

PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



UNIVERSITY CENTRE "SALHI AHMED" NAAMA

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Group Work as Motivational Factor in Enhancing Students' Writing Skill:

The Case of Third Year EFL Students at Naama University Centre

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfilment of the requirement for the degree of Master in Linguistics.

Presented by:

Miss. Sabah OUBACHIR

Supervised by:

Mrs. Bekhta BELAID

BOARD OF EXAMINER

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Academic year: 2019-2020

Dedication

I dedicate this work:

To my parents whose love always strengthens me, God bless them now and forever.

To my lovely Sister Ahlam who is the light of my life, and who has provided me with support, love and understanding.

To my brothers: Sidi Mohammed and Adam.

To all the family members of Oubachir and Achachi.

To my freinds: Rania, Habiba, Sonia, Tahar and Abdelhak.

To my teachers;

To all the people who cooperated with me to make this dissertation a success.

Acknowledgements

First and foremost, I would like to thank “*ALLAH*” for giving me strength and capacity to do this work.

This dissertation could not have been completed without the help of my teacher and supervisor *Mrs. BELAID Bekhta* to whom I would express my sincere thanks. I am grateful for her encouragement, kindness, patience and insightful advice throughout the completion of this work.

Heartful thanks go to the board of examiners who bothered reading my dissertation and providing me with valuable advice.

I would like also to express my warm thanks to all my teachers, and colleagues for the nice times that we spent together helping one another.

I will not forget, of course, to express my gratitude to all the teachers and students who filled in the questionnaires.

Abstract

Teaching of foreign language by its very nature is an interactive process. Writing, is considered as an important skill to be developed for the learning of any foreign language. The present research aims at examining the motivational effect of using group work in teaching writing to third year LMD students of English as a Foreign Language at the department of English, Naama University Center. It hypothesized that group work enhances students' motivation to write. The present study tries to look for a connection between two variables group work as a teaching technique and its role in enhancing students' motivation to write. The descriptive method has been adopted through the use of two questionnaires: one for students and another for teachers at the department of English, Salhi Ahmed University Center, Naama. The questionnaires were analyzed and compared. The results of both questionnaires show that group work is an effective technique for enhancing and increasing students „motivation to write. In the light of these outcomes, the hypothesis should confirm in that students need to be provided with this technique because it encourages them to develop the writing skill, and it creates suitable situations where they can write freely, and without hesitation.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as Second Language

FL: Foreign language

GW: Group Work

GENERAL

INTRODUCTION

Nowadays, in the age of globalization, learning foreign languages has become a necessity for all people from all over the world. One of the most important subjects in education is teaching and learning English as a Foreign Language (EFL). In general, the main goal of teaching language is to develop the four skills: listening, speaking, reading and writing. This latter is one of the four skills that require special attention, it is considered the most important and difficult skill because it needs huge vocabulary, good grammar and good awareness of the writing process. And also it is the most important skill that EFL students need to develop, because learning to write has always been a way to practice, maintain, and enhance other skills.

For these reasons, in the context of settings of English as a foreign language, we try to focus our study on how to improve students' writing skills. Teachers are constantly looking for what might help learners to increase their writing proficiency skills; they provide many strategies, techniques and activities that may be individual or collaborative. In fact, Group work can be a productive showing technique in advancing students' learning process since it makes a positive climate that can affect the morale and motivation of students. In addition, it creates in them an uplifting mentality to the language being found out to the learning process and to themselves as students.

The subject under study studies the field of second language acquisition, in the English language learning class, the teacher aims to develop the four skills of the language. Writing in the foreign language is our main issue, because students of English as a foreign language face many writing problems that impeded them from practicing the English language appropriately. As an effective way to enhance students' writing skill, teachers must use different methods and strategies. Group work is one of the best ways to provide learners with extensive written production and communication. The researcher has chosen 3rd year EFL students at Naama University Centre as a sample population.

The present study is based on the following main question:

- ✓ To what extent can group work enhance students' writing skill?

And it aims at answering the following sub questions:

- ✓ Is writing considered as an important skill in EFL classroom?
- ✓ What are the benefits of group work in ESL / EFL Classrooms?

To tackle these questions, the following hypotheses are advocated:

- ✓ Writing is considered to be an important skill regarding the study of the English language and this according to the students' needs.
- ✓ Group Work is an effective way to enhance the teaching and learning process that helps learners to perceive ideas, retrain them, and improve their skills.

The objective of this study lies in focusing on using cooperative learning (group work) in the class as a step towards improving and encouraging the teaching and learning of the English language. It is a good opportunity for teachers to realize that group work is an effective strategy to encourage learners to write. Moreover, it is the way in which students learn strategies, procedures and techniques to improve their achievement and interaction in the classroom in English as a foreign language. While the Specific aims at :

- ✓ Enhance learners to write and develop their writing skill.
- ✓ To investigate the correlation between well-structured cooperative group work in EFL classrooms and development of students' writing skill.
- ✓ To develop teachers awareness about the benefits of implementing group work strategies in teaching writing skill.

The most important methods of collecting needs analysis data are interviews, observation and questionnaires. However, interviews and observation are more useful in helping to have a better understanding of the students' needs, but more time consuming. Because of time constraints, we have used questionnaires to achieve a more reliable and comprehensive picture. Two main questionnaires have been directed: one to the teachers

who have been teaching written expression in the English department at Naama University Center, and another to third-year LMD students in the department of English at the same university. The general aim of both teachers' and learners' questionnaires is to elicit their attitudes towards the application of group work technique that constitutes a motivational factor in enhancing the students' writing ability.

The present study consists of two main chapters. The first chapter constitutes the literature review about the variables under examination. While the second one concerns with the practical side of our research work.

Chapter one is devoted to the writing skill; its nature, problems hindering students from writing, and also it tackles the effectiveness of group work as a teaching technique in enhancing students' motivation in the class; and it is divided into two parts. The first part considers the definition of group work its types, moving to the criteria under which students are formed into groups. This part will end up with the advantages, and disadvantages of group work. The second part is about the definition of motivation and its types. The chapter ends with the correlation of group work to motivation.

The second chapter deals with the analysis of the teachers' and students' questionnaires. It helps us to see whether the results go in the same direction of our hypothesis. Furthermore, a comparison between teachers' and learners' questionnaires is considered.

CHAPTER ONE:

Literature Review

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1.1 Introduction

Teaching English as a foreign language requests understudies' introduction to the four language skills. The principle point of obtaining such language skills is to accomplish profoundly evolved capacities of accepting and creating the Foreign Language (FL), either in its oral or written structure. To the extent, writing is a fundamental skill in language to learn and create. In addition, to arrive at a worthy degree of composing exercises, the student needs to put forth impressive attempts and practice recorded as a hard copy. This is the explanation which causes us to consider writing as the most refined and complex contrasted with different skills: listening, speaking, and reading. As indicated by Walters (1983:17) **“writing is the last and perhaps the most difficult skill students learn if they ever do”**.

Recent developments in educational psychology (Nunan, 1992; Slavin, 2003) emphasize the role of the learner in the learning/teaching process and especially with the emergence of the communicative approach. Consequently, in recent years, there has been a shift from more traditional classes where the teacher plays the central role (teacher centered classes) to more learner-centered classrooms in which the learner is responsible for his learning process and freer when learning. As a result of this, students' motivation in learning should be sustained, and maintained through several techniques, and group work is one among them.

This chapter is divided into two parts; the first one is devoted to writing skill considering its nature, definition, also writing in relation to other skills and its problems, this part will end up with the role of the teacher in the process of writing. Regarding the second part; group work will be covered in terms of its definition and its types as well as motivation. This chapter will ends up with group work and motivation in terms of the relationship between them.

1.2 Nature Of Writing

In the twentieth century, the spoken language was accepted; unlike the written language that was neglected, because in that era the origin of the written language was the spoken language. In language teaching, many linguists such as De Saussure and Chomsky claim this neglect in written form and preference of the spoken form . But

this assumption that looking at the spoken language is the origin of the written language only occurs when the teacher makes dictation or recoding a tape (Grundy, 1998).

Nunan (1989) notes that writing cannot be just a pen and paper; in fact it is a complex mental activity. Learners must master writing skills to form paragraphs and texts. Teachers must control and evaluate students to write about content, form, sentence structure, vocabulary, punctuation, and spelling. Consequently, we support the researchers' ideas saying it is true that the spoken language appeared before the written language was discovered. Additionally, each is considered a skill. Writing and speaking skills should not be neglected.

1.3 Defintion Of Writing

Writing is one of the most basic language skills people use to convey meaningful messages and to communicate their ideas in different contexts. it made an important contribution to learning the foreign language (FLL), so many scholars have put forward many definitions of writing.

Writing is an essential component of language teaching preparation, as students need to take notes and take written tests. However, over the years it seemed that writing was seen as a support system for learning grammar and vocabulary rather than a skill in itself. However, trainers and methodologists again looked at writing in the foreign language classroom and recognized the importance of writing as a vital skill for foreign language speakers as much as everyone using their first language uses (Harmer, 31).

White and Arndt (: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.

It implies that writing is the action of having the option to speak with language through a realistic portrayal of thoughts. It is likewise alludes to the movement through which such a bit of written language is created. Nonetheless, it is far from being a matter of transcribing language into symbols. Consequently, writing isn't as simple as it

appears it is a difficult, a complex, and a significant skill for language students just as native speakers.

1.4 Stages of writing

Writing is considered as an important and complex process in the function of the language. Similarly stated by Belaid (2014:40):

Writing is not merely putting and producing a sequence of unrelated sentences. On the contrary, one has to organize ones ideas in such a way that they can be understood by a reader. Furthermore, one has to master the written form of the language and to learn certain structures which are important for effective communication in writing.

That involves in significance, formal production and organization of information to write one ideas. This requires traveling through various stages to make bit of fruitful writing. Harmer (2007: 04) states that **“Writing is a process, that is, the stage the writer goes through in order to produce something in its final form”**. Upheld to this idea Hedge (2000) sees that, this process of writing has four main categories which are: planning, revising, drafting and editing. While Hedge (2000) stated that : **“Writing is the result of employing strategies to manage the composing process . . . it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing”** (302). In this way, these stages help learners to finish their writing task effectively and encourage the way toward writing.

1.4.1 Planning

Planning is the threshold of the writing process, because the correct beginning is half of the work. It is the phase that the writer goes through before start on the actual writing task, which incorporates illustrating, thinking, investigation, gathering data and arranging. Hence, planning is the movement that the writers experience before composing. Sundem (2007) portray the prewriting stage as **“the first step of the writing process, authors will generate ideas, put their thoughts in order”** (43).

When planning, you have to think about your subject, audience and purpose. Harmer (2004) brings up, when the writer begin planning, he/she should consider three parts.

First, the purpose of their writing that has incredible effect on the language use and the kind of data. Second the audience is affected by the style of the language and finally the substance structure of the piece of writing.

1.4.2 Drafting

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.”**(Galko. 2004: 49). 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.”** Also, (Johnson 2008:193) describes drafting as **“Where students make the first attempt to capture their ideas on paper.”** When the learner records his ideas, drafting is the first step writing in the learner’s paper, it may be correct or not. (Murray,1978: 87) defines this strategy as **“Discovery drafts”** it helps learner discover what he wants to say by writing down his ideas in the draft paper without paying attention to spelling, grammar or punctuation mistakes, he/she just write what he thinks about the topic freely, and he focuses only on the content rather than the form. Moreover, he should make notes in order to relate and explore his ideas and the content of the compositions, drafting should not be final because it’s not the version that the student shows to the readers. **“It’s start, though. And it will form the foundation for your final paper”** (Galko, 2004:49).

1.4.3 Reviewing /Revising

Reviewing or Revising is the third stage in the wake of drafting. This means reconsidering what you have written to improve your writing by reexamining the substance of what the student implies, likewise the structure on the off chance that it is sorted out or not and the mechanics that incorporate spelling, syntax, and punctuation. In this stage, learners’ revision is finished when students feel that their writing is correct.

Revising is a very important part of the writing process. When you revise you focus on the different aspects of your writing, from how well the ideas are expressed and organized to sentence structure. First , take a gander at the entire draft as one unit and inquire as to whether you have accomplished your motivation at that point fulfilled your audience's needs, talked about the subject totally and check if the data written in a

succession or order that makes sense to you as writer. Finally, try to correct fragments and run –on sentence errors (Harris, 1993).

1.4.4 Editing

Editing is the stage where the draft is polished; it is the final step before handing out the final draft. In this stage, the student writer pays attention to correct spelling, grammar and punctuation and other mechanical errors. Editing involves the careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice and word order. According to Smith (1982) **“The aim of editing is not to change the text but to make what is there optimally readable”** (p.145). So, editing is an important stage, because it is considered as a part of the process, which makes the piece of writing clear and unambiguous as possible to the audience.

1.4.5 Publishing

Publishing is the last stage in writing process which includes sharing or publishing the learner's writing to the teacher. (Johnson, 2008: 199) states that publishing as **"Having an audience responds to your writing makes it comes alive"**. (Harmer, 2004) portrays publication as final version in how students produce their final writing. Publishing can take many forms; publishing might be oral by perusing out loud what they compose, or written by letters, report or visual by sharing information show.

1.5 Importance of writing

Writing is a significant skill that has a noticeable effect of language, additionally it is a fundamental skill that learners need to ace in their life. This is additionally clarified by Carroll (1990) that the most significant invention in human history is written. It gives a generally perpetual record of data, opinions, beliefs, emotions, arguments, clarifications, hypotheses. As indicated by (Handle on Education, 2016) they show some significant of writing skill

- Writing makes a person powerful and influential in the world through the ideas he write.
- Writing improves self-confidence and participates effectively in life.
- Writing develops your intellectual ability to explain a complex position to readers and helps you refine your thinking when you give others feedback.
- Writing equips us with communication and thinking skills.

- Writing allows people to communicate with each other, which permit people to meet from the near and far distance through their thoughts.

1.6 Writing in Relation to Other Skills

1.6.1 Writing Vs Speaking

Writing and speaking are two skills being considered as productive. Harmer (1991:16) declared that **“speaking and writing involve language production and therefore referred to as productive skill”**.

According to this; we list some of the essential differences between writing and speaking is summarized by R Raimes(1983), in the following table:

Table1.1: Differences between the speaking and writing skills (Raimes, 1983: 5)

Speaking	Writing
• Universal; everyone acquires a native language. • Has dialect variation. • Speakers use their voice as (pitch, stress, and rhythm), and bodies as (gestures and facial expressions), to convey their ideas • They use pauses and intonation. • They pronounce. • Speakers speak to listener who is right there, nodding or frowning, interrupting or questioning. • Simple sentence are used, connected by and's and but's. • Speaking is usually spontaneous and unplanned. It is usually informal and repetitive.	• Not everyone learns to read and write. • Generally, demands standard forms of grammar, syntax and vocabulary. • Writers have to rely on the words on the page to express their ideas. • They use punctuation. • They spell. • For the writer, the reader's response is delayed or non-existence. • More complex sentence is used with connecting words like: however, who and moreover. • Writing takes time and is planned. More formal, it progress logically with fewer digressions

When we consider this table and these differences, we realize that speech and writing are indeed two different ways of using language, and these differences contribute in teaching of in the way of teaching writing skill and focus more on their content.

1.6.2 Writing and Reading

Writing and reading are viewed as autonomous skills such that writing is a productive activity and reading is a passive one. Nonetheless, they are integral and have a close relationship; this implies reading and writing impact one another. Reinforcing this point, Stosky (1983) says that **"Better writers tend to be better readers...and better readers tend to produce more systematically mature writing than poorer readers"** (cited in Bader, 2007: 9). Additionally, Reid (1994) indicates that the reading skill includes the ability to become more familiar with vocabulary, idiom and expression of language so-this helps the improvement of writing. Besides to this, the students who read more they increase a lot of information about the writing skill, notwithstanding the utilization of language and culture. In short, having the option to write can be gotten from what an individual read (Harris, 1993).

1.7 Writing Problems

Writing is one of the most important and the most difficult language skills that must be learned by EFL students. Teachers face a lot of problems to teach their students how to write a FL because they experience it only in the classroom. Zemach& Islam (2006:11) go on the state **"Writing is also one of the most difficult skills to master in both first language and second language. Student can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing"**.

Actually many students" face problems when they write; and this are related to many factors that hinder students from writing and, consequently, affect their writing achievements during the learning process. These factors can be summarized in the following points.

1.7.1 Grammar

Teaching grammar is a significant part in the capacity to utilize language effectively. For this, grammar has been considered as a fundamental component in the achievement of writing task. It is characterized as **«the rules that govern how language sentences are formed"** (Thornbury, 2000:01). Wang (2010) adds **"Grammar as a set of rules for choosing words and putting words together to make sense"** (78).It implies the principles that choose the right request and utilization

of the components of a language. Acing of language isn't a simple task for the learners. That Widodo (2006:112) states **“without a good knowledge of grammar, learners” language development will be severely constrained.**” This requires to write in a comprehensible and clear way, which means to know the rule and how to use it correctly.

The lack of grammatical competence become crucial problem in writing; and this make us notice that most of EFL students make different errors, which Al-buainain (2009:04) claims that **“Sentence-level grammatical errors committed by the learners involve some syntactic features, namely verbs, relative clauses, articles, fragments, noun modifiers, and prepositions”**. For instance, students fail to select the right tense form to share their ideas or do not conjugate it right. Also they possibly do not select the right articles a/the or miss order the structure of sentences. According to Hui-mien Tan (2007) confirm that **“ it will be very difficult to compose a clear, logical and fluent paragraph if a writer is unable to write reasonably acceptable simple sentences and does not possess the mastery of some complex sentence structures”**(177). So, this error hinders the understanding of what they want to convey and fail to write in a correct way.

1.7.2 Spelling

Spelling is a fundamental skill in written expression which allows the writer to convey meanings and to communicate in an important manner. Abdilmoneim (2013:06) states **“Spelling is a language skill whereby sounds (phonemes) are represented by letters (graphemes) which constitute the smallest building blocks of written language”**. But it is something which is difficult to ace not only by learners but also in FLL. This difficulty causes a problem for students that make them confused about the relationship that exists between sound and speech. El-Aswad (2014:322) clarify that spelling **“is very important in written language, and any mistakes in spelling can affect the written product and my lead to misunderstanding”**. So, spelling process plays an important factor in writing skill.

1.7.3 Punctuation

Punctuation is a system of symbols that is normally utilized recorded as a hard copy language, just as it is utilized in outlining and clarifies the tone of the voice, intonation and stress .Muslim (2014) claims **“Punctuation marks give meaning to words as pauses and change in tone of speech do”** (107). If punctuation marks are not used correctly this produce errors which can not only make negative impression but also difficult in understanding (Boardman & Frydenberg, 2004). Besides to this Grellet (1996:08) claimed that the role of using punctuation is **“to make the text you write clear and easy to read. Defective punctuation can make a text very difficult to understand, and even leads to misunderstanding”**. While, Hussein (op.cit) concurs that punctuation is a basic piece of language. Without it writing has no importance. Lacking perhaps the most kind of accentuation like full stop or comma, this can make confusion in seeing the significance and decipher accurately. Consequently, punctuation has a successful function recorded as a hard copy, and its absence prompts unstructured sentence, Incomprehensible significance and confusion of substance.

1.7.4 Vocabulary

Vocabulary impacts the understudy's perception, which has been perceived as a significant part of language segments. As indicated by Helena Fortes (2007:9) **“vocabulary is one of the main keys for successful communication in language”**. Learning vocabulary has a basic part in language and it has Also been respected a fundamental component in the context and writing process.

From (Norish, 1983; Alamirew, 2005)”**A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures**“(cited in Alfaki, 2015:45). Vocabulary plays a significant role in writing, since it is the fundamental part of language. Yet, it's classified as one of the fundamental difficulties in writing skill. At the point when the learners do not have this ability, they fail to produce in-depth word knowledge, likewise their bit of composing they contain new words which mirror the peruser appreciation and the motivation behind composition to get the activities or then again data they need. They additionally affected their capacity to compose English effectively.

In this respect, Corona, Spangenberg, & Venet (1998:26) agree: **“At any level, written communication is more effective when a depth of vocabulary and command of language is evident”**.

1.7.5 Anxiety

Anxiety is one of the normal deterrents that FL learners face, which is thought of as the most factor that sway the process writing. Spielberg (1983) defined anxiety as **“subjective feeling of tension, apprehension nervousness and worry”**. Also Horwitz & Cope (1986:128) state that **“a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning process”**. Thus, anxiety is a blend of feeling, feeling and conduct, which understudies display during rehearsing and learning the language in the homeroom. This inclination has negative impacts that influence the language learning in general and writing skill in particular. Numerous scientists recognize the reason for writing issue.

- Difficulties in writing which happen when learners can't communicate thoughts in a suitable and right manner.
- The absence of organization and practice also the lack of understanding the process.
- Dread of negative assessment and remark (Rezaei & Jafari 2014).

1.8 Approaches to Teach Writing

Teachers and students have gotten mindful of the way that writing takes specific structures in various settings. Thus, various approaches and strategies for instructing have been proposed. Albeit none of these methodologies can be viewed as an ideal, they are effective in some period.

1.8.1 The Product Approach

The product approach to teaching writing is called differently the controlled to free approach. Nunan (1989:36) reported that **“the teacher who adopts a product-approach makes sure that the end product is grammatically correct”**. Along these lines, we comprehend that product approach focus on the model of the last result of writing with an accentuation on the grammar, lexical and vocabulary.

So, this approach gives more attention to the surface structure of language rather than its meaning.

1.8.2 The Process Approach

Process writing is an approach which emerged as a reaction to the product approach. It empowers the student to focus on the process by creating their written product instead of on the products themselves. As a consequence **“writing is this seen as a process of creating, discovering and extending meaning rather than a process of putting down preconceived and well- formed meaning”** Tsui (1996:97). As such, this approach approves the students to find discover new ideas, create data and empower them to be more imaginative and deliberate by detailing a successful bit of writing just as they center around the content instead of on the form.

1.8.3 The Genre Approach

Genre approach is one of the new ways to deal with English language educating, which is viewed as being like the product approach. Paltridge (2001) claims that the genre approach focuses the education of specific kind students need for later social informative achievement. The focus would be the language and talk highlights of specific writings and the setting in which the text is utilized. So, we understand that genre approach emphasis on teaching students the different genre and the context where writing occurs.

1.9 The Role of the Teacher in the Process of Writing

(Harmer, 2004: 41-42) identifies five roles of the teacher before and during and after Students writing which are:

1.9.1 Demonstrating

Teacher here encourages understudies figuring out how to write in better manner, when understudies must utilize the language accurately, in other words, to be aware about conventions, for example, (focus on punctuation, spelling, capitalization, syntax and use, dictating...) which help them learned about the language rules so as to be acceptable writers.

1.9.2 Motivating and Provoking

The teacher's job is motivate understudies writing skill through managing them and help them when they feel themselves lost in writing, teacher here assistance understudies to feel themselves good. educator assists understudies with finding their thoughts when they are carrying out their responsibilities by asking and checking their

reactions, giving them rules how to begin writing and how relate their thoughts, killing their nerves and fears which make them motivated and convincing them that they are able to be good writers.

1.9.3 Supporting

Supporting understudies is the principle function of teacher. teachers ought to be steady with understudies when they are carrying out their responsibilities in classroom and encourages them to be involved in writing tasks through the suggestion of thoughts and means, since understudies consistently need support and help so as to be better writers.

1.9.4 Responding

It is the instructor's response to understudy's piece of writing. At the point when instructors react to understudies' writing, they give suggestions and remarks about substance and structure. Additionally, instructors offer remarks on understudies' mistakes and their utilization of language and make proposal for its improvement.

1.9.5 Evaluating

Evaluation of understudies is a significant tool to decide if understudies advantage from the teaching practices. The teacher assesses understudies in tests, he principally centers around their writing errors and gives marks and grades so as to improve their writing skill, he reacts as a reader not as a grader.

1.10 Group Work and Motivation in EFL Classroom

Late advancements in educational psychology (Nunan, 1992; Slavin, 2003) accentuate the function of the student in the learning/teaching process and particularly with the development of the informative methodology. Therefore, as of late, there has been a move from more conventional classes where the instructor plays the central role (teacher centered classes) to more learner-centered classrooms in which the student is liable for his learning process and more liberated when learning. Because of this, students' motivation in learning ought to be supported, and kept up through a few strategies, and group work is one among them.

1.10.1 Definition of Group Work

Language is utilized for communication, and through it individuals can communicate their musings, sentiments and thoughts. In addition to that, through this

method for correspondence, they can know other's opinions, feelings and thoughts. Moreover a huge amount of one's language ought to be imparted to other people. The interaction between students_student-student interaction_ in the classroom setting utilizing various structures, and 'Group Work' is the most helpful one. „Group Work' is a learning method utilized in the classroom to improve student communication and participation for the culmination of a specific undertaking. To represent this, Wallace (1991) states that group work is a method of instructing and realizing which is characterized as being **"any form of learning activity which is done by groups of learners working together. Often distinguished from class work, in which the whole class works together"** (p. 45). Another definition given to „Group Work „, is that it is a form of cooperative learning that helps, supports and facilitates the students“ learning process through interaction with other learners.

1.10.1.1 Types of Group Work

According to Johnson and Johnson (2008) there are three general types of GW: formal GW, informal GW and base groups.

➤ Formal Group Work

Formal learning groups are groups whose point is to finish a particular errand, for example, play out a lab try, compose a report, carry out a project or set up a position paper. The work of those groups might be restricted to one class session or it might even surpass to several sessions and weeks. These groups will remain together till the finish of their undertaking and their task is assessed.

➤ Informal Group Work

Informal learning groups are groups of students that are not arranged ahead of time by educators, in different terms, informal groups can be composed whenever in a class of any size, they transitory bunching of understudies inside a single class session. The point behind this sort of group work is to check on the comprehension of the subject, to give the students more opportunities to rehearse what they are realizing, or to give a difference in pace.

➤ Base Groups

Base groups are long-term groups that are they generally goes on for a term or for the entire year, with fixed members whose essential obligation is to expand on help,

encouragement, and help with finishing course prerequisites and tasks. Base groups likewise advise their individuals about talks and tasks when somebody has missed a meeting.

1.10.1.2 Criteria for Designing Group Work

Creating groups is not a simple undertaking; the instructor needs a cautious arranging while doing as such, s/he should think about its formation, size and structure.

➤ Group Formation

While dividing the class into groups during an interactive action, the teacher must consider how to assemble them so as to make and set up social relationship among understudies since it is the principle point of the classroom association. For example taking friendship, streaming (the act of arranging students into groups according to their abilities) and chance which is the easiest way of creating groups.

➤ Group Size

Educationally, group size is influenced by the assortment of learning assignments that describes the exercise. As group number increases, individual group members will communicate less as often as possible, which may lessen the measure of data utilized in arriving at a decision.(Gerard et al.1965; Indik 1965; cited in Gillies et al., 1991).Nunan (1989) also focuses on the importance of group size; he asserts that at whenever point the group size gets smaller, the understudies' conversation time will be raised.

➤ Group Structure

Groups may be organized in different manners. However, whatever the group structure is applied, the significant thing is that students act and interact in the classroom among themselves.

1.10.1.3 Advantages of Using Group Work in the Classroom:

Group Work offers extremely functional answers for some classroom issues and particularly in the classes where we find a large number of learners. Hence, based on what is said understudies advantage more when they are communicating inside groups. Group Work has numerous advantages when it is utilized in FL classroom.

- Group work advances a positive atmosphere. Many students, particularly the shy or linguistically unreliable ones, experience impressive pressure when called upon in the open area of the classroom. This pressure is expanded by the information that they should react precisely or more all quickly. So GW gives a generally personal setting and, normally, a more supportive environment in which understudies attempt to encourage the TL skills.
- Group work increases language practice opportunities. In all probability, one of the main cause that lie behind the low achievement of many FL students is simply that they do not have enough time to practice the new language. This is especially serious in EFL classes in which students need to improve aural-oral skills. Thus, group work is helpful in this case in the sense that when grouping together, students' talking time will be increased. In short, Group Work gives the learners more opportunities in practicing the TL freely in the classroom through many ways like negotiating with classmates and interaction with them.
- Group Work makes students more independent and responsible in their learning. According to Harmer (2007), when learners are working together without any control from their teacher, they will be active participants and more responsible about their learning in the sense that they will take some decisions, and they determine upon which type of language they should use for the accomplishment of a given task without any involvement from the teacher whose role in this case is restricted to a facilitator.
- Students will be more responsible and wise about their learning when comparing it to the conventional classrooms. Brown (2001) claims that via group work, students' responsibility will be promoted: "the small group work becomes a community of learners cooperating with each other in pursuit of common goal" (p.178).
- Group Work builds students' self-esteem and decreases students' anxiety. As it is stated before the less anxiety-provoking activities are those that involve Group Work.

1.10.2 Definition of Motivation

Different definitions may be given to motivation but the most shared one was that given by Richards and Schmidt (2002) who define motivation as "**the driving force in any situation that leads to action**" (p.343). In other terms, it is defined as the factor that determines a person's desire to do something. Moreover, students' motivation is often divided into two categories that will be tackled in the next item.

1.10.2.1 Types of Motivation

Motivation can be classified to the following :

➤ **Intrinsic Motivation:**

Intrinsically motivated behaviors are involved in for their own sake that is they emerge from internal factors, for the pleasure and satisfaction derived from their performance. When intrinsically motivated people engage in activities that benefit them, and they do so freely, with a full sense of volition and without the need of material rewards or constraints.(Deci&Ryan, 1985).Moreover, Deci and Ryan (1999) observe, "**intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards**"(p.685) .Intrinsically motivated behaviors demonstrate the prototype of self-determination- they emanate from the self and are fully adopted.

➤ **Extrinsic Motivation :**

Extrinsically motivated behaviors, on the other hand, are instrumental in nature. They are performed not out of interest, but because they are believed to be instrumental to some divisible outcome. In other words, they emerge from the use of external rewards such as food, money, and so on. In early explore on intrinsic and extrinsic motivation (Deci, 1971), the two forms of motivation appeared to be counter, and thus extrinsically motivated behaviours were hypothesized not to be self-determined.

1.10.3 Group Work and Motivation

After reviewing the main literature items of group work and motivation, it is extremely significant to examine the relationship between GW and motivation.

Lamb and Nunan(1996) claim that group work increases learners' motivation which means increasing learners' self-confidence, satisfy their needs and interests. Moreover,

GW creates an enjoyable, relaxing atmosphere in the classroom (Dornyei and Csizer, 1998). In group work learning activities, a convenient and comfortable atmosphere is formed and the self-esteem is reinforced since GW creates a strong social support system in which students feel esteemed and linked to one another (Cohen & Willis, 1985). Anxiety, moreover, is decreased and self-confidence is reinforced since the class attention is not concentrated on an individual but on a whole group and when an error is made, it becomes a teaching tool rather than a public criticism (Slavin & Kaweit, 1981).

Thus, students' motivation rises and they feel free to reveal their language without hesitation

In another survey, Brown (1988) recommends the use of the THINK-PAIR-SHARE model where learners take time to evolve answers to significant questions, share their answers with partner/s, and then expose their outcomes to the class in order to support the involvement of each student in the class. Since the desired outcome of any motivational strategy is participation by each learner, this type of cooperative learning, GW, can be a very effective strategy for educators to use.

Moreover, group work, as a form of cooperative learning, is proved to make learners want to be high achievers and make them believe that learning new ideas is significant and pleasant; as a result, students would build a high intrinsic motivation when working together

1.11 Conclusion

We have dealt, in this chapter, with the concept of writing by exploring the major relationship with reading and speaking and its main stages and the major approaches. And then, we specified its importance, difficulties and complexities. We can say that writing is a significant linguistic skill that should be developed by EFL learners through giving them the best possible training. Those students must be as simple and clear as possible in their writing, so as to avoid any problems. And they can do it by the guidance of their teachers and by using different strategies, Group Work is one of these strategies in order to motivate them; this is what made us deal with the definition of group work considering its types and criteria followed, also its benefits, moving

then to the concept of motivation and its types and ending up with the relationship between motivation and group work.

CHAPTER TWO:

Data Analysis and Interpretation

2.1 Introduction

2.2 Research Methodology

2.2.1 Statement Of The Problem

2.2.2 Data Collection Instruments

2.2.2.1 The Questionnaire

2.3 Sample Population

2.3.1 Learners' Profile

2.3.2 Teachers' profile

2.4 Data Analysis

2.4.1 Learners' Questionnaire Analysis

2.5 Discussion Of The Main Results

2.6 Suggestions and Recommendations

2.7 Conclusion

2.1 Introductions

This chapter includes the practical part of the study in which the researcher aims at investigating and exploring the use of group work as motivational factor in enhancing the EFL learners writing skill. At first, it identifies the research questions and hypotheses, the research instruments used for data collection. After that, the chapter provides the analysis of both teachers and learners' questionnaires along with the interpretation and the discussion of the main outcomes and finally concludes with some suggestions and recommendations.

2.2 Research Methodology

In this section a detailed account of the research methodology will be presented. This present research work is a case study involving both EFL teachers and learners at Salhi Ahmed University Center. The case study is considered as a research approach that entails a various methods and techniques used to discuss a particular phenomenon in a real-life context. Thus, the scope of case study is to highlight the investigation of real phenomenon in its real context using several sources of evidence where single or multiple instances of that phenomenon are dealt with in depth.

2.2.1. Statement of the Problem

Students' poor achievements and the failure of an educational system are generally related to the quality of education that teachers provide. To reach effective language teaching, tutors must possess a deep knowledge, skills and the new instructional approaches and methods. By doing so, they will update to the new challenges that face education field nowadays on a one hand and discover some practical solutions to the problems that EFL learners faced in the other hand. Accordingly, the use of group work has been suggested and advised to be used as a pedagogical tool to motivate and develop learners' writing skill in a large number of academic research works.

In this study, the researcher has selected the exploratory type of case study ; its main concern is to explore the role of using group work in enhancing learners writing skill at Naama University center . It will do so by assessing whether group work can motivate students' writing skill and if there are any problems faced by them while using this strategy

2.2.2. Data Collection Instruments

Data collection refers to a methodical way of gathering information from several sources to assert a complete comprehension about any topic. This act allows the researcher to answer the research questions put previously. Moreover, the collected data can be either quantitative, i.e. numerical information that can be measured or counted, or qualitative, i.e. descriptive information about characteristics that are difficult to explain or measure or cannot be expressed numerically. Thus, in this work the collected data are based on using teachers' and students' questionnaires.

2.2.2.1 The Questionnaire

The questionnaire is considered as one of the most common and helpful research instruments used for collecting data from the sample population. According to the Oxford English dictionary questionnaire is defined as: **"list of questions to be answered to get information"** (2008: 360). This means that questionnaire is a series of written questions with various types that aim to search for the respondents answers.

2.3 Sample Population

It's finally acknowledged that the sample is a major thing in any given research since it illuminates the treat of information dealt with in the practical part. Also, it forms the selection of some parts of the entire population. In this present research, the sample is selected randomly to participate in this research. They are third year LMD students and the teachers at the department of English at Naama University Center.

2.3.1 Learners' Profile

The participants of this study were third year EFL students. They study in the Department of English at Salhi Ahmed University Center as they are familiar with the use of group work inside the classroom as supporting and motivating learning strategy. They were enrolled during the academic year 2019.-2020. The thirty (30) students in this research work, their age ranges between 21 and 26 years, 22 females and 8 males.

2.3.2 Teachers' Profile

The second selected sample is 6 teachers of different modules At Naama University Centre .Teachers are expert in different fields of study; namely

Sociolinguistics, TEFL and ESP. Additionally, their experience in teaching English ranges from 8 years to 20 years.

2.4 Data Analysis

In the second part of this chapter which is data analysis, the researcher will introduce the outcomes that were collected from the different data collection procedures. These ones are going to be presented in the form of tables and graphs.

2.4.1 Learners' Questionnaire Analysis

In order to get students' perception about learning the writing skill and their attitudes towards using group work as a strategy to motivate and enhance writing in the English Department at Salhi Ahmed University Center, The researcher administered a questionnaire to third year EFL students. The questionnaire consisted of sixteen (16) questions divided into four parts (see appendix A).

The present questionnaire is divided into four parts including a number of questions of different types.

- **Part one:** consists of two closes questions about students' personal information including gender and their age.
- **Part two:** students' perception about writing skill.
- **Part three:** students' opinions towards the application of group work in the EFL classroom.
- **Part four:** students' perception towards the effectiveness of group work in enhancing their motivation to speak.

Part one: "Background Information"

The first part deals with background information about the learners in order to provide us with perspectives on the learners' learning, so we can anticipate the way how answers will be like and get clear statistics.

- **Item one:** Gender.

Table 2.1:Gender Distribution Of The Students

Gender	Male	Female
Number of participants	12	18
Percentage	40 %	60%

A quick view at this table will reveal that female learners outnumber male. In fact, the major part of the population is female, which looks (60%) of the total sample. Whereas (40%) of the participants are males.

➤ **Item two: Age**

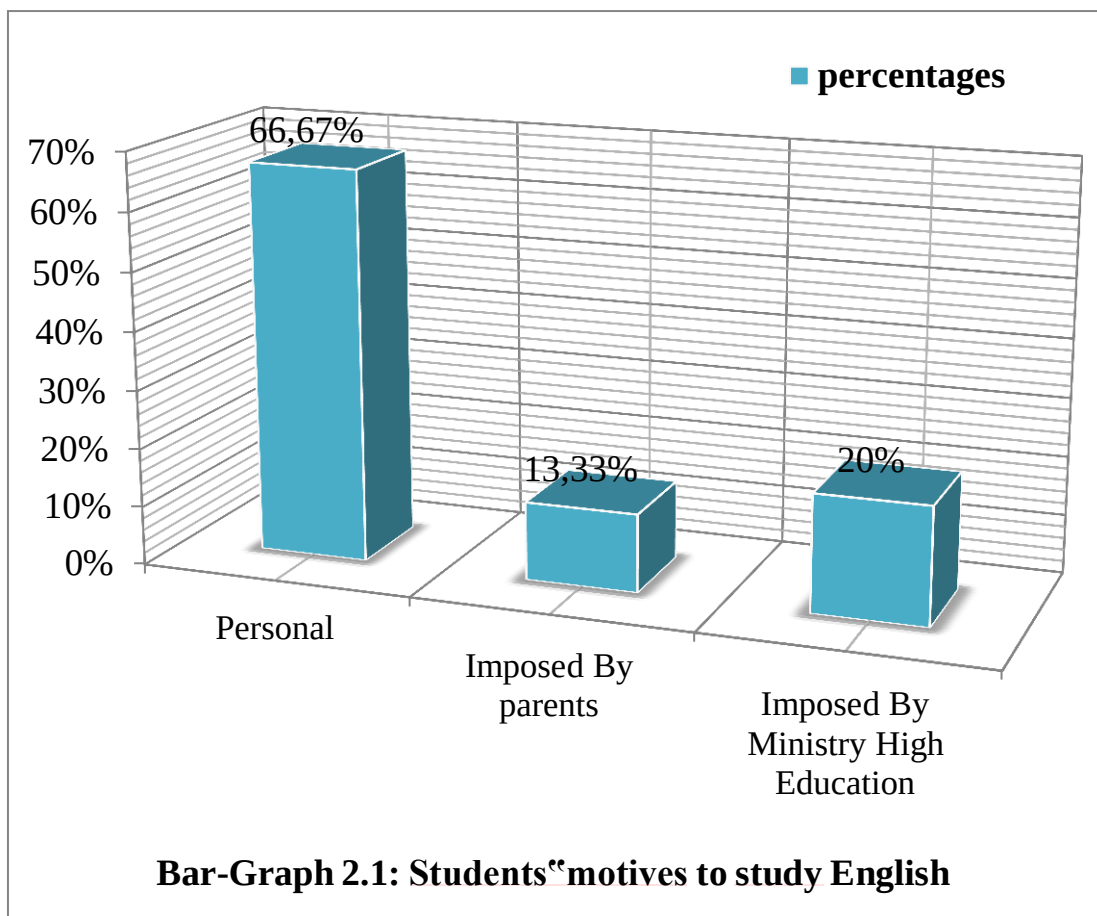
Table 2.2 : Students' Age

Age	Number of students	Percentage
21 years	4	13.3%
22 years	20	66.7%
24-26 years	6	20%
Total	30	100%

It seems that most of learners (66.7%) are 22 years old while (20%) of them are between 24 and 26 years old. Only (13.3%) of students' age have 21 years old.

Part two: Students' Perception About Writing Skill.

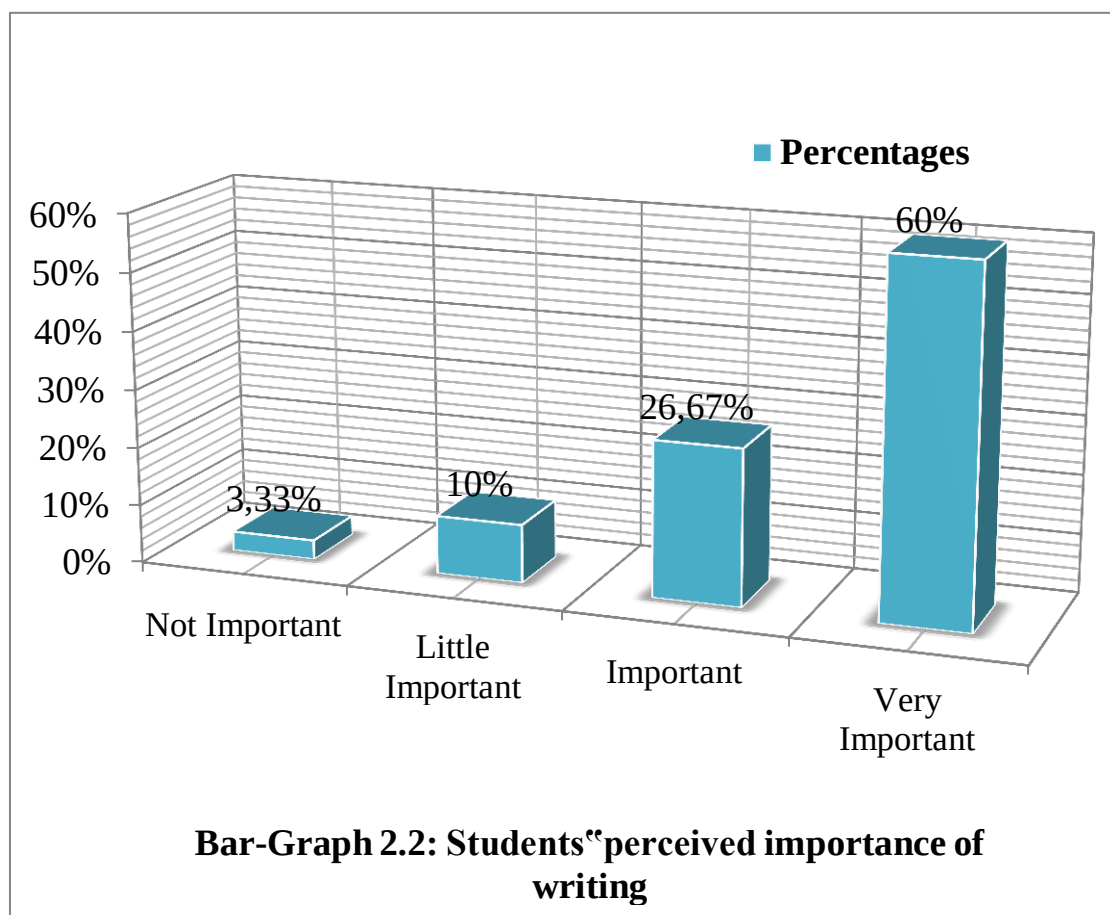
➤ **Item 01:** Is your choice of studying English:



The aim of the question is to know students choice of studying English. The bar-graph (2.1) showed that most students (20) have chosen to study English at the university by their will with a rate of 66.67%. Thus we may say that those who have chosen to study English as their personal choice are intrinsically motivated. This in turn would affect their study of the English language in a positive way. Then, about 06 students (20%) answered that they were studying English because of the administrative selections. Only 4 students representing the lowest rate which is 13.33% affirmed that studying English was imposed by their parents. Those students whose choices of studying English were imposed either by their parents or by the ministry of Higher Education are extrinsically motivated to study English. Importantly, students who possess extrinsic

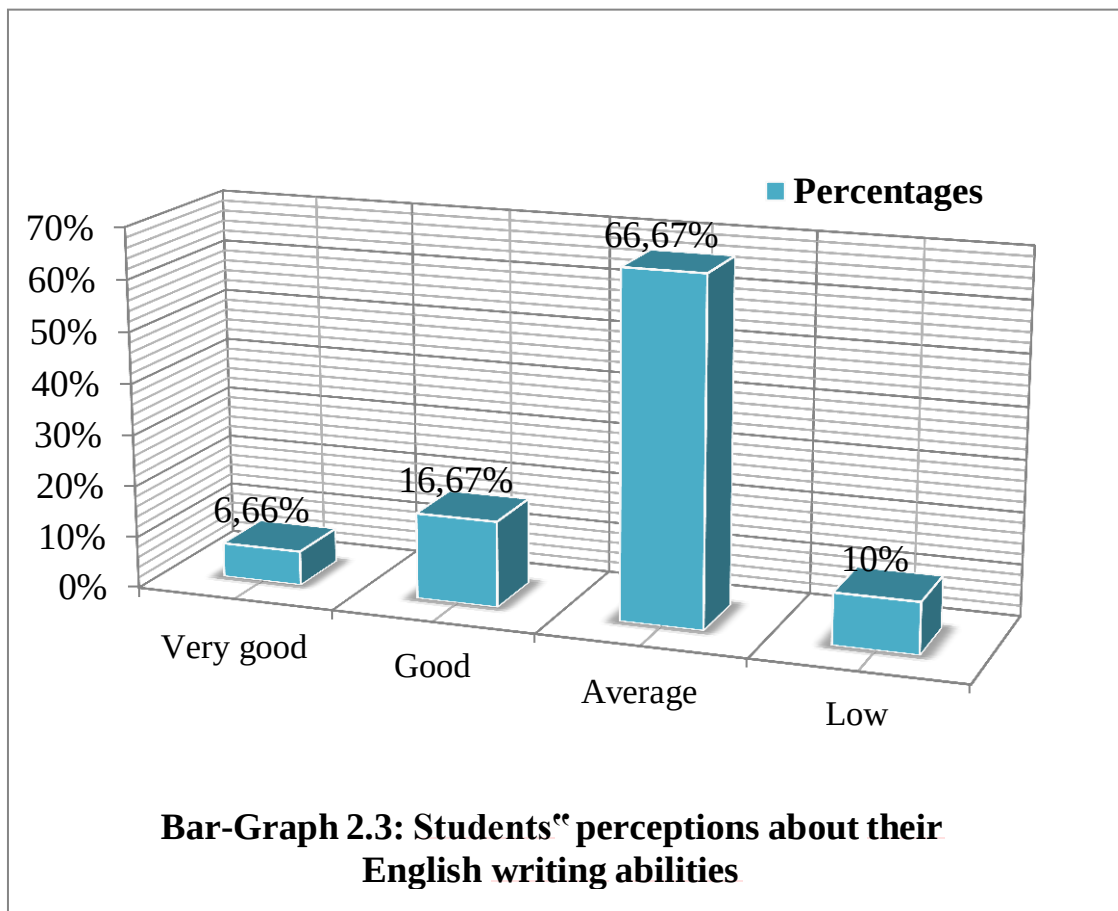
motivation are unwilling and even forced to learn English since it was not their personal choice.

➤ **Item 02:** How is the writing skill important to you?



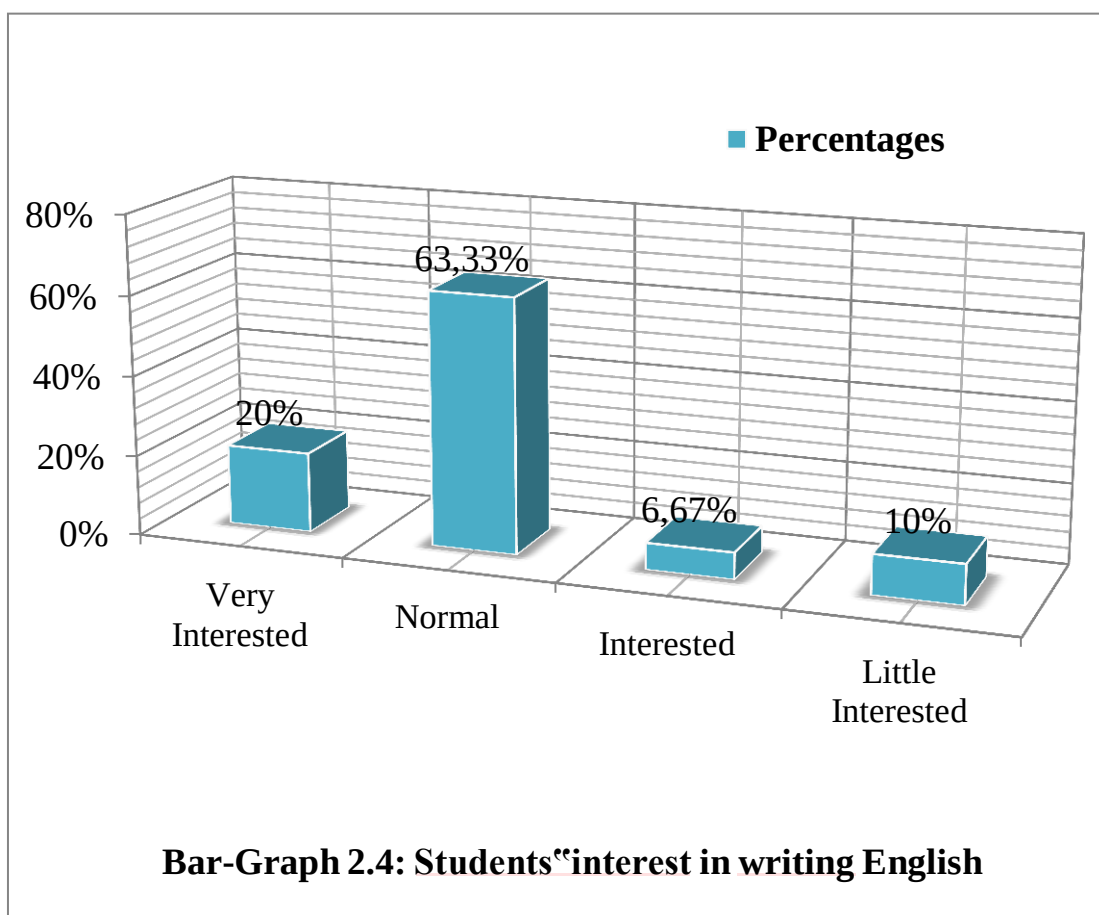
The above bar-graph represented the importance of the writing skill for EFL students. The question asked students to rank the importance of the writing skill. Only one student (3, 33%) stated that writing has no importance. According to three students (10%) writing has a little importance. 8 students representing (26.67%) mentioned writing was important. The high percentage of respondents (60%) considered that the writing skill is very important to them.

- **Item 03:**How do you consider your ability in writing English?



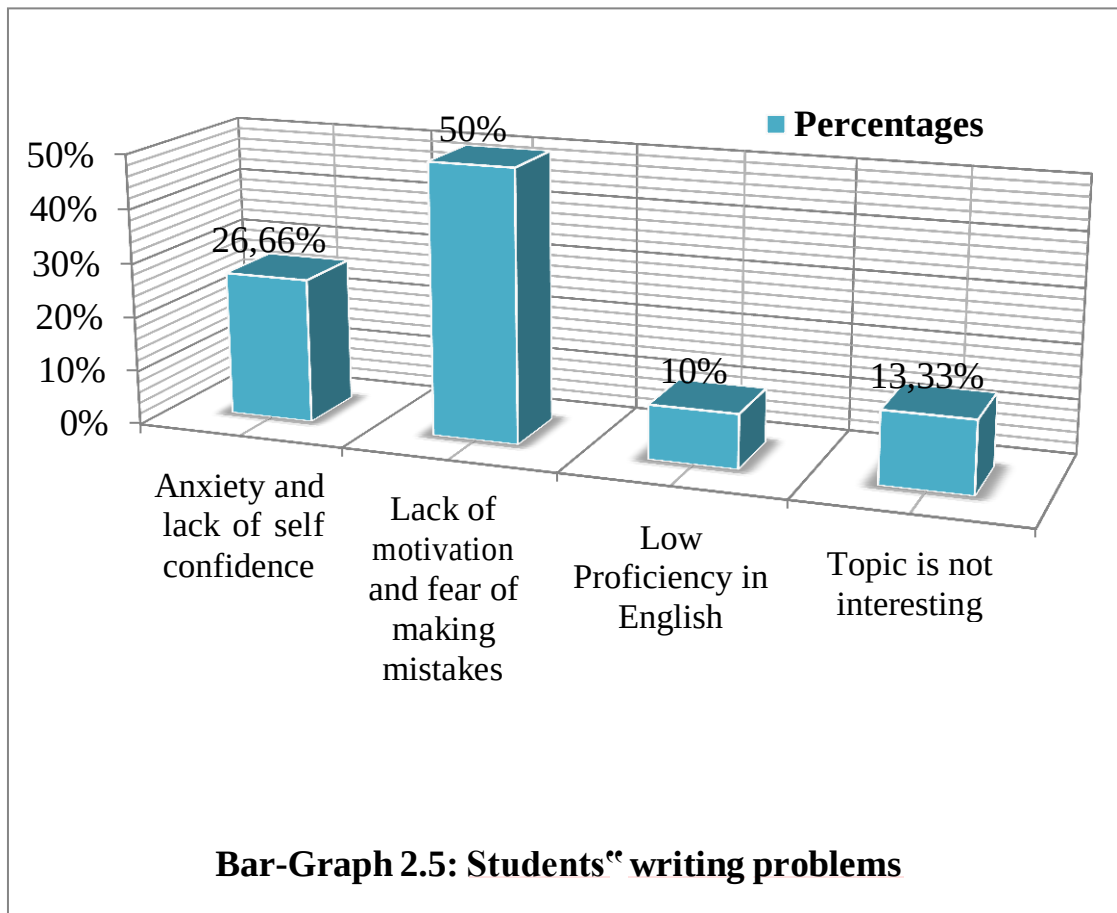
As the bar-graph shows, participants were asked to determine their English writing proficiency level. Only 2 students (6, 66%) believed they had a very good writing ability. whereas, 3 (10%) confess that their writing ability was really low. However, 66, 67% of students (20) consider their level as average, and 16, 67% of respondents (5) affirmed they had a good writing level.

- **Item 04:**How much do you feel interested in writing English in the classroom?



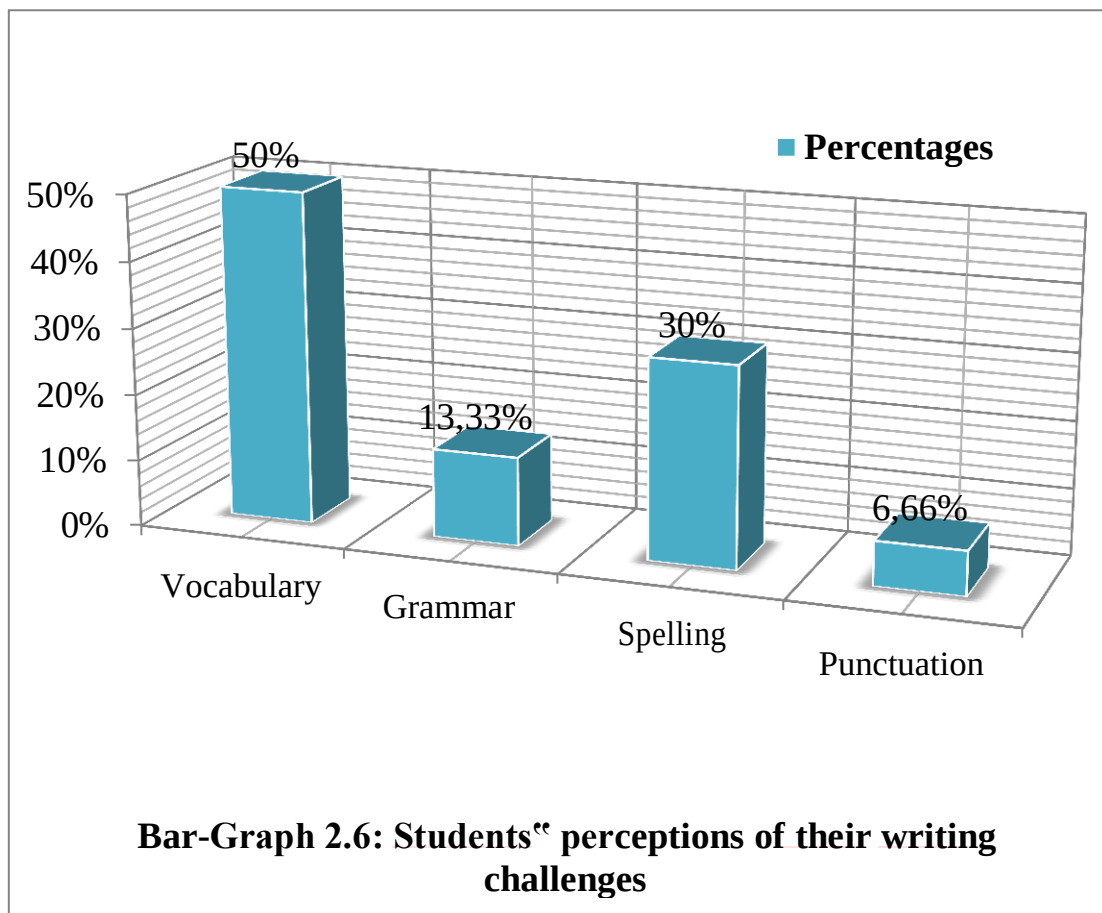
The bar-graph shows us that learners were asked about their interesting in writing in English. Therefore 20 %(6) of students had a very high interest in writing in English in class. About 63, 33% (19) of students report that their interest in writing in English is normal; those students may consider the writing skill as important as the other language skills (listening, reading, and speaking). However, 10% (3) of students had low interest in writing, and the lowest percentage was represented by students who were rather interested in writing in the class and they are about 6, 67% (2).

- **Item 05:** what makes you unwilling to write in the classroom?



As bar-graph shows, 50% opted for the option «lack of motivation and fear of making mistakes" and this hindering them from writing in the class. However, about 10% of students affirm that low proficiency in English prohibit them from writing in the class. 26,66% of our participants state that anxiety affects their self confidence in a negative way thus this pushes them to do not write. Whereas, 13, 33% of students report that the problem lies in the topic if it is not interesting.

- **Item 06:** Which of these does constitute the biggest writing challenge for you?
Please, justify?

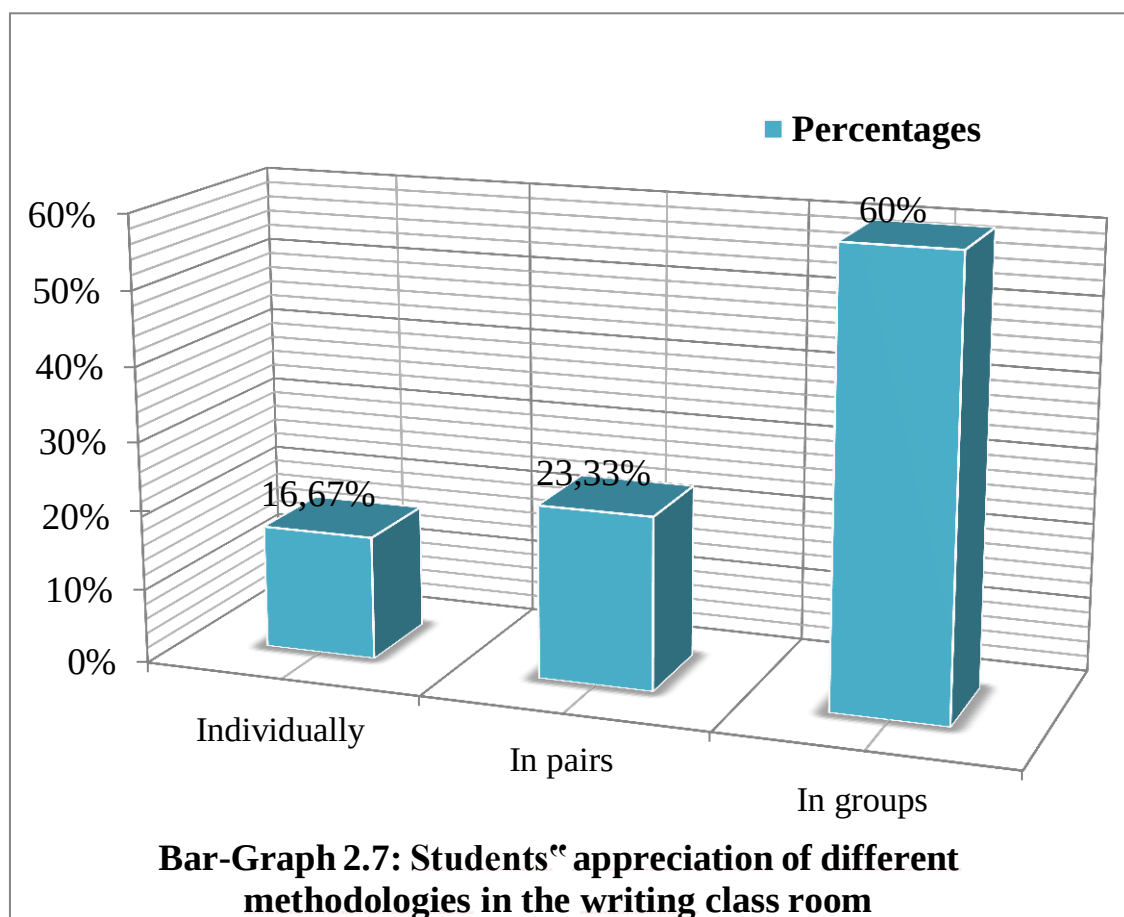


The majority of 3rd year students 50% face vocabulary problems when writing, and it is a high rate. According to those students, finding the accurate and appropriate words when wondering to write their ideas is very difficult. Moreover, students report that their lack of practice including reading books outside the class setting results in the occurrence of this issue. Regarding the aspect of grammar, learners consider it as equally difficult given the rate 13.33%. Students who state that grammar is a challenging writing aspect gave the following cause: the English language has a fixed sentence structure in which they find various types of verb tenses, unstable word position in the structure; therefore, it would be difficult for them to be learnt. However, 30% of subjects state that spelling is their major problem. And they may struggle for different reasons. That's because spelling is a complex activity that involves

many skills. Those Spellers have to think about how words sound and then translate those sounds into print. The rest of our participants who are about 6, 66% opted for the option “punctuation”.

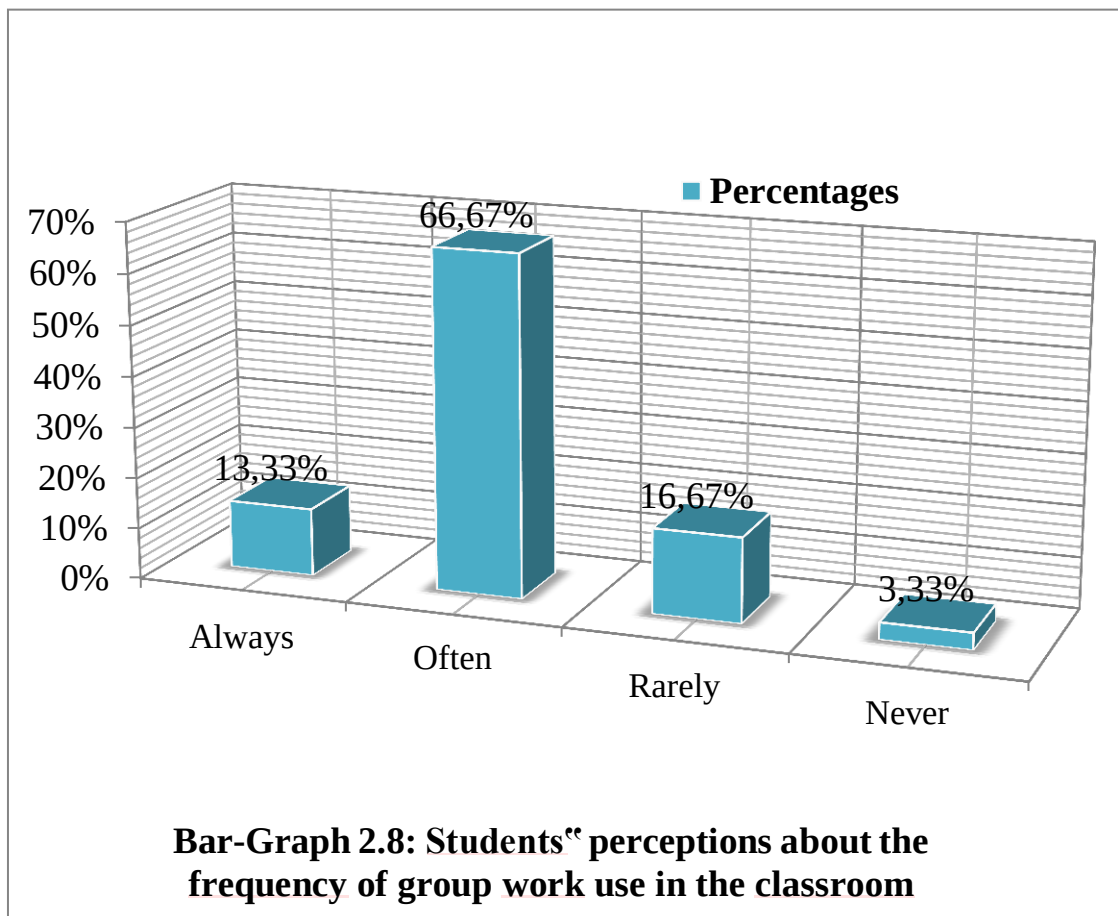
Part three: students’ opinions towards the application of group work in the EFL classroom.

- **Item 07:** During a written expression session, do you prefer to work:



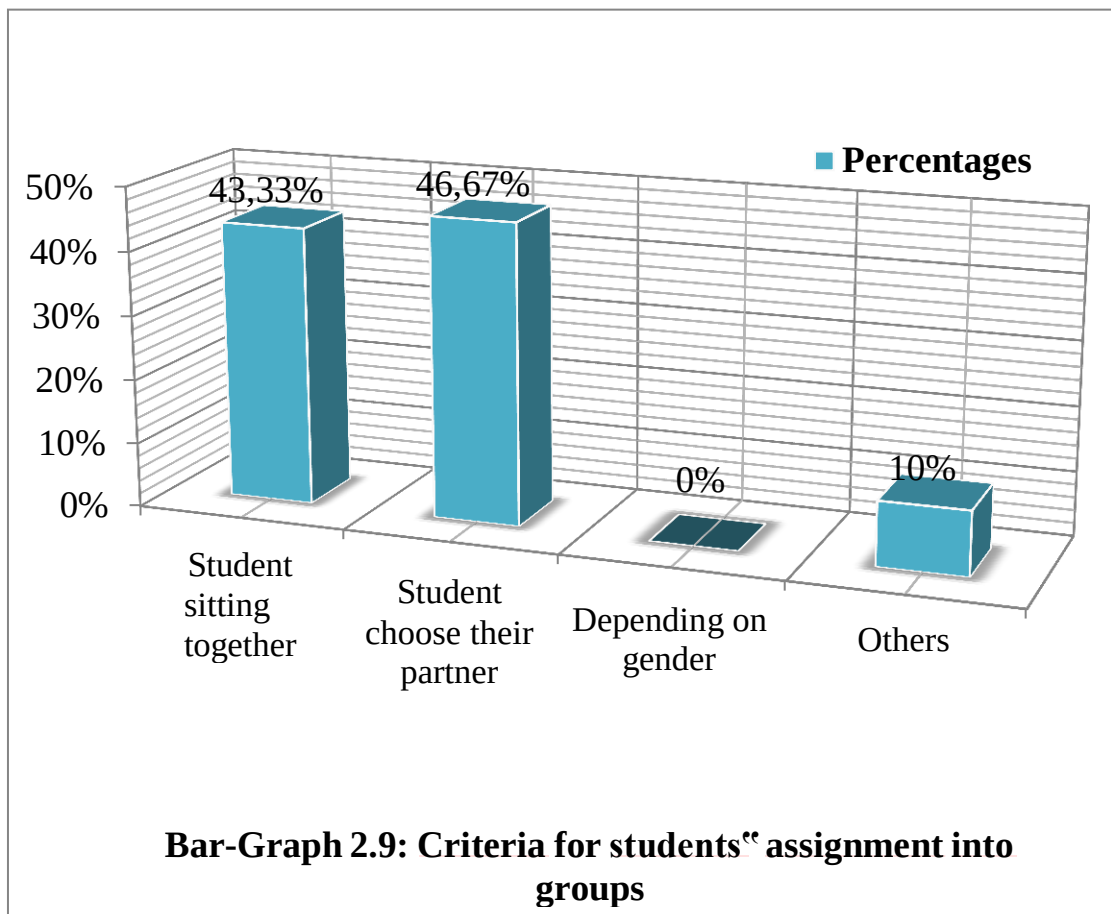
The results obtained show that most students prefer to work in groups during a written expression session and they are about 60%. Whereas, 23, 33% of learners prefer to work in pairs. The rest of students who are 16, 67% like to work individually. Students' preference to work in groups or pairs may be referring to the fact that students seek the opportunity to express and exchange their ideas with their classmates.

- **Item 08:** How often does your teacher ask you to work in groups?



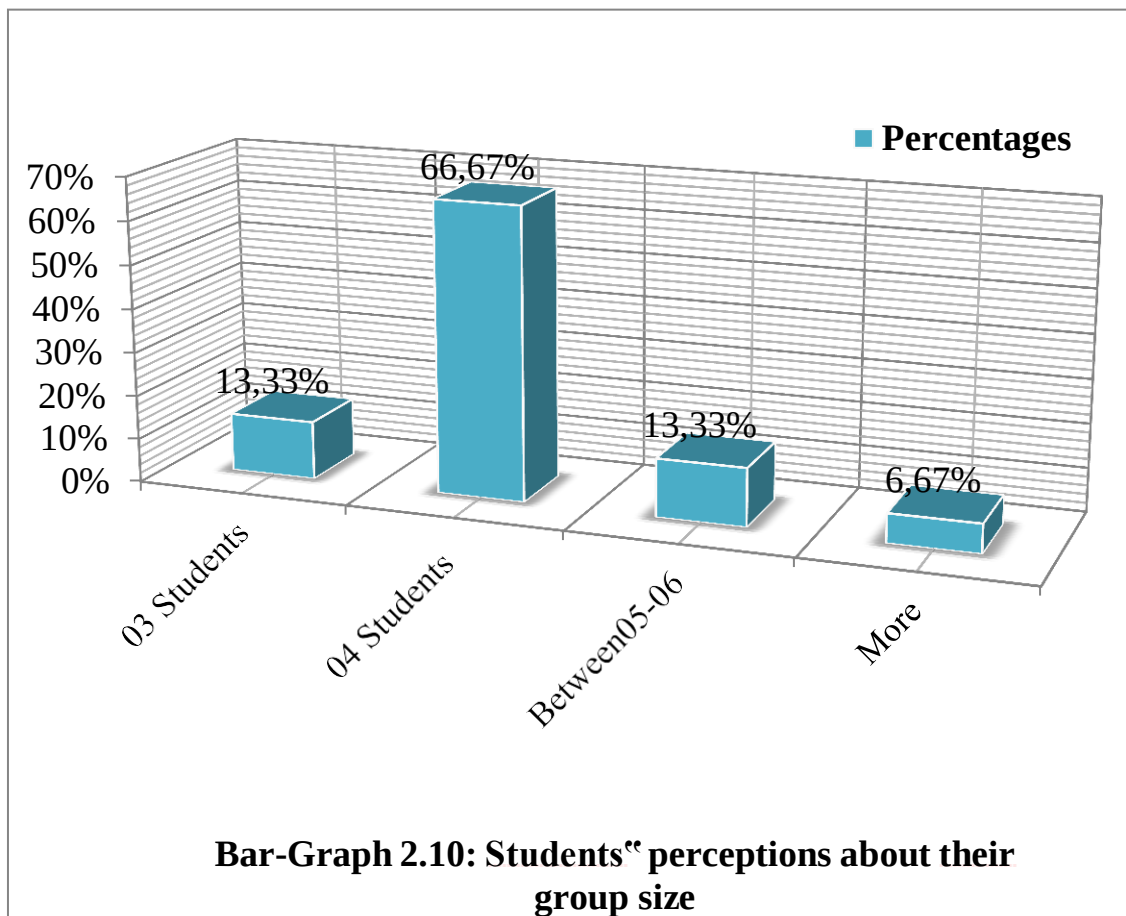
It is noted, that 66, 67% of students maintain that their teachers often set them to work in groups; the other subjects, however, opted for the other options. In fact, 16, 67% of them say that their teachers rarely ask them to work in groups, while 13, 33% of them report that they do always work in groups. However, 3, 33% of learners state that their educator never asks them to work in groups.

➤ **Item 09:** On which basis does your teacher group you?



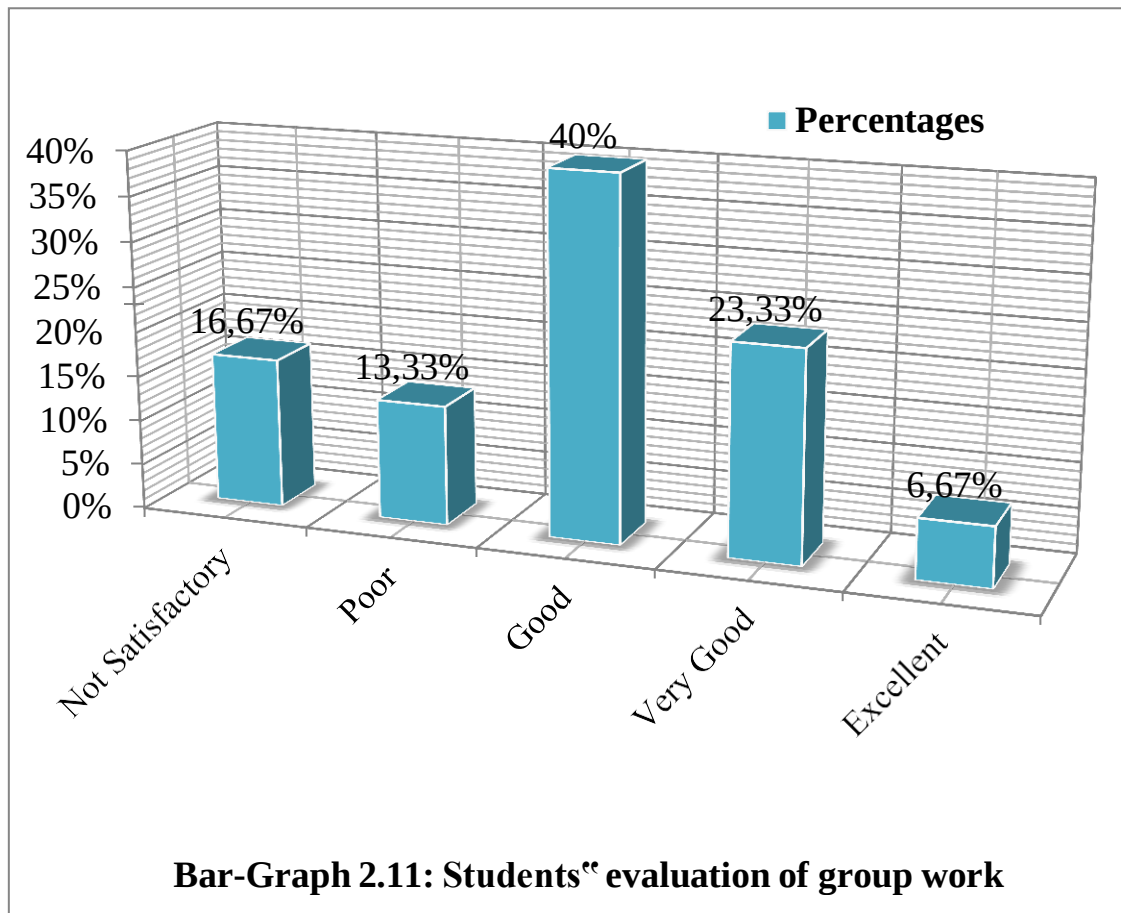
The bar-graph reveals that setting the groups on the basis of friendship seem to be favored to a great number of students (46, 67%). Probably, these students are afraid of being put with members they do not trust, or they feel that they may do or act in a good way when they work with their friends. Consequently, teachers let them free to choose their friends. Just a little less than this percentage (43,33%) stated that their teachers form them according to their seats in order not to students suggest another option that is, their teachers group them randomly and no aspects are counted and they are about 10%. Finally, the factor of gender does not attract either any student (0%) or teacher which clearly indicates that both teachers and students have no problems working with the opposite sex.

- **Item 10:** Approximately, how many students are there in each group?



As bar-graph indicates, 66, 67% of subjects report that the most groups consisted of 4 students. 13, 33% of students affirm that groups include just three students, and the same rate opted for 5-6 students per group. However, 6, 67% of learners claim that their groups include more than 6 students.

- **Item 11:** According to you, group work when compared to individual work is:
Please, justify?

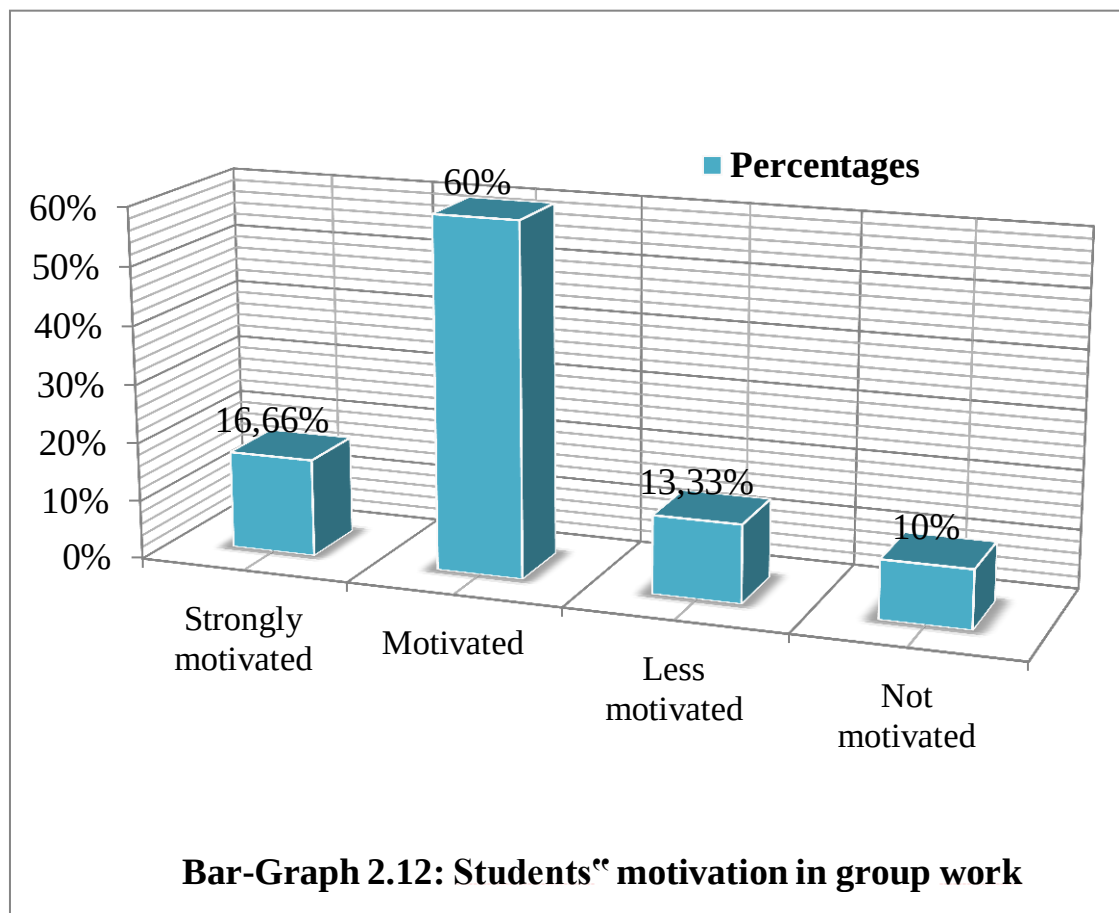


When asked to compare group work to individual learning, learners' responses are rather favorable in that 40% of them state that this way of learning is good. This indicates that GW was beneficial to those subjects by claiming that through group work, they can exchange ideas and benefit from the other groups' thoughts. Others, however, gave other evaluations which differ from unsatisfactory 16,67%, to poor teaching technique that is about 13,33%. In these two cases students' causes are alike in the sense that they may find themselves with other classmates who want to impose their thoughts and do not take their opinions into consideration at all. Therefore, educators need to tackle seriously the problems for a better functioning of group work, so that students can benefit from it as much as possible. However, 6,67% of students report that GW is excellent, while the rest of them 23,33% state that GW is very good when comparing it with individual work.

Their significant justification was that three, four or more heads can do and achieve better than one head. That is, according to them, when they are being assigned to groups, student's performance will be higher than that resulted when they work individually. Importantly, when being compared to individual work, GW seems to be beneficial.

Part four: students' perception towards the effectiveness of group work in enhancing their motivation to write.

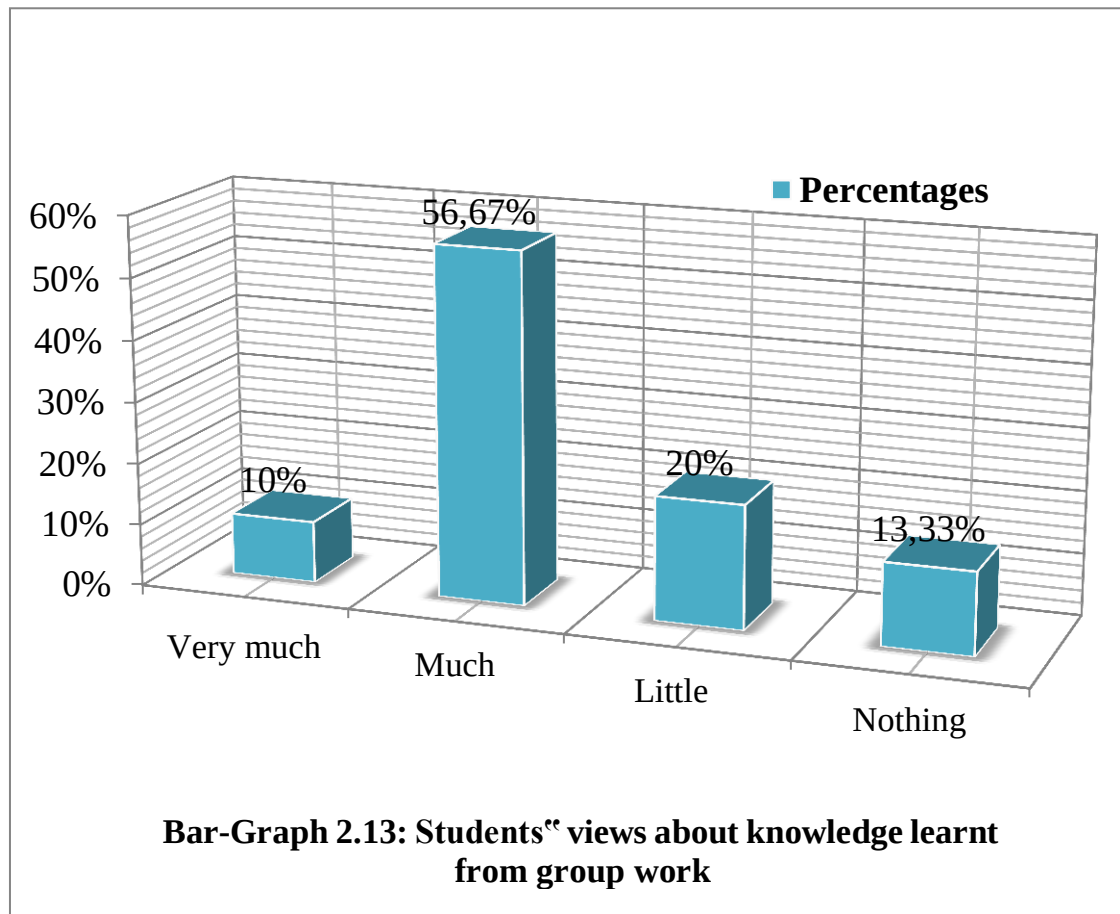
- **Item 12:** When you work in small groups, do you feel that you are :



This item aims to search learners' reactions to group work, and the outcomes show that more than half of our students (60%) are motivated to work with other peers. The others, however, react with more or less degrees of motivation: 16.66% are very motivated, 13.33% are less motivated, and only 10% are not motivated at all as bar-graph shows. Clearly, learners' attitudes towards group work are in general positive which motivates them to learn. However, it should

be noted that the level of motivation can be influenced by the way the educator proceeds with this technique.

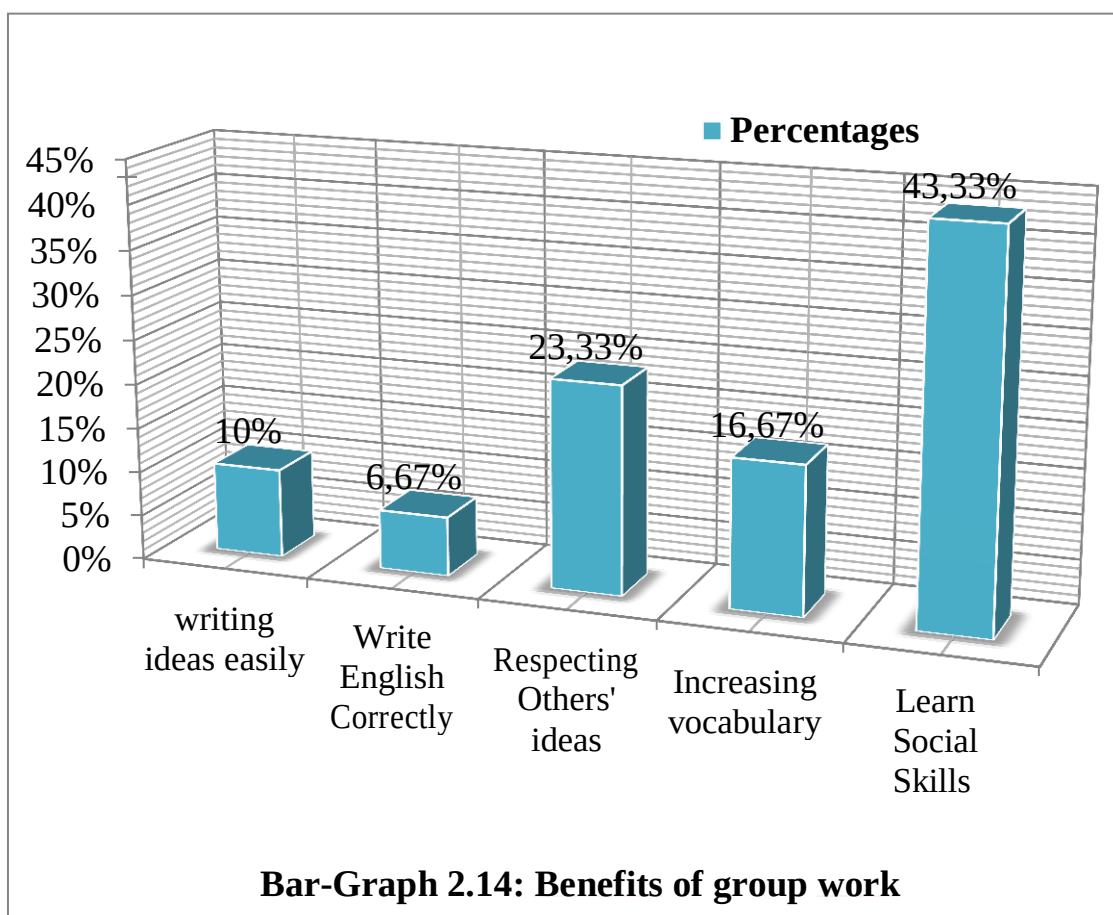
- **Item 13:** How much did you learn from group work?



Bar-graph indicates, most learners (56, 67%) affirm that they learnt much while being in groups. This shows that this way of teaching helps students much in their learning, and that they benefit from it with different degrees. An important percentage of subjects 10% affirm that GW help them learn very much, while others (20%) claim that they learn little when being assigned to groups, few members (13,33%) report that GW is not efficient at all to help them learn.

In short, GW seems to be useful to many learners, yet it is not so to others.

- **Item 14:** Do you think that group work helps you to:



As bar-graph shows, learners' perceptions regarding the advantages of group work are favorable, in the sense that, a high percentage of students (43,33%) affirm that group work help them in learning the social skills to ease their communication, while about 23,33% of subjects report that through group work, they will respect their peers and their thoughts and opinions. Some students opted for the option group work help them in writing and expressing their ideas easily (10%), while the others claim that GW enriches and deepen their vocabulary repertoire (16,67%). two students (6,67%) report that GW is beneficial in the sense that it improves their writing in English correctly.

2.4.1.1 Data Interpretation of Learners' Questionnaire:

As it is said before in the 1st chapter, the writing skill is an important skill when learning a FL and our students clarified this point by perceiving the importance of the writing skill in their learning. Moreover regarding teaching this skill in the classroom, learners seem to have various attitudes towards different teaching techniques, but the

most of them state that discussion is the pleasant one. The teachers' role is to adapt the technique that promotes students and raise their participation in the classroom.

The current level of the students is between average and good and this allows us to base on them in investigating this study. Furthermore, the most of them are really motivated to study the English language, specially its written form, in the sense that their desires, interests, and aptitude in learning writing are high. However, some learners may be motivated to learn English; they feel afraid to write it for many causes. These causes may be psychological lying in learners' lack of motivation, anxiety, fear of making grammatical, spelling, or vocabulary errors, absence of self-confidence, or other reasons that emerge from the teachers' methodology or the learning environment. The learners showed different preferences for classroom arrangements (i.e. group work, pair work, or individual work). However, the most of them agree on the choice of group work because they learn much from it, and they feel motivated when working with peers.

When asking learners about group work, most of students react in a positive way, in the sense that they have a positive attitude towards its use in the classroom; they benefit from it in varying degrees.

We may conclude that group work seems to play an important role in increasing learners' motivation in classroom.

2.4.2 Teachers' Questionnaire Analysis:

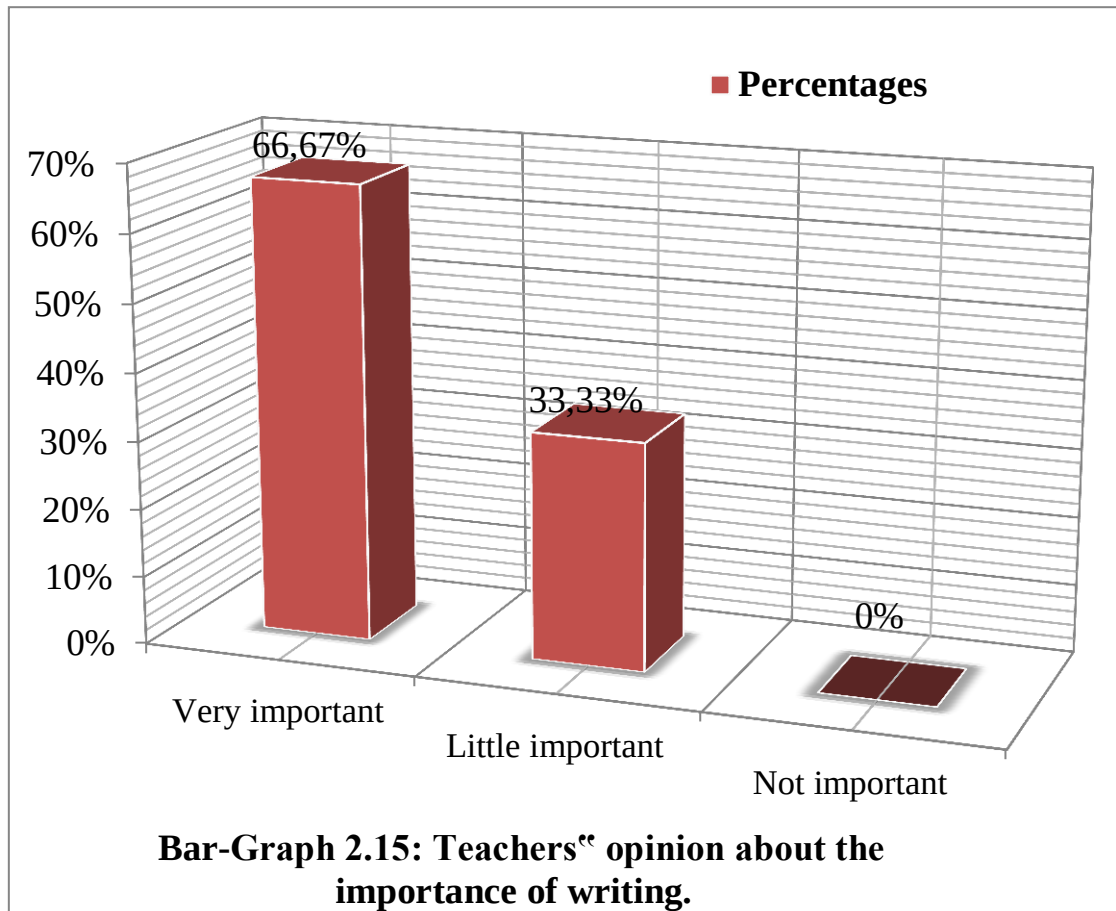
- **Part one : Teacher's background information**

- **Item one: how long have you been teaching English language?**

From the answers of the teachers, one deduces that the extent of teachers' experience in teaching English vary from five years to ten years. This shows that our respondents have different knowledge and experience.

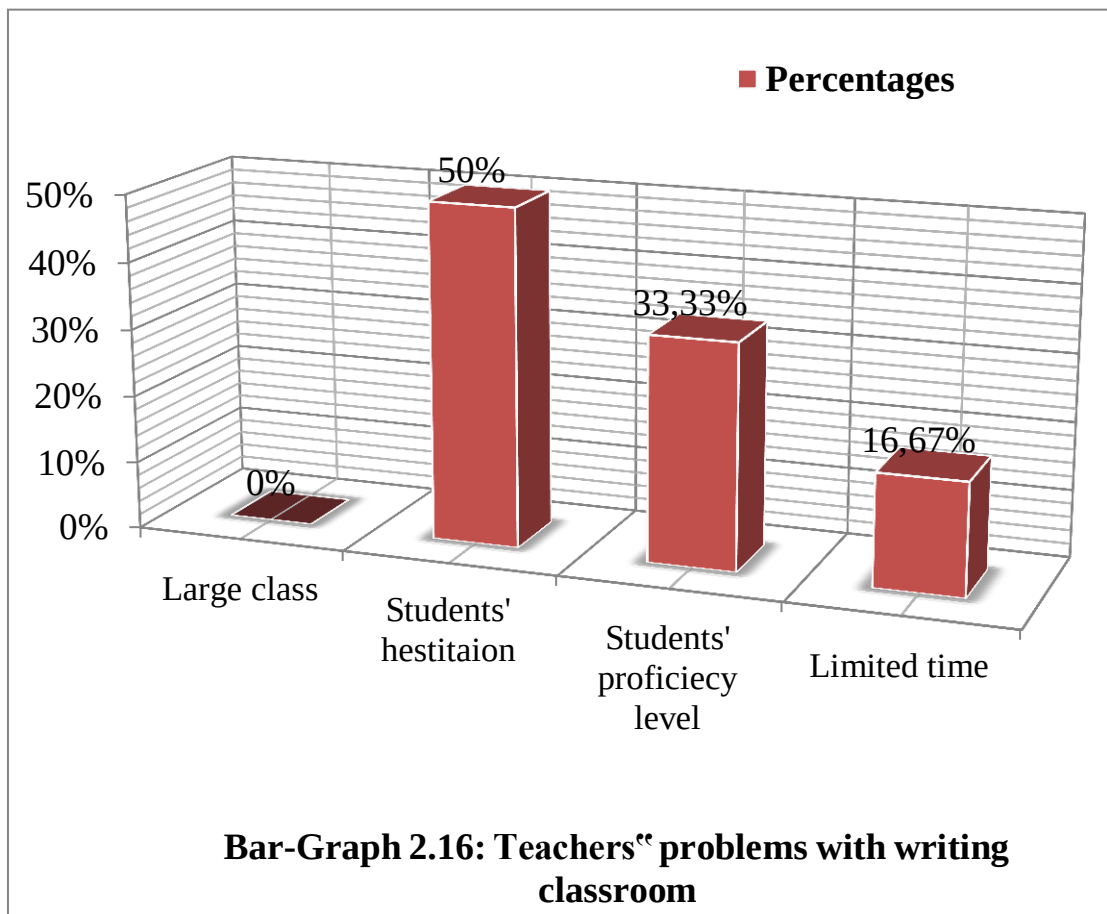
- **Part Two: The writing skill in the EFL classroom**

- **Item 02: to what extent do you think that writing is an important skill in learning a foreign language?**



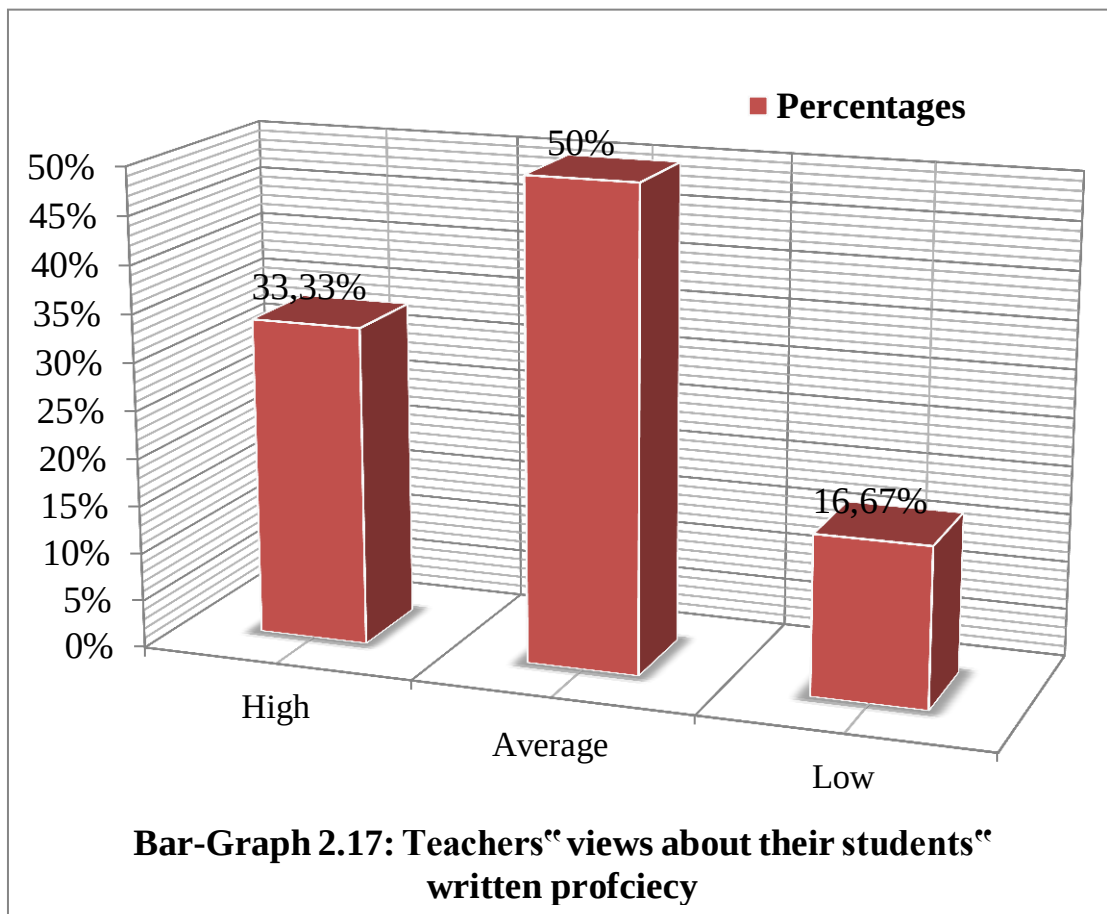
Writing is considered to be an important skill regarding the study of the English language. However, the degree of its importance varies from one student to another and this according to their needs. In this item, teachers are asked to express their opinions about the importance of writing skill. So 66, 67% of teachers state that it is very important skill whereas the rest 33,33% affirm that writing skill is little important.

➤ **Item 03: What problems are you facing in teaching writing?**



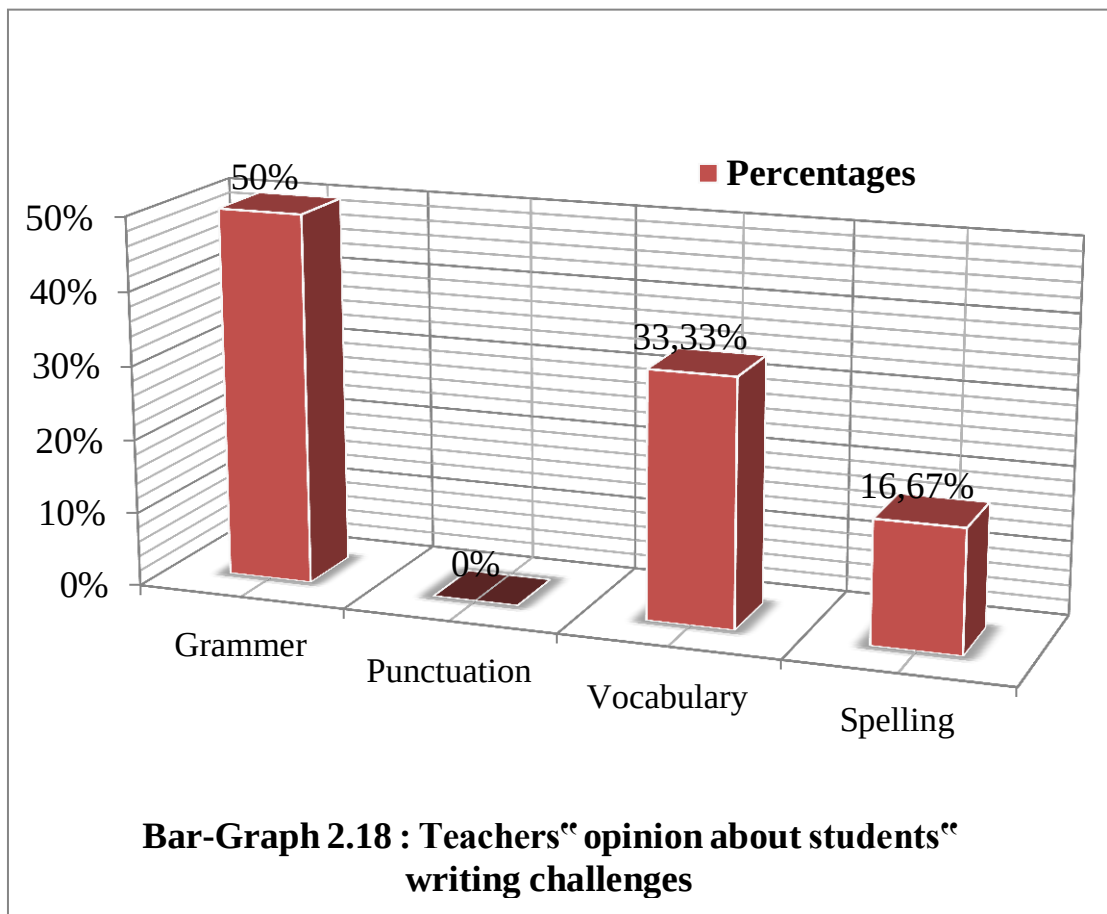
The graph sheds light on the various problems facing teachers of written expression. We may notice that the highest percentages of the teachers 50% complained that students' hesitation to write is seen as their biggest problem. However, other teachers claim that the different proficiency level is the main challenge and they are about 33, 33%. Others, report that the limited time is really considered to be a problem to them and they are about 16, 67%.

➤ **Item 04: How would you describe the level of your students?**



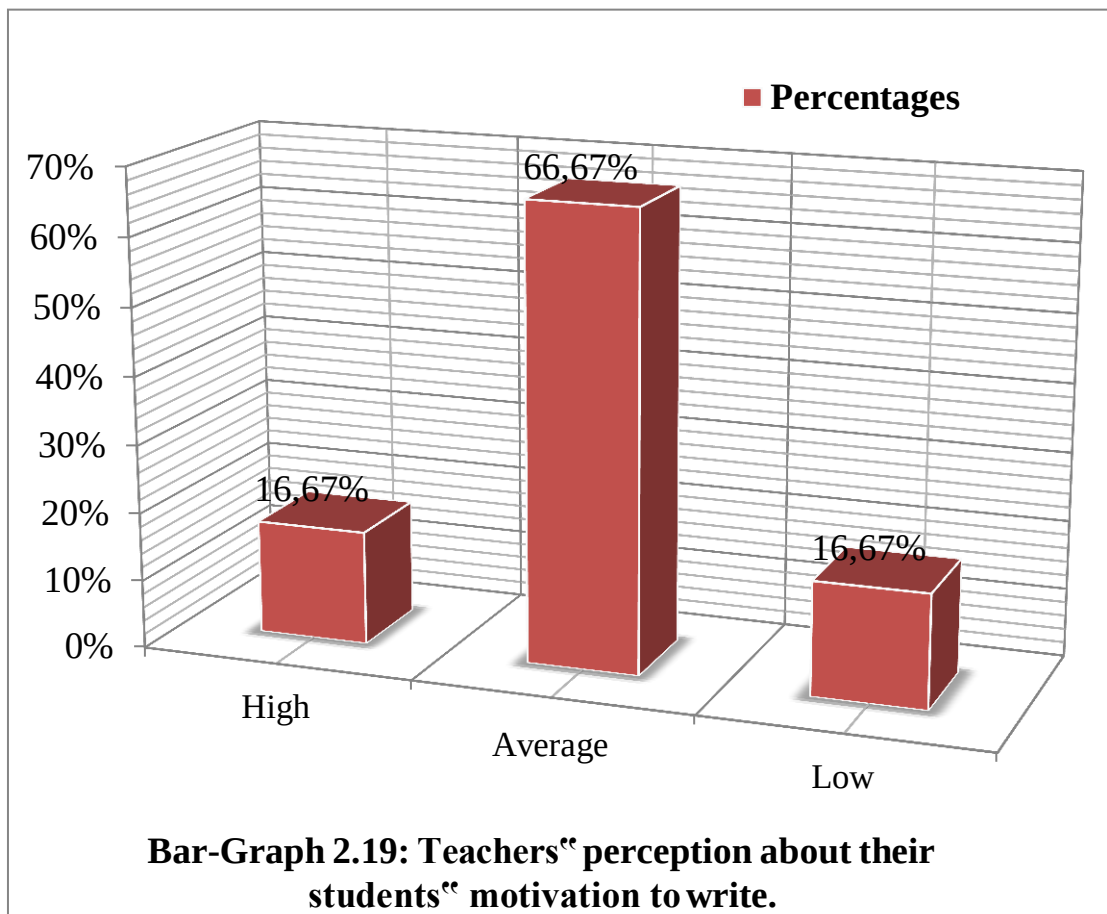
Teachers here are required to describe their students' levels of written proficiency. It seems that most of our participants 50% evaluate their students' level as average. Only one teacher claims that his/her students' level is low 16,67% and the rest consider their students' level as a high level.

➤ **Item 05: What do your students struggle with most when writing?**



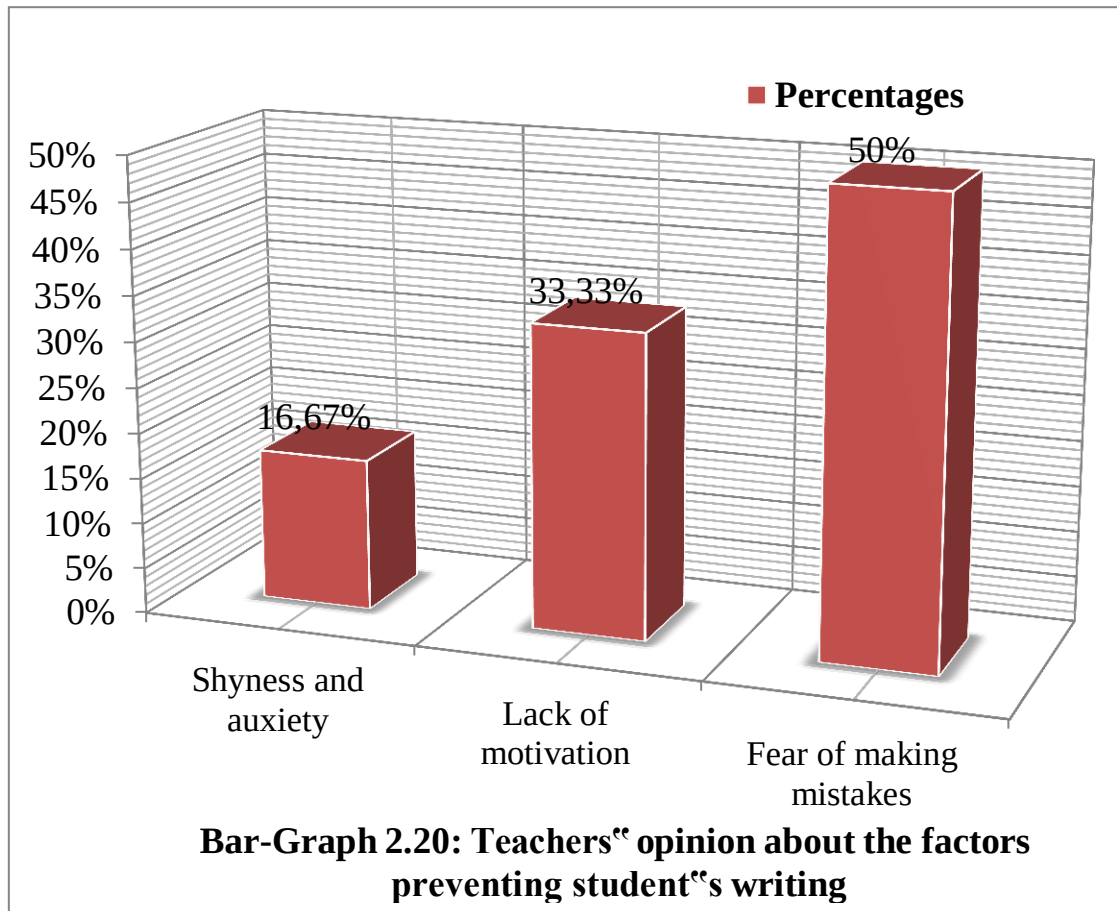
Teachers report that generally learners are struggling with all the writing aspects. Grammar constitutes the biggest problem with a percentage of 50%. However, 33,33% of them state that vocabulary is considered to be the most writing challenging aspect. The remaining population opted the option of spelling, and they are about 16, 67%.

➤ **Item 06: how would you describe your students „writing motivation?**



The graph shows that the majority of our teachers 66, 67% claim that their students' motivation to write is average. While the rest of our participants opted equally between high and low and they are about 16,67%.

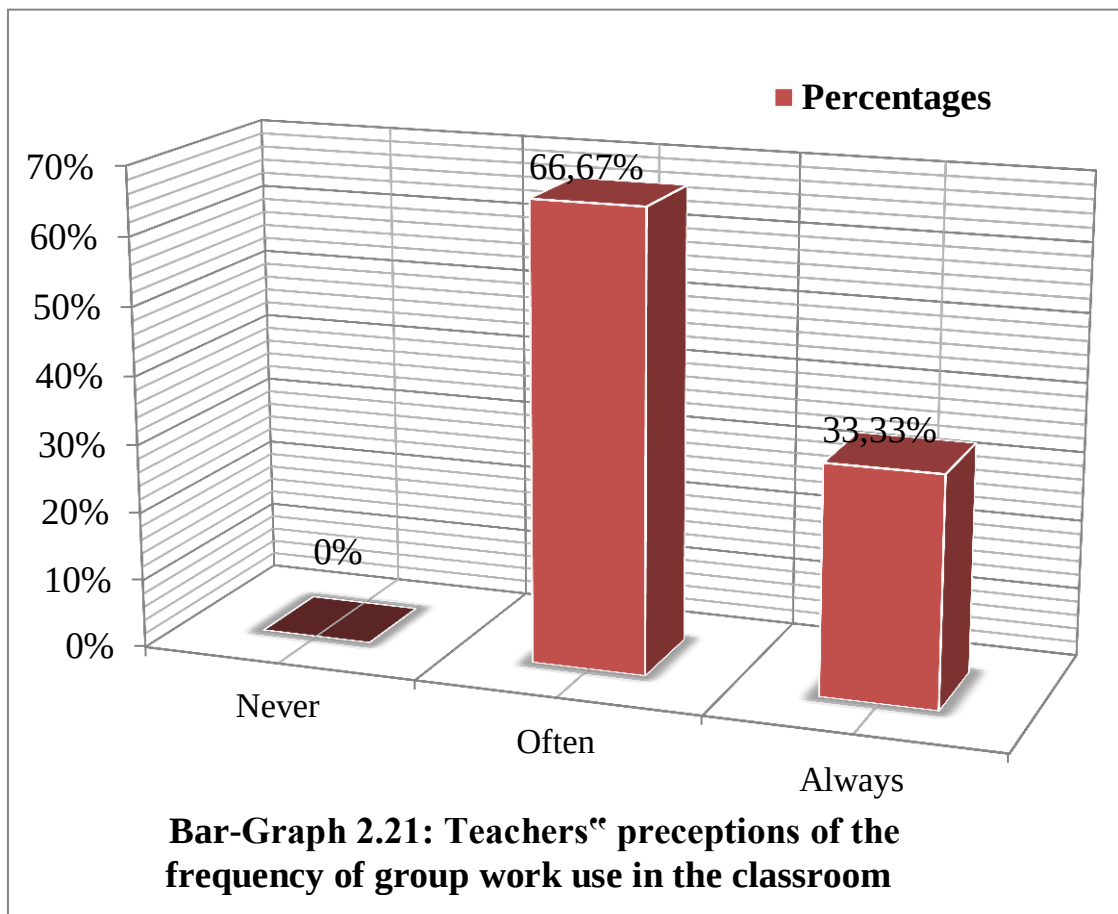
- **Item 07: What are the difficulties that make students unwilling to write in the classroom?**



Teachers may observe their learner while learning, and at the same time they analyze their weaknesses and strengths. Teachers, in this item, were asked to elect the difficulties that hinder their students from writing. The graph shows that many teachers 50% claim that learners' fear of making errors is a significant factor that prevents students from writing in the class. 33, 33% of them state that learners' lack of motivation lies behind their unwillingness to write. While 16, 67% state that shyness and anxiety major factors that hinder students from writing.

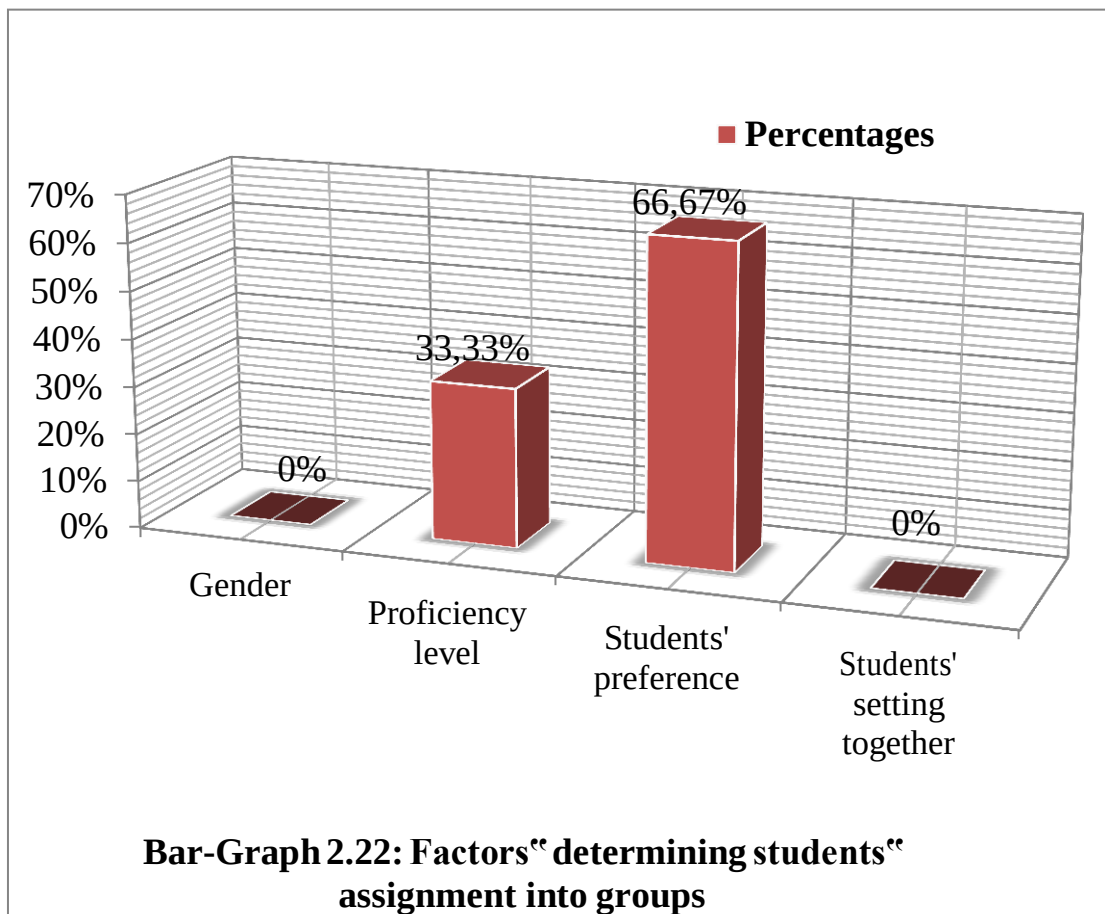
- **Part three: teachers' attitudes towards the application of GW in the EFL classroom?**

➤ **Item 08: How often do you use group work when teaching writing?**



Group work is a strategy that educators can use in class in order to carry out written activity. The analysis of the outcomes shows that only two teachers are consistent in their use of group work (33, 33%). However, a higher percentage of teachers (66, 67%) often use it, as the graph above indicated.

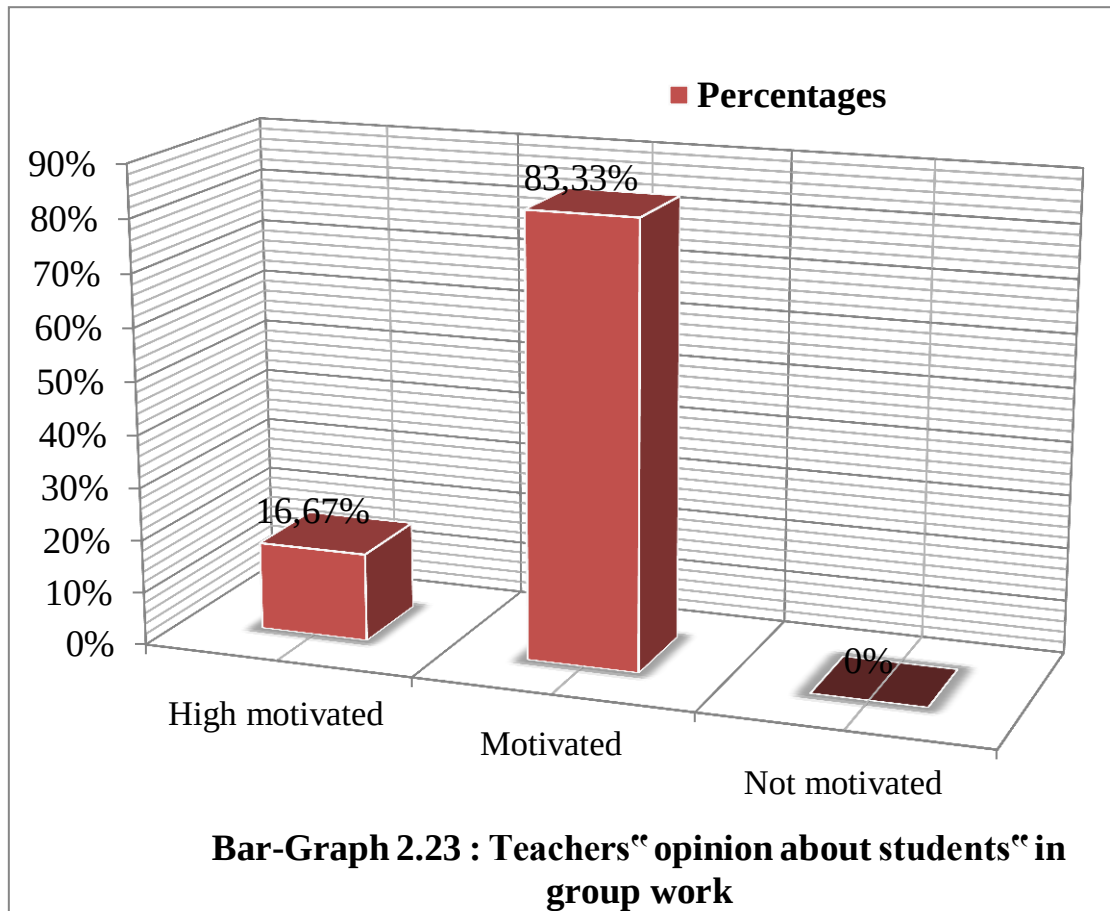
➤ **Item 09: Do you set up the groups on the basis of**



We can notice from the graph that the first choice, gender, seems not to be considered at all by teachers when they form the groups. Equally, the factor of learners sitting is not considered by teachers. Regarding the factor of proficiency level, only two teachers who consider it (33, 33%). The majority of teachers admit that they leave their learners the freedom of choosing their group mates (66, 67%). These educators aim at establishing a relaxed context so that group mates would feel at ease, thus, they will be more ready to learn.

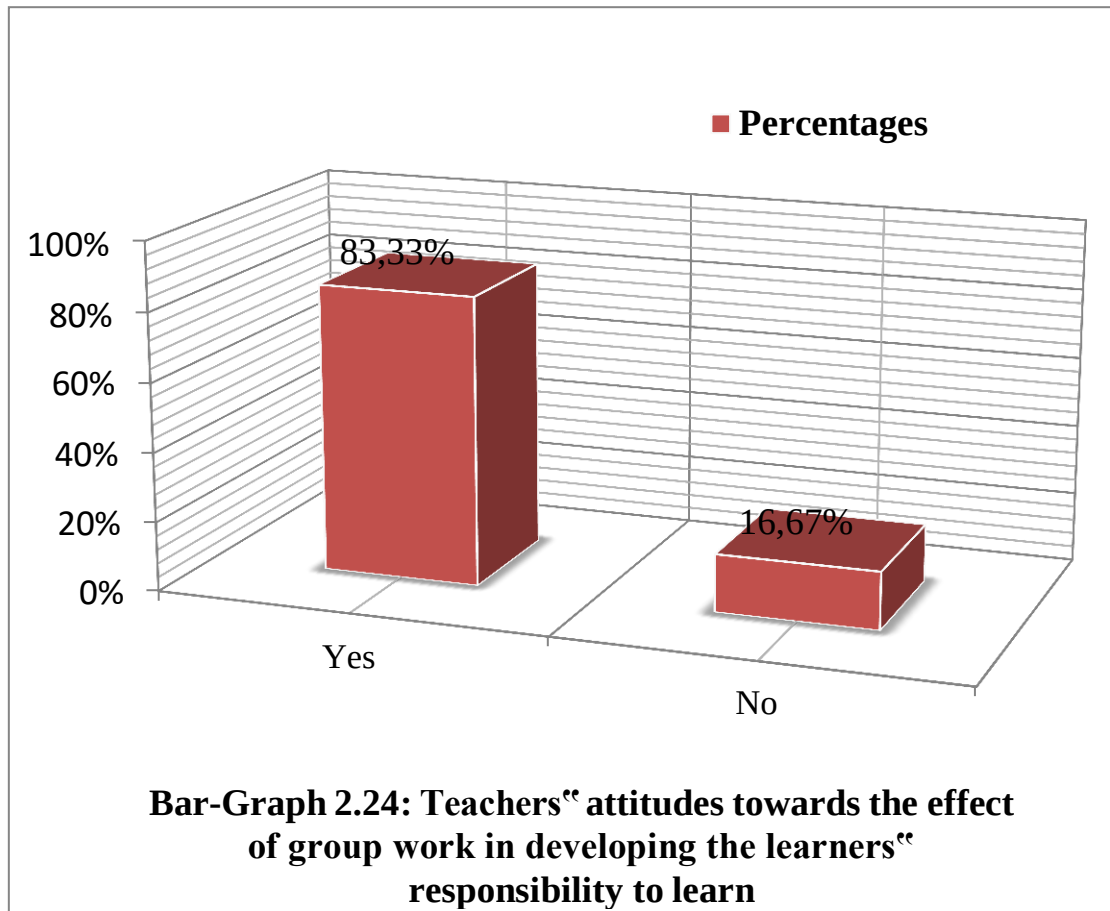
- **Part four: teachers' perceptions about the effectiveness of GW in enhancing students' motivation to write**

- **Item 10: When using group work technique, do you think your students are:**



This item seeks information about the students' degree of motivation when they are in group work. 16.67% of our teachers state that their learners are highly motivated when they are in groups, while 83.33% of them state that they are motivated. It means that educators have recognized the function of GW as a motivational technique/learning technique in the EFL classroom.

- **Item 11: Does group work help students to be more responsible about their learning?**



This item aimed at eliciting the educators' perceptions about whether or not the use of group work strategy in the classroom may make learners more responsible about their learning process. In fact, 83, 33% of the subjects respond in a positive way. This is evident in the graph, however one among them disagrees 16, 67%.

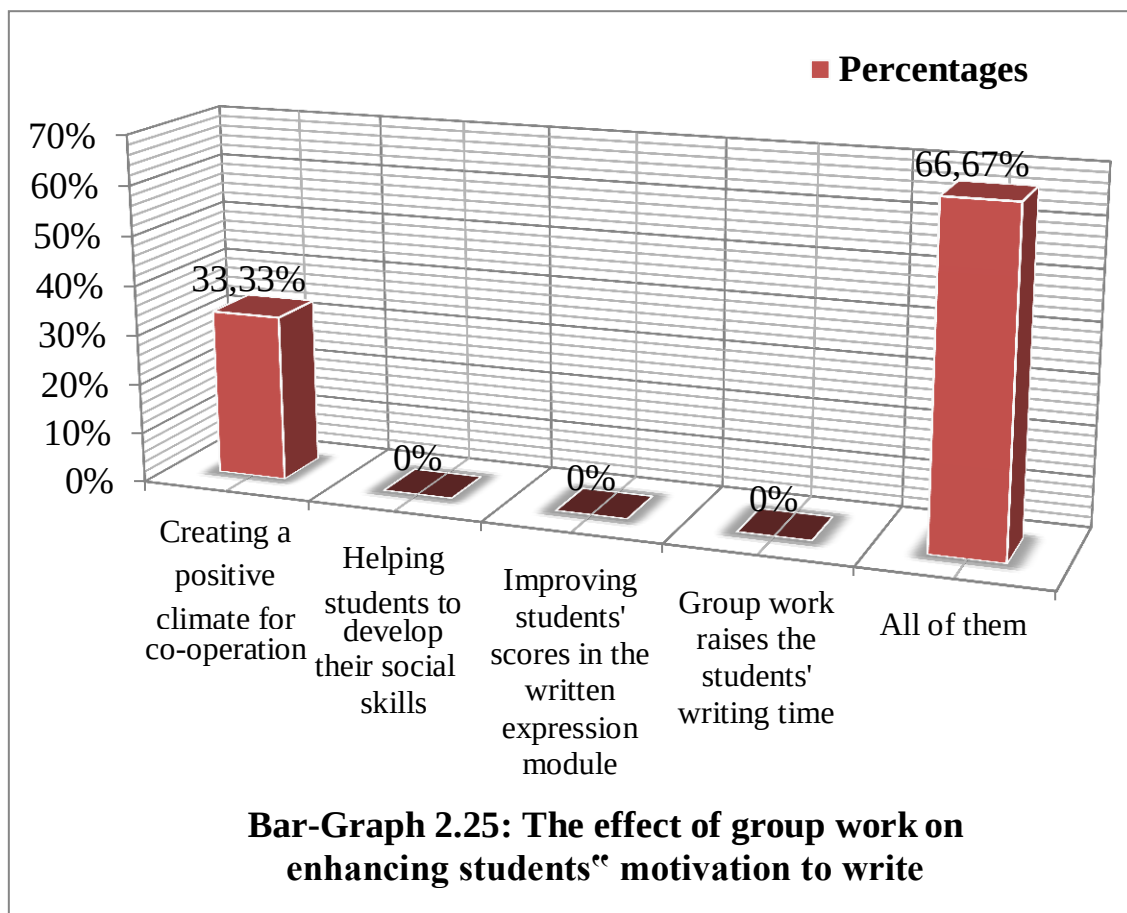
Please justify your answer in either case.

The majority of teachers consider that group work makes students more responsible about their learning giving main justification which is:

Through GW, students will be less dependent on the educator, for example, learners when asking to know the concept of certain word, they will not ask their teacher; they will use their dictionaries and search for the meaning.

The argument given by the educator who said that group work does not make learners responsible about their learning is that students may not be engaged completely in the activity since they feel forced to full a certain task.

➤ **Item 12: How can group work play a major role in enhancing students' motivation to write?**



According to the obtained outcome, we notice that two teachers 33, 33% state that GW creates a positive atmosphere for cooperation. However, generally speaking, we may say that our educators confess on the idea that group work play a main role in enhancing students' motivation to write in many ways by opting for the collection of several GW advantages together. For example, about 66, 67% of teachers combine all the options together.

2.4.2.1 Data Interpretation of the Teacher's Questionnaire

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching writing. First, educators assure that learners perceive the importance of the writing skill in the sense that students consider writing as an important skill and they estimate it regarding their present or their future needs. Second, teaching writing seems to be a difficult task to teachers in the sense that they facing several challenges that are due to students' psychological factors or to the learning environment. Teachers'

perceptions about students' writing challenges show that learners do face problems with all writing aspects, and teachers' assessment of students' writing proficiency covers different criteria. This means that some students may be eager to write in the classroom, but they do encounter, in some circumstances, some problems that are either psychological ones or problems related to the language itself particularly writing and its different aspects, and this is supported by their teachers' views.

Moreover, teachers' attitudes towards their learners' writing motivation detect that students' motivation to write is mostly between average and high. However, students' psychological challenges may hinder the learning/teaching processes implement several techniques to motivate them.

Teachers' perceptions about the effectiveness of group work in enhancing students' writing motivation are positive. That is all educators seem to be aware about the advantages of group work. In other terms, they all agree on the idea that group work is considered as a motivational factor in enhancing students' writing skill.

2.5 Discussion of the Main Results:

After analyzing students' and teachers' questionnaires, now a try is made to compare the gained outcomes in order to see whether what educators actually do in the classroom to teach written expression and what students perceive about this skill go along.

Writing is considered to be an important skill in the learning of FL or L2. Teachers and learners seem to be working cooperatively in achieving an acceptable writing level. Therefore, students' writing problems and challenges will be reduced, and teachers' progression in the teaching process is assured. However, the results gained regarding learners' perceptions about their writing challenges do not correlate with the perceptions of educators. While in the first, vocabulary seems to be the most challenging aspect, concerning teachers; the problem lies in grammar.

Regarding the first hypothesis which stipulates that writing is considered to be an important skill regarding the study of the English language and this according to the students' needs. Interesting results were gained from question 2 of students' questionnaire and the first from teachers' questionnaire.

Group work is among the important teaching techniques that help students in improving their writing skill. Both teachers and students agree on this idea.

Motivation which is a basic element for mastering learning is highly emphasized by teachers who confess their role to motivate students. It can therefore be said that it is significant for our educators to have interested learners who like writing. Indeed, when asked about their interest in the written form of the language, most of students claimed that they are interested in learning writing. Thus, teachers' efforts in motivating students are advantageous.

Concerning the second hypothesis; Group Work is an effective way to enhance the teaching and learning process that helps learners to perceive ideas, retrain them, and improve their skills. The results showed that indeed, group work creates a positive atmosphere for cooperation and play a major role in enhancing language skills in general and writing skill specifically; the results were obtained from question 11 , 12 and 14 from students questionnaire and from question 10 and 12 from teachers' questionnaire.

To sum up, both educators and learners agreed upon the idea that group work is efficient in terms of enhancing students' motivation to write. Thus, these results confirm our hypothesis.

2.6 Suggestions and Recommendations

In the light of the findings and the conclusion of this research work, some recommendations are suggested for both teachers and students to remove the conflict that is common about cooperative learning in enhancing different skills. For that reason, the following recommendations were suggested:

- **For teachers:**

- ✓ Teachers' role should be changed from being the main source of teaching process to that of facilitating, guiding, supporting and encouraging.
- ✓ Develop students' self-confidence and reduce their anxiety by avoiding direct and harsh comments (negative feedback).

- **For students :**

- ✓ Do not be shy to ask for clarification when needed even if you got the wrong answer because mistakes are part of the learning process.
- ✓ Believe in your abilities, be patient and do not think negatively.

2.7 Conclusion

All in all, the positive outcomes revealed in this study concerning the influence of group work on improving students' motivation to write have confirmed our hypothesis. That is to say there is a positive relationship between group work and the students' writing skill. Group work is one way of teaching which according to many years of research and practical application by hundreds or thousands of teachers now exist for virtually every imaginable instructional purpose. Furthermore, we now understand the effectiveness of group work in enhancing learners' writing skill and the condition necessary for effective group work, especially for teaching writing.

GENERAL CONCLUSION

Enhancing the writing skill of foreign or second language learners is a difficult task. It requires some experience and regular practice in the classroom. However, teachers should know that the act of writing can be greatly influenced by such influential psychological factors like: anxiety, self-confidence, motivation ...etc. In fact, these factors were found to have strong effects on the student as well as his achievement. On the affective side, group work can raise students' motivation, foster their self-confidence and lower their anxiety.

Therefore, the central objective set out for this investigation is to probe the efficiency of using group work as motivational factor in developing EFL students writing skill and to test their attitudes towards it as a learning technique. Asking the following research questions:

- ✓ Is writing considered as an important skill in EFL classroom?
- ✓ What are the benefits of group work in ESL / EFL Classrooms?

In order to find answers to the questions raised before , the researcher has opted for one research instrument to not only collect data of learners' and teachers 'questionnaires but also to test the validity of the following hypotheses:

- ✓ Writing is considered to be an important skill regarding the study of the English language and this according to the students' needs.
- ✓ Group Work is an effective way to enhance the teaching and learning process that helps learners to perceive ideas, retrain them, and improve their skills.

The present study consists of two main chapters. The first chapter constitutes the literature review about the variables under examination. While the second one concerns with the practical side of our research work.

This research paper is a case study dealing with writing skill and group work difficulties among 3rd year EFL students at Naama University Centre. To collect data, one research instrument was used including two questionnaires, one for third year EFL students and the other for their teachers in order to evaluate their attitudes towards the use of group work as motivational factor in enhancing students' writing and to develop this skill.

All in all, the obtained results confirmed our hypothesis that there is a positive relationship between group work and written proficiency. The positive findings proved

General Conclusion

that group work enhances student's motivation to write. This study indicated that

General Conclusion

teachers and learners should be aware about the various necessary skills and use them whenever possible to raise the teaching/learning processes. Moreover, educators should be aware about what is happening in the whole learning environment in which the learning process takes place, and their consciousness should cover students' needs, strengths, and weaknesses. Implementing group work in the writing classroom is very beneficial in the sense that learners can learn in a relaxed and friendly situation where the students can learn all the social skills that facilitate communication without hesitation .finally, group work raises student's desires, interests, and aptitude toward learning the written form of the English language .

To conclude, it has to be said that group work is a teaching and learning aid is not the only tool that should be taken for granted in teaching writing skills, but there are other techniques and strategies that may more be efficient and beneficial and this open doors for further researchers in attempt to test its impact and contribution.

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APPENDICES

Appendix A: Learners' Questionnaire

Dear students:

This questionnaire is a tool which helps us to collect data. I would be so thankful if you answer the questions in order to give your opinions and attitudes about using group work as a strategy in teaching writing skill. Your cooperation is very important and very helpful in our investigation, so please put (×) in the box which expresses your answer.

Section one: personal information:

1. Gender:

Female

Male

2. Age

Section two: Students' Perception about Writing Skill.

3. Is your choice of studying English:

❖ Personal.

☐

❖ Imposed by parents.

☐

❖ Imposed by Ministry High Education.

☐

4. How is the writing skill important to you?

❖ Not important.

☐

❖ Little important.

☐

❖ Important.

☐

❖ Very important.

☐

5. How do you consider your ability in writing English?

❖ Very good.

☐

❖ Good.

☐

❖ Average.

☐

❖ Low.

☐

6. How much do you feel interested in writing English in the classroom?

❖ Very interested.

❖ Normal.

❖ Interested.

❖ Not interested.

7. What makes you unwilling to write in the classroom?

❖ Anxiety and lack of self-confidence.

❖ Lack of motivation and fear of making mistakes.

❖ Low proficiency in English.

❖ Topic is not interesting.

8. Which of these do constitute the biggest writing challenge for you?

Please, justify?

❖ Vocabulary.

❖ Grammar.

❖ Spelling.

❖ Punctuation.

Section three: students' opinions towards the application of group work in the EFL classroom.

9. During a written expression session, do you prefer to work:

❖ Individually.

❖ In pairs.

❖ In groups.

10. How often does your teacher ask you to work in groups?

❖ Always.

❖ Often.

❖ Rarely.

❖ Never.

11. On which basis does your teacher group you?

❖ Student sitting together.

❖ Student chooses their partner.

❖ Depending on gender.

❖ Others.

12. Approximately, how many students are there in each group?

❖ Three students.

❖ Four students.

❖ Between 05-06.

❖ More.

13. According to you, group work when compared to individual work is:

Please, justify?

❖ Not satisfactory.

❖ Poor.

❖ Good.

❖ Very good.

❖ Excellent.

Part four: students' perception towards the effectiveness of group work in enhancing their motivation to write.

14. When you work in small groups, do you feel that you are :

❖ Strongly motivated.

❖ Motivated.

❖ Less motivated.

❖ Not motivated.

15. How much did you learn from group work?

❖ Very much.

❖ Much.

❖ Little.

❖ Nothing.

16. Do you think that group work helps you to:

❖ Writing ideas easily.

❖ Write English correctly.

❖ Respecting others' ideas.

❖ Increasing vocabulary.

❖ Learn social skills.

Thank you very much.

Appendix B: Teachers' Questionnaire

Dear teachers:

Our research aims at examining the use of Group Work as a learning technique to enhance third year students' motivation to write and this questionnaire is used a tool for collecting our data. Therefore, we would be grateful if you could answer these questions to help us in our study for the Master's degree since they are very important and will be of much help for the completion of this work.

Please, tick () the choice that best represents your answer and give full answer where necessary.

May I thank you for giving us your time and for your help in advance.

Section one: Teacher's background information

1. How long have you been teaching English language?

.....

Section two: The writing skill in the EFL classroom

1. To what extent do you think that writing is an important skill in learning a foreign language? :

❖ Very important.

☐

❖ Little important.

☐

❖ Not important.

☐

2. What problems are you facing in teaching writing?

❖ Large class.

☐

❖ Students' hesitation.

☐

❖ Students „proficiency level.

☐

❖ Limited time.

☐

3. How would you describe the level of your students?

❖ High.

☐

❖ Average.

☐

- ❖ Low.
4. What do your students struggle with most when writing?
- ❖ Grammar.
- ❖ Punctuation.
- ❖ Vocabulary.
- ❖ Spelling.
5. How would you describe your students „writing motivation“?
- ❖ High.
- ❖ Average.
- ❖ Low.
6. What are the difficulties that make students unwilling to write in the classroom?
- ❖ Shyness and anxiety.
- ❖ Lack of motivation.
- ❖ Fear of making mistakes.

Section three: teachers’ attitudes towards the application of GW in the EFL classroom?

7. How often do you use group work when teaching writing?
- ❖ Never.
- ❖ Often.
- ❖ Always.
8. Do you set up the groups on the basis of
- ❖ Gender.
- ❖ Proficiency level.
- ❖ Students’ preference.
- ❖ Students setting together.

Part four: teachers' perceptions about the effectiveness of GW in enhancing students' motivation to write.

9. When using group work technique, do you think your students are:

❖ High motivated.

❖ Motivated.

❖ Not motivated.

10. Does group work help students to be more responsible about their learning? Justify, Please.

❖ Yes.

❖ No.

11. How can group work play a major role in enhancing students' motivation to write?

❖ Creating a positive climate for co-peration.

❖ Helping students to develop their social skills.

❖ Improving students' scores in the written expression module.

❖ Group work raises the students writing time.

❖ All of them.

Thank you very much.