group member has only a portion of the resources, information, or materials necessary for the task to be completed. The members' resources have to be combined for the group to achieve its goals.

- Positive Role Interdependence: teachers create role interdependence among students when they assign them complementary roles such as reader, recorder, checker, etc.

## 2.2. Face-To-Face Interaction

Johnson and Johnson (1999) claims that, Students need to arrange themselves for direct eye-to-eye contact and face-to-face conversations. A group of two to five is typically enough to encourage all members participate. Collaborative groups are heterogeneous on purpose, teacher here provides every student with opportunities to maximize his or her contribution according to his/her abilities.

In other words, Face to face interaction is an essential condition to realize students' social skills, friendship, leadership, trust, communication, and resolve conflicts.

**2.3. Individual and group Accountability**

Individual accountability means each member of the group must be responsible of his/her personal performance. As Parveen states:

> 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
> for contributing his or her fair share to the group's success (951).

We can notice that, individual accountability take into consideration both individual and group performance. For that, each student contributes for the success of the whole group.

**2.4. Group Processing**

According to Crandall (1999) when students engaged in group tasks, they have to decide/ reflect about each member contribution, and overcome difficulties encountered during the task process. Here, he notes that '*Through this processing learners acquire or refine meta-cognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turns. In that reflection they also engage in language use'* (p. 229).

**3. The Role of Teachers in the Process of Collaborative Writing**

(Harmer, 2004: 41-42), identifies five roles of the teacher to perform before, during, and after students writing. Here are they:

**3.1. Demonstrating**

In this context, the teacher helps students learning how to write in a good way and how to use language correctly. In other words, he makes them aware about conventions; such as, focus on punctuation, spelling, capitalization, grammar, dictating, and correct broken paragraphs which help them know the language rules for better writing quality.

**3.2. Motivating and Provoking**

The role of the teacher is motivating students to write through guiding and helping them when they feel lost. He tries to check students' responses, give guidelines on how to start writing, and reduce their anxiety. This can help and provoke students to write better.

**3.3. Supporting**

A teacher needs to be supportive through helping students overcome difficulties that they face during the writing process.

**3.4. Responding**

The teacher responds to students' writing through giving suggestions and comments about the content, form, and errors' improvement.

**3.5. Evaluating**

Teachers' evaluation is an important tool to determine whether students benefit from the teaching practices or not. They evaluate students through tests by focusing on their writing mistakes/ errors and giving marks; in order to improve their writing skill.

**4. The role of students in the process of collaborative writing**

Each member is assigned a specific role and needs to fulfill this role according to his/ her knowledge.

**4.1. Checkers**

They are responsible for checking the grammar errors that have not been edited by the group members, or that have been wrongly identified.

**4.2. Cheerleaders**

Praise the group member who makes improvement; in addition to, the members who encourage the silent students to participate in group discussion.

**5. Limitations of the Study:**

Although the present study has revealed important insights for collaborative writing in foreign language teaching and learning, some limitations need to be acknowledged.

➤ This study is limited to second-year students at the English department of Guelma University. Thus, generalization of its findings is limited to its targeted population; which does not allow generalizing them on a larger scale.

➤ In addition, the number of teachers' sample is not enough, in fact. Consequently, it is difficult to generalize the results on a larger population.

➤ This study is also limited in time. As a result, we cannot cover all the elements that should be treated. For instance, we had decided to make an experimental test; unfortunately, we have deleted it because of time limitation. If future studies can be conducted over a longer period of time, the results may be different. Consequently, the limitations might have influenced the achieved results.

➤ Another limitation is related to the instruments used in the data collection procedures. This study may have generated more reliable results with multiple data sources. For example, interviews with teachers, students, and classroom observations. Using data from different sources would allow us to use a variety of methods; in order to give validity to the findings.

➤ Finally, the study is based on a quantitative method. However, qualitative methods; such as, video and audio recording are not used in this study.

**6. Suggestions for further research**

The results of this study can lead future researchers to investigate other related areas. In this regard, the following potential suggestions and insights can be useful for more research.

Students need to be trained how to work collaboratively. Without training, collaborative writing will not be beneficial. Students would not be able to share knowledge with others, if their teachers did not give them practical training in how to work collaboratively. Students should understand that collaborative writing means encouraging, sharing responsibility, communicating, and trusting each other.

This suggestion supports Min's study (2006), which investigates the effect of training students to become better peer reviewers. The results show that, training helped students to improve their performance in peer review, build their confidence, and increase their ability to comment on global issues. All trainees were more satisfied with this training because it helps them develop their linguistic, cognitive, psychological, and methodological skills effectively.

Some EFL teachers may be unwilling to correct and give feedback on students' essays because of the large numbers in their classes, and the length of time it may take to correct their mistakes. Integrating the process approach to writing with collaboration could train students themselves to correct and give feedback to each other. Peer feedback helps students to become more self-aware, engage in self-reflection, self-expression, and contribute to decision making (Storch, 2004; Ferris, 2003).

**6.1. The use of computer technology to teach collaborative writing**

The use of technology is effective in enhancing the writing proficiency.

**6.1.1. E-mail:**

There are many reasons why e-mail is beneficial for students, teachers, and education. At first, by using e-mail students become familiar with a communication tool that is vital to their survival in the 21st century. In the world of business, education, politics, and technology, electronic mail is quickly taking the place of voice, paper, and fax communication.

Second, the teacher can interact with a student or a group of students working on a project at times that are more convenient to the student, group, and the teacher. The vital

interaction and feedback that takes place between them over a writing task is not limited to the borders of a classroom.

At last, using e-mail can also save class time for some assignments. Teachers can send assignments and announcements electronically to the group. For example, if a teacher has to remind the students of a certain assignment, he can send one message to the entire group. This can save valuable class time.

### 6.1.2.Using Google Documents for Collaboration

Google Documents is a useful application for teachers to keep track of their students' progress in collaborative writing. They can access the documents on their screen, monitor the progress of their students, see who is writing, and what is being written. Also, the use of Google Documents helps students to interact with each other and using computer for their writing.

Chinnery (2008), states that Google Docs is a productive tool where learning activities can be designed differently and creatively. For instance, an instructor might post a text intentionally replete with errors for learners to correct. Likewise, learners can easily peer-edit, as this program leaves an editing trail.

### 6.1.3. Wiki Applications

Erben et al (2009), define wiki as a collaborative website that many people can work on or edit. It allows a group of people to freely create and edit web page content; i.e., an online resource for which content can be created collectively. Photographs and video recordings can also be embedded in a wiki. (PP.133-135)

### 6.1.3.1 Applications of Wiki in Collaborative Writing

In reviewing the empirical research studies on wiki and collaborative writing, we think of some suitable wiki applications for collaborative writing.

➢ Wiki provides students with a better learning environment that is positively reflected on their writing achievement of the English language.

➢ Wiki motivates students towards an independent practice of English language. This can clearly take place through group work activities; when students check the editing information for another student.

➢ Wiki develops collaborative writing among students because they learn through exchanging ideas to solve their own mistakes. Wiki provides great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.

➢ Wiki reinforces students with a sense of ownership and authority which promote responsibility for their writing.

➢ Wiki lets students feel comfortable to revise their partners' work and express themselves in discussions.

➢ The content in wiki is available to every student to learn from others' work.

➢ Wiki helps students to build their self- confidence in English foreign language writing. This is obvious because wiki enables them to remind and encourage their partners to complete the writing products.

### 6.1.3.2. Guidelines for Working with Wikis

Holzinger (2008) addresses the following guidelines for working with wikis:

First of all, an emphasis has to be put on the main characteristics of collaborative work. From the beginning, it is essential to emphasize that there will not be individual ownership of contributions. Thus, all members of the group need to work together for editing others' work.

Students are also taught that the wiki concept depends on the regular changes made to its content. Moreover, students should be encouraged to contribute to a wiki page even though the presentation might not be the final version yet. A wiki enables the successive development of content.

At last, students are requested to review their peers' contribution critically in order to improve the content quality. They correct the spelling mistakes, formal mistakes and content mistakes. (pp. 88- 89)

West and West (2009) suggest some instructions for teachers to prepare themselves for their roles in creating wiki projects. These instructions are:

**1.** Teachers should be familiar and comfortable with the read-write Web. They must glance at what other instructors are doing with blogs and other interactive Web technology.

**2.** Teachers should have a clear idea about the suitable wiki environment in order to implement it inside the classroom.

**3.** Wiki projects must include 'sandbox' to allow students insert texts, images, hyperlinks, and charts.

**4.** Teachers must survey their wiki in various browsers, computers, and be familiar with how learners might select the wiki environment.

**5.** Teachers must be ready for their learners' questions and inquires.

**6.** Finally, teachers should prepare the framework of the project and give instructions to their learners to facilitate wiki working. (p.30)

In addition, West and West (2009) indicate that the following strategies are suggestions to help students' preparation for wiki work:

**1-** It is important to join wiki concepts and expectations into pre-course communications as well as the online course syllabus. Thus, students will see a relevance relationship between the educational value and goals of the wiki project to overall course purposes.

**2-** If teachers want their students to complete a pre-course survey, they must integrate questions related to Web abilities, collaboration, and teams' work. Doing so, instructors can be able to determine learners who may need assistance and identify their position into teams.

**3-** It is necessary to design a practice page in the wiki site in which learners can add and edit knowledge. On the other hand, this will present sample wikis that teachers designed for their students' preparation.

**4-** Instructors must also help their learners answer the question "what is a wiki?" before the project starts.

**5-** Teachers will be able to engage wiki projects from the beginning of the semester with their learners; through creating links to display projects on the Web. (pp. 30-31)

Briefly said, teachers control learners' preparation for wiki, evoke significant skills and behaviors; as well as, orient them to the new learning environment.

**6.1.4. A process for the online collaborative writing task**

**6.1.4. 1. Brainstorming/planning:**

Members in a group need to brainstorm what they would like to write in their group reflection. They need to post their ideas on blogs, ask to read each other's ideas, and provide feedback using the function of comment on blogs.

**6.1.4. 2. Drafting**:

Students begin to write the draft of their reflection based on the ideas they bring up.

**6.1.4. 3. Revising/ Editing:**

After finishing the drafts, students need to discuss what to delete from the product and make improvement including grammar, vocabulary use, organization, spelling, and punctuation.

**6.1.4.4. Publishing:**

After all members reach a consensus about the final product, they will initiate a post to publish it on the group blog.

**6. 2.4. Supporting collaborative writing with teaching materials**

**6.2.4.1. Using the Board**

Writing on the board has a great impact on increasing students' collaborative writing. It enhances students to move from their chairs to the board in front of everybody in the classroom. This technique of teaching is suitable for those who are courageous and have confidence. It gives also the opportunity for everyone in the classroom to see and notice what is going on.

**6.2.4.2. Large sheets**

Large sheets of paper allow two or more learners to read what is being written and to contribute in develop it. In one group, pairs created mind-maps together and write their ideas on the same sheet.

**6.2.4.3. Pictures**

They can provide a good focus for group discussion and a stimulus for writing. The teacher here encourages learners to identify questions about the scene depicted as a starting point for their discussion.

**7. Recommendations for both EFL teachers and learners**

Following the findings of this research, a number of recommendations can be discussed for further investigation. Therefore, we wish to emphasize the following:

**7.1. Recommendations for teachers**

➢ Teachers should allow more time to the written expression courses to help students practice the writing tasks.

➢ Written expression teachers need to provide a real classroom atmosphere with the best learning environment; so that, learners can write and interact freely in the classroom.

➢ Teachers could facilitate the collaborative session by providing assistance when needed or to show how to collaborate.

> Teachers should draw their students' attention towards the effectiveness of such technique in developing their performance, production, and social skills.

## 7.2. Recommendation for learners

> Students have to be more conscious about the importance of practicing collaborative tasks. Moreover, the students should speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation.

> Students need to work together and organize themselves for planning, making decisions, and solving problems.

**Conclusion**

When it comes to writing, teachers may encounter certain problems on the part of learners; such as, lack of building coherent compositions. Consequently, it is very important for them to utilize different types of tasks, provide learners with adequate amount of input, actively involve them in the class procedures, and encourage them to be more creative in their writing. The purpose behind implementing these tasks is to reach a positive conclusion in an EFL classroom. Besides, this work opens issues for further development in which other investigations could take into account.

**General Conclusion**

This study aims at examining the impact of collaborative writing on developing students' writing skill. It is carried out with second year LMD students at the English Department of Guelma University. Our study has almost interpreted the hypothesis stated: if teachers use collaborative writing techniques, students will be able to write more proficiently.

In order to investigate the hypothesis, we designed two research questionnaires administered for both EFL teachers and learners. In fact, we deduce that the majority of second year students at the English Department of Guelma University lack competence in writing; as problems in sequencing ideas, grammar mistakes, and poor vocabulary. Teachers then have to think how to come up with suitable methods and techniques in order to enhance their students' writing skill.

Collaborative writing is suggested to be a good method that helps weak students to learn from the good ones. As students assess their classmates' writings, they decide on the strengths and weaknesses of their papers and gradually learn to determine what actually works and what does not. Thus, they become aware of the similar mistakes they make in their own writings and grasp knowledge to solve them.

Throughout this study, we try to highlight some pedagogical tasks that can be used by written expression teachers to improve their students' writing productions. Our aim is to achieve a single goal; that of enabling students to work collaboratively and learn from each other. We have also provided some recommendations for both EFL teachers and learners which can help them improve the teaching/learning writing skill quality and achieve good outcomes.

To sum up, the findings have confirmed our main hypothesis: students' writing skill is developed through the use of group work. In other words, both EFL teachers and students have strongly agreed that CW is the best technique to enhance students' writing skill.

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**Appendix One**

**Students' Questionnaire**

Dear student,

This questionnaire aims at investigating the impact of collaborative writing on developing the writing proficiency. The findings would help us provide information to confirm or reject our Master research hypothesis. The questionnaire won't take long and is completely anonymous and confidential. Thank you in advance.

**Would you please tick (✓) the right answer or fill in with information where necessary.**

Names: HAFIANE Zineb

BOUAICH Salima

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## Section One: General Information

1- Gender : Male ☐      Female ☐

2- Age: ………………years.

3- Is it your choice to study English?

| Yes | |
|-----|---|
| No | |

4- How could you describe your level in English?

| Very good | |
|-----------|---|
| Good | |
| Average | |
| Bad | |
| Very bad | |

## Section Two: Collaborative Writing

5- How do you like to write?

| Individually | |
|--------------|---|
| In pairs | |
| In group | |

**6-** How would you describe your personality?

| | |
|---|---|
| very extroverted | |
| extroverted | |
| neither extroverted nor introverted | |
| introverted | |
| very introverted | |

**7-** How does your personality affect CW?

| | |
|---|---|
| Strongly positively affects | |
| Positively affects | |
| Neither positively affects nor negatively affects | |
| Negatively affects | |
| Strongly negatively affects | |

**8-** Do you face difficulties when working in pair or in group?

| | |
|---|---|
| Yes | |
| No | |
| Some how | |

**9-** If yes, is it because of?

| | |
|---|---|
| Having difficulty to express your ideas to the members of the group | |
| Disliking someone corrects your mistakes | |
| Feeling anxious with others' comments | |

**10-** Do you like teachers' supervision when you work in groups?

| | |
|---|---|
| strongly like | |
| like | |
| neither like nor dislike | |
| dislike | |
| strongly dislike | |

**Section Three: The Impact of Collaborative Writing on Developing the Writing Proficiency**

**11-** Do you benefit from others when you work in groups?

| | |
|---|---|
| Lot | |
| Little | |
| Nothing | |

**12-** Do you think that working in groups help you to?

| | |
|---|---|
| Develop and exchange different ideas and information | |
| Increase your motivation | |
| Decrease your anxiety | |
| Develop your English communicative competence | |

**13-** In your opinion, how can CW influence the quality of your work?

| | |
|---|---|
| very positively | |
| positively | |
| Neither positively nor negatively | |
| negatively | |
| very negatively | |

If yes, explain why?

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

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

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

**14-** Does your teacher raise your awareness towards the skills of group work?

| | |
|---|---|
| Yes | |
| No | |

**15-** If yes, does he/she tell you how to:

| | |
|---|---|
| Get information | |
| Respond to questions | |
| Evaluate your writing skill/ composition | |
| Evaluate the writing skill/ product of your peers | |

**16-** Does the teacher intervene to solve problems encountered when you are working with

your peers?

| | |
|------|--|
| Yes  |  |
| No   |  |

**17-** What do you notice when you correct writing tasks?

| | |
|--------------------|--|
| High improvement   |  |
| Middle improvement |  |
| Low improvement    |  |

**18-** To what extent did the written expression courses help you improve your writing skill?

| | |
|---------------|--|
| Very much     |  |
| Somewhat      |  |
| Don't know    |  |
| Not very much |  |
| Not at all    |  |

**19-** Do you have any criticism or suggestions to provide? Please feel free to write them

below

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

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**Thank you a lot for your cooperation**

**Appendix Two**

**Teachers' Questionnaire**

Dear teachers,

For the purpose of accomplishing our master dissertation in linguistics, you are kindly requested to answer the following questions concerning the use of collaborative writing as a tool to enhance students' writing proficiency. We will really be so grateful for this academic collaboration and guidance that will result in better judgments.

**Please, tick (✓) the appropriate answer or make a full statement when necessary.**

**Thank you in advance for your cooperation.**

Names: HAFIANE Zineb

BOUAICH Salima

Level: Master 02; L.M.D

Department of English

Faculty of literatures and languages

University of 8 May 1945, Guelma

**Section One: Teachers' Qualification**

1- Grade:

| | |
|---|---|
| License | |
| MA (Magister/Master) | |
| PHD (Doctorate) | |

2- How many years have you been teaching English at the university?

| | |
|---|---|
| Less than 5years | |
| More than 5years | |

**Section Two: Collaborative Writing**

3- Have you taught Written Expression module?

| | |
|---|---|
| Yes | |
| No | |

4- What are the major difficulties you face in teaching written expression module?

| | |
|---|---|
| Grammar | |
| lack of vocabulary | |
| Sentence structure | |
| Cohesion and coherence | |

**5-** How can you describe your students' writing level in English?

| | |
|---|---|
| High | |
| Above average | |
| Average | |
| Below average | |
| Low | |

If 'below average' or 'low', can you say why, please?

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

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

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

**6-** When you give a classroom activity to your students, do you ask them to work?

| | |
|---|---|
| Individually | |
| In pairs | |
| In group | |

**7-** Do you set the groups on the basis of?

| | |
|---|---|
| Randomly | |
| Sex/personality/learning styles | |
| Proficiency | |
| Students' choice | |

**8-** Do you think that your students face problems when working in group?

| Yes | |
|---|---|
| No | |
| Some how | |

**9-** Have you encountered these problems?

| Poor help-giving | |
|---|---|
| Unequal participation | |
| Inactive groups | |

**10-** How do you intervene in solving these problems?

| Just underline the mistakes/errors | |
|---|---|
| Correct the mistakes/errors | |
| Write comments | |
| Use code of symbols | |

**Section Three: The Impact of Collaborative Writing on Developing Students' Writing Proficiency**

**11-** How do you consider your role in the class?

| As a source of knowledge | |
|---|---|
| As a guide and facilitator of learning | |
| As a controller | |

Others please specify

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

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

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**12-** When students work in groups do they appear?

| | |
|---|---|
| Highly motivated | |
| Motivated | |
| Not motivated | |

**13-** Does collaborative work enhance your students' writing skill?

| | |
|---|---|
| Yes | |
| No | |
| Some how | |

Please justify your answer

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

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**14-** When your students work in groups, do they?

| | |
|---|---|
| Feel satisfied | |
| Feel more confident | |
| Feel less embarrassed to make mistakes/errors | |
| Feel not good at all/unsatisfied | |

**15-** How do you raise your students' awareness towards the value of collaborative work?

| | |
|---|---|
| Simply explain why you are doing collaborative work? | |
| Do brainstorming session on the value of group work | |

**16-** During the collaborative activity, how do you monitor the groups?

| | |
|---|---|
| Intervene and provide suggestions. | |
| Check only if students are doing the activity. | |
| Wait until students call for help. | |

If there are others, can you specify please?

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

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

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

**17-** Do you think that group work can reduce students' writing mistakes and/or errors?

| | |
|---|---|
| Yes | |
| No | |

Please, justify how

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

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

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**18-** Further suggestions concerning using collaborative writing in classroom to develop

students' writing proficiency are welcomed

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

**Thank you a lot for your cooperation**

*We are each of us angels with*

*Only*

*One wing and we can*

*Only*

*Fly by embracing one another.*

*Luciano de Crescenzo*

# GENERAL INTRODUCTION

**1.** Statement of the Problem

**2.** Aims of Study

**3.** Research Questions

**4.** Research Hypotheses

**5.** Research Methodology and Design

**5.1.** Choice of the Research Method

**5.2.** Tools of Investigation

**5.3.** Population of the Study

**6.** The Structure of the Dissertation

# Chapter One

**Chapter One: The Impact of Collaborative Writing on Developing the Writing Proficiency**

**Part One: The Writing Proficiency**

**Introduction**

**1.** The Writing Proficiency

**1.1.** Definition.

**1.2.** Stages of the Writing Process

**1.2.1.** Pre-writing

**1.2.2.** Composing / Drafting

**1.2.3.** Reviewing / Revising

**1.2.4.** Editing

**1.2.5.** Publishing

**1.3.** Components of the Writing Proficiency

**1.3.1.** Organization

**1.3.2.** Clarity

**1.3.3.** Coherence

**1.3.4.** Word choice

**1.3.5.** Mechanics

**1.4.** Writing Approaches

**1.4.1.** The Product Approach

**1.4.2.** The Process Approach

**1.4.3.** The Genre Approach

**Part Two: Collaborative writing**

**2.** Collaborative Writing

**2.1.** Definition

**3.2.1.4.** Self-confidence

**4.** Benefits of Collaborative Writing in EFL Classes

**Conclusion**

# Chapter Two

**Chapter Two: Field Investigation**

**Introduction**

**2.1.** Students' Questionnaire

**2.1.1.** Sample Choice

 **2.1.2.** Description of Students' Questionnaire

**2.1.3.** Administration of Students' Questionnaire

**2.2.** Data Analysis and Interpretation

**2.2.1.** Analysis of Results and Findings

**2.2.2.** Summary of Results and Findings from the Students' Questionnaire

**2.3.** Teachers' Questionnaire

**2.3.1.** Sample Choice

**2.3.2.** Description of Teachers' Questionnaire

**2.3.3.** Administration of Teachers' Questionnaire

**2.4.** Data Analysis and Interpretation

**2.4.1.** Analysis of Results and Findings

**2.4.2** Summary of Results and Findings from the Teachers' Questionnaire

**Conclusion**

# Chapter Three

# Chapter Three: Pedagogical Implications and Recommendations

## Introduction

**1.** Pedagogical Implications

**1.1.** Pedagogical Tasks

**1.1.1.** Think /Pair/Share

**1.1.2.** Jigsaw

**1.1.2.1.** Jigsaw II

**1.1.3.** Roundtable / Round robin

**1.1.4.** Group Investigation

**1.1.5.** Buzz Groups

**1.1.6.** Write Around

**1.2.** Selecting Writing Activities

**1.2.1.** Students Requirements

**1.3.** Effective Planning of Group Work Activities

**1.3.1.** Groups' Formation

**2.** Characteristics of Collaborative Writing and its Nature

**2.1.** Positive Independence

**2.2.** Face-To-Face Interaction

**2.3.** Individual and group Accountability

**2.4.** Group Processing

**3.** The Role of Teachers in the Process of Collaborative Writing

**3.1.** Demonstrating

**3.2.** Motivating and Provoking

**3.3.** Supporting

**3.4.** Responding

**3.5.** Evaluating

**4.** The Role of Students in the Process of Collaborative Writing

**4.1.** Checkers

**4.2.** Cheerleaders

**5.** Limitations of the Study

**6.** Suggestions for Further Research

**6.1.** The Use of Computer Technology to Teach Collaborative Writing

**6.1.1.** E-mail

**6.1.2.** Using Google Documents for Collaboration

**6.1.3.** Wiki Applications

**6.1.3.1.** Applications of Wiki in Collaborative Writing

**6.1.3.2.** Guidelines for Working with Wikis

**6.1.4.** A process for the Online Collaborative Writing Task

**6.1.4.1.** Brainstorming/Planning

**6.1.4.2.** Drafting

**6.1.4.3.** Revising/ Editing

**6.1.4.4.** Publishing

**6. 2.4.** Supporting Collaborative Writing with Teaching Materials

**6.2.4.1.** Using the Board

**6.2.4.2.** Large Sheets

**6.2.4.3.** Pictures

**7.** Recommendations for both EFL Teachers and Learners

**7.1.** Recommendations for Teachers

**7.2.** Recommendation for Learners

**Conclusion**

# ملخص

تهدف هذه الدراسة إلى معرفة أثر تطبيق تقنية الكتابة الجماعية على تحسين ملكة الكتابة عند طلبة السنة الثانية من نظام (ل.م.د) قسم لغة انجليزية، بجامعة 8 ماي1945 -قالمة- ولغرض إعطاء مصداقية لهذه الدراسة، قمنا بالاعتماد على استبيانين: وزع أحدهما على عينة الدراسة المتمثلة في (132) طالب من طلبة السنة الثانية انجليزية، بينما وزع الآخر على (18) أستاذ من أساتذة القسم.

بينت النتائج المتحصل عليها أن تقنية الكتابة الجماعية ناجعة لتطوير مهارات الطلبة الكتابية، كما برهنت كذلك على تأييد الأساتذة لفرضية البحث الأساسية، و التي تتمحور حول الأثر الايجابي لاعتماد تقنية الكتابة الجماعية في القسم والتي - حسب رأي الأساتذة- تؤدي إلى رفع مستوى اكتساب اللغة و التحفيز على المشاركة، بالإضافة إلى تنمية الروح الاجتماعية لدى الطلبة. زيادة على ذلك اتَخذ كل من الطلبة و الأساتذة موقف ايجابي إزاء تطبيق هذه التقنيات لخلق جو ملائم للتنافس و التقليص من حدة التوتر لدى الطلبة داخل القسم و بعث روح المشاركة و تنمية المهارات التواصلية.

# APPENDICES