

University of Benghazi

Faculty of Arts

Department of English

**Implementing Cooperative Learning in Teaching
Writing with Reading to Third-year Students at the
University of Benghazi**

**A Thesis Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Master of Arts in
English Language and Linguistics**

By

Nada Abdurrahman Abumatary

Supervised by

Dr. Khadejah Abuarrosh

2013

ABSTRACT

Implementing Cooperative Learning in Teaching Reading with Writing to Third-year Students at the University of Benghazi

The current quasi-experimental study sought to investigate whether students write well once they read well; in addition, it examines whether cooperative learning enhances students' writing as well as motivates them. The subjects of the study were third-year students at Faculty of Education, in the University of Benghazi. Students were divided into two groups: experimental and control. Data were collected by conducting pre and post tests. The pre and post tests included a writing task and a questionnaire. Writing tasks were evaluated by a scoring protocol devised by the researcher. The scores of five essays were compared for both groups. In addition, data were analyzed by performing a t-test. The analysis of the data confirmed that the experimental group performed significantly better than the control group. Some recommendations are provided to encourage students to achieve better performance in writing. In addition, it provides teachers with some recommendations related to the implementation of cooperative learning methods and the utilization of reading as an input in teaching writing.

ملخص الدراسة

Implementing Cooperative Learning in Teaching Writing with Reading to Third-year Students at the University of Benghazi

تطبيق التعلم الجماعي في تدريس الكتابة مع القراءة لطلبة السنة الثالثة لغة انجليزية جامعة بنغازي

تسعي هذه الدراسة شبه التجريبية الي التحقق من قدرة الطلبة علي الكتابة بالصورة الصحيحة بعد قراءة مجموعة مقالات ذات صلة بالموضوع المراد الكتابة عنه والتحقق ايضاً من ان التعلم الجماعي يفيد في تحفيز الطلبة وتحسين مستوي الكتابة لديهم. تم تطبيق هذه الدراسة علي طلبة السنه الثالثة لغة انجليزية بكلية التربية جامعة بنغازي.حيث تم تقسيمهم تقسيماً عشوائياً الي مجموعتين : مجموعة ضابطه ومجموعة تجريبية وقامت الباحثة بجمع البيانات بعد قيام الطلبة بتعبئة استبيان وكتابة مقال في كلا الامتحانين (Pre & Post Tests) وتم تصحيح سؤال كتابة المقال بموجب نظام تصحيح المقالات الذي أعد بواسطة الباحثة ليخدم هدف البحث. تم مقارنة درجات المقالات بين المجموعتين بالإضافة الي تحليل البيانات باستخدام البرنامج الاحصائي (T-Test) من خلال برنامج SPSS Software وأثبتت نتائج التحليل بأن أداء المجموعة التجريبية أفضل بشكل واضح من أداء المجموعة الضابطه . تم إعداد بعض التوصيات لكل من الطلبة والمعلمين تفيد الطالب في تحسين قدرتهم علي كتابته وتفيد المعلم في تطبيق التعلم الجماعي واستخدام القراءة في تدريس مادة الكتابة ليلم الطالب بالموضوع المراد الكتابة عنه ويكتب بشكل أفضل .

Acknowledgements

All praise is due to Almighty Allah (S.W.T). The compassionate and merciful, who enabled me to obtain higher education. The blessing of Allah (S.W.T) be upon the holy prophet Mohammed (S.A.W), and the city of knowledge.

It is my honor to express my heartiest gratitude to my supervisor, Dr. Khadejah Abuarroush for her kind supervision, valuable suggestions and ever friendly and loving attitude during the conduct and completion of the current thesis.

I owe sincere and earnest thankfulness to the head of English Department, Faculty of Arts, University of Benghazi, Dr. Nuwara Imssalem for her valuable sources I received from her during the conduct of my thesis.

I owe a debt of gratitude to the head of English Department, Faculty of Education, University of Benghazi, Dr. Aquila El Abbar for his valuable suggestions that I received from him during the practical part of my research.

My special thanks go to Ms. Basma El Sherief who has assisted and encouraged me to conduct the practical part of my research. In addition, I also acknowledge the assistance of all my professors, who taught me at the University of Benghazi, in conducting my research.

I express special thanks to my mother and father whose love and affection kept me to continue the research work. Last but by no means the least, I especially thank my beloved fiancé for his full cooperation and sacrifice which made it possible for me to submit the current dissertation. Finally, a special thank ever goes to Allah (S.W.T) who makes all things possible for without Allah I would have been unable to complete my project.

Dedication

To my parents who have always been the
main source of inspiration behind all my
efforts and achievements

Table of Contents

Abstract	II
Acknowledgment	IV
Dedication	V
Table of Contents	VI
List of Tables	XI
List of Figures	XIV

Chapter one: Background to the Study

1.0 Introduction	1
1.1 Statement of the problem	4
1.2 Research Questions	5
1.3 Aims of the study	5
1.4 Scope of the study	5
1.5 Methodology	5
1.6 Organization of the Dissertation	7

Chapter two: Teaching Writing	
2.0 Background to Teaching Writing	9
2.1 Approaches to Teaching Writing.	15
2.1.1 The Controlled-to-Free Approach	16
2.1.2 The Free-Writing Approach	16
2.1.3 The Paragraph-Pattern Approach	17
2.1.4 The Grammar -Syntax -Organization Approach	17
2.1.5 The Communicative Approach	18
2.1.6 The Process Approach	18
2.2 Current English Writing Approaches.	19
2.2.1 Product Approach	20
2.2.2 Process Approach	23
2.2.3 Genre approach	27
2.3 Implementing Reading as an Input in Teaching Writing	28
2.4 Relevant Research	32
Chapter three: Implementing Cooperative Learning	
3.1 Introduction	35
3.2 Definitions of cooperative learning	39
3.3 Elements of Cooperative Learning	41
3.3.1 Positive Interdependence	41

3.3.2 Individual Accountability	43
3.3.3 Face to Face Interaction	45
3.3.4 Interpersonal and Small Group Processing	45
3.3.5 Group Processing	46
3.4 Types of Cooperative Learning	47
3.4.1 Formal Cooperative Learning Groups	47
3.4.2 Informal Cooperative Learning Groups	49
3.4.3 Cooperative Base Groups	50
3.5 Cooperative Learning Techniques	51
3.5.1 Jigsaw	51
3.5.2 Group Investigation	52
3.5.3 Student Teams Achievement Divisions (STAD)	52
3.5.4 Learning Together/ Learning Circle	52
3.5.5 Think- Pair-Share	53
3.6 The Gradual Release of Responsibility Model	54
3.7 Relevant Studies	56
Chapter Four: Data Collection	
4.1 Selection of Participants	59
4.2 The Instructional Design	60
4.2.1 Instructional Design of Control Group	60

4.2.2 Instructional Design of Experimental Group	61
4.2.2.1 Lesson plan	62
4.2.2.2 Rules to Facilitate Classroom Management	63
4.2.2.2.1 The Ten Commitments	63
4.2.2.2.2 The Ten Commandments	64
4.2.2.2.3 The Role Assignments	65
4.3 Data Collection	66
4.3.1 The Pre-test Questionnaire	66
4.3.2 The Post-test Questionnaire	69
4.4 Data Analysis	71
Chapter Five: Data Analysis	
5.1 Pre-test	72
5.1.1 The Questionnaire	72
5.1.2 The Essay	79
5.2 The Experiment	81
5.2.1 Performance in The First Lecture	82
5.2.2 Performance in The Second Lecture	83
5.2.3 Performance in The Third Lecture	84
5.3 Post-Test Session	
5.3.1 The Questionnaire (The Control Group)	85

5.3.2 The Questionnaire (The Experimental Group)	90
5.3.3 The Essay	95
5.4 Statistical Analysis	96
5.4.1 Definitions of Terms	97
5.4.2 The independent sample	97
5.4.3 The Paired Sample Test	98
Chapter Six	
6.1 Summary	101
6.2 Conclusions	
6.2.1 Research question number one	102
6.2.2 Research question number two	103
6.3 Recommendations	
6.3.1 Recommendations for students	104
6.3.2 Recommendations for teachers	105
Bibliography	106
Appendices	
Appendix A: The importance of examination	114
Appendix B: Children of Working Mothers	119
Appendix C: Some important characteristics of a co-worker	126
Appendix D: Stress Management	131

Appendix E: A pre-test is conducted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English Language and Linguistics.	141
Appendix F: A post-test is conducted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English Language and Linguistics. (Experimental Group 2012)	144
Appendix G: A post-test is conducted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English Language and Linguistics. (Control Group 2012)	146
Appendix H: Frequent asked questions on Cooperative learning	148
Appendix I: Some Essays Composed by 3 rd year Students of English Department to Assess their Ability of Writing.	154

LIST OF TABLES

Table 1: Comparison Between The Process and The Product Approaches	24
Table 2: Traditional Versus Cooperative Groups	38
Table 3: Teaching Instruction for the Experimental Group	62
Table 4: The Ten Commitments	63
Table 5: The Ten Commandments	64
Table 6: Role Assignments and Job Description	65
Table 7: Scoring Protocol	69
Table 8: Writing	72
Table 9: Reading	73
Table 10: Reading with Purpose	73
Table 11: Discussion	73
Table 12: Choosing a Topic	74
Table 13: Getting Started	74
Table 14: Writing Assessment	74

Table 15: The Writing Assignment	75
Table 16: Reading as an Input	75
Table 17: Writing ability	76
Table 18: Discussing in Group	76
Table 19: Techniques of Writing Assessment	76
Table 20: Support from Teacher/ Groupmates	77
Table 21: Group Work	78
Table 22: Motivation	78
Table 23: Pre-Test (Experimental & Control Group, Essay Question Results)	79
Table 24: Students' Writing Performance (First Lecture)	82
Table 25: Students' Writing Performance (Second Lecture)	83
Table 26: Students' Writing Performance (third lecture)	84
Table 27: Students' Opinion towards the Teaching Method	86
Table 28: Students' Writing Preferences	86
Table 29: Students' Opinion towards the Writing Lesson	88
Table 30: Assessment of Skills	88

Table 31: Motivational Assessment	89
Table 32: Students' Opinion towards the Teaching Method	90
Table 33: Students' Writing Preferences	90
Table 34: Students' Opinion towards the Writing Lesson	93
Table 35: Assessment of Skills	93
Table 36: Motivational Assessment	94
Table 37: Students' Writing Performance in the Posttest	95
Table 38: Independent Sample	98
Table 39: Paired Samples Test	99

LIST OF FIGURES

Figure 1: Producing a Piece of Writing	15
Figure 2: Traditional Linear Relationship of Reading- Talking- writing	30
Figure 3: The Relationship of Reading-Talking and Writing in a Literacy-Based Curriculum	32
Figure 4: The Gradual Release of Responsibility Model	55
Figure 5: Independent Sample T-Test	98
Figure 6: Paired Samples Test	100

Chapter One

Background to the Study

1.0 Introduction

Traditional methods of teaching writing are product-oriented. The teacher gives a general explanation of certain writing skills, lists some words and expressions (teacher-centered) and the students are expected to compose a piece of writing individually after class and hand it in on time. Actually, it has been proven that such traditional approaches make students feel that the writing course is monotonous (Hao, 2002). There are other approaches of teaching writing by which we can make the writing class more active and interesting. Such approaches are : (1) The controlled-to-free approach;(2) the free-writing approach;(3) the paragraph-pattern approach;(4) the grammar-syntax-organization approach; (5) the communicative approach and (6) the process approach (Raimes, 1983). In addition, it is rare to find a writing instructor who is only utilizing one of these approaches and exclude the others (ibid). In other words, writing cannot be taught in one way but in a variety of ways (ibid).

The process approach seems to be the most usable writing approach by which the students are given time to do the pre-writing and planning activities such as brainstorming, discussion, debate, reading and list making, in which they work together to plan how to begin and how to organize a writing task (Raimes, 1983). Among these activities, reading some materials about the topic is very necessary and important (Jiang, 2006). From this perspective, it is recommended to teach reading with writing as an input, in order to promote students' ability to write well (ibid).

In fact, a student with a relatively higher reading ability is sure to have stronger language sense and is therefore able to write better (B-Ikeguchi, 1997). In most cases, students complain because they lack the knowledge of how to get started or they find it difficult to organize their scattered ideas (Ibid). Such problems can be solved through combining writing classes with intensive reading classes (Ibid). Using reading for teaching writing has two benefits: one is to increase the efficiency of the teaching of both writing and reading; the other is to compensate for the limited available time for teaching writing (Colbert, 2009).

Cooperative learning is more than just putting students into groups and giving them something to do (Rodger and Richards, 2001). Cooperative learning principles and techniques are tools that teachers use to encourage mutual helpfulness and the active participation of all group members (Jacobs, 1989). Actually, it is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts (Ibid). These conditions, which are the elements of cooperative learning, are positive interdependence, face-to-face interaction, individual and group accountability and interpersonal and small group skills (Ibid). In the last decade there has been a growing interest among ESL/EFL teachers in using cooperative learning activities (Liang, 2002). In second and foreign language learning, theorists propose several advantages for cooperative learning: increased student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input (Liang, Mohan and Early, 1998; Olsen and Kagan, 1992, as cited in Richards and Renandya, 2002).

Employing the process-oriented writing approach, teachers of English are given a chance to implement cooperative learning techniques in their teaching. The process-oriented approach gives the students the opportunity to explore a topic in such pre-writing activities as brainstorming, discussion, reading, debate and list making (Raimes 1983). Such activities are best employed in a class where cooperative learning is implemented. Moreover, once cooperative learning techniques are employed in the writing classroom, the students' talk will be increased and varied (Liang, 2002). Thus, the writing classroom will be student-centered, where students have many opportunities to talk and interact with each other ; thus, their writing will become more effective (Lynch, 1996). In like manner, the process approach can have the same effect on making the students more active and the classroom more interesting; furthermore, the classroom will be student-centered, too. Due to the fact that writing cannot be taught in one way but in many ways, instructors of the writing skill should vary their teaching methodology (Raimes, 1983).

Following this perspective, the current research does not focus on one writing approach; however, it concentrates on all the writing approaches. As an illustration, there are special cases where writing teachers should coordinate writing approaches (Kern, 2000). The most serious one is that when students have no Linguistic Available Designs, defined as knowledge of vocabulary, syntax and the writing system, writing teachers should vary their writing approaches to maintain a better teaching methodology (Kern, 2000). For instance, writing teachers can initiate their teaching with the product-oriented approach which is (teacher-centered) by which the students will have Linguistic Available Designs (Ibid). At later stages, the writing teachers can utilize another approach, such as the process approach which is (student-

centered) (ibid). Hence, instructors of the writing skill can move from one approach to another, one at a time, during the semester. Such manipulation may enhance students' writing ability, therefore making them more active (ibid).

To further examine these techniques, the current study focuses on investigating the benefits the students will obtain from the implementation of reading activities as an input in the teaching of writing in a class where cooperative learning techniques are employed. In addition, it examines how these strategies enhance their writing ability as well as their motivation to write.

1.1 Statement of the Problem

On the basis of previous research, of the four skills, writing remains the most difficult. Most students dislike the writing course because they think it is difficult and time-consuming to improve their writing skills. Moreover, the limited help obtained from the writing class cannot make them write well. Thus, a major problem facing teachers of English is how to motivate their students to write and how to make the writing class more efficient and more interesting (Hinkel, 2004). Therefore, this research attempted to find a solution for this problem by utilizing cooperative learning techniques as well as integrating the language skills to teach the skill of writing to university students.

1.2 Research questions

This current research attempted to discover:

1. Will cooperative learning promote the teaching of writing?
2. Will the students be more highly motivated to write with the integration of reading as an input and use of cooperative learning?

1.3 Aims of the study

This research aims at improving the students' ability to write by implementing cooperative learning techniques in teaching reading with writing skills to third-year students at University of Benghazi.

1.4 Scope of the study

This research was restricted to third-year students at the University of Benghazi. In addition, the data collected focused on the skill of writing solely, meaning that no data will concern reading, speaking, etc.

1.5 Methodology

The experimental method was most suitable for the purpose of this current research. The appropriate type of experimental method was quasi-experimental. This type of experimental method involves a pre-and-post test period to two groups of students:

the control group and the experimental group. These features were of great help to enhance this current research.

Data were collected through a variety of instruments. First, samples of the students' writing were collected and judged (according to an objective standard) at two distinct points in the research: at the outset, as a pre-test measure, determined the students' basic ability (in other words, to collect baseline data) as well as at the end of the research. A questionnaire which measures the motivation of the students was also employed.

Since the current research presents the teaching of writing as an integrated skill in a class where cooperative learning techniques are employed, the following procedures were carried out. The students were arranged into 3 groups. Each group included 5 students. Three articles covering various aspects about the topic that the students are asked to write about were given to each group. First, the students read these three articles. Second, they tried to summarize these articles and discussed them together. Third, after reading the articles, they were asked to answer a list of questions related to these articles. Fourth, they engaged in brainstorming and added ideas as much as possible. Finally, each one in the class started writing his essay. In fact, this current research examines how this method influenced their ability to write interesting, creative essays.

1.6 Organization of the Thesis

The first chapter introduces a background to the current study. It presents the need for the integration of language skills in ESL classrooms where cooperative learning is employed. The statement of the problem is presented along with the research questions, the aim of the study and its limitations.

The second chapter introduces the implementation of cooperative learning techniques in the ELT classroom. It presents the theories which underlying cooperative learning. In addition, it highlights the elements and methods of cooperative learning. It concludes with the discussion of some relevant research on implementing cooperative learning.

Chapter three provides a theoretical background of teaching both reading and writing skills. It introduces the various methods of instruction of teaching writing and reading as either integrated or segregated skills. In addition, it highlights the integration of teaching the writing skill with the reading skill. It concludes with the view of some relevant research on teaching writing as an integrated skill.

Chapter four illustrates the methodology of the current research which is the experimental method. It shows how the instruments for collecting the data (pre-and-post tests, a questionnaire as well as observation techniques) are designed as well as how the data were collected and analyzed.

Chapter five presents the analysis of the data that have been collected by the various instruments. The statistical analysis determined if there was a correlation between the pre-and-post tests. In addition, it traced the students' progress during the research. Moreover, the students' motivations were determined by the analysis of the questionnaire.

Chapter six is the conclusion of the research and it presents recommendations relating to the teaching of writing as an integrated skill. In addition, the methods of cooperative learning, which are most suitable for ESL classrooms in Libya, are explored.

Chapter Two

Teaching Writing

2.0 Background to Teaching Writing

There are two aspects which differentiate the teaching of second language (L2) writing from other language skills. First, writing was regarded as a tool for practicing handwriting, writing answers to grammar and reading exercises and writing dictation. Second, since 1970s, theory and practice of L2 composition gradually developed. The approaches of US native English speakers (NES) composition theory were utilized as a basis of the theory and practice of teaching L2 composition (Reid, 2001, as cited in Carter and Nunan, 2001). In the early 1980, as teachers of L2 composition started to utilize the practice of NES composition, there was a shift from controlled writing to guided writing. Teaching L2 writing was traditionally limited to structuring sentences in answers to questions or by combining sentences. In other words, it concentrated on producing a short piece of discourse through these types of prompts (ibid). In 1980s, the expressive approach was a widely utilized well-known approach in NES composition classrooms: writing was taught in a communicative classroom, where writers expressed their feelings through a process of self-discovery (ibid). L2 writing teachers endeavored to apply this approach in their teaching.

In English L2 pedagogy, nearly a decade later, the expressive approach was regarded as a process movement (Zamel, 1982, as cited in Carter and Nunan, 2001). In fact, the process approach to teaching writing (generating ideas, expressing feelings) concerns individual development more than the product of their outcome (Reid, 2001, as cited

in *ibid*). According to Ried, both process and product approach to teaching writing have deficiencies. The former puts no concentration on the students' voice; it hinders the student writers' creativity in that it focuses their writing on academic conventions. The latter focuses solely on accuracy.

Ried discusses the changing practices in the teaching of writing at the beginning of the twenty-first century, the focus of writing classes started to gradual develop and shifting from traditional teacher-centered courses to more learner-centered courses. The new pedagogy to teaching writing enhances the students' individualized process to achieve a product. Reid emphasizes that focus on classroom community and student responsibility through peer response activities, students' selection of topics and evaluation criteria as well as collaborative project writing are all essential in achieving students' writing production. This is in keeping with Raimes' (1983) belief that we cannot assume that writing has a fixed teaching approach, because there are many approaches as well as there are teachers and teaching styles and learners and learning styles.

Students need to read in order to have something to write it down; in other words, writing is an offshoot of reading (Harmer, 1991). In the opinion of Harmer (2009), writing can be utilized for a variety of purposes, ranging from being as a practice for other skills to the teaching of writing in its own right in order that students become better writers.

Harmer (2009), indicates the differences between *writing for learning* and *writing for writing*. Writing for learning includes three writing activities. First, reinforcement

writing, which can be utilized to enhance the language being taught. Second, preparation writing, which can be implemented as input for another course, as preparation for other activities. For example, students may be asked to write their opinion about a certain topic. During the following discussion, students may read out what they wrote or they can use the thoughts they wrote down. Third, a writing activity can be utilized to enhance language through role play or to improve speaking skill. For instance, students may be asked to write a dialogue to act it out to the whole class. In sum, these activities do not teach students to write but it enhances their other skills through writing activities. The focus of these activities is on something else such as language practice and not writing for its own right. While performing these writing activities to accomplish the purposes of the other language skills, students need a background on how to write.

Writing for writing is completely different from *writing for learning* (Harmer, 2009). The purpose of writing for writing assists students to become better writers who later can write in various genres. Teaching writing for writing is more than just teaching students the aspects of handwriting, orthography (the spelling system) and punctuation. It is also about assisting students to communicate real messages in appropriate manner. To help students to become better writer, teachers have to play different roles inside the classroom before, during and after student writing, because students may face difficulty in expressing themselves on an assigned task (Harmer, 2009). Demonstrating, motivating and provoking, supporting, responding and evaluating are all essential tasks which teachers have to perform inside the classroom in order to get the best of students' writing. These tasks are explained below.

Demonstrating: writing conventions and genre constrains in specific types of writing are drawn to students' attention by their teachers.

Motivating and provoking: during writing tasks, students may face difficulty in thinking of words and having ideas to utilize in their writing. Thus, when teachers spent much time in preparing activities that engage students in the given tasks, students will not be stuck in their writing. Teachers have to provide their students with ideas and vocabulary so their writing goes smoothly. In sum, once teachers provide their students with words and ideas, motivation will be maintained inside the classroom, and better writing will be facilitated.

Supportive: closely related to the teachers' role as motivator and provoker is that of supporter. Before, during and after the writing task, students are in need of someone to support them, either providing them with words or the means which help them in accomplishing their writing task. Once they are supported, then they can easily overcome difficulties.

Responding: evaluating and responding are two main types of reacting upon students' written work. Reacting to the content and construction of their writing is a type of responses to the students' written work. Teachers may respond to the student activity in the group so that students will be motivated and they will go on. By responding to students' written work, it does not mean that teachers evaluate their work as a final product, but it is a kind of reassurance to the carrying out of their work.

Evaluating- when evaluating, teachers pinpoints the errors that students make in their written work and give marks for the correct ones. Determining errors is regarded as a learning opportunity for the student to learn from their faults. Giving marks to their correct written work tends to act as a motivator. Once students are awarded for their work, motivation will be maintained.

Teaching writing was viewed differently by both the expressive and cognitive approaches (Celce-Murcia and Olshtain, 2004). The expressive approach aims at promoting self-discovery which regarded as an important issue in the development of an educated person. Elbow (as cited in Celce-Murcia and Olshtain, 2004: 146) was one of the leaders of the expressive movement who emphasized "fluency and power over the writing act as major aims in the writing class. As a result, Elbow contributed significantly to instructional approaches by encouraging writing activities such as personal journals and dialogue journals".

The cognitive approach, on the other hand, maintains thinking and process in writing; writing was seen as a problem-solving activity. The cognitivist focuses on the process of ESL, which consists of both peer work and teacher feedback. Flower was a significant contributor to this approach who believes that " writing requires the ability to work with higher-order thinking skills. The writer makes plans, considers the context, chooses and generates alternatives, presents arguments-giving them the proper support-and arrives a well-supported conclusion" (Celce-Murcia and Olshtain, 2004:146).

In the opinion of Blanchard and Root (1996), everyone has the ability to write. Writing is a skill that can be practiced and mastered. Writing is like driving a car. If you want to drive a car in another country, you're going to discover how the rules which govern driving cars in that country differ from your country. Just as the rules for driving differ from country to country, even writing conventions may change from language to language. In this researcher's opinion, when we practice our writing, we master it; having a communicative classroom where students have the chances to interact with

each other is what is required. Even though students of English may have five or six-years of study, they may still lack correctness, clarity, and comprehensibility in their written work. A communicative classroom can assist students in these aspects. (Rivers, 1981).

Writing has always been considered as an essential skill in the teaching and learning of English as Foreign Language (EFL) for many reasons. First, it enhances students' critical thinking, varies their ideas and develops their ability to summarize. Second, writing improves learning by thinking, and smoothens the utilization of the target language. However, most students find it difficult to get started when they are given a task to write. Their deficiency lies in the inability to express their ideas in order to reflect on the target language (Luchini, 2010).

Learning another language requires communicating with other people, understanding and talking to them, reading what they have written and writing to them. In addition to the previous requirements, these are not the only reasons to include writing in the syllabus in second-language teaching. The most essential reason that led to the inclusion of writing as a skill in the ESL syllabus is that enhances students' learning ability. How? First, it reinforces enhances what the students have been taught in other skills, such as grammatical structures and vocabulary. Second, as they write, they have a chance to be adventurous, that is to say, they will start applying what they have been taught, maybe for the first time. Third, once they are involved with the new language, they will make efforts to find out ideas and vocabulary and these efforts are of great help to the development of their learning.

2.1 Approaches to Teaching Writing.

There are many approaches to teaching writing and no one can bind his teaching of writing to one approach (Raimes, 1983). In addition, she presents the idea that no one can tell you how to teach writing: It depends on the instincts of the teacher, when it comes to which approach to follow in teaching, because there are many teachers with various teaching styles and learners with unique learning styles. Each of the following six approaches to teaching writing deals with some of the features in the following figure1. The existence of different teaching styles led teachers of writing to utilize the various features, which are identified in the following diagram.

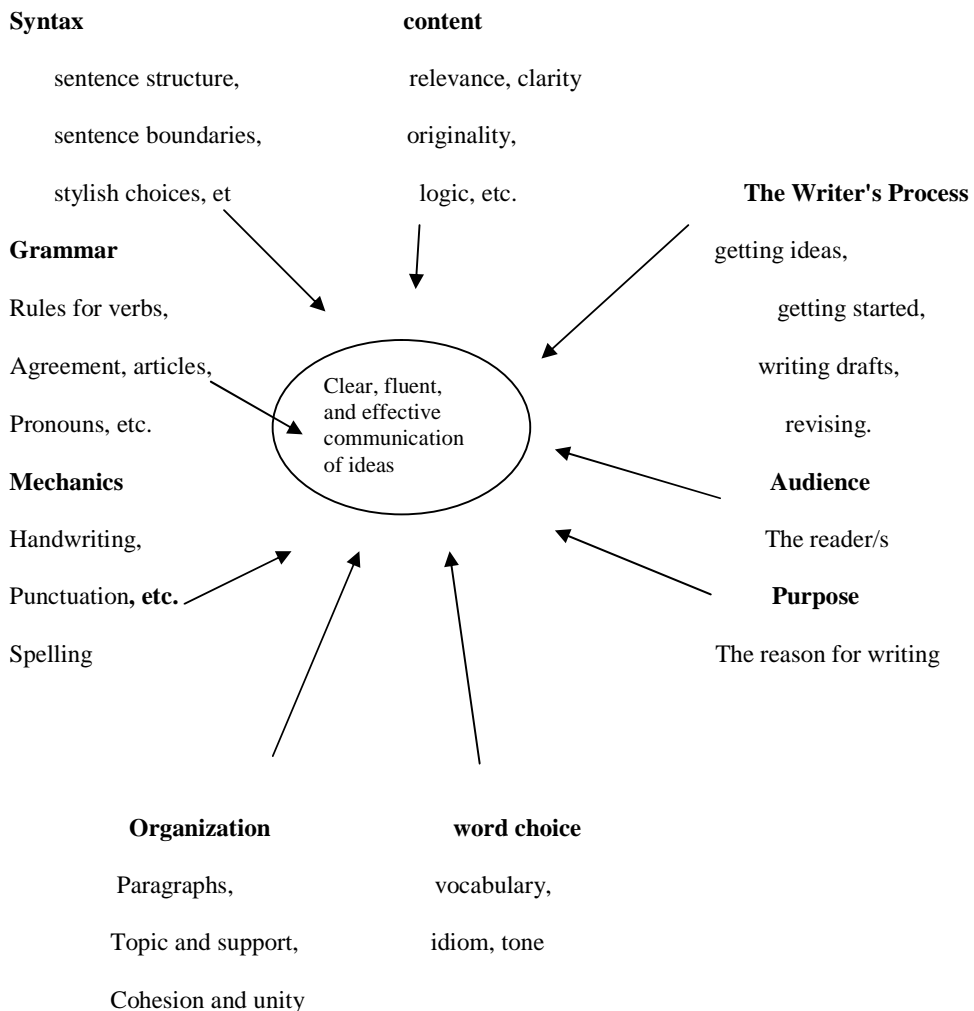


Figure 1: Producing a Piece of Writing (Raimes, 1983: 6)

The six traditional approaches to teaching writing include: the controlled to free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax-organization approach, the communicative approach, and the process approach (Raimes, 1983).

2.1.1 Controlled-to-Free Approach

In the audio-lingual approach, in the late 1950s and early 1960s writing wasn't taught as a skill in itself, but rather it was a tool for reinforcing grammatical and syntactic structures. In the controlled-to-free approach, an approach that was used to teach writing in audiolingualism, students are taught in sequence. First, they are assigned to sentence exercises, then paragraphs to copy or changing questions to statements, present to past, or plural to singular. In addition to that, they may be asked to change words or clauses or combine sentences. All of the above exercises facilitate students' writing work and eliminate errors in their final product. Students are given chances to practice free compositions after reaching a high-intermediate or advanced level of proficiency. The focus of this approach is on the grammar, syntax and mechanics. It puts emphasis on accuracy rather than fluency.

2.1.2 The Free-Writing Approach

The focus of this approach is on fluency and content. It encourages students to write freely as long as they can, because it stresses quantity instead of quality. In other words, the priority in this approach is much more concentrated on how much the students write. Both organization and grammatical accuracy is gradually taught to students after a long period of exposure to free writing exercises. The scoring

procedure focuses on commenting on the ideas the writer expressed to the students themselves may volunteer to read it out to the class.

2.1.3 The Paragraph-Pattern Approach

The concentration on the organization of a piece of written work is the priority of the paragraph-pattern approach. People from different cultures perform different organizational patterns in their writing as well as construction of communication with each other. As a result, students have to be exposed to the English Organizational features of a piece of writing; teachers have to assign exercises that enhance this organization. Such tasks could be copying paragraphs, analyzing the form of model paragraphs, putting scrambled sentences into paragraph order, identifying general and specific topic statements, choosing an appropriate topic sentence and inserting or deleting topic sentences.

2.1.4 The Grammar-Syntax-Organization Approach

Working on more than one feature in the composition diagram is the focus of the grammar-syntax-organization approach. Teachers implement classroom writing activities that lead students to have knowledge of organization, grammatical accuracy and syntax. For instance, to write a clear instruction on how to operate a dishwasher, the writer will need to know some appropriate vocabulary, simple forms of verbs and sequential words such as *first*, *then*, *finally*, and sentence structure likes like "*when....., then.....*". All of the above activities will be practiced for the first time. This approach helps students to notice the correlation between what they are trying to write and what they need to write. In other words, it tends to provide students with different forms that are needed to convey messages in a piece of writing.

2.1.5 The Communicative Approach

According to the communicative approach, students will be taught to determine the purpose of a piece of writing and the audience for it. This approach creates a real atmosphere inside the classroom and it enhances students' critical thinking towards these two vital questions: Why am I writing this? and Who will read it? Before the advent of the communicative approach, the teacher himself was the audience for students' writing. However, some teachers feel that writing will be enhanced in a real communicative classroom, where students feel that they do a real communicative act. In this approach, teachers are not the only audience for the students, but instead, students themselves are the audience of their writing. The teacher will pass ones' work to the others, and then, the student will not only read it but also making notes, rewriting it in another form and responding to it.

2.1.6 The Process Approach

Besides determining the purpose of the writing and the audience for it, the process of writing is highly essential in the process approach. The focus of this approach is not the final product of students' writing work; this approach concentrates concentrations on the process that one goes through in order to write a piece of writing, particularly the way he gets started. One of the advantages of this approach is that it gives students enough time to go through the process of his writing and along with the discussions between students with their teachers and the prewriting activities (reading, debating, brainstorming and list making), students will discover new ideas, new sentence types and new words as he plans.

Teachers who implement such an approach in their classroom provide their students with two essential supports: it gives students enough time to do the above prewriting

activities and it enhances their thinking with enough background about the assigned writing task.

In sum, Raimes indicates that all of the above approaches:

They stem from the basic assumptions that writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all our students (1983: 11).

All the above approaches do overlap. It's rare to find a teacher who only bonds his teaching to one approach. As an illustration to this, a teacher who utilizes a communicative or process approach will still be in need to implement features from the other approaches, for example, model paragraphs, controlled composition, free writing, sentence exercises, and paragraph analysis are all essential writing activities that enhance students' writing.

2.2 Current English Writing Approaches

Teachers of writing must have feedback in how to deal with many writing issues related to the scoring protocol of the students' early drafts, dealing with each step in the process of their composition, evaluating their writing work according to its context as well as its purpose (Yan, 2005). In recent decades, the role of many writing approaches, including the product approach of 1970s and the more recent process and genre approaches was to explore such writing issues. English teachers must enhance their feedback on the rationales and critiques of these approaches in order to be more effective writing instructors (Yan, 2005). The following are the most recent and the widely utilized approaches to teaching writing.

2.2.1 The Product Approach

From the 1940s through the 1960s, the product approach predominated most writing instruction. Its teaching lacks two aspects: how to address a particular audience and how to achieve a particular communicative purpose. The product approach focuses on grammar study, error analysis, practice in reworking problematic sentences or combining short sentences into complex sentences. It puts greater concentration on larger patterns of organization in students' writing. At the paragraph level, attention is given to arrangement of topics and supporting sentences, inductive and deductive patterns to achieve particular functions such as, comparison and contrast, illustration, definition and so on. The attention of teaching at the essay level is given to the organization of the essay (introduction, body paragraphs and the conclusion) in the four modes of description, narration, exposition and argumentation (Kern, 2000).

Nunan indicates that "Broadly speaking, a product-oriented approach, as the title indicates, focuses on the end result of the learning process- what it is that learner is expected to be able to do as a fluent and competent user of the language". (1991:86) According to Nunan, teachers who implement such an approach perform many activities, at the level of the sentence that engage students in copying and transforming models of correct language. The 1960s and 1970s course books held a belief that students could not compose a coherent paragraph unless they mastered proper sentence construction (ibid).

The focus of this approach is said to be on the final product of student' writing (Yan, 2005). When it comes to the measuring of students' writing tasks, it puts a lot of emphasis on criteria of vocabulary, grammatical use and mechanical considerations

such as spelling and punctuation as well as content and organization (Brown, 1994, as cited in Yan, 2005). According to Raimes (1983), students are assigned to write something and then the teacher collects it either corrected or with the errors highlighted so the students do the corrections and then give it back to the teacher.

There has been much criticism against this approach, because it ignores the practical processes that students undergo through before they hand in their final product, and it requires constant error correction, which effects both students' motivation and self-esteem. Although the product approach does not prepare students to be the best writers, it has some credibility, in that there will be a final product that has paid attention to grammar, spelling and punctuation (Yan, 2005).

There are six main assumptions and features of the product approach (Richards, 1995). (1) Students have specific needs either for institutional writing (research articles, different genres of essays, paragraphs, and standardized official letter.. etc.) or personal writing; (2) The aim of this approach is to prepare students to be able to produce different kinds of written texts in different contexts, such as educational/institutional or personal contexts;(3) Different grammatical rules and rhetorical patterns are presented in a variety of model compositions, so that the students will benefit from them in their own writing; (4) Teachers of this approach focus on giving students more correct sentence structure tasks, a vital factor in writing; (5) Elimination of making sentence structure errors in writing are done by providing students with model writing compositions to follow or controlling what students write to prevent them from making errors; (6) Students are also taught the mechanics of writing: handwriting, capitalization, punctuations and spelling.

In sum, the product approach focuses on preparing students to be able to produce different kinds of compositions and prevents students from making errors.

The pupil does not learn from his mistakes. If he did, the most mistakes he made, the more he would learn. Common experience, however; proves that the pupil who makes the most mistakes is the one who has learnt and will learn least. In theory no mistake should ever appear in writing, though it must be admitted that this ideal is unattainable in practice (Bright & McGregor, 1970: 130).

Besides the main assumptions and features of this approach, Richards also outlines the techniques utilized in this approach. Students are taught gradually: they start with controlled writing tasks and gradually move to free writing once they have memorized the structures to be followed (1995). Such techniques include: (1) Minor changes and substitutions on modal compositions are practiced by learners; (2) Expanding an outline or summary; (3) Constructing paragraphs from tables; (4) Constructing a text out of answering a set of questions; (5) Sentence combining: developing complex sentences following different rules of combinations (Richards, 1995).

In addition to the above techniques, Editor presents some of the stages which learners go through while writing with the product approach (2004).

Stage one

Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests.

Stage two

This consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, practicing the ' I would be grateful if you would...' structure.

Stage three

This stage is highly essential. It is the organization of ideas stage. Those who favor this approach hold the belief that the organization of ideas is more important than the ideas themselves.

Stage four

It is the end-result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures and vocabulary they have been taught to produce the product, to show what they can do as if they are fluent and competent of the language.

2.2.2 The Process Approach

There was a shift from texts to writers in the teaching of writing to ESL/EFL during the 1960s. That is to say, instead of focusing only on the structure of the language, the process approach has come to develop students' writing ability so they can be real writers (Kern, 2000). It was believed that Students' writing ability was not directly enhanced through the implementation of the product approach (Braddock, Lloyd-Jones, and Schoer, 1963, as cited in Kern, 2000). The primary aim of the process approach is to enhance students' creativity, and then to guide them through the process of reformulating and refining their writing .The teaching of the product approach is deductive, that is, the teacher gives the students a new concept, explains it

and then has the students practice using the concept and it is also teacher-centered. The process approach, on the contrary, the teaching was inductive, that is , the teacher presents students with many examples showing how the concept is used and it is student-centered, meaning that the students assume a greater control over what they write, how they write and evaluate their writing and becoming less dependent on the teacher and working collaboratively (Kern, 2000). " It was recognized that competent writers do not produce final texts at their first attempt, but that writing is a long and often painful process, in which the final text emerges through successive drafts" (Nunan, 1991:87). According to Nunan, the product approach will not foster student creativity.

The following table illustrates a clear comparison between the product and the process approaches. It is presented by Editor, 2004:

Product Approach	Process Approach
Imitate model text	Text as a resource for comparison
Organization of ideas more important than ideas themselves	Ideas as starting point
One draft	More than one draft
Features highlighted including controlled practice of those features	More global, focus on purpose, theme, text type.
Individual	Collaborative
Emphasis on end product	Emphasis on creative process

Table 1 Comparison Between The Process and The Product Approaches (2004)

The process approach includes many stages; these stages should not be performed in a linear manner, that is , when students start revising their work, they may go back to the brainstorming stages as to change something already written and add a new idea (, Editor, 2004).

Stage one

Generating ideas by brainstorming and class discussion.

Stage two

Students extend ideas into form, and judge quality and usefulness and ideas.

Stage three

Students organize ideas into a mind map, spider gram, a linear form, (for example, the familiar outline with Roman numbers and letters). This stage enhances the students' structure of the essay.

Stage four

Students write the first draft. This can be done in pairs or group work.

Stage five

Drafts are exchanged, so that the readers evaluate each other's work.

Stage six

Drafts are returned and improvements are made upon peer feedback.

Stage seven

A final draft is written.

Stage eight

Students once again exchange and read each other's work and perhaps even write a response or reply.

In conducting the process approach, teachers' focus will be on quantity rather than the quality of students' composition. They first aim at encouraging students to get ideas out on paper. They also promote students' collaborative work as a way of fostering their motivation. Teachers of this approach have a variety of classroom techniques. One of these is conferencing. The aim of conferencing is to encourage students to have a group discussion about their first draft, so that their ideas will be enhanced (Nunan, 1991). Other aims of the teachers in the process approach are giving students

enough time to express their own personal meanings by implementing various types of feedback for revision including peer review and teacher-student conference (Zeng, 2005, as cited in Gao, 2007). In addition, the major element of the process approach is both "the students' awareness and teacher intervention": the former indicates the consciousness of the nature of writing as a process and the latter remarks the teacher-student and student-student relationships (Susser, 1994, as cited in Gao, 2007).

According to Murray (1980, as cited in Richards, 1995), there are three stages in writing: rehearsing, drafting and revising. In the rehearsing or prewriting stages, students work on finding an appropriate topic and its ideas, thinking about the topic, letting ideas interact, develop, and organize themselves, thinking about the audience and the purpose of the writing task. Students start putting their ideas onto paper in the drafting stage. In this stage, students may keep going back to the rehearsing stage, so that they may add ideas to their first draft. In the last stage, revising, students evaluate their work and they may make some deletions or additions as necessary. Raimes states that this stage can occur at any time in the composing process (Raimes, 1985, as cited in Richards, 1995).

Badger and White (2000), indicate that the process approach "is widely accepted and utilized, because it allows students to understand the steps involved in writing, and it recognizes that what the learners bring to the writing classroom contributes to the development of the writing skill" (as cited in Gao, 2007). In addition, "the process approach is considered the most successful approach in the history of pedagogical reform in the teaching of writing."

2.2.3 Genre Approach

the emergence of the genre approach was in the 1980s (Yan, 2005). By implementing such an approach, student will get benefits, because this approach allows them to be exposed to different kind of genres that lead them " to be able to operate in a variety of genres and to address a number of different audiences, producing written work of a high standard" (Harmer, 2009: 86). The process approach had been criticized due to its ignorance of the importance of both the purpose and social context of a piece of writing (Badger and White, 2000, as cited in Yan, 2005). As a result, "the genre approach shows a powerful response to the deficit of process models" (Gao, 2007). In contrast to the process approach, the genre approach puts a great emphasis on the purpose and social context of the piece of writing. In addition, it stresses the teaching of particular genres students may need in the social communication of their life (ibid). With this approach, students are given opportunities for enhancing their individual creativity and provided with activities which assist them to fully understand the characteristics of the target genre (Kim & Kim, 2005, as cited in Gao, 2007). The philosophy behind such individual creativity is " that writers not only write of their own choice, but also in different contexts, for different purposes, and in different ways" (Zeng, 2005, as cited in Gao, 2007). However, this approach has been criticized because of its neglect of the value of the process needed to produce a text and it presents learners as performing a passive role (Badger& white, 2000, as cited in Yan, 2005). In sum, such an approach has not appeared to replace the process approach, but rather it demands a more balanced approach to teaching ESL/ EFL writing (Kim & Kim, 2005, as cited in Gao, 2007).

Current approaches to the teaching of writing are complementary (Yan, 2005). Raimes states that 'there is no answer to the question of how to teach writing, because there are as many answers as there are teachers and teaching styles' (1983: 5). Editor remarks that which approach to implement depends on the teacher and the genre of the text, because certain 'genres lend themselves more favorably to one approach than the other' (2004).

2.3 Implementing Reading as an Input in Teaching Writing

Raimes states that "readings can do far more in the teaching of writing than simply provide subject matter for discussion and for composition topics" (1983:50). Reading is an important role in teaching writing and it enhances students' vocabulary. Harris concurs with Hedge: "reading and the consideration of written texts should form an important part in teaching writing" (Harris, 1993:81 as cited in Tan, 2009). He states that reading is highly important in teaching writing skill. Raimes indicates that if students have little opportunity to master the target language because it is not spoken outside the classroom environment, then reading is the only means by which it assists them to be exposed to unlimited amounts of the language. She also remarks that the more they read, the more they become familiar with the new aspects of the language, such as, vocabulary, idioms, sentence patterns, organizational flow and cultural assumptions of native speakers of the language (1983).

As reported by Vacca, Vacca and Gove (1991:137-138) as cited in Tan, (2009), writing and reading are correlated: good readers are good writers and vice versa. In addition, they also remark that students who write well read more. Jiang, (2006),

presents the idea that through learning the text for the purpose of writing, student will receive at least three benefits. First, students may face difficulty when writing about unfamiliar topic and that is because they don't have enough background about the given topics. Thus, through reading a text that is related to the topic which they want to write about is of great value to enhance their background knowledge so they will write a good composition. Second, many students lack the knowledge of how to arrange sentences in a paragraph, even though they can write good sentences. Thus, they need to have a background of the linguistic and logical links between sentences and this can be achieved through reading passages. Finally, there are some activities by which students can have some knowledge about the organization of the essay. Teachers may ask students to read a whole passage and then ask them to discover sentences that best express the main idea of the text and the supporting details given to develop the main idea (Jiang, 2006).

Raimes indicates that students can be asked to work with the text or from the text. When students work with the text, they will have knowledge about the writers' choice of words and they will know how to arrange their sentences by having knowledge of cohesive links, punctuation, grammar, sentence arrangement and organization. Summarization, reaction and speculation are mastered when student worked from the text. These activities are discussed below.

Summarization: this activity is considered to be a major goal of language-learning process. Students are asked to read a passage and then understand its meaning and rewrite it into their own words.

Reaction: discussion is a means of reacting upon a given text. Students are allowed to open discussion about stories of their own experience. Students will get interested while discussing controversial issues. They are asked, then, to write about what they have already discussed. Reactions can be generated through reading in two ways: the teacher can select passages that are related to the given topic which students want to write about; or students are asked to write their own opinions, instructions, etc, so that other students are asked to react to them.

Speculation: through speculation, students are encouraged to think beyond the given text. Some questions are asked to the students, so that answering such questions will maintain a communicative discussion. Besides speculation, various activities are implemented for the sake of speculating upon the text itself, referring to its content, context, organization, and the writer's choice of words and syntax.

In the traditional foreign language curriculum, reading was seen as an essential role in the process of teaching writing." Reading, talking and writing are relatively distinct phases of a linear instructional sequence" (Kern, 2000:131). Students are asked to prepare the lesson before class time. They read articles, of their own choice, related to the topic that they want to write about the next time they meet, so that they, then, discuss it in the class together and after that, they are assigned to a writing task, such as an essay. As you can see, there is a linear relationship between reading, talking and writing as seen in (figure 3).

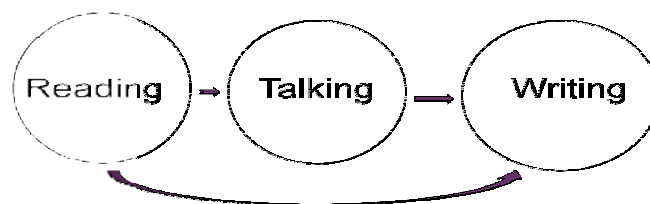


Figure 2: Traditional Linear Relationship of Reading- Talking- Writing (Bailey and Nunan, 2004)

According to this traditional curriculum, reading and writing were preferred to be done at home, so that more time will be reserved for oral communication. Speaking was seen as a primary cooperative activity in this traditional modal. Students are given enough time for a cooperative discussion, so that their input will be enhanced, and, thus, students will have something to write down. Such a linear instructional sequence, however, has drawbacks. Teachers of this model neither instruct students what is appropriate for reading before class, nor do they administer the process of students' writing, because reading and writing are chiefly completed at home. Students need to be taught the kind of reading that relates to what they're going to write about, so that their writing will be enhanced : " Writing requires reading for its completion, but also teaches the kind of reading it requires" (Lodge, 1977, as cited in Kern, 2000: 171).

In literacy-based teaching, the writing curriculum presents a powerful response to the deficit of the traditional writing curriculum. In the traditional curriculum, writing and speaking were seen as difficult tasks, because students are asked to do such tasks individually outside the classroom without having any instruction on what to read and the process by which they are going to write their essay. To overcome such difficulties, a modern teaching curriculum tends to implement reading and writing activities inside the classroom, and it permits such activities to be done both individually as well as collaboratively. The relationship between reading, speaking and writing is overlapping (see Figure 4). The teachers may initiate their lecture with speaking activities and then ask their students to read and then write. Otherwise, students may write while reading and their writing may be in a form of taking notes

while reading so that after finishing, they use their notes for later discussion and then they write their own essay (Kern, 2000).

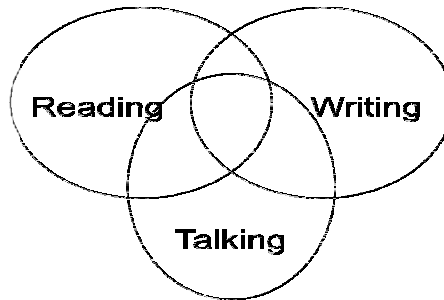


Figure 3: The Relationship of Reading-Talking and Writing in a Literacy-Based Curriculum (Bailey and Nunan,2004)

In sum, reading plays an important role in enhancing students' writing. By implementing reading activities inside the classroom, in the teaching of writing, not only will students' reading comprehension and vocabulary acquisition be improved, but also their writing style will be developed.

Brookner also emphasizes the importance of reading in teaching writing. She states that to write, you need first to read; " writing is an offshoot of reading' (as cited in Fowler, 2006).Bailey and Nunan (2004), also, indicate that interaction, such as when students interact with each other about a given text before, during and after writing will encourage learners to be effective writers (2004).

2.4 Relevant Research

It has been widely accepted that the utilization of reading as an input in the teaching of writing is of great benefit to the enhancement of students' writing production. The

following research illuminates the benefits of integrating reading as an input in the teaching of writing.

With the increasing emphasis on English, great advances have been made in college English teaching in China. Research has shown that the integration of teaching reading with writing as well as the integration of writing and speaking promotes a more effective method of teaching writing. In fact, language skills reinforce each other: we learn to speak from what we hear, and we learn to write from what we read. Such advances in teaching approach enhance Chinese students' ability to write in an academic way (Jiang, 2006).

It has been recently recognized in China that the weakest communicative skill in English is writing. In the past three years, the average college English test (second-year- university students) is 7-8 out of 15, and half of the students actually failed this part. In response to this result, the National Examination Committee for the test declared that those who fail in the writing section cannot pass the exam as a whole. Therefore, there has been a transition from a product-oriented approach to a process-oriented approach. The process-oriented approach gives an opportunity to utilize reading activities as an input in teaching writing. By applying such an approach, the students' scores of writing test were improved. Thus, it increases the efficiency of the writing class and stimulating the students' interest and motivation. In fact, such an approach is highly recommended by Chinese college teachers (Hao, 2002).

There was a transition from a traditional, teacher-directed, skills-separate curricular model to a more learner-directed, content-based and integrated skills model in

Malaysian colleges. This transition was in response to the lack of students' ability to learn the language in a meaningful way. Malaysian ELT instructors were happy to note that the teachers of English commented positively on the improved study skills of their students. They stated that the students become more academically prepared and more successful with the student-directed learning model and integrated skills model by which teachers can use other skills as input in teaching writing (Wilhelm, 1997).

Teaching writing as an integrated skill with reading (as an input) is a successful and effective teaching and learning technique that promotes students' ability to write. This technique has been utilized by Japanese university professors. The most common problems that confronts teachers of writing does not lie so much on what to ask students to write about; the difficulty is more on how to motivate the students to write interesting and effective essays. Therefore, Japanese professors began to teach writing with other skills to Japanese university students learning English in order to promote their ability to write well. They discovered that students' end-product was much better (B-Ikeguchi, 1997).

Teaching writing through reading has become an essential pedagogical instrument which may be the basis for successful academic writing. Escribano has discovered that university students at Madrid Polytechnic University have performed better with the teaching of writing through reading. He has implemented the text-centered approach in teaching writing in his trainings. He has concluded that through reading, students have opportunities to form a well-organized and well-written piece of writing (1999).

Chapter Three

Cooperative Learning

3.1 Introduction

According to what Montagu states in his book 'The Human Revolution', cooperation leads to better work in many aspects of life. The initiation of implementing cooperative learning into classroom teaching finds its roots in the 1970s when the United States began to design and study cooperative learning models for classroom context (Kessler, 1992 as cited in Liang, 2002). Now, cooperative learning is applied in almost all school content areas and, increasingly, in college and university contexts all over the world (Johnson & Johnson, 1989, Kessler, 1992 as cited in Liang, 2002). Such an approach to teaching is considered to be the best the option for all students because it emphasizes active interaction between students of diverse abilities and backgrounds (Nelson, Gallagher and Coleman, 1993, Tsai, 1998; Wei, 1997; Yu, 1995, as cited in Liang, 2002). To successfully implement cooperative learning, see Appendix H, page 140, for frequently asked questions.

By applying cooperative learning, students learn more and retain information longer (Beckman, 19990; McInerney & Roberts, 2005; Slavin, 1980, 1983; Totten Sills, Digby, and Russ, 1991, as cited in Frey and Fisher, 2008). " students who work in collaborative groups are more satisfied with their classes, complete more assignments, and generally like school better" (Johnson and Johnson, 1991; Summers, 2006 as cited in Frey and Fisher, 2008: 62).

The way students interact with one another is a neglected aspect of instruction; because time is devoted to assisting teachers in how well they interact with one another, how they prepare material as well as the interaction between students and materials. Less attention was given to the appropriate way of interaction between teachers and students (Johnson and Johnson, 1994).

Competition, working individualistically and working cooperatively are three basic ways of interaction: students can compete with each other, work individualistically toward a goal without paying attention to other students, or they can work cooperatively. Of the three interaction patterns, competition was the most dominant aspect of interaction between students: which one tries to do better than the other one.

Cooperation among students who celebrate each others' success, encourage each other to do better work and learn to work cooperatively was rare in the whole world.

In the last decade, EFL/ ESL teachers started to have an interest in utilizing cooperative learning activities which will be presented in later parts of this chapter.

Implementing cooperative learning led to the promotion of students' learning ability; it turns the class into a more dynamic classroom interaction; less teacher talk; increased student talk; more varied student talk, a more relaxed atmosphere; greater motivation; more negotiation of meaning and increased amounts of comprehensible input (Liang, Mohan, & Early, 1998; Olsen & Kagan, 1992, as cited in Liang, 2002).

The roots of cooperative learning can be traced as far as the seventeenth century. Many educational theorists held the belief that cooperative learning is highly essential in the learning process: Comenius in the seventeenth century; Rousseau in the eighteenth century; Pestalozzi in the nineteenth century and Dewey in the early twentieth century. In addition, according to Piaget and Vygotsky's developmental

theories, the discussion which occurs between groups and in joint problem solving are highly vital in the learning process (Slavin, 1995, as cited in Chafe, 2007).

Jacob (1999) stresses that cooperative learning led to students' academic achievement. To have such an achievement, there are certain conditions by which the achievement benefits of cooperative learning will be enhanced. Such conditions are "*the process of elaborative rehearsal of the material, support from team members, and constructive controversy among students increase the achievement benefits of cooperative learning*" (Johnson & Johnson, 1985, as cited in Jacob, 1999:14).

In fact, there are some theories which underline cooperative learning. For instance, cognitive theories (e.g., Piaget, 1926; Vygotsky, 1978) assert that the interaction that takes place between peers enhance students' learning within cooperative learning groups. Vygotsky's work notes the benefits of cooperation within group work, because at the end, students' individual work will be enhanced once they cooperate with each other in the pre-activities which are assigned by the teacher (1978, as cited in Liang, 2002). In like manner, Piaget's work stresses the advantages of cognitive conflicts among students, and such conflicts lead students to higher-quality understandings.

Many teachers around the world think that they apply cooperative learning in their classroom, however; they don't know that there are several differences between working in traditional groups and working cooperatively. A cooperative group is completely different from the traditional group work as can be seen in the following table (Johnson, Johnson & Smith, n.d).

Traditional Learning Groups	Cooperative Learning Groups
<ul style="list-style-type: none"> • Focus is on individual performance only. • Group members compete with each other and withhold information -- "If you succeed, I loose." • Only individual accomplishments are rewarded. 	<ul style="list-style-type: none"> • Focus is on group performance. • Each group member believes that they cannot succeed unless the other members of the group succeed (and visa versa) -- If you win, I win!" • Group as well as individual accomplishments are rewarded.
<ul style="list-style-type: none"> • Assignments are discussed with little commitment to each other's learning. 	<ul style="list-style-type: none"> • Group members help, assist, encourage, and support each other's efforts to learn.
<ul style="list-style-type: none"> • Individual accountability only -- I don't care if the other members in the group learn. 	<ul style="list-style-type: none"> • Both group and individual accountability. • Members hold self and others accountable for high quality work.
<ul style="list-style-type: none"> • Social skills are assumed or ignored. • One person often "takes charge" and does all the work. 	<ul style="list-style-type: none"> • Teamwork skills are emphasized - - members are taught and expected to use collaborative skills. • Leadership shared by all members.
<ul style="list-style-type: none"> • No processing of how well the group is functioning or the quality of its work. 	<ul style="list-style-type: none"> • Students have time and are given a procedure to analyze how well their groups are functioning, how well they are using the appropriate social skills, and how to improve the quality of their work together.
<ul style="list-style-type: none"> • Little or no attention to group formation (students often select members). • Groups typically large (5-10 members). • Teacher ignores groups. 	<ul style="list-style-type: none"> • Teacher assigns students to heterogeneous groups. • Groups are typically small (3 - 5 members). • Teacher observes and intervenes when necessary.

Table.2 Traditional Versus Cooperative Groups (adapted by Johnson, Johnson & Smith. n.d)

3.2 Definitions of Cooperative learning

There are several educational theorists who defined cooperative learning. Cooperative learning is that students are taught cooperative skills to work together and learn from each other (Freeman, 2000). In addition, he indicates that what makes cooperative learning valuable is the communication between the teacher and the students.

Olsen and Kagan define cooperative learning as: "Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which the learner is held accountable for his or her own learning and is motivated to increase the learning of others" (1992:8). Cooperative learning is to enhance students' communicative learning ability by implementing structured group learning activities. In addition, student's participation in such activities will be promoted (Ibid).

Cooperative learning is considered to be an extension of communicative language learning (Richard & Rodgers, 2001). Cooperative learning increases mutual helpfulness in the group as well as it enhances students' learning ability. Furthermore, it maintains participation of all group members (Richards and Renandya, 2002: 52).

Jacob states that Cooperative learning is a diverse group of instructional methods in which students in small groups cooperate with each other to achieve academic tasks (1999). Jacob and etal (1997) maintain that "with cooperative learning, students work together in group whose usual size is two to four members. However, cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to

encourage mutual helpfulness in the group and the active participation of all members". Richards and Rodgers state that: "Cooperative language learning (CLL) is part of a more general instructional approach also known as collaborative learning (CL). Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom" (2001:192).

According to Olsen and Kagan (1992:8), cooperative learning is: "Group learning activity organized so that learning is dependent on socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others" (as cited in Richards and Rodgers, 2001:192). Dishon and O'Leary (1984:10) define cooperative learning as: " a model for teachers to use to teach the skills necessary for effective group work. Cooperative learning is a systematic model for helping teachers implement and work with groups so that students will consistently learn their subject matter, complete tasks, include all their group members in their work, resolve group problems with minimal teacher assistance, resolve differences among themselves , and enjoy the process of working together".

Johnson & Johnson (2008:10) presents cooperative learning as " *an accepted and often preferable instructional procedure of all level of education*. What makes cooperative learning distinctive is the mutual helpfulness between group members and the communication between the teacher and the students (Laurcen-Freeman, 2000).

3.3 Elements of Cooperative Learning

To make cooperative learning more productive and successful, a number of researchers and practitioners have identified five essential following features necessary when students collaborate with one another. The features should be considered in any collaborative learning task (Johnson, Jonson, & Smith, n.d, as cited in Frey & Fisher, 2008).

1. Positive Interdependence
2. Individual Accountability
3. Face to Face Interaction
4. Interpersonal and Small Group Skills
5. Group Processing

3.3.1 Positive Interdependence

Positive interdependence occurs when group members feel that they sink or swim together: what helps one member helps all and what hurts one member hurts all. Positive interdependence is considered to be the most essential feature that makes cooperative efforts more productive than competitive and individualistic efforts (Richards and Rodgers, 2001).

Having insurance upon successful positive interdependence within each group, you must build a mutual support within the group. For instance, students may produce a single essay. In addition, each member of the group offers a unique contribution to the joint effort and must be important to the overall success of the attempt (Frey & Fisher, 2008).

There are four ways of structuring positive interdependence within a learning group (Johnson and Johnson, 1994) (1) positive goal interdependence, (2) positive reward interdependence, (3) positive resource interdependence, and (4) positive role interdependence. In positive goal interdependence students have to realize that they share a common goal. Teachers maintain such a realization by making group goals as a part of any lesson plan: she/he asks students to learn the assigned material and make sure that all your group mates learn the assigned material. Therefore, they will believe in that they sink or swim together. With positive reward, students celebrate interdependence. All group members will have the same reward once they achieve their shared goal. For instance, teachers give joint rewards to their students, (if all group members score 90% correct, each receives 5 bonus points). Marks or rewards are given to the students as : (1) a group grade for the overall production of their group, (2) an individual grade resulting from tests, and (3) bonus points if all members of the group achieve the criterion on the tests. Regular celebration of group efforts and success promote the quality of cooperation. In order for teachers to maintain positive resource interdependence, each group member has only a portion of the resource, information, or materials necessary for the task to be completed; all of these resources have to be combined for the group to achieve its goal. For instance, teachers may ask each group to write an essay, and when they finish writing their essay, all group members will be rewarded for the efforts exerted by all of them. In addition, teachers ask each group to write the assigned essay in one paper, to sustain cooperation between group members.

The fourth way to achieve positive interdependence is with positive roles. All group members will be assigned to a complementary role: each member in a group will

have a different role from his group mates, and his role will be as a complement to the others' roles. Students have to perceive that all of their roles in the same group are highly essential to the accomplishment of the assigned task: they complete each other. Such roles may be as reader, recorder, and checker of understanding and encourager of participation. Without positive interdependence, students sometimes fall into the trap of "hitchhiking" (where they let one student do all the work for them) or of being offtask (Cohen, 1994, as cited in Liang, 2002).

3.3.2 Individual Accountability

Each member in the group is responsible for his own and his teammates' learning and makes an active contribution to the group (Liang, 2002). Therefore, there is no hitchhiking for anyone in a team (Kagan, 1990, as cited in Liang, 2002).

Both group and individual performances are highly essential in the process of achieving individual accountability, by assigning each student a grade for his/her portion of a team project or by calling a student at random to share with the whole class, with group members, or with another group (Richards and Rodgers, 2001).

There are a number of ways which led to the accomplishment of individual accountability: random selection of student papers if each student was doing work within the group and random oral or written quizzes Kagan, 1989 as cited in Liang, 2001).

"What children can do together today, they can do alone tomorrow" (Let Vygotsky, 1962, as cited in Johnson & Johnson, 1994). Each member in the group has to

contribute in completing the assigned task and it is their responsibility to know each others' needs, in terms of assistance, support and encouragement. In addition, they have to know that they cannot hitchhike on the work of others (Johnson & Johnson, 1994).

In order to ensure that each student is individually accountable to do his fair share during the group work, teachers need to assess how much each individual is contributing to the group's work, help groups avoid redundant efforts by members, and ensure that each member is in charge of the final outcome (Johnson and Johnson, 1994). The following are common ways for structuring individual accountability: (1) The smaller the size of the group, the greater the individual accountability may be, (2) Giving an individual test to each student, (3) Randomly examining students orally by calling on one student to present his or her group's work to the teacher or to the entire class, (4) Observing each group and recording the frequency with which each member contributes to the group's work (5) Assigning one student in each group the role of checker. The checker asks other group mates to explain the reasoning of their answers and (6) having students teach what they learned to someone else (adapted from Johnson and Johnson, 1994).

In sum, students, first, learn knowledge, skills, strategies, and procedures in a cooperative group. Second, they apply the skill, strategy and procedure alone to demonstrate their personal mastery of the material. Students learn it together and then they perform it alone (Johnson and Johnson, 1994).

3.3.3 Face to Face Interaction

Each member in the group enhances other group mates' productivity by assisting, supporting and encouraging efforts to produce. Within the group, the students explain and discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee to knee and talk through each aspect of the tasks they are working to complete and should teach one another, check each other's understanding and discuss concepts and ideas cooperatively (Fisher and Frey, 2008).

According to Johnson and Johnson (1994), there are a number of activities that foster face to face interaction: (1) Individual provides each other with efficient and effective assistance, (2) Teammates exchange needed resources, such as information and materials, (3) Teammates provide each other with feedback in order to improve their performance, (4) Teammates challenge each other's conclusions and reasoning in order to promote higher quality decision making and greater insight into the problems being considered; and (5) Teammates influence each other's efforts to achieve the group's goals.

3.3.4 Interpersonal and Small Group Skills

Groups cannot function effectively if members do not have and apply the needed social skills. Skills such as leadership, decision making, trust building, active listening, and conflict management must be taught because students are not born instinctively knowing such skills (Frey & Fisher, 2008; Schutz, 1999, as cited in Liang, 2002). Johnson & Johnson (1990:26) maintains that students must be taught these skills, because if group members lack the interpersonal and small-group skills

to cooperate effectively, cooperative learning would not be productive (as cited in Liang, 2002).

Johnson , et al (1990) suggest that the interpersonal and small group skills could be taught through a number of means. First of all, setting a social skills goal a long with the academic goal lets students know it is important to the teacher. Second, it could be established through role playing, and discussing the components of particular social skills (Liang, 2001). Johnson & Johnson (1994) state that in order to coordinate efforts to achieve mutual goals, students must: (1) get to know and trust each other, (2) maintains active communication between teammates, (3) accept and support each other, (4) resolve conflict.

In sum, the more socially skillful students are, the higher the achievement that can be expected within cooperative learning groups (Johnson & Johnson, 1994).

3.3.5 Group Processing

Sufficient time must be provided to students for discussing how well they are achieving their goals and maintaining effective working relationships among members (Frey & Fisher, 2008). Instructors structure group processing by assigning such tasks as: (a) list at least three member actions that helped the group be successful, and (b) list one action that could be added to make the group even more successful tomorrow, and (c) instructors give feedback to the groups on how well they are working together (Johnson and Johnson, 1994). Over time, students will discover that their cooperative learning tasks are meaningful and fun (Frey & Fisher,

2008). Without group processing, cooperative groups are often groups of students sitting together working on the same task (Johnson , Johnson and Holubec, 1998).

In sum, to achieve the quality of cooperation, group members must promote each other's leaning and succeed in face to face interaction, hold each other personally and individually accountable to do a fair share of the work, apply needed social skills for cooperative efforts to be successful and perform group processing : determine as a group how effectively members are working together.

These five essential elements (Positive Interdependence, Individual Accountability, Face to Face Interaction Interpersonal and Small Group Processing and Group Processing) must be presented for small group learning to be truly cooperative (Jonson & Johnson , 1991, as cited in Wichadee, 2005).

3.4 Types of Cooperative Learning

there are three types of cooperative learning groups: (1) formal cooperative learning groups (which last from one class period to several weeks), (2) informal cooperative learning groups (which last from a few minutes to a class period) and (3) cooperative base groups (which last for at least a year or one semester) (Johnson et al, (1994: 4-5) as cited in Richards and Rodgers (2001).

3.4.1 Formal Cooperative Learning Group

In this type, students work together for one class period to several weeks. Students are assigned to achieve shared goals and complete specific tasks and assignments (such as, decision making, problem solving, writing tasks, learning vocabulary, answering questions at the end of the lecture...etc.) (Johnson, Johnson, & Holubec, 1998).

Teachers conduct certain procedures to conduct while implementing the formal cooperative learning group type (Johnson, Johnson and Smith, n.d): first, teachers make preinstructional decisions: before any lesson, teachers have to decide on the size of groups, making lesson objectives, assigning roles to each group member, arrange the room, and arrange the material students need to complete the assignment. Second, teachers explain the task and cooperative structure: they explain the behaviors they expect during the lesson and explain the criteria of success. The third procedure is to monitor and intervene: during the class period, teachers monitor each learning group and intervene when needed to improve teamwork. Last, teachers evaluate and process: teachers assess the quality and quantity of student achievement, ensure that students process the effectiveness of their learning groups, have students make plan for improvement as well as have students celebrate and encourage the hard work of their group members.

In formal cooperative learning, if students need help in achieving some specific tasks, they are encouraged to first ask their group mates, and then ask their teacher. Students are encouraged to interact with groupmates, share ideas and materials, support each other's academic achievement, orally explain and elaborate the strategies being learned, and hold each other accountable for completing the assigned tasks successfully. This type of cooperative learning is characterized by all the elements of cooperative learning:(1)Positive Interdependence,(2) Individual Accountability, (3) Face to Face Interaction,(4) Interpersonal and Small Group Skills, (5) Group Processing, as mentioned in the previous sections.

3.4.2 Informal Cooperative Learning Group

Students work together to achieve a shared learning goal and that their work lasts from a few minutes to one class period. Teachers have to make some specific goals which their students will achieve at the end of the activity. In this activity, the teachers ensure that misconceptions, incorrect understanding, and gaps in understanding are identified and corrected. Every 10 to 15 minutes, students should be asked to discuss what they've just learned. During the lecture, informal cooperative learning can be used to focus student attention on the material to be learned, help set expectations as to what will be covered in a class session, and the instructor should ensure that his/her students do the intellectual work of organizing material, explaining it and summarizing it within each group learning members. Making the task and the instructions explicit and precise, and requiring the groups to produce a specific product, such as a written answer, are two important factors in implementing informal cooperative learning group.

The procedure of implementing informal cooperative learning group includes focused discussions before and after the lecture and turn-to-your partner discussions throughout the lecture (Johnson & Johnson and Smith, n.d). Introductory focused discussions occur before the lecture: one or two questions will be set out for discussion that help students organize in advance what they know about the topic to be presented and by which students will create an expectation set about what the lecture will cover. Students will be assigned to pairs and triads. Teachers, then, explicate the task of answering the questions in a 4-5- minutes time period and the positive goal interdependence of achieving their shared goal. With turn- to- your partner discussion, the teacher divides the lecture into 10-15 minutes segments. After

each segment, students are requested to work cooperatively in answering the questions with their peers, (such questions may require students to summarize the material just presented and solve a problem). In closure focused discussions, students have an ending discussion task that lasts 4-5 minutes. Students are required to summarize what they've learned from the lecture. Such a task may also give hints to what will be presented in the next class session or what the homework will cover (Gillies, Terwel and Ashman, 2008 & Johnson , Johnson & Smith, n.d).

3.4.3 Cooperative Base Groups

As you can see, time is one of the features which differentiate between the cooperative learning groups. Cooperative base groups are the longest time period. They last for at least a year and include heterogeneous learning groups with stable membership (Johnson et al, 1994:4-5, as cited in Richards and Rodgers, 2001). Each group member gives each other the help, support, encouragement, and assistance they need to succeed academically. The agenda of the base group consists of:(1) academic support tasks, such as all group members make sure that each one of them completed his/her assignments successfully, and edited his/her essays; (2) personal support tasks, such as getting to know each other and support each other in solving nonacademic problems; (3) routine tasks, such as taking attendance; and (4) assessment tasks, such as checking each others' understanding of the answers to test questions when the test is first taken individually and then retaken in the base group (Gillies, Terwel and Ashman, 2008). In addition, the longer a cooperative group exists, the greater the social support they will provide for each other. Not only that, but also their achievement will increase. The role of the teacher is to: (1) divide students into heterogeneous groups of three or four; (2) choose a suitable time for regular group

meetings; (3) create specific agendas; and (4) ensure that the five basic elements of effective cooperative groups are implemented (Gillies, Terwel and Ashman, 2008).

All of these types of cooperative learning maybe implemented together. Teachers may initiate their classroom with a base group meeting and then follow with an informal group meeting and ends with a formal group meeting (Gillies, Terwel and Ashman, 2008; Johnson, Johnson & Smith, n.d).

3.5 Cooperative Learning Techniques

The initiation utilization of cooperative learning methods dates back to 1970 (Petkus, 2008). Such methods may be informal (a short meeting, often between pairs, to discuss and share information from a lecture), where students work together on their own individual work. In addition, they can also be formal (a short length of time that it may last to a few weeks between structured groups to discuss a given task), where students work on a different portion of a given task to bring

together as a whole (Johnson, Johnson & Holubec, 1994, as cited in Petkus, 2008). The methods such as jigsaw, group investigation, student teams achievement divisions (STAD), and learning together can be useful techniques in the field of teaching in the second language classroom.

3.5.1 Jigsaw

The jigsaw method was developed by Elliot Aronson in 1978, (as cited in Petkus, 2008). In this method, students are assigned to structured teams to work on academic material which is broken down into sections. First, each member in a team reads his section, and then the teacher will assign them to different groups to discuss their

sections. After that, each member returns to their own teams and take turns to teach their team members about their sections. Such a method would be highly valuable in a second language classroom. When students work in a group, they can discuss new vocabulary in addition to new ideas before getting back to their teams and teach the information to each other. Research conducted by Pica (1994), illustrates that the discussion that happens within the group enhances students' comprehension (as cited in Petkus, 2008).

3.5.2 Group Investigation

Group investigation was a technique designed by Shlomo in 1988 (as cited in Petkus, 2008). In this method, students are given a topic which is studied by the entire class. The students divide this topic into smaller parts and then each member is responsible for researching in one of the subtopics. Later, students come together as a group and share their particular investigations. Students then make a final product of their work as a whole and finally present it to the whole class. In addition, each member in the group takes part in presenting the presentation (Kagan, 1994).

3.5.3 Student Teams Achievement Divisions (STAD)

In STAD, the teacher presents the lesson to students who are divided into groups. Each group consists of four or five students. Then, the students work together on a shared goal which is ensuring that all group members have mastered the lesson (Slavin, 1982, as cited in Petkus, 2008). With reference to the second language classroom, such a method would be extremely useful when it comes to the teaching of grammatical forms and vocabulary. For instance, the vocabulary lesson would be introduced and taught to class, and then students would be in responsible to ensure

that all group members have mastered the given material. The teacher then gives them some worksheets and by doing so, the students would be given a chance to communicate in the target language, thus using the language in a meaningful way (Petkus, 2008).

3.5.4 Learning Together/ Learning Circle

The main goal of this method is on how students cooperate within the groups and how they get along together; thus, maintaining the five essential elements, which must be structured in a cooperative lesson, would achieve its focus. First, positive interdependence refers to the fact that each group member realizes that he/she is part of the group, in that they must sink or swim together (Johnson & Johnson & Holubec, 1994, as cited in Petkus, 2008). Second, individual and group accountability refers to the importance of each group member has to be responsible for a fair share of the work and to the group being accountable for achieving its goals. Third, promotive face to face interaction refers to the elements that lead to the success of the groups: working together, helping each other and promoting each others' work within the group and rewarding each other. Fourth, teaching social skills to the group. Cooperation and conflict are both interrelated and thus, students need to be taught how to manage conflicts constructively. The fifth element refers to group processing: how the group is working, what they are doing and what needs to be improved (Johnson & Johnson & Holubec, 1994, as cited in Petkus, 2008).

3.5.5 Think- Pair-Share

Think-pair-share is a simple cooperative activity, in which students can share and reflect on their ideas with their near partner before sharing their ideas with the whole

group. First, students are given a question to think about individually. Second, they are asked to share their answers with their near partner. Third, they move on to group discussion and then they are asked to write their answers on a piece of paper and give it back to their teacher for assessing their understanding (Kagan, 1994).

3.6 The Gradual Release of Responsibility Model

The Gradual Release of Responsibility Model, first developed by Pearson and Gallagher (1993) is an instructional model that outlines the process of teaching writing integrated with other skills. This model consists of three stages. In each stage, there are many activities that need to be done for the purpose of teaching the integrated writing skill in a class where cooperative learning techniques are employed. This model has been recommended by many teachers as it makes the learning of English more fun and the end product of students' writing better (Colbert, 2009). The Gradual Release of Responsibility Model to writing instruction is a way to implement differentiated writing instructions as the responsibility for independent writing shifts to the learners (Fisher & Frey, 2008). To provide a more individualized instruction, teachers should implement the Gradual Release of Responsibility Model (Pearson & Gallagher, 1983, as cited in Fisher and Frey, 2008). In addition, the gradual release of responsibility model has been recommended as an effective approach to teaching writing (Colbert, 2009). The Gradual Release of Responsibility Model is considered to be the most successful method for transforming classroom from teacher-centered, whole group delivery to student-centered cooperation and independent practice (Levy, 2007).

There are four interactive components of a Gradual Release of Responsibility Model that was created by (Fisher, 2008: 1), as shown in figure. First, the focus lessons where the teacher provides direct instruction and establishes goals and purposes. The students actively listen and take notes and they can also ask for clarification. Second, guided instruction where teachers work with the students, provide additional modeling and check for they understanding. The students ask and respond to questions and work with teacher and classmates. Third, in collaborative learning, the teacher moves among groups, clarifies confusions and provides support. The student works with classmates, shares outcomes, consolidates learning and looks to peers for clarification. The fourth stage represents independent work: the teacher provides feedback, evaluates and determines levels of understanding. The students work alone, rely on their notes, activities and classroom learning to complete an assignment and take full responsibility for the outcome (Levy, 2007).

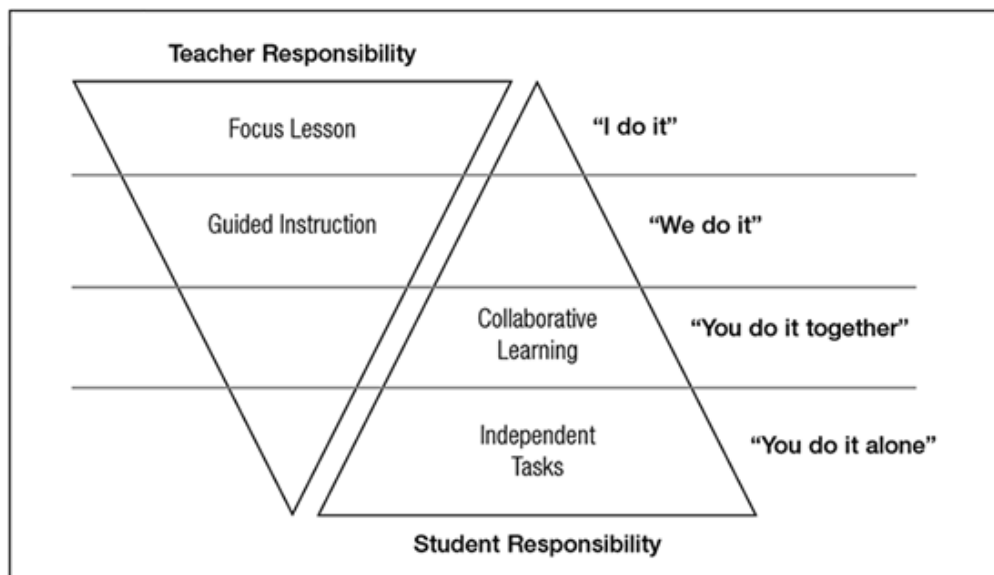


Figure 4 The Gradual Release of Responsibility Model by Fisher, 2008

3.7 Relevant Research

Cooperative learning has received increased attention in recent years due to the movement to educate students in a more communicative manner. The following is some research investigating how cooperative learning has been implemented in EFL classroom.

Cooperative learning techniques are widely accepted in EFL teaching, as they can enhance students' capability to learn English in a meaningful way. In a recent study, which implemented cooperative learning in EFL teaching, Liang examined the effects of cooperative learning techniques on junior high school students' learning of English as a second language. The major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English (Jiang, 2002).

In another study, the implementation of cooperative learning enhanced the secondary-students' achievement towards the learning of English (Hareri, 2001). The main aim of this study was to clarify the effects of cooperative learning. In order for the researcher to answer this vital question, he conducted the semi-experimental method. He had two groups: control and experimental group. He taught them for the whole semester and there were great differences between the two groups. He discovered that the achievement of the experimental group was better than of the control group. The study suggested that the cooperative method in the educational field should be applied and teachers should be trained so as to improve their educational and professional performance (Hareri, 2001).

In a study by Alwadie (2007), it was clearly apparent that cooperative learning contributed to the impressive achievements that secondary school students obtained in their language proficiency. The research conducted in Yemen, consisted of 50 students which were divided them into two groups of 25 each, (control and experimental groups). The research findings were in favor of the experimental group. The cooperative learning raised the level of achievement of the experimental group's language proficiency compared with the traditional method.

A study in Malaysia showed how positive the effects of cooperative learning are in teaching writing skill. The sample of the research was secondary school students who were divided into control and experimental groups. The researcher conducted pre and post tests. The research findings indicated that students were able to perform better in writing after incorporating cooperative learning. When students discussed viewpoints together, they were able to grasp what their peers thought and understand the issues better. When peer interaction is incorporated in learning writing, students generate ideas, understand sentences and provide support to each other and thus their writing improves (Bt Ismail & Maasum, 2006).

Other research demonstrates that cooperative learning appears to be an effective method that enhances students' language proficiency. A quasi-experimental study, which was conducted in Islamabad, Pakistan, to high-school students, proved that cooperative learning contributed to enhancement of both reading and writing. The researcher divided the students into two groups: control and experimental group. There were sixty-four students in each group. The experimental group outscored significantly the control group on the posttest showing the power of the cooperative

learning method over the traditional learning method. Thus, the ultimate result of the study indicated that cooperative learning method was more effective for English as compared to the traditional learning method (Khan, 2008).

Chapter Four

Data Collection

To achieve the objectives of the current research, the researcher had decided to conduct a quasi-experimental research design to answer the research questions mentioned in the first chapter. In educational research, many studies utilize a quasi-experimental design because of the difficulty in conducting random assignment of subjects in educational institutions (Homestead, 2008). For instance, in a college setting, teachers are sometimes reluctant to assign students into experimental and control groups, because it will lead to the interruption of the daily routine of teaching and learning. As a result of this, researchers have to take all subjects in a class and divide them into control and experimental group. With the design of pre-post test nonequivalent group, both a control and an experimental group are compared and they are assigned without randomization.

The current chapter details (1) the selection of participants, (2) the instructional design, (3) the process of data collection and (4) the data analysis.

4.1 Selection of Participants

The subjects of the study were third-year students at the English department of the Faculty of Education in the University of Benghazi. They were all third year students. At first, it was difficult for the researcher to find her subjects. She had planned to collect her data at the Faculty of Arts, but unfortunately, she didn't find a sufficient number of volunteering students. Then, when she found the number of students she needed, not all of them were punctual and regular. The reason for the students' absence was due to the critical period that Libya was undergoing at the time of the

research. Libyan parents felt that it was dangerous to let their daughters attend extra classes. Boys were punctual with attendance but the majority of the participants were girls. Thus, the subjects of the research were recruited from the Faculty of Education where many classes are scheduled in the afternoons.

4.2 The Instructional Design

The instructional design of cooperative learning in the experimental group was integrated within the students' regular English curriculum. The teaching material that the students studied during the experiment was designed by the researcher. It was the researcher herself who played the role of the teacher in both groups. The instructional design presented in this section includes the teaching procedures in both control and experimental groups.

4.2.1 Instructional Design of the Control Group

The teaching procedures and activities in the control group belonged to the traditional method of teaching. Traditional teaching was mainly teacher-centered classroom which was the most popular teaching method used in EFL classes (Yu, 1995, as cited in Liang, 2002). The traditional teaching method which was utilized with the control group was so traditional. The researcher first presented the lesson and expected the students to end up writing their own essay at the end of the lecture. Students did the brainstorming session together with the researcher and then, immediately, they started writing their essay. Students had the same material used with the experimental group. The material the researcher utilized was incorporated with the material they are taught during the year. The researcher, who taught the control group, was in control of the class and she did most of the work. Students worked individually and had little

participation with their teacher. They depended on their teacher in completing tasks more than on themselves. Students had little discussions on the topic before writing. The teacher suggested many thesis statements and then requested the students to write their own thesis statement. The class ended with the students handing in their own essay.

4.2.2 Instructional Design of the Experimental Group

After conducting the pre-test, see Appendix E, page, 132, students were divided into experimental and control group. In fact, the researcher did not take much time in the preparation of the lessons for the control group. However, it took a longer time to prepare students for the new method. First, before the researcher started giving her lectures, she met the students two days before the experiment to present the new method and distribute some materials that could facilitate the teaching process. Such materials are the ten commitments and the ten commandments (which are presented later) and some articles related to the topic that they are going to write about the coming lecture. Before the first lecture, students had some articles about the importance of examination, see Appendix A, page 106; in the second lecture, they had some articles about Children of working mother, see Appendix B, page 111; in the last lecture and in the last lecture, they had some articles about the importance characteristics of a co-worker, see Appendix C, page 118. Before the post-test, they had an article about stress management, see Appendix D, page 123.

Then, students were divided into three groups, each group containing 5 members. The lesson plan which was utilized for the experimental group followed the

components of the Gradual Release of Responsibility model. The following is the plan of teaching for the experimental group.

4.2.2.1 Lesson plan

In advance, students were given two articles related to what they were going to write about, to save time during the lecture. During the lecture, the sessions were divided into four parts:

Lesson plan	
Part	Instruction
A	Focus lesson
	the teacher clued students into important objectives (i do it)
B	Guided Instruction
	Teacher led students through tasks that increase understanding of a particular assignment or classroom activity.(We do it)
C	Collaborative Learning
	Students discussed and thought with their peers. (You do it together) All the five groups discussed, negotiated and thought with each other (Presentations).
D	Individual work
	Students ended up working individually. They were assigned to write an essay about the topic that they read about. After they handed in their essay, the teacher distributed the articles which related to the topic that they were going to write about for the next lecture. (You do it alone)

Table '3' Teaching Instruction for the Experimental Group

In focus lesson session, the teacher mentioned some highly important points which clued students into vital objectives. For instance, in the first lecture, before the teacher started the lecture, she told the students about the objectives of the lecture. Then, in the second session which was guided instruction, she gave them some activities that enhanced their understanding of the topic they wanted to write about. Such activities are raising questions about the topic to elicit information from other students. For example, why examinations are so important. Students had many answers to this question and they discussed them with their teacher and in whole group discussion. In the collaborative learning session, students compared their answers with their

groupmates and then compared them with the articles they had received from their teacher; they started to work cooperatively with their peers and often elicited more information from their teacher. The last session was individual work. Students finished by writing their own essay and handing it in at the end of the class.

4.2.2.2 Rules to Facilitate Classroom Management

In order to facilitate the management of the classroom, the researcher adopted two kinds of rules that needed to be respected, (1) the ten commitments and (2) the ten commandments in addition to (3) the role assignments. The former prescribed what do in class and the second one advised what not to do and the latter identifies the job description of each member in the class. These two sets of rules were adapted from Liang, (2002).

4.2.2.2.1 The Ten Commitments

The following table clearly presents what students should do in the class during the lecture. Once the students follow these commitments, the organization and cooperation within each group will be maintained.

The Ten Commitments	
1	I promise to do my share of the work with pleasure and delight.
2	I will be brave to express myself in my group.
3	I will be sensitive to my learning. If I find any problem or difficulty, I will turn to my teammates for help immediately.
4	When my teammates are presenting, I will encourage them with my big smile and attentive eyes.
5	I am willing to help my classmates and teammates when they need me.

6	I will write a thank- you note to one of my classmates and teammates after each class.
7	I will learn how to show my appreciation in words and in deeds to anyone who helps me in or after class.
8	I will learn how to encourage my classmates while they are doing something good.
9	I will respect the differences between my classmates and me.
10	I promise to enjoy every minute of our English class by smiling happily all the time.

Table 4 The Ten Commitments (adapted from Liang, 2002).

Students were given the ten commitments on a piece of paper before the first lecture. The purpose of such commitments was to maintain the cooperation and organization of the students with each other. They were so helpful to both the teacher and the students. Students gained benefits from these commitments in that they boosted their learning with each other inside the classroom. In addition, they facilitated the teaching method in that students easily adapted to the cooperative learning.

4.2.2.2 The Ten Commandments

In addition to the Ten Commitments, students need to know what they should not do during the lecture in order that their learning will be facilitated. The following Ten Commandments are the key elements by which students will know exactly what they should not do inside the classroom.

The Ten Commandments	
1	I will not be late to turn in my homework.
2	I will not laugh at my teammates when they make mistakes.
3	I will not sleep in class.
4	I will not chat with teammates during group discussion.
5	I will not shout at my teammates when I am talking to them.
6	I will not take things from other teammates' desks without permission.
7	I will not kick others' feet under the table.

8	I will not eat garlic when we have English Class.
9	I will not stay up late the night before English.
10	I will not use my phone at all during class time.

Table 5 The Ten Commandments (adapted from Liang, 2002)

The students were given the ten commandments before the first lecture to enhance their learning. All lectures went smoothly by the students using such commandments. There was no interruption during lectures. Students were very keen and each member in the group had an active role in his group which was a result of the ten commitments and commandments.

4.2.2.2.3 The Role Assignments

After the formation of the experimental group, rules of classroom managements and learning were distributed and clearly explained in advance. In addition, each member in a group was given a role assignment. Role assignment is a major feature that distinguishes cooperative group learning from regular group learning. The job description of each role was explicitly explained to the students. The following table was adapted from Kagan (1989, as cited in Liang, 2002). It clearly states in detail the description of each role.

Role	Job Description
Leader	The leader is the chairperson who hosts the group discussion and makes sure that each member is on task by participating in the discussion or any given task
Recorder	The recorder needs to take notes during the discussion. The written report will be given to the reporter.
Reporter	The reporter is responsible for reporting the summary of his/her group's discussion to the class on behalf of his/her team.
Timer	The timer controls the time given to their group and makes sure that

	the assigned task is completed in time. If time is not enough to the complete the task, the timer has to request more time from the teacher.
Checker	The checker makes sure that each one in the group finishes the worksheet or assigned task in class. If someone in the group has problem completing the individual worksheet, the checker reports to the leader who decides what kind of help will be given to that member.
Quiet Captain	The quiet captain sees to it that the group does not disturb other groups and to instructs his/her group to lower their voices as necessary.

Table 6 Role Assignments and Job Description, (Kagan, 1989, as cited in Liang, 2002)

4.3 Data Collection

The Data of the current research were collected by administering a pre-post test to both the control and experimental groups. In the pre-test, students were asked to write an essay, the purpose of which was to assess their overall writing ability. In addition to the essay, two questionnaires were administered in both the pre and post tests. The researcher of the study taught the students three lectures, and at the end of each lecture, the researcher collected written work from the students.

The following sections present an account for the questionnaires conducted for the purpose of achieving the research questions. Both questionnaires were prepared by the researcher and some questions were adapted from El-bouri, 2003.

4.3.1 The Pre-Test Questionnaire

The main purpose of the questionnaire was to assess students' overall knowledge about the learning of writing as well as their ability to write. Students' answers led the researcher to know about their needs towards learning writing. In addition, the most essential questions that the questionnaire answered are: do students like working in

groups, will they be motivated if they work in a group, and whether they like reading before writing or not. The questionnaire consists of 16 questions, which are a mixture of closed and open type questions. Most questions are closed type, which requires the students to choose one of the given alternatives. However, the last question is an open type, which requires the students to express their own view. The following is a review of what each item in the questionnaire aims at:

Question 1 asks if students really like writing.

Question 2 indicates students' interest towards reading English articles.

Question 3 shows the need of the reading articles which are related to the topic that they want to write about.

Question 4 determines whether students like discussing the given task within groups or not.

Question 5 & 6 ask if students encounter any difficulty in choosing their writing topic or getting started.

Question 7 aims to determine students' ability to express ideas in writing English.

In question 8, students are required to state whether they do their writing at home, class or library, and the reason for their choice.

Question 9 attempts to determine whether students prefer reading before writing or writing immediately.

The purpose of question 10 is to find out if students feel that their writing will be better once they read.

Question 11 is intended to determine if students like group discussion before writing.

Question 12 requests students to assess their ability to get ideas, express themselves, master of cohesion and coherence and choose vocabulary.

The purpose of question 13 is to assess students' social acts inside the classroom.

In question 14 & 15, the aim is to know if working in group assists students to write and if their writing will become better when working in a group.

Question 16 aims at eliciting information from students about the most difficult problem do they face in learning writing.

The questionnaire was administered to 30 third-year students, and it was conducted in a teaching methodology course session. Before the sheets were distributed, the purpose of the questionnaire was briefly explained. All of the 30 questionnaires distributed returned. The students' answers to each item were recorded and percentages were calculated.

During the pre-test session, students were asked to write an essay in order that the researcher could discern about the overall knowledge about the students' writing ability. The scoring protocol of the essay was designed by the researcher and her supervisor. The researcher did not aim to assess writing mechanics and grammatical features, but rather paid much attention to the content, the way they express their ideas, the form of the essay, and the organization of the introductory paragraph...etc. The following scoring protocol provides details of the researcher's technique of assessing the students' written work.

	Items	Scores				Out of
1	The content: the number of ideas expressed in the whole essay					/9
	Idea No 1	1	2	3		
	Idea No 2	1	2	3		
	Idea No 3	1	2	3		
2	The way students express their ideas:					/13
	A The clarity of ideas	1	2	3		
	B Supporting information	1	2	3		
	C Word choice in expressing ideas	1	2	3		
	D Creativity	1	2	3	4	
3	The form of the essay					/6
	A Introduction	1	2			
	B body paragraphs	1	2			
	C Concluding paragraph.	1	2			
4	The organization of introductory paragraph:					/8
	A the general statement	1	2			
	B detailed statement(s)	1	2			
	C the thesis statement:					
	1 the topic	1	2			
	2 the controlling ideas	1	2			
5	The thesis statement in relation to the body paragraphs.	1	2			/2
6	the organization of the body paragraph:					/9
	A topic sentence.	1	2	3		
	B the supporting sentence(s)	1	2	3		
	C additional information.	1	2	3		
7	the concluding paragraph:					/3
	A restatement of the thesis statement or the summary of the controlling ideas.	1				
	B Insights / recommendations/warnings/opinions	1	2			
		Total			-----*2= -----	

Table 7 Scoring Protocol

4.3.2 The Post-Test Questionnaire

When the researcher finished her teaching, a post-test was conducted, see Appendix F, page 136, for the experimental group and Appendix G, page 138, for the control group. The post-test consisted of two parts: part one requested students to write an essay, the purpose of which was to gauge how much the students' writing had

improved after the classes that they had undergone. Part two was a questionnaire that consisted of 5 questions.

The essential aims of the questionnaire were to recognize if students received benefits from the cooperative learning environment and the utilization of reading as an input inside the classroom. In addition, the questionnaire answered vital questions: if cooperative learning helps with motivation towards learning writing as well as if students' writing will be improved once their teacher implements reading as an input inside the classroom.

The questionnaire comprises 5 questions; they are all closed questions which require students to tick their appropriate answer according to their own ideas upon the teaching process that they underwent for the three previous lectures. The following details what each item in the questionnaire aims at:

Item 1 requests students' opinion about the manner of teaching writing that the researcher utilized in her teaching.

Item 2 is intended to determine if students like to work in a group or not. In addition, it asks students if they feel motivated once they write in a group or not and if students feel that their writing will be improved after working in a group.

In item 3, students are required to state their opinion about the writing lessons they had with the researcher.

Item 4 attempts to determine the students' assessments of their skills.

Finally, item 5 aims to elicit how motivated students are once they write an essay individually.

In the first part, the questionnaire was administered to 30 third-year students, and it was conducted in a writing course session. Before the sheets were distributed, the purpose of the questionnaire was briefly explained. All of the 30 questionnaires distributed returned. The students' answers to each item were recorded and percentages were calculated. In part two students were requested to write an essay about stress-management in 30 minutes. Then, they handed in their essays at the end of the class.

4.4 Data Analysis

The t-test statistic was chief statistical tool that was utilized for the analysis of the data which was run through the SPSS software. The aim of the analysis was to discover if there was a significant difference between the control and experimental groups.

Chapter Five

Data Analysis

This part of the thesis is devoted to presenting the data gathered through the pre-and post-test as well as the questionnaires. As cited in the introduction section, the purpose of the study was to examine whether students write well once they read well; in addition, it sought to investigate whether cooperative learning enhances students' writing as well as motivates them.

5.1 Pre-test

The following section is the analysis and interpretations of both the questionnaire and the essays which were conducted in the pretest session.

5.1.1 The Questionnaire

Table 8: Writing

Item 1	Student			
	Yes	%	No	%
1. Do you like to write in English?	24	80	6	20

The majority of the students really like writing in English. Only 20% of the students do not like to write in English.

Table 9: Reading

Item 2	Student			
Options	Yes	%	No	%
2. Do you like reading English articles?	27	90	3	10

The great majority (90%) of the students likes reading English articles and according to item 3, they said that by reading English articles, their writing will be enhanced. In fact, it is only 10% of the students who do not like reading them.

Table 10: Reading with Purpose

Item 3	Student			
Options	Yes	%	No	%
Do you prefer reading articles, which are related to the topic you are asked to write about?	25	83	5	17

83% of the students prefer reading articles which related to the topic that they are asked to write about for they can have something to write down later.

Table 11: Discussion

Item 4	Student			
Options	Yes	%	No	%
Do you prefer to discuss the topic with both your teacher and your classmates?	23	77	7	23

77% of the students prefer to discuss the topic with their classmates and their teacher before they write; it is only 23 % of the students who do not like so.

Table 12: Choosing a Topic

Item 5	Student			
Options	Yes	%	No	%
Do you have difficulty choosing a writing topic?	18	60	12	40

Table 11 shows that only 40% of the students have difficulty in choosing a writing topic and 60% of them find it easy to do so.

Table 13: Getting Started

Item 6	Student			
Options	Yes	%	No	%
Do you have difficulty getting started?	23	77	7	23

77% of the students have difficulty in getting started, whereas 23% find it easy.

Table 14: Writing Assessment (adapted from El-bouri, 2003)

Item 7	Student							
Options	Excellent	%	Good	%	Fair	%	Weak	%
Asses your ability to express ideas in writing English:	2	7	16	53	10	33	2	7

Table 13 shows that 7% of the students stated that their ability in writing is excellent. In addition, it is only 7% of the students who admitted that they were weak. Moreover, the

majority of the students, about 53%, stated that they were good. The rest of them, about 33%, admitted that they were fair.

Table 15: The Writing Assignment (adapted from El-bouri, 2003)

Item 8	Student					
Options	Home	%	Class	%	Library	%
Do you prefer to do the writing task....?	20	66	8	27	2	7

Table 14 states that only 7% of the students who prefer to do the writing assignment at the library to have something to read that it's related to what they want to write about. About 27% of them prefer to do it in the class in order to find an immediate support from their teacher. In fact, the majority of the students, about 66%, prefer to do it at home

Table 16: Reading as an Input

Item 9	Student			
Options	Reading before writing	%	Writing immediately	%
What do you like more?	25	83	5	17

83% of the students expressed their approval of reading before writing. Others admitted to writing immediately without reading.

Table 17: Writing ability

Item 10	Student			
Question	I write well once I read well	%	I write well even if I didn't read	%
Choose one of the following?	22	73	8	27

73% of the students stated that they will write well once they read well and about 27% of the students admitted to writing well without reading.

Table 18: Discussing in Group

Item 11	Student			
Question	Yes	%	No	%
Do you like discussing in groups before writing?	21	70	9	30

Almost 70% of the students like to discuss in group discussions before writing, and only 30% of them who expressed their dislike of discussing in groups before writing.

Table 19: Techniques of Writing Assessment

(1= very easy, 2= somewhat easy, 3=somewhat challenging, 4= very challenging)

Options	Getting ideas			Vocabulary			expressing myself			Cohesion		Coherence			
			%			%			%			%			%
How easy are these things when you write in English? Circle the most appropriate.	1	6	20	1	3	10	1	6	20	1	8	27	1	12	40
	2	6	20	2	10	33	2	12	40	2	7	23	2	5	17
	3	15	50	3	12	40	3	7	23	3	10	33	3	5	17
	4	3	10	4	5	17	4	5	17	4	5	17	4	8	26

Table 19 demonstrates the students' assessment of their writing in relation to getting ideas, vocabulary, expressing themselves, cohesion and coherence. About 50% of the students stated that getting ideas is somewhat challenging. Finding appropriate vocabulary is somewhat challenging to most of the students, 40% of them. On the other hand, almost 40% of the students admitted mastering the way they express themselves in writing was somewhat easy. In addition, cohesion is somewhat challenging to 33% of the students and coherence is very easy to almost 40% of the students.

Table 20: Support from Teacher/ Groupmates

Item 13	Student			
Options	Whenever I face a problem while writing my essay, I immediately turn to my teacher for help and then my classmate.	%	Whenever I face a problem while writing my essay, I immediately turn to my classmate for help and then my teacher.	%
choose one of the following:	7	23	23	77

23%, almost one quarter of the sample, admitted immediately asking the teacher for help and then their classmates. The majority 77% said that if they face a problem while writing, they will immediately ask their classmates for help and their teacher.

Table 21: Group Work

Item 14	Student			
Options	Yes	%	No	%
Does it help you to write when working in group?	23	77	7	23

According to Table 21, 77% of the students expressed their preference for writing when working in group, whereas 23% of them stated that it does not help them to write when working in group.

Table 22: Motivation

Item 15	Student			
Options	yes	%	No	%
15. Does group work motivate you to write better?	23	77	7	23

77% of the students stated that group work motivates them to write better and only 23% of them stated the opposite.

Finally, the last question, which was an open-ended item, requests students' opinion about the most difficult problem they face in learning writing. Most of the students requested the following: 80% of the students stated that they lack ideas and vocabulary. In addition, 7% of the students lack correct spelling, 7% had difficulty in getting started when they want to write an essay and 6% of the students stated that they lack grammar.

5.1.2 The Essay

Students were asked to write an essay in the pre-test in order that the researcher assess their overall writing ability in terms of content, expressing ideas, form of the essay(i.e., the organization of the introductory paragraph, the body paragraph and the concluding paragraph). The results of both groups are clearly shown in the following table.

Table 23 Pre-Test Results

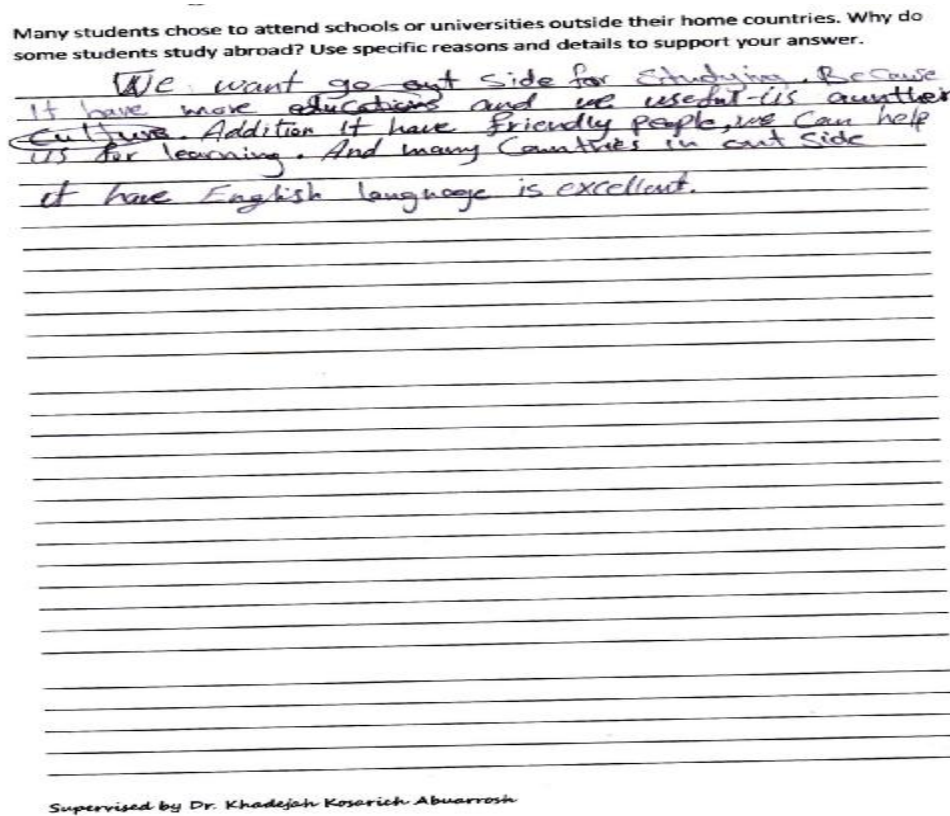
Experimental & Control Group Essay Question Results

Student Number Experimental group	Grade (100%)	Student Number Control group	Grade (100%)
1	14%	16	28%
2	10%	17	18%
3	44%	18	50%
4	24%	19	52%
5	16%	20	8%
6	4%	21	18%
7	20%	22	12%
8	30%	23	4%
9	12%	24	80%
10	8%	25	10%
11	32%	26	2%
12	12%	27	34%
13	22%	28	28%
14	8%	29	2%
15	28%	30	10%

According to the data above, most of the students' marks were below 50%. One of them obtained a high score (80%) and only one student obtained the middle score

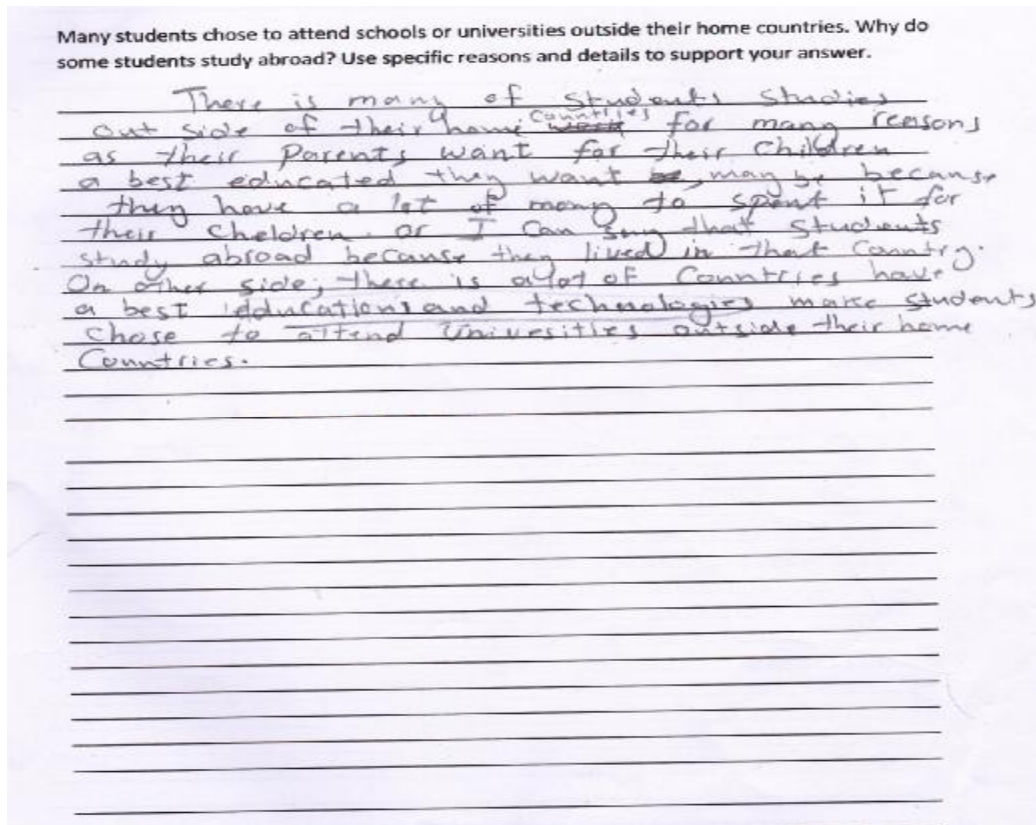
(52). One possible reason for such a result is that students lack ideas and vocabulary. During the pre-test, most of the students asked their teacher if they could do the writing task at home so they can have something to read and then they write. The results of the questionnaire along with the essay results proved that the third-year students: (1) lack vocabulary, (2) lack ideas, (3) prefer to read before writing, and (4) like cooperative work. The followings are samples of students' writing in the pre-test.

Sample number one:



Sample one clearly indicates that this student really lacks vocabulary and ideas. It is not even a paragraph. It appears that she could not get a clear outline to follow in her writing. Such problems are so common among third year students at the Faculty of Education, Benghazi University.

Sample number two:



In sample number two, she has difficulty in elaborating her ideas because she lacks vocabulary and ideas. Such a sample appears to the researcher that the writer was not clearly organized because she did not follow an outline.

5.2 The Experiment

After conducting the pre-test, students were randomly divided into two groups: experimental group and control group. They were also taught three lectures before the administration of the post-test. The manner in which the experimental group was taught was completely different from the control group. Cooperative learning along with the integration of the reading skill as an input in teaching writing were utilized in teaching the experimental group. The control group was taught traditionally without

the integration of skills and without the implementation of cooperative learning as with the experimental group.

5.2.1 Performance in the First Lecture

The following table indicates the grades of the students' writing performance in the first lecture:

Table 24 Students' Writing Performance (Experimental & Control Groups (First Lecture))

Student Number Experimental group	Grade (100%)	Student Number Control group	Grade (100%)
1	76%	16	20%
2	32%	17	28%
3	86%	18	36%
4	74%	19	34%
5	40%	20	52%
6	74%	21	56%
7	36%	22	32%
8	52%	23	1%
9	36%	24	48%
10	62%	25	48%
11	44%	26	24%
12	82%	27	60%
13	56%	28	10%
14	32%	29	20%
15	28%	30	32%

In the first lecture, students in the experimental group were really active and they all took part in the classroom participation. Their writing had clearly improved from the first lecture. Have a look at Appendix I, page 146, for the writing performance of both groups: the control and experimental groups. The samples presented in Appendix I were only three students from each group: the experimental and control groups, and five articles were presented in Appendix I from each of them. As we can notice from Table 24, only seven students from the experimental group achieved below 50% and 8 students scored above 50%. Moreover, Students' marks had gradually increased from

their pre-test. For instance, student number one achieved 14% in the pre-test. However, in the first lecture, he scored 76%. On the other hand, the control group achieved less than the experimental group. Only three students scored above 50% and 12 students scored below 50%. The difference in performance between experiment and control groups is also evident in their average scores: the average score for the experimental group was 54% whereas it was 33% for the control group. In sum, it appeared that the implementation of cooperative learning and the integration of reading as an input in the writing lessons, students to perform better than with the traditional method of teaching writing.

5.2.2 Performance in the Second Lecture

The following table clearly indicates the grades of the students' writing performance in the second lecture, see Appendix I.

Table 25 Students' Writing Performance

Experimental & Control Groups (Second Lecture)

Student Number Experimental group	Grade (100%)	Student Number Control group	Grade (100%)
1	90%	16	18%
2	46%	17	16%
3	98%	18	18%
4	84%	19	20%
5	68%	20	34%
6	62%	21	22%
7	76%	22	18%
8	66%	23	20%
9	66%	24	12%
10	86%	25	48%
11	66%	26	22%

12	62%	27	26%
13	90%	28	4%
14	66%	29	20%
15	60%	30	12%

In the second lecture, there was a remarkable change in the students' performance.

The members of the experimental group were so active and hard working. They were so motivated. They liked learning in groups. Thus, their results satisfied their teacher.

As we can see in Table 25, only one student scored below 50% and 14 students achieved above 50%. The average score of the experimental group improved from 54% in the first lecture to 72% in the second lecture. On the other hand, the control group showed no achievement; in fact, their average score decreased from the first lecture from 33% to 20% in the second lecture. All of the students in the control group scored below 50%. The results strongly indicate that the method employed for the experimental is superior to that used to teach the control group.

5.2.3 Students' Writing Performance in the Third Lecture

The following table clearly indicates the grades of the students' writing performance in the third lecture, see Appendix I.

Table 26 Students' Writing Performance

Experimental & Control Groups (third lecture)

Student Number Experimental group	Grade (100%)	Student Number Control group	Grade (100%)
1	70%	16	8%
2	90%	17	28%
3	78%	18	44%
4	66%	19	24%
5	80%	20	22%
6	78%	21	12%

7	60%	22	20%
8	74%	23	23%
9	70%	24	44%
10	56%	25	40%
11	68%	26	10%
12	84%	27	30%
13	76%	28	4%
14	68%	29	10%
15	80%	30	14%

Table 26 presents students' results for the last lecture. Again, as in the first and second lecture, the experimental group performed better than the control group (Average score: experimental group 73% compared to 22% for the control group). The control group was demotivated inside the classroom. Not all of them took part in the participation. All of them scored below 50% which was due to the lack of ideas and vocabulary. On the contrary, the experimental group, again, proved that students really need to read before they write and they have to work in groups. In the last lecture, their performance was better than of the control group and all of them scored above 50%.

5.3 Post-Test Session

After teaching the students three lectures, the researcher conducted a post-test for both groups, see Appendix F & G, pages from (136-138). The post-test was in the form of a questionnaire and an essay. The questionnaire was conducted to assess students' motivation towards the teaching of writing. The following is the analysis and interpretation of both the questionnaire and the essay question.

5.3.1 The Questionnaire: Control group

Table 27 Students' Opinion towards the Teaching Method

Item 1	Students Results							
	Very useful		Good		Not so good		Not useful	
What do you think of the teaching method I utilized in teaching you the writing lessons?	0	0%	1	6%	10	67%	4	27%

Table 27 shows that only 6% of the students said that the teaching method the researcher utilized in teaching them writing was good. Most of them said that it was not so good, and 27% stated that it was not useful at all. From such a result, the researcher concluded from this item of the questionnaire most of the control group did not receive benefits from the traditional method of teaching writing.

Table 28 Students' Writing Preferences

Item 2	Students Results									
	Strongly agree		Agree		undecided		Disagree		Strongly disagree	
1. Lack of vocabulary and ideas during writing discourages my ability to write	7	47%	8	53%	0	0%	0	0%	0	0%
2. working alone is the best way for me to write	0	0%	0	0%	2	13 %	11	74 %	2	13%

3. I write well once I read well	10	67%	2	13%	0	0%	1	7%	2	13%
4. Once I have ideas in my mind, I will write well	12	80%	3	20%	0	0%	0	0%	0	0%
5. I like reading before writing	10	67%	3	20%	2	13%	0	0%	0	0%
6. Working alone on writing tasks will not motivate me	3	20%	10	67%	2	13%	0	0%	0	0%

In Item 1 table 28, all of the students agreed that lack of vocabulary discourages their ability to write (47% of the students who strongly agreed with and 53%, agreed about it). For item two, most of the students (74%), disagreed and (13 %)of the students strongly disagreed; the rest of them, (13%) were undecided, because they were not sure whether working alone is really the best way for them to write. Most of the students in the sample agreed that individual work is not the best way to write. In item three, most of the students, (67%) strongly agreed and 13% agreed, that they will write well once they read well. In addition, only 7% disagreed and about 13% of them were strongly disagreed. Most of the control group stated that once they have ideas in their minds, they will write well and they like reading before writing. Not only this, but also most of them stated that working alone on writing tasks does not motivate them.

Table 29 Students' Opinion towards the Writing Lesson

Item 3	Students Results							
	Very useful		Good		Not so good		Not useful	
What do you think of the way I've taught you the writing lessons?	0	0%	0	0%	9	60%	6	40%

Table 29 shows that most of the control group, (60%), said that the writing lessons that they had been taught were not so good while 40% stated that they were not useful. The data shows that students did not find the traditional method of teaching writing useful.

Table 30 Assessment of Skills

Item 3	Students Results							
	Very proficient		Average ability		Very poor		No ability at all	
How do you rate your abilities in the speaking skill?	2	13%	11	74%	2	13%	0	0%
How do you rate your abilities in the reading skill?	2	13%	12	80%	1	7%	0	0%
How do you rate your abilities in writing skill?	1	7%	14	93%	0	0%	0	0%
How do you rate your abilities in listening skill?	1	7%	12	80%	2	13%	0	0%

The control group was requested to assess their ability in all language skills. 13% of the students stated that their speaking ability was very proficient and about 74% of them were average ability. In addition, only 13% of them stated that they were very poor in speaking skill. No one chose 'no ability at all'. With regard to reading, 80% of the students said that they were of average ability while only 13% stated that they were very proficient. In addition, only 7% of them said that they were very poor in the reading skill. In regard to the writing assessment, only 7% of the students stated that they were very proficient, and 93% of them said that they were average ability. Finally, in assessing the listening skill, about 80% of the students stated that they possessed average ability, only 7% of the students said that they were very proficient, with 13% stating that they were very poor.

Table 31 Motivational Assessment

Item 5	Students Results							
	Highly motivated		Moderately motivated		Not that much		No desire for writing	
When you write a composition by yourself, how motivated you are?					11	73%	4	27%

According to Table 31, the majority of the students (73%) are not motivated when they write by themselves and some of them (72%) have no desire for writing when they work individually.

5.3.2 The Questionnaire: Experimental group

The questionnaire given to the experimental group was slightly different than what was given to the control group. The extra items on the experimental group questionnaire seek their detailed opinions about cooperative learning and reading as an input to writing.

Table 32 Students' Opinion towards the Teaching Method

Item 1	Students Results							
	Very useful		Good		Not so good		Not useful	
What do you think of the way the researcher has taught you the writing lessons?	7	47%	8	53%				

Table 32 shows that all of the students were favorable: 47% of the students said that the teaching method the researcher utilized in teaching them the writing skill was very useful and 53% of them stated that it was good. From such a result, the researcher concluded that all of the experimental group gained benefits from both utilizing reading as an input in teaching writing and implementing cooperative learning in teaching writing.

Table 33 Students' Writing Preferences

Item 2	Students Results									
	Strongly agree		Agree		undecided		Disagree		Strongly disagree	
1. Lack of vocabulary and ideas during writing	9	60%	6	40%						

discourages my ability to write										
2. getting ideas from classmates in my group helps me to write better	10	67%	5	33%						
3. Writing classes will be better if we work in group	8	53.33%	5	33.34%			2	13.33%		
4. Group work motivate me to write better	6	40%	8	53%	1	7%				
5. Discussions in groups could help me a lot in my writing	6	40%	8	53%					1	7%
6. working alone is the best way for me to write			1	7%	3	20%	7	47%	4	27%
7. I write well once I read well	3	20%	10	67%	1	7%	1	7%		
8. Once I have ideas in my mind, I will write well	9	60%	5	33%			1	7%		
9. I think my writing will be improved If reading as an input is utilized inside the classroom	7	47%	8	53%						

10. I like reading before writing	9	60%	5	33%			1	7%		
11. Working alone on writing tasks will not motivate me	2	13%	10	67%	1	7%	2	13%		
12. I feel I cannot benefit from the ideas of my classmates					1	7%	6	40%	8	53%

From the data presented in table 33, the researcher concluded that the experimental group: (1) agree that lack of ideas during writing discourage their ability; (2) agree that getting ideas from classmates boost their writing; (3) agree that writing classes would be better if they work in group; (4) agree that they will be motivated to write better if they work in group; (5) agree that group discussions enhances their writing; (6) disagree that working alone is the best way to write (without any pre-activities before the writing task); (7) agree that they write well once they read well; (8) agree that having many ideas will make writing easy; (9) agree that once the reading skill is implemented as an input inside the writing class, their writing will be enhanced, 10) agree that they like reading before writing, 11) agree that working alone on writing tasks will not motivate them to write and 12) disagree that they will not benefit from the ideas of their classmates.

Table 34 Students' Opinion towards the Writing Lesson

Item 1	Students Results							
	Very useful		Good		Not so good		Not useful	
What do you think of the way I've taught you the writing lessons?	6	40%	5	33%	3	20%	1	7%

As shown in Table 34, most of the experimental group expressed that they found that cooperative learning and the use of reading as an input inside the writing classroom were of great help to the improvement of their writing .40% of the students said that the methodology the researcher utilized was very useful and 33% said that it was good. A small percentage found it either not so good or not useful.

Table 35 Assessment of Skills

Item 3	Students Results							
	Very proficient		Average ability		Very poor		No ability at all	
How do you rate your abilities in the speaking skill?	0	0%	15	100%	0	0%	0	0%
How do you rate your abilities in the reading skill?	6	40%	8	53%	1	7%	0	0%
How do you rate your abilities in the writing skill?	2	13%	13	87%	0	0%	0	0%

How do you rate your abilities in the listening skill?	3	20%	6	40%	6	40%	0	0%
---	---	-----	---	-----	---	-----	---	----

Table 35 presents the assessment of students' language skills. The whole experimental group stated that they are average in the speaking skill. In addition, only 53% of the students said that they are average in the reading skill and 40% of them are very proficient. The other 7% of them said that they are poor in the reading skill. In fact, in the assessment of writing, the results were in conflict with their writing task in the pre-test. Although the students' written work was weak in the pre-test, almost the majority (87%) said that they are average in writing. In addition, 13% of the students said that they are very proficient in writing. 40% of the students stated that they are average in the listening skill and the same percentage, about 40%, said that they are poor. In addition, the rest of them, about 20% said that they are very proficient in the listening skill.

Table 36 Motivational Assessment

Item 4	Students Results							
	Highly motivated		Moderately motivated		Not that much		No desire for writing	
When you write a composition by yourself, how motivated you are?	1	6%	0	0%	7	47%	7	47%

According to table 36, almost most of the experimental group is not motivated when writing task is done individually. To prove this viewpoint, about 47% of the students said that they have no desire for writing when writing is done individually; moreover, the same percentage goes for the students who have not got that much of desire in

writing individually. Only 6% of the students expressed their highly motivation towards a writing task that is done individually.

5.3.3 The Essay

After collecting the questionnaire from the students, the researcher requested the students to write an essay about stress management, see Appendix D, page 123. The aim of the essay was to assess students' improvement of writing after teaching them the writing course with reading as an input in a cooperative classroom. The results of the experimental students proved that they benefited from the implementation of cooperative learning and the use of reading as an input. However, the control group's results were extremely poor. They gained lower marks than the experimental group. The following table presents the results of the posttest for both groups.

Table 37 Students' Writing Performance in the Posttest

Student Number Experimental group	Grade (100%) Post-test	Student Number Control group	Grade (100%) Post-test
1	80%	16	5%
2	60%	17	24%
3	84%	18	38%
4	82%	19	28%
5	82%	20	32%
6	88%	21	34%
7	60%	22	36%
8	72%	23	16%
9	72%	24	56%
10	80%	25	52%
11	64%	26	26%
12	78%	27	40%
13	76%	28	14%
14	55%	29	22%
15	70%	30	28%

As we can notice from the table, the experimental group achieved higher marks than the control group. The highest mark in the experimental group was 88% and the highest mark in the control group was 56%. In addition, the lowest mark in the experimental group was 55% and the lowest mark in the control group was 5%. According to these results, it can be concluded that the implementation of cooperative learning and the use of reading as an input were of great help to the improvement of writing performance of the experimental group.

5.4 Statistical Analysis

A t-test is utilized when the researcher seeks to discover the real differences between two samples from the same population or two populations. It is highly essential, because we cannot assume that there is significance differences between two samples unless the t-test is utilized. It may well be that there is a difference between two measurements; however, when you implement the t-test you may find no significant differences (Ennos, 2000).

The current research applied the t-test to investigate whether there are significant differences between the control and experimental group. The researcher analyzed her data by applying two types of t-test: the independent sample test and paired sample test. The independent sample test compares the mean scores of two groups on a given variable (Schloesser, 2000). In addition, the paired sample test compares the means of two variables and tests to see if the average difference is significantly different from zero(Schloesser, 2000). The researcher used the independent sample test to indicate the differences she encountered during the experiment between the two groups .

5.4.1 Definitions of Terms

P-value: it is the probability of obtaining the observed difference in the outcome measure (Sedgwick, 2012).

Mean: it is the average of the numbers. It can be calculated by adding up all the numbers then dividing them by how many numbers there are.

Standard Deviation (σ): it is the measure of how spread out numbers are. Its symbol (σ) is the Greek letter sigma. It can be calculated in six steps: (1) get the mean, (2) get the deviations (subtract the mean from each number), (3) square them (to square means multiply them by themselves), 4) add the squares, 5) divide by total numbers less one and 6) square roots of result is standard deviations (square roots is the number multiplied by itself) (Ennos, 2000).

5.4.2 The Independent Sample T-test

The independent sample t-test confirmed that there is a significant difference between the two groups. First, it compared the performance of the experimental group in the pre-test with the performance of the control group in the pre-test. Almost all the students in the two groups had the same level of performance in the pre-test (see Table 23). There was not a significant difference between the two groups in the pre-test, see Table 38 and figure 5:

$$T\text{-test} = -0.667, P\text{-value} = 0.510$$

In the post-test analysis; however, there was a highly significant difference between the two groups, see table '39' and chart '1':

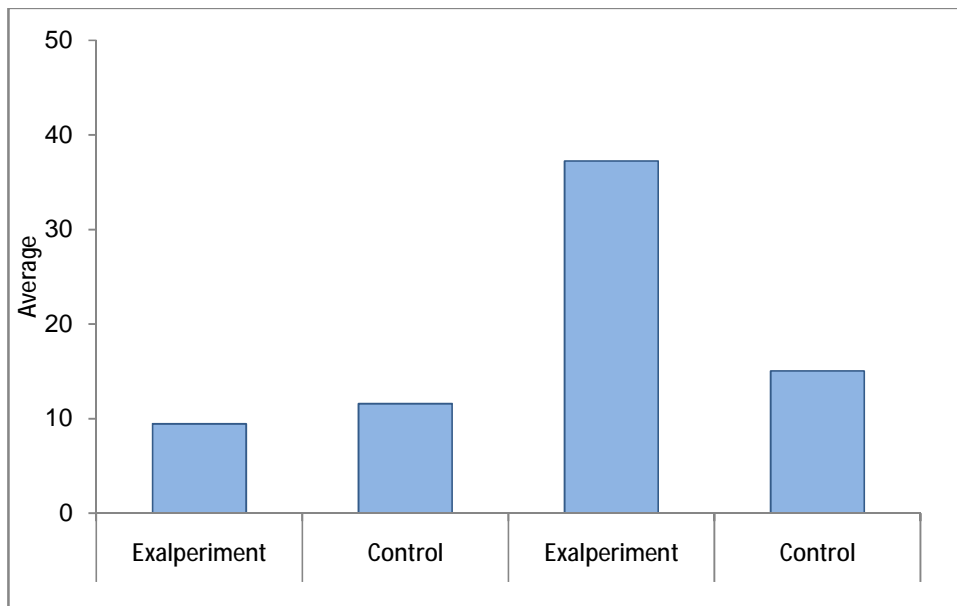
$$T\text{-test} = 10.76, P\text{-value} = 0.000$$

The P-value=0.000 clearly indicated that the significant difference between the two groups was high.

Table 38 Independent Sample

	Group	N	Mean	Std. Deviation	Mean Differences	t	Sig
Pre-test	Experimental	15	9.46	5.527	-2.133	-0.667	0.510
	Control	15	11.60	11.60			
Post-test	Experimental	15	37.26	4.317	22.200	10.76	0.000

Figure 5 Independent Sample T-Test



5.4.3 The Paired Sample T-Test

The performance of the experimental group on the pre-test was compared to their performance on the post-test; in addition, the performance of the control group on the

pre-test was compared to their performance on the post-test. The results are displayed in Table 39 and figure 6. For the experimental group, the result was:

$$T\text{-test} = -14.92, P\text{-value} = 0.000$$

This statistical data means that there was a highly significant difference between the performance of the experimental group on the pre-test and the post-test. In fact, the writing ability of the experimental group had gradually improved from time to time.

For the control group, the result was:

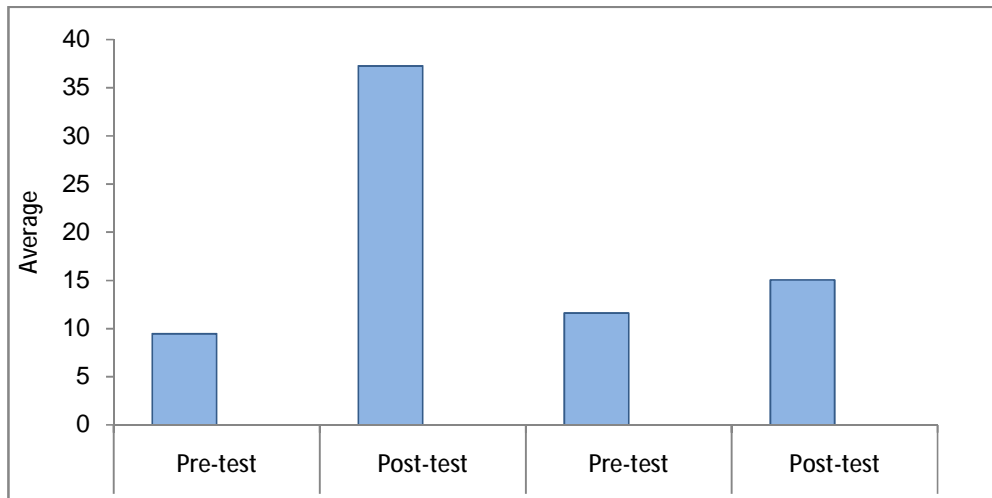
$$T\text{-test} = 1.34, P = 0.200$$

This statistical data means that there was no significance difference between the performance of the control group in the pre-test and the post-test. In fact, the control group showed no improvement from the pre-test to the post-test.

Table 39 Paired Samples Test

	Group	N	Mean	Std. Deviation	Mean Differences	t	Sig
Experimental	Pre-test	15	9.46	5.527	-27.800	-14.92	0.000
	Post-test	15	37.26	4.317			
Control	Pre-test	15	11.60	11.08	-3.46	-1.34	0.200
	Post-test	15	15.06	6.72			

Figure 6 Paired Samples Test



The results of these statistical tests clearly demonstrate the efficacy of the cooperative learning method as well as the techniques of integrating reading with writing. These teaching methods when applied in writing classrooms have been shown by this research to lead to a marked improvement in the writing ability of university students in Benghazi.

Chapter Six

Conclusions and Recommendations

6.1 Summary

The current study was conducted to examine whether cooperative learning enhances the teaching of writing and motivates students to write better with the implementation of reading as an input in the writing classroom. To answer the research questions, as cited in the introduction section, the researcher administrated a pre-test to know their level of writing ability, and then she taught them three lectures followed by a post-test. In the pre-test, students were requested; first, to write an essay and then complete a questionnaire. The post-test similarly involved a questionnaire and a writing task. Students were divided into two groups: experimental and control group. The experimental group was taught with the implementation of cooperative learning and the use of reading as an input, while the control group was taught in the traditional manner.

The researcher utilized the t-test to analyze her data. She sought to examine whether students' performance in the pre-test had gradually improved until the post-test or not by implementing the two types of t-test: the independent and paired sample test. Both the independent and paired sample test confirmed that the experimental students performed better than the control group.

6.2 Conclusions

In the light of the statistical analysis conducted on the data, the following conclusions were drawn. The conclusions are discussed in relation to the research questions outlined in chapter one.

6.2.1 Research Question Number One

Will cooperative learning promote the teaching of writing?

1. Cooperative learning is more effective than the traditional method of teaching writing. According to the t-test analysis, there were highly significant differences between the experimental and control group.
2. Cooperative learning creates a social classroom. It teaches students how to support each other as well as to be independent students who depend on their own efforts.
3. Students in the cooperative groups showed better performance.
4. Cooperative learning maintains a communicative environment inside the classroom.
5. Cooperative learning enhances all language skills. The researcher discovered that all group members used all the language skills in every activity they did.
6. It was found that in the cooperative learning classroom, students cooperate with each other to enhance their own and each others' learning. Students in a cooperative classroom have more opportunities of verbal expressions and a wider range of communicative functions than those found in the traditional classroom. In the traditional classroom, students are prevented from negotiating meaning with the teacher and fellow students because the teacher initiates and controls the interaction.

6.2.2 Research Question Number Two:

Will the students be more highly motivated to write with the integration of reading as an input and use of cooperative learning?

1. Cooperative learning motivates students to write. This was exhibited in the steady improvement in the scores of their essays during the course of the study
2. Students in cooperative groups have significant superiority in learning writing over students learning writing by traditional learning method.
3. As cited in Chapter 3, 'Cooperative learning increases mutual helpfulness in the group as well as it enhances students' learning ability. Furthermore, it maintains participation of all group members' (Richards and Renandya, 2002: 52). In fact, the experimental group showed mutual helpfulness in learning how to write, and this increased their motivation to write.
4. As presented in the statistical section, the experimental students were more highly motivated than the traditional group. Most of the experimental students stated that they had no desire in writing individually. They said that they preferred to read before writing and discuss before writing.
6. Students, in the experimental group, demonstrated high level of enthusiasm, curiosity and involvement in being taught through cooperative learning tasks. Therefore, the implementation of cooperative learning and reading as an input in the writing classroom were of great help to the enhancement of their writing.

6.3 Recommendations

This section has been divided into two parts according to suggestions for teachers and students.

6.3.1 Recommendations for Teachers

1. Training in the cooperative learning method should be provided to teachers of English.
2. Troublemakers may gather in one group and interrupt the process of teaching. Thus, teachers may use mixed ability groups to avoid this interruption.
3. Equal participation of every group member should be ensured. In addition, if activities are not well prepared, some group members do all or most of the work while others remain inactive. This situation must be mentioned by teachers in order to ensure equal participation.
4. Teachers may avoid the noise of the group by utilizing three cards: the red, the yellow and the green one. If the teacher gives the red card to one of the group, then this group should stop working for five minutes and then go back to work. The yellow card tells the students to be careful next time. In addition, the green one boosts and encourages students to learning. It refers to groups' success.
5. Teachers should inform the students about their role in advance, as cited in Chapter Four, (Table 4, 5 and 6), in order to build successful well-constructed groups and maintain group functioning.
6. More time will be consumed in preparing for a class using the cooperative learning; teachers should plan accordingly.
7. The more articles you recommend the students to read before writing, the more well-formed essays you obtain from the students.

8. To succeed in managing your classroom, read the frequently asked question as cited in Appendix H, page 140.

6.3.2 Recommendations for Students

1. Students should focus on the teacher's instructions to easily communicate with each other within the group and the whole classroom.
2. Students should be punctual in attending the classes and handing over given tasks.
3. Students should be helpful to one another.
4. Students should be cooperative in their groups.
5. Students should facilitate the understanding of their group members.
6. Read extra articles about the topic you are going to write about the next lecture.
7. Read your groupmates' essays and make comments and then discuss them before class time.

Bibliography

- Alwadie, Abdul Hakiem Saleh (2007). *The effects of utilizing cooperative learning in enhancing high school students' language proficiency*. Retrieved November, 14th, 2012 from [http:// www.yemen.nic.info/ contents/studies/detail.php?ID=16585](http://www.yemen.nic.info/contents/studies/detail.php?ID=16585).
- Anonymous (n.d). Children of working mother. Retrieved October, 2012 from <http://www.essortment.com/children-working-mothers-36977.html>
- Badger, R.G., and White, G. (2000). *A process genre approach to teaching writing*. ELT Journal, 54(2): 153-160, (online), in Oxford University press. Retrieved October, 10th, 2012 from [http://203.72.145.166/ ELT/files/54-2-6.pdf](http://203.72.145.166/ELT/files/54-2-6.pdf).
- Bailey, K. M., & Nunan, D. (2004). *Voices from the language classroom: Qualitative research in second language education*. Cambridge [England: Cambridge University Press.
- Blanchard, K. L., & Root, C. B. (1997). *Ready to write more: From paragraph to essay*. White Plains, N.Y: Longman.
- B-Ikeguchi, Cecilia (1997). *Teaching integrated writing skills*. The Internet TESL Journal, 3 (3). Retrieved November, 25th, 2009, from [:http://www.kasei.ac.jp/staff/cecilia/index.html](http://www.kasei.ac.jp/staff/cecilia/index.html).
- Bright, J.A., McGregor, G.P. (1970). *Teaching English as a second language*. London: Longman.
- Bt Ismail, Syafini & Maasum, Tengku Nor Rizan Bt Tengku Mohamed (2006). *The effects of cooperative learning in enhancing writing performance*. Retrieved

October, 20th, 2012 from <http://www.ukm.my/solls09/Proceeding/PDF/Shafini.pdf>.

Celce-Murcia, M., & Olshtain, E. (2004). *Discourse and context in language teaching: A guide for language teachers*. Cambridge, UK: Cambridge University Press.

Chafe, Allison (2007). *Cooperative learning and the second language classroom*. Retrieved November, 10th, 2012 from <http://blog.naver.com/PostView.nhn?blogId=seorow&logNo=40042892503&redirect=Dlog&widgetTypeCall=true>.

Colbert, K (2009). *Notice it, practice it and try it*. Retrieved May, 25th, 2009, from www.Thewritingteachers.org.

Dishon, Dee and O'Leary Pat Wilson (1984). *A guide book for cooperative learning: A technique for creating more effective schools*. USA: Learning Publishing INC.

Editor, TE (2004) *Product and process writing: A comparison*. Retrieved October, 15th, 2012 from <http://www.teachingenglish.org.uk/articles/product-process-writing-a-cooperation>.

El-bouri, S.W. (2003). *An Analysis of Some Writing Problems among Students Of English at Garyounis University: A Case Study*. Unpublished Master's Thesis, University of Garyounis, Benghazi, Libya.

Ennos, Roland (2002). *Statistical and data handling skills in biology*. Edinburgh Gate: Pearson Education.

- Escribano, Pilar Duran (1999). *Teaching writing through reading: A text centered approach*. Retrieved May, 5th, 2012 from <http://www.aelfe.org/documents/text1-Duran.pdf>.
- Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Fisher, Douglas (2008). *Effective use of the gradual release of responsibility model*. Retrieved January, 15th, 2012 from http://www.mhpdonline.com/mhpd_assets/Effective_Use_Douglas_Fisher.pdf.
- Fowler, A. (2006). *How to write*. Oxford: Oxford University Press.
- Gao, Jiajing (2007). *Teaching writing in Chinese Universities: Finding an Eclectic Approach*. Retrieved October, 13th, 2012 from <http://asian-efl-journal.com/teaching-articles/2007/05/05/teaching-writing-in-chinese-universities-finding-an-eclectic-approach/>.
- Gillies, R.M, Ashman, A.F, Terwel, J. (2008). *The teachers' role in implementing Cooperative Learning in the Classroom*. New York: Springer.
- Hao, Kiaoing (2002). *Integrating reading and writing in EFL composition in China*. Retrieved October, 29th, 2009, From www.Eric.ed.gov/ericwebportal/recorddetails/detailmini.jsp.
- Hareri, Hashem Baker (2001). *Classroom management by cooperative education and its effects on the students' achievements*. Retrieved October, 10th, 2012 from <http://uqu.edu.sa/majalat/humanities/vol13/a01.htm>.

- Harmer, J. (1991.). *The practice of English language teaching*. London: Longman Publishing.
- Harmer, Jeremy (2009). *How to teach writing*. Edinburgh Gate: Pearson Education.
- Hinkel, Eli (2004). *Teaching academic ESL writing: practical techniques in vocabulary and grammar*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Homestead (2008). Module 4: *The experimental method*. Retrieved November, 22nd, 2012 from <http://peoplelearn.homestead.com/RESEArch/Module4a.html>.
- Jacob, Evelyn (1999). *Cooperative learning in context: An education innovation in everyday classroom*. NY: State University of New York Press.
- Jacobs, G.M, etal (1997). *Cooperative learning and second language teaching: FAQ*. Retrieved July, 8th, 2012 from http://www.georgejacobs.net/CL_&_L2_FAQs.htm.
- Jacobs, G, Power, K.M and Ilola, L.M (1989). *Implementing cooperative learning in language teaching*. Retrieved May 21st , 2009, from <http://www.myacrobatpdf.com/7561/implementing-cooperative-learning-english-teaching-forum-october.html/>.
- Jiang, Cui (2006). *Integrating reading and speaking with writing in college English teaching*. Retrieved October, 22nd,2009, from www.Linguist.org.ch/doc/su200603/su20060309:pdf.
- Johnson, D., Johnson, R.& Holubec, E. (1998). *Cooperation in the classroom*. Boston: Allyn and Bacon. Group processing.

- Johnson, Roger T. and Johnson, David W (1994). *An overview of cooperative learning*. Retrieved May, 5th , 2012 from [http:// www.co-operative.org/pages/overviewpaper.html](http://www.co-operative.org/pages/overviewpaper.html).
- Johnson, Roger T, Johnson, David W. and Smith, Karl L. (n.d) *Cooperative learning*. Retrieved July,20th, 2012. From www.ce.umn.edu/~smith/.../CL%20College-804.doc.
- Johnson, Roger T., Johnson, David W., and Smith, Karl L. (1991). *Cooperative in the college classroom: Traditional versus Cooperative Groups*. Retrieved October, 20th, 2012 from <http://groups.physics.umn.edu/physed/Research/CGPS/trdvscoop.html>.
- Kagan, Spencer (1994). *Kagan cooperative strategies*. Retrieved May, 3rd, 2012 from http://www.kaganonline.com/free_articles/dr_spencer_kagan/279/Kagan-Structures-for-English-Language-Learners.
- Kern, Richards (2000). *Literacy and language teaching*. New York: Oxford University Press.
- Khan, Shafqat Ali. (2008). *An experimental study to evaluate the effectiveness of cooperative learning versus traditional learning method*. Retrieved October, 10, 2012 from <http://eprints.hec.gov.pk/6517/>.
- Khan, Z. (n.d). The importance of examination. Retrieved December, 2010 from <http://www.preservearticles.com/201104014889/importance-of-examinations.html>
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York, N.Y., USA: Oxford University Press.

Levy, Ellen (2007). *Gradual release of responsibility model: I do, We do and You do.*

Retrieved May, 7th, 2012 from

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

Liang, Tesailing (2002). *Implementing cooperative learning in EFL teaching: Process*

and effects, PhD. Thesis, National Taiwan Normal University, Taiwan. Retrieved

October, 20th, 2012 from 2011 from [www.asian-efl-](http://www.asian-efl-journal.com/Thesis_Liang_Tsailing.pdf)

[journal.com/Thesis_Liang_Tsailing.pdf](http://www.asian-efl-journal.com/Thesis_Liang_Tsailing.pdf)

Luchini, P.L. (2010). *Evaluating the effectiveness of a complimentary approach to*

teaching writing skills. International Journal of Language Studies (IJLS) 4(3), 73-

92. Retrieved November, 11th, 2012 from

<http://core.kmi.open.ac.uk/display/1053452>

Lynch, Tony (1996). *Communication in the language classroom*. New York: Oxford

University Press.

Naveen (2009). The examination and its importance. Retrieved December, 26th, 2009

from [http://www.boddunan.com/articles/education/42-general/9268-examination-](http://www.boddunan.com/articles/education/42-general/9268-examination-and-its-importance.html)

[and-its-importance.html](http://www.boddunan.com/articles/education/42-general/9268-examination-and-its-importance.html)

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New

York: Prentice Hall.

Nunan, D., & Carter, R. (2001). *The Cambridge guide to teaching English to speakers*

of other languages. Cambridge: Cambridge University Press.

- Olsen, R. and Kagan, S. (1992). *About cooperative learning*. In C. Kessler (Ed.) *Cooperative Language Learning: A teachers' Resource Book* (pp. 1-30). Englewood Cliffs, NJ: Prentice Hall.
- Petkus, Thadra (2008). *Use cooperative learning to teach ESL*. Retrieved March, 15th, 2012 from <http://suite101.com/article/use-cooperative-learning-to-teach-esl-students-a82316>.
- Raimes, Ann (1983). *Techniques in teaching writing*. New York: Oxford University press.
- Renandya, Willy A., and Richard, Jack C. (2002). *Methodology in language teaching: An anthropology of current practice*. USA: Cambridge University Press.
- Richards, J. C. (1995). *The language teaching matrix*. Cambridge, England: Cambridge University Press.
- Richards, Jack and Rodgers, Theodore (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rivers, W.M. (1981). *Teaching foreign language skills, (2nd edition)*. Chicago: University of Chicago Press.
- Sabrina (n.d.). *Some important characteristics of a co-worker*. Retrieved October , 25th, 2012 from <http://www.lougheed.com/LC/messages/438.html>
- Schloesser, Nina (2000). *Independent samples t-test*. Retrieved October, 20th, 2012 from <http://www.wellesley.edu/Psychology/Psych205/indepttest.html>
- Sedgwick, Philip (2012). *What is a p-value?* Retrieved October, 19th, 2012 from <http://www.bmj.com/content/345/bmj.e7767>.

- Smith, Melinda & Segal, Robert (2012). *Stress management*. Retrieved November, 24th, 2012 from http://www.helpguide.org/mental/stress_management_relief_coping.htm
- Su, Y.-C. (April 01, 2007). *Students' changing views and the integrated-skills Approach in Taiwan's EFL College Classes*. *Asia Pacific Education Review*, 8, 1, PP 27-40. Retrieved 6th, November, 2011 from <http://www.eric.ed.gov/PDFS/EJ768966.pdf>.
- Tan, Hedda (2009). *What is writing and why is there a need to learn it*. Retrieved Jun, 6th, 2012 from [http:// www.heddadan.com/category/teachers'sstrategies](http://www.heddadan.com/category/teachers'sstrategies).
- Taylor, Emily-Jean (2012). *Cooperative learning*. Retrieved May, 5th, 2012 from http://etec.ctlt.ubc.ca/510wiki/Cooperative_Learning
- Wichadee, S. (2005). *The Effects of cooperative learning on English reading skill and attitudes of the first year students*. Retrieved May, 5th, 2012 from http://www.bu.ac.th/knowledgecenter/epaper/july_dec2005/saovapa.pdf.
- Wilhelm, Kim Hughes (1997). *Language not the only barrier*. *Asian Journal*, vol. 7. Retrieved April, 15th, 2009, from www.Cuhk.edu.hk/ajelt/vol7/art4.ht.
- Yan, G.A. (2005). *Process genre model for teaching writing*. *English Teacher forum*, 43(3): PP 18-26, Retrieved October, 15th, 2012 from (<http://eca.state.gov/forum/vols/vol43/no3/p18.html>).

Appendix A

The Importance of Examination

(Adapted from Khan, Z., n.d)

The word Examination is noun of the word 'examine'. It means to test in order to verify, to judge and to certify, certain facts. Examination is a very wide word, which is used in all spheres of life. The learned examiner does not want that sense of examination to be discussed. He has in his mind the University Examination and he wants to know whether the institution of Examination should continue or should be abolished.

Some persons are of opinion that examination is not the sure test of the ability of a candidate. The present examination system is based on cramming and to pass the examination has become more a matter of chance than that of ability. Again, the present system of examination promotes other evils such as copying and even corruption.

The violent accidents in the examination halls strengthen this claim. Even today we are told that a third-year student in one of the centres in Delhi gave a sound beating to an invigilator who objected that the candidate should not copy. The pity of the incident is that a police constable was in league with that candidate and he brought the material for him to be copied. Again, how can, the ability of a student be checked by a few questions? The answer to it is certainly in the negative. Thus, there is a strong case that it should be abolished.

There are others who think that examination is a must. How can we do without an examination? Life in itself is a big examination. At every footstep we have to face certain tests. The success is always marked with dignity and honor in all the examinations of life. Examinations add to our

ability, power of toleration, perseverance and other good qualities. They think that examination is not only necessary but it is also a blessing.

Everybody has been afraid of examinations. Even Lord Christ once uttered, "May God not put anybody to test". Teachers, students, examiners and examinees, all think that examination is a curse, a horror and a terror. Most of the mental diseases among the students are the outcome of the examination and cramming.

In spite of all this, there must be something to mark the standards and to judge the ability of the candidates. The students are being led astray. They only study because they fear examinations. If this institution is abolished, it is certain they will not study even a word.

Thus, we must assume that the system of examination should not be abolished, but it should be reformed so that it should be of a great advantage both to the student community and the society. The examination is an evil but it is necessary, therefore, it cannot be abolished. We cannot do without examinations, but the system needs a total reform. We should not follow the old orthodox methods, but the scientific change should be brought in the system of examinations.

The importance of examination

Life today has become so complex that examinations have come to play an important part in one's educational career. Examinations are considered so important that most students are afraid of them.

The ability to pass an examination is indeed a valuable quality. It shows that the student is able to express his thought and ideas to a manner others can understand. It also shows that the student has acquired a certain amount of knowledge in some branches of study. Besides, the mind of a

student, even if he is dull, receives good exercise when he prepares for an examination. A student's success in an examination, therefore, helps employers and others to assess his mental or general ability.

Some people, however, argue that examinations test only a certain kind of skill. They say that many people have a good memory and a special ability to pass examinations and achieve brilliant results, though they have no capacity for original thought or imagination. But it should be realized that today the syllabuses are so extensive that a student cannot expect to pass an examination by relying entirely on his memory. The student of today must not only have a fair knowledge of the subject matter but also be able to show his intelligence and power of reasoning, especially if he is sitting for a higher examination. Therefore, a student's ability to pass an examination must indicate some of his mental powers as well as his grasp of the subjects that he has studied.

If there were no examinations, most scholars would have been less informed than they are today. Examinations compel students to read as much as they can, and as they do so, they absorb knowledge unconsciously. Further, because of examinations; teachers have to confine themselves to the syllabuses which are aimed at imparting knowledge in a systematic manner, and thus develop mental discipline.

Examinations are therefore an important part of academic studies

Examination and its importance

(Adapted from Naveen, 2009)

Students, generally, fear to take up an examination. They regard it a great evil. As the examination days draw near students become greatly nervous. They keep bending over their books, all the time night and day; they keep them busy with their books. Still they do not get satisfaction. On the examination days, they read almost the whole night. They seem to be passing their time in constant fear and anxiety.

It is commonly believed that examinations are the true test of merit. Only the deserving students pass the examination. All the rest fail. But the facts are not so. Examination is not the true test of merit. It is often seen that those, who do not deserve to pass, get through, while those who deserve to pass, get failed. The reason is that many students use unfair means and manage to pass the examination.

The importance of an examination is still sufficiently great. Students, who are really good at studies, maintain their record in all the examinations. All the examinations, passed by a student, taken together, reveal the true merit of that student. There can be no other proper way to judge the merit of each student. Government service, are also awarded on the basis of written examinations and viva-voce tests.

Examination system of this day has got many defects. In many cases, it is found to be no true test of the student's knowledge. It is always open to unfair means. Student manages to pass an examination and yet remain quite blank.

There are two views about examination. Some people hold that there should be no examination or a few examinations as possible. The promotion may be given to students on the basis of their work in the class and on the remarks of the teachers. But this does not seem good. It is easy

to influence the teacher, who are local men, and can be easily persuaded to give do not deserve promotion; can go up to the next higher class by using a little influence. The other view seems to be better. According to this view, there should be regular weekly tests in every subject and there quarterly examinations. The final result should be based on the results of all weekly tests and the result of all quarterly examinations. This suggestion is put forward with the views that the students may become regular in their studies and acquire thorough knowledge of the subject. The second thing is that when there will be May test and examination, all having equal value there should not be so much of conclusion and worry at the last examination. The labour and the interest of the students will get divided equally among all the examinations.

An examination is not necessarily an evil, as the students generally think. Examination enables the student to judge their merits and put in more labour, when necessary. It also enables them to rise higher and higher education. So instead of calling examination an evil, it would be better to call it a blessing in disguise.

Appendix B

Children of Working Mothers

(Adapted from Anonymous, n.d)

Gone are the days when mother devoted her full life for development of her children. Today, women are becoming more active, independent and prefer progress in their career rather than been recognized as just house makers. Career oriented women continue their work soon after completion of their maternity leave. Many working women start the job early due to financial needs of their family. There can be different reasons for women to go to work instead of staying at home.

Sometimes it is very difficult for women to go for work after delivery. In the initial period she may feel insecure for her child. She needs to join work soon after few months of child birth. If she has someone in her family like in-laws or grandparents to look after her child, then she may feel secured for her child.

Some working women need to sacrifice career if they don't have any option for taking care of their child. Many women prefer to leave their career whiles some women prefer to work from home. Some women choose to continue their job, in such case they make some arrangement to look after their children. Women with financial problem also continue their job due to needs of family.

There are many advantages and disadvantages of working mother for their children.

Advantage for Children of Working Mother

- Children of working mother start doing their own work themselves from

childhood as compared to children of non-working mother. Children of non-working mother depend on their mother even for small needs. For example, if a child of non-working woman needs any toy to play, he asks his mother to give him that toy. They become fully dependant on their mother as she is easily available to them for the whole day. Children of working mother have no option and thus, they learn to do many things themselves. They become more independent and responsible in their work.

- Many husbands help their working spouse in household work. So when the children observe their father doing work at home and helping their mother, thus they also learn to help their parents. In this way, they can learn self awareness and discipline from early age. In addition, the children become co-operative from childhood. It is not possible for non working woman because she is expected to keep everything ready for her husband and children. Therefore, children of non-working mother become lazier and dependant on parents as compared to children of working mother.

- Highly educated, working parents can give better education to their children. They know to provide all necessary facilities for the ideal development of their children omitting the unnecessary ones. They also motivate their children to participate in different activities as they can afford such expenses due to higher family income. On the other side it might not possible to afford such expense for many parents, if only father is working in family.

- Working mother might find more affection towards her children when she comes back from her work as she missed her children for whole the day. She might feel find more attached to her kids and vice - versa. Thus, mother and children become more attached to one other. Non-working mother stays with her children for whole the day, therefore she doesn't find such feeling of missing her

kids and children also takes her for granted.

- Children of working mothers become practical and more intellectual. They can take wise decision themselves and become independent, confident and more active in their work.

Disadvantage for Children of Working Mother

- Some working mothers have to take their child to childcare center as there is no one in her family to **care for child**. In such case she needs to compromise in development of her kids and feels guilty for not sparing good time to raise her kids.

- If a child doesn't have any siblings, sometimes he feels lonely as he has no one to express his feelings or thoughts or finds nobody to play with them.

- Some Working parents cannot spare good time with their children and don't have time to listen to problems of their children. Therefore, children get frustrated or depressed as they don't have anyone to share their feelings.

- Working mother needs to handle home and office work together. Therefore, she may get tired at the end of the day. In such case she may not be able to understand her children's problem and **may get angry** with their children if they don't listen or obey her instructions.

- Working mother may not be able to attend children's school program due to hectic schedule at work or leave problems. Sometimes they cannot attend parent meeting or some cultural festival events when their kids are participating. At that time children may feel badly as they find their friend's parent during such

functions. It creates insecurity and guilty feeling in their child mind.

Nowadays, due to economical problems and inflation, it is essential for everyone to make more efforts for good earning. In such case it is necessary for a woman to understand her responsibilities and start working to help her husband to reduce their financial crisis.

Working mother should understand her children's problem and try to solve it. You should also take help from your partner in your daily household work. Today, it is not disgraceful for man to help his wife in household work.

Take active participation in your children's development evens if you are working parents. You should listen to your kids carefully and try to understand their needs. Tackle your kids with love and patience. Do not get angry with your kids due to your work pressure. Keep your home and work stress separates to live happy life. Good time management helps you to spare quality time with your kids. Keep updated with your kid's school reports and meet their school teacher regularly to know the progress of your child.

It is for sure that working mother can become the best mother if she follows precise time management and behave intellectually rather than emotionally. She should feel proud that as a working mother she has the power to provide the best education and facilities to her children but at the same time she should not forget that healthy upbringing of her child is her responsibility.

Children Of Working Mothers

This article emphasizes the struggle that most moms feel about working outside the home. Who benefits from a career to most- the kids or the mom?

"These aren't somebody else's children, and this isn't somebody else's problem," Donna Shalala said in 1996, while addressing the 100th annual PTA convention.

Being a woman in the 90's is difficult; most women feel pulled in more than one direction. Some women want it all, and they attempt to have it all. Other mom's put their careers on hold until their children are older, which sometimes attracts the disdain of family members, friends, and peers.

This decision is one of the most important a woman ever faces. Some women have no choice; they are single mothers who must work. Other women do have a choice. These women are married with stable incomes, which allows them to exercise their freedom of choice. Who meets her child's needs for nurturing, attention, and education the best; is it the stay at home mom or the working mom?

Nurturing and caring for young children is essential. Moms must bond with their children at an early age. A mom who stays home with her children is able to share more than just time. She strengthens the connection between herself and her child. A mother who works must rely on other people to interact with her child. You are paying a person to love your child. That sounds a bit strange, but it is true.

Care and love are synonyms for what mothers have given their children since the beginning of time. Child-care has become a major issue in this country, which tells me that our children are in need of love. The optimum situation is a family member whom can provide day-care, but this is not always an option.

America's children are crying out for attention, while drugs, alcohol, and teenage pregnancy plague our society. Aren't our children worth more than our careers? Mothers who stay at home fill an important need for their children. Simply, they are there when their children need them, not at work.

If children get attention when they are young, they are able to cope better as teenagers. Children who have a close bond with their parents are more apt to talk to parents about sex, drugs, and alcohol. The fundamental years - between birth and five years of age- have been lost to most American children.

The attention a child receives during these years is irreplaceable. The amount of attention a child receives influences his or her direction in life.

Our children's education is our responsibility as parents, not the people we pay to educate them. While working parents can afford better schools, their children may benefit more from being taught right from wrong. So many children from "good" backgrounds with two parents in the home have taken guns and shot classmates. These families normally have two parents working outside the home.

Teaching our children moral values is more important than sending them to an expensive private school. Mothers that stay home can, many times, do a better job of instilling values in their children.

There are studies that show that children in day-care interact better with their peers. Why on earth wouldn't they get along better with children their own age? They are in day-care and pre-schools all day long!

Studies also support that children of two working parents get higher grades in school, which makes sense. Children of career parents not only go to better schools, but they also are under more pressure to succeed. They are the children of professional people with high profile careers, which explain the higher grades.

These are our children; they are America's future. In Donna Shalala's words, "Make no mistake about it, if we don't act fast, we could lose an entire generation."

A major report released by the Carnegie Corporation of New York in 1996 found that at least one-half of our teenagers are at risk for dangerous behaviors that could seriously diminish their lives.

Many of us have been both a working mom and a stay at home mom, which has given us the unique opportunity to see both sides of this issue. We may be happier when I work, but perhaps our children are not. Whose happiness should take priority? For many moms, children are more important than a career.

We have the rest of our lives to make ourselves happy. The window of time for America's children, our children, is growing short. Mom, tighten your belt a little financially, and your apron strings.

Appendix C

Some important characteristics of a co-worker

(adapted from Sabrina, n.d.)

Nowadays, any kind of job cannot be done by any single person. So there are some important characteristics to help one and his company to succeed, therefore I suppose those are the expected characteristics of my co-worker. In my opinion they are team spirit, expression ability and tolerance of different opinions.

First, the team spirit is the most important. Since a company is like a machine, everyone in it acts as a part, when all parts cooperate smoothly; there is a chance to succeed. If someone short of this sight, and want to behave like a superstar, although he may be masterful, he won't help much. In my experience of work and study, I have met those who not only were smart but also showed some ability in work, while lack of team spirit. He did his part perfectly, but when discussing with others, he seemed reserved and unpleasant to show his ideas exactly. Thus his work have to go along his thought, nobody can and want to show other opinions which maybe promote the whole project. As a result, others disliked working with him and our progress slowed. From this, we can see how crucial the team spirit is.

On the other hand, if a person has team spirit, but can't express himself clearly, there surely will be many obstacles. Suppose how difficult it is when some foreigners are working together without a translator. The procedure of work need explanation, communication, discussion, all of which rely on the ability of expression. For example, when exchanging, one's work have to be passed by another, if lack of expression, we can imagine how difficult it is when have to start from the beginning. So to make oneself understood is another aspect.

Lastly, I think he should have a tolerance of different opinions. While working, different person came from different backgrounds, holding different standpoints. Since there are two sides of a story, no one can tell which one is absolutely right or wrong. Remember the slogan of Apple Company, "think differently"? Hence we

should permit some kinds of points existing and shouldn't engender animus because of distinct points of view.

In short, I hope my co-worker can have these characteristics as many as possible. I think this will conduce to our company and ourselves' careers.

Characteristics of the Ideal Employee

- 1. Dependability**
- 2. Honesty & Integrity**
- 3. Positive, Proactive Attitude**
- 4. Willing to Work**
- 5. Uses Down Time Productively**

DEPENDABILITY

Management and executive staff and corporate employers overall see Dependability in these good qualities:

1. Always Follows Directions
2. Consistently Accurate
3. Works Independently
4. Gets Along with peers, management, and clients
5. Good Grooming and Hygiene
6. Always On Time to work and back from breaks.
7. Good Attendance - Does not take off all their sick time just because they have it
8. Cooperative, but asks good questions
9. Upbeat and Proactive Attitude
10. Team Player

HONESTY & INTEGRITY

This is more than just telling the truth. It includes doing your best work for your work team, your company and your boss. Holding back because one is afraid of working more than others and not be rewarded for it is an immature belief; such an employee needs to sit down with the supervisor or boss and ask about the chances for advancement and raises and how to accomplish them.

The action of doing as little as possible while others make up the difference is not a likeable personality trait at work, at home, or anywhere else. Remember that many founding colonies and new nations began by leaders telling their settlers, "He who does not work, does not eat." Such an employee will make enemies of coworkers and also not be promoted. In addition, this negative trait will definitely show up as a problem on annual performance reviews.

Examples of dishonesty and lack of integrity:

- Working more slowly than the standard pace.
- Having coworkers clock in for them when late. This is usually illegal as well.
- Pilfering work-related supplies and equipment.
- Extended breaks and rest room visits.
- Completing personal tasks on the job, using company equipment and supplies, including the telephone and Internet.

Inventors are Proactive

POSITIVE, PROACTIVE ATTITUDE

Attitudes project your beliefs and values, and what you think of your job, coworkers and boss. It is shown in the quality of your work. The boss is aware of your individual attitudes at work and is watching them every day. They are as important as the work that you produce. A "positive" attitude does not always mean "happy", but it is better to be upbeat at work rather than brooding and angry, "Positive" can also mean **proactive**, which means you go after things and don't wait for them to come to you (using initiative).

Good Attitudes:

- Smiles
- Good posture
- Pleasant tone of voice

- Complaining through proper channels, while offering ideas for improvement.
- Respect and courtesy
- Managing conflict and anger
- Good job performance
- Interested in others

Bad Attitudes:

- Blank facial expression or a frown
- Slumping in chairs, leaning on walls
- Sarcasm, unmodulated voice, mumbling
- Complaining on the work floor
- Trash talking about the company to coworkers; enabling bad attitudes among others
- Displaying anger inappropriately
- Substandard job performance
- Ignoring people at work

Good attitudes help get you promoted, make friends, please customers and raise sales. Good attitudes increase your value to your company

WILLING TO WORK

You show your willingness to work with these qualities:

1. Ability and Desire to Communicate- Organizing and present your thoughts clearly.
2. Intelligence- Showing common sense and the ability and desire to learn.
3. Self-Confidence - Showing assertiveness and initiative.
4. Accepting Responsibility - Takes on new challenges, admits mistakes and fixes them.
5. Leadership - Being a good example, taking charge.
6. High Energy Level.
7. Imagination.
8. Flexibility - Adaptable, accepts changes.
9. Gets along with others.
10. Handles Conflict

11. Sets and Achieves Goals - Continuous improvement. Has personal direction,
12. Occupational Skills - Able to do the job and accept new training.

USES DOWN TIME PRODUCTIVELY

When you are not busy at work, or between major projects, be productive by doing these things:

1. Read trade journals and magazine articles about your company and the industry in which you work.
2. Read about current trends in your industry on the Internet.
3. Ask for, or find, new tasks to do; help someone else.
4. Think of a better way to do something in your job or in the company.
5. Clean and organize your work area.
6. Update your filing systems, clean out old email messages, etc.
7. Write an article about your job or your industry and share it with your boss.
8. Take an online class that is relevant to your job. Some of these are free of charge.

Appendix D

Stress Management

(adapted from Smith & Segal, 2012)

How to Reduce, prevent, and Cope with Stress

It may seem that there's nothing you can do about your stress level. The bills aren't going to stop coming, there will never be more hours in the day for all your errands, and your career or family responsibilities will always be demanding. But you have a lot more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management.

Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

Identify the sources of stress in your life

Stress management starts with identifying the sources of stress in your life. This isn't as easy as it sounds. Your true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you're constantly worried about work deadlines. But maybe it's your procrastination, rather than the actual job demands, that leads to deadline stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary (“I just have a million things going on right now”) even though you can’t remember the last time you took a breather?
- Do you define stress as an integral part of your work or home life (“Things are always crazy around here”) or as a part of your personality (“I have a lot of nervous energy, that’s all”).
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

Start a stress journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you’re unsure).
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better.

Look at how you currently cope with stress

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping

strategies healthy or unhealthy, helpful or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

Unhealthy ways of coping with stress

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- Smoking
- Drinking too much
- Overeating or undereating
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

Learning healthier ways to manage stress

If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction.

When deciding which option to choose, it's helpful to think of the four As: avoid, alter, adapt, or accept.

Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies.

Focus on what makes you feel calm and in control.

Dealing with Stressful Situations: The Four A's

Change the situation:

- Avoid the stressor.
- Alter the stressor.

Change your reaction:

- Adapt to the stressor.
- Accept the stressor.

Stress management strategy #1: Avoid unnecessary stress

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- **Learn how to say “no”** – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a surefire recipe for stress.
- **Avoid people who stress you out** – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- **Take control of your environment** – If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.
- **Avoid hot-button topics** – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it's the topic of discussion.

- **Pare down your to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you’ve got too much on your plate, distinguish between the “shoulds” and the “musts.” Drop tasks that aren’t truly necessary to the bottom of the list or eliminate them entirely.

Stress management strategy #2: Alter the situation

If you can’t avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn’t present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- **Express your feelings instead of bottling them up.** If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don’t voice your feelings, resentment will build and the situation will likely remain the same.
- **Be willing to compromise.** When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you’ll have a good chance of finding a happy middle ground.
- **Be more assertive.** Don’t take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you’ve got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.
- **Manage your time better.** Poor time management can cause a lot of stress. When you’re stretched too thin and running behind, it’s hard to stay calm and focused. But if you plan ahead and make sure you don’t overextend yourself, you can alter the amount of stress you’re under.

Stress management strategy #3: Adapt to the stressor

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

Adjusting Your Attitude

How you think can have a profound effect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true. Eliminate words such as "always,"

"never," "should," and "must." These are telltale marks of self-defeating thoughts.

Stress management strategy #4: Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- **Don't try to control the uncontrollable.** Many things in life are beyond our control— particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- **Look for the upside.** As the saying goes, “What doesn't kill us makes us stronger.” When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.
- **Share your feelings.** Talk to a trusted friend or make an appointment with a therapist. Expressing what you're going through can be very cathartic, even if there's nothing you can do to alter the stressful situation.
- **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

Stress management strategy #5: Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors when they inevitably come.

Healthy ways to relax and recharge

- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles.
- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy.

Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Connect with others.** Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.

- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

Stress management strategy #6: Adopt a healthy lifestyle

You can increase your resistance to stress by strengthening your physical health.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.

- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

Appendix E



University of Benghazi
Faculty of Education

A pre-test is conducted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in English Language and Linguistics.

2012

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your essay.

Please Tick the appropriate box:

1. Do you like to write in English?

Yes No

2. Do you like reading English articles?

Yes No

3. Do you prefer reading articles, which are related to the topic you are asked to write about?

Yes No

4. Do you prefer to discuss the topic with both your teacher and your classmates?

Yes No

5. Do you have difficulty choosing a writing topic?

Yes No

6. Do you have difficulty getting started?

Yes No

7. Assess your ability to express ideas in writing English:

Excellent Good Fair weak

8. Do you prefer to do the writing task....?

Home class library

Why -----

9. What do you like more?

1. Reading before writing 2. Writing immediately

10. Choose one of the following?

1. I write well once I read well. 2. I write well even if I didn't read.

11. Do you like discussing in groups before writing?

Yes No

12. How easy are these things when you write in English? Circle the most appropriate.

(1= very easy, 2= somewhat easy, somewhat challenging, 4= very challenging)

1. getting ideas	1	2	3	4
2. Vocabulary	1	2	3	4
3. expressing myself	1	2	3	4
4. cohesion	1	2	3	4
5. coherence	1	2	3	4

13. choose one of the following:

1. Whenever I face a problem while writing my own essay, I immediately turn to my teacher for help and then my classmate.

2. Whenever I face a problem while writing my own essay, I immediately turn to my classmate for help and then my teacher.

14. Does it help you to write when working in group?

Yes No

15. Does group work motivate you to write better?

Yes No

16. What is the most difficult problems do you face in learning writing? Mention only one problem.

Thank you for your help

Appendix F



University of Benghazi Faculty of Education

A post-test is conducted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English Language and Linguistics.

Experimental Group 2012

A. write an essay about the following topic sentence: Stress Management.

B. Questionnaire

1. What do you think of the teaching method the researchers utilized in teaching you the writing lessons?

a. very useful b. good c. not so good d. not useful

2. The following statements concern aspects of the writing process. Express your feeling for each one by using this key:

A. Strongly agree b. agree c. undecided d. disagree e. strongly disagree

Questions	A	B	C	D	E
1. Lack of vocabulary and ideas during writing discourages my ability to write					
2. getting ideas from classmates in my group helps me to write better					
3. Writing classes will be better if we work in group					
4. Group work motivate me to write better					
5. Discussions in groups could help me a lot in my writing					
6. working alone is the best way for me to write					
7. I write well once I read well					
8. Once I have ideas in my mind, I will write well					
9. I think my writing will be improved If reading as an input is utilized inside the classroom					
10. I like reading before writing					
11. Working alone on writing tasks will not motivate me					
12. I feel I cannot benefit from the ideas of my classmates					

3. What do you think of the lessons I used to teach you?

	Very useful and helpful		Useful and helpful		Not bad		Not useful and helpful at all
--	-------------------------	--	--------------------	--	---------	--	-------------------------------

4. How do you rate your abilities in the four skills in terms of your best and your worst?

Skills	Very proficient	Average ability	Very poor	No ability at all
Speaking				
Reading				
Writing				
Listening				

5. When you write a composition by yourself, how motivated you are?

	Highly motivated		Moderately motivated		Not that much		No desire for writing
--	------------------	--	----------------------	--	---------------	--	-----------------------

Appendix G



University of Benghazi Faculty of Education

A post-test is conducted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English Language and Linguistics.

Control Group 2012

A. Write an essay about the following topic sentence: Stress Management.

B. Questionnaire

1. What do you think of the teaching method the researchers utilized in teaching you the writing lessons?

a. very useful b. good c. not so good d. not useful

Table '28' Students' Writing Preferences

Item 2	Students Results									
	A		B		C		D		E	
	Strongly agree		Agree		undecided		Disagree		Strongly disagree	
1. Lack of vocabulary and ideas during writing discourages my ability to write										
2. working alone is the best way for me to write										
3. I write well once I read well										
4. Once I have ideas in my mind, I will write well										
5. I like reading before writing										
6. Working alone on writing tasks will not motivate me										

3. What do you think of the lessons I used to teach you?

Very useful and helpful	Useful and helpful	Not bad	Not useful and helpful at all
-------------------------	--------------------	---------	-------------------------------

4. How do you rate your abilities in the four skills in terms of your best and your worst?

Skills	Very proficient	Average ability	Very poor	No ability at all
Speaking				
Reading				
Writing				
Listening				

5. When you write a composition by yourself, how motivated you are?

Highly motivated	Moderately motivated	Not that much	No desire for writing
------------------	----------------------	---------------	-----------------------

Appendix H

The following questions are adapted from Renandya and Richards' book '*Methodology in Language Teaching*'

How Big Should Groups Be?

1. Even two people are a group.
2. Generally speaking, the smaller the group, the more each member talks and the less chance there is that someone will be left out. If time is short, smaller groups can usually do an activity more quickly. Smaller groups also require fewer group-management skills. Thus, when starting with cooperative learning, groups of two or three may be best.
3. Larger groups are good because they provide more people for doing big tasks, increase the variety of people in terms of skills, personalities, backgrounds, and so on, and reduce the number of groups for the teacher to monitor.
4. Many books on cooperative learning recommend groups of four. For example, Kagan (1992) suggests foursomes and uses many cooperative learning techniques in which students first work in pairs, and then the two pairs of the foursome interact with one another.

HOW SHOULD GROUPS BE FORMED?

1. Most experts on cooperative learning suggest that teacher-selected groups work best, at least until students become proficient at collaboration. Teacher-selected groups usually aim to achieve a heterogeneous mix. Such a mix promotes peer tutoring, helps to break down barriers among different types of students, and encourages on-task behavior.
2. In creating teacher-assigned teams, factors to consider include language proficiency, first language, sex, race, and diligence.
3. An effective way to set up mixed-proficiency groups is to band the learners' names into, say, four proficiency clusters from high to low and then select randomly from within each band so that groups will involve learners with a range of proficiencies. Other criteria, such as sex, race, and diligence, can be considered when deciding whom to choose from which band.
4. Random grouping is quick and easy and conveys the idea that one can work with anyone.
5. Many ways exist for randomizing groups. The most common is counting off. Take the number of students in your class, divide by the number of students you want per group, and the result will be the number students should count to. For example, if there are 56 students in the class and you want groups of 4, divide 56 by 4, which is 14; so, students should count to 14.
6. Other ways to set up random groups include using playing cards, giving out numbered pieces of paper, and distributing cards with different categories on them and letting students group themselves according to the category. An example of the latter procedure would be to have some cards with names of animals, others with names of plants, others with names of countries, and so on. All the animals would find each other and form a group, all the plants would look for the other plants, and so forth.
7. The number of students in the class may not fit evenly with the number of students per group. For example, if there are forty-seven students in the class, and you want groups of four, three students will be left over. It might be best to form eleven groups of four and one group of three.
8. When students become good at cooperative group work, they can group themselves – for example, by interests – for self-directed projects (Sharan & Sharan, 1992).

WHEN STUDENTS ARE WORKING IN THEIR GROUPS, HOW CAN THE TEACHER GET THE CLASS'S ATTENTION?

1. A signal can be used to tell students that groups should quickly bring their discussions to a temporary halt and face the teacher. One popular signal is the teacher raising a hand. *When students see this, they are to raise their hands also, bring their discussion to a close, alert other students who have not seen the teacher's raised hand, and face the teacher.* One way to remember this is RSPA (Raise hand, Stop talking, Pass the signal to those who have not seen it, Attention to teacher).
2. Other possible signals include ringing a bell, playing a musical instrument, blowing a whistle, snapping one's fingers, and flicking the lights on and off. *One teacher we know starts to sing! Another puts two signs on the board, one to stop working and face the teacher, and the other to continue but more quietly. She knocks on the board to get students' attention and then points to the appropriate sign.*

3. Some teachers play music in the background as groups study together. In this case, turning off the music can be the attention signal (Sacki, 1994).
4. When students lead class activities, they can use the same signal.
5. One student in each group can take the role of group checker with the responsibility of watching out for the teacher's signal and being sure the group responds to the signal quickly. Many other types of roles can be used to facilitate group functioning (Ilola, Power, & Jacobs, 1989).
6. If some groups are not responding quickly to the attention signal, rewards, such as praise, can be given to encourage this component of smooth-functioning group activities.

WHAT CAN BE DONE IF THE NOISE LEVEL BECOMES TOO HIGH?

1. One student per group can be the noise monitor or quiet captain whose function is to urge the group to collaborate actively, yet quietly.
2. The closer together students sit, the more quietly they can talk. Having students sit close together not only helps reduce the noise level, but also helps foster cooperation and minimizes the chance of someone being left out.
3. Along with sitting close together, students can use special quiet voices, for example, "6-inch" voices or "30-centimeter" voices.
4. A signal similar to the one used to get the class's attention (see the preceding section) can be used as a sign to continue working but a bit more quietly. For example, for "Stop working," the signal might be hand raised straight up, and for "work more quietly," the signal could be hand raised with arm bent at elbow.
5. Kagan (1992) suggests stoplight cards. A green card goes on the desk of groups if they are working together quietly. A yellow card indicates they need to quiet down a bit. When a red card is put on their desk, the group should become completely silent, and all should silently count to ten before starting work again.

WHAT IF A STUDENT DOES NOT WANT TO WORK IN A GROUP?

1. Discussing the advantages that students can derive from learning in groups may help overcome resistance to group activities. These potential advantages include learning more, having more fun, and preparing for tasks away from school in which collaboration is necessary.
2. Students may look more favorably on cooperative learning if they understand that talking with others is a language learning strategy that they can apply outside of class as well (Oxford, 1990).
3. Students should realize that studying in groups is only one of several ways of learning that will go on in the class.
4. Group games may encourage students to look forward to other group-learning activities. Many enjoyable games also teach academic and social skills.
5. Start with pairs and tasks that require exchange of information (Nation, 1990). Provide language support in terms of useful vocabulary and structures, so that

students are more likely to succeed (Richards, 1995). Success here will build confidence in the ability to work in groups.

6. Students who do not want to study in groups can be allowed to work on their own. In our experience, after a while, they will want to take part in the group interaction and will ask to join a group.

WHAT IF SOME GROUPS FINISH EARLIER THAN OTHERS?

1. Check to see if the groups have done the assignment properly.
2. Have groups that finish early compare what they have done with other groups that also finished early.
3. Have groups discuss how they worked together. Then, because sometimes smooth-functioning groups can provide good models for others, you might want to have exemplary groups explain their group process. This might help all groups work together more efficiently.
4. Develop one or two "sponge activities." Sponge activities are short activities, related to the main task, that soak up the extra time between when the first and last groups finish.
5. Set time limits to discourage groups from dawdling. These time limits are flexible. If groups are working well, but need more time, the limit can be extended.
6. Ask students to help other groups that have not yet finished.
7. Groups that finish early can work on homework or other assignments.

WHAT IF A FEW STUDENTS ARE FREQUENTLY ABSENT?

1. Assign these students as extra members of groups. For example, if students are working in groups of four, add such students as the fifth member of groups.
2. Assign tasks that can be accomplished in one class period.
3. Being a member of a group may give such students a feeling of belonging and a reason to come to school that they did not have before. Groups may also help them to be more successful in school, and thus to enjoy being at school more.
4. Coach students in how to use appropriate peer pressure to encourage frequently absent members to come to school and to complete their portion of group tasks. (In some cases, of course, absent students may have family obligations or other nonschool reasons for missing class.)
5. If a group is working cooperative Jigsaw activities (Kagan, 1992), give the missing piece to the whole group.
6. Make sure that groups have contingency plans in case members are missing. Learning to make such plans is an important group skill, because absences are also a common problem in groups outside of school.
7. In an ongoing activity, ask groups to update absent members when they return to school. This encourages students to develop peer-tutoring skills.
8. Let groups be responsible for contacting absent members to inform them of what they missed and to make sure that they know what the assignments are.
9. Be prepared to adjust grading if such students leave their groups in a lurch, giving absent student a lower mark.

HOW LONG SHOULD GROUPS STAY TOGETHER?

1. Keeping groups together for fairly long periods, 4 to 8 weeks, gives them a chance to become comfortable with one another, allows them to form a group identity and bond, and gives them the opportunity to learn how to overcome difficulties they have working together. This is where spending time during or after cooperative activities to have groups process their interaction comes in handy (Dishon & O'Leary, 1993).
2. Groups that stay together for at least a few weeks facilitate long-term projects, such as those using the cooperative learning method Group Investigation (Sharan & Sharan, 1992).
3. Try to resist the temptation to disband groups that are not working well. Stress to students that we need to learn to be able to work with all sorts of people, including those whom we, at least initially, do not like. Use team-building activities and instruction in collaborative skills to help create a spirit of togetherness in groups (Kagan, 1992).
4. Forming heterogeneous groups according to such criteria as proficiency, sex, first language, and personality is a lot of work for teachers. Therefore, one would not want to do that too often.
5. Even while students are in long-term groups, short one-shot activities can be done with different grouping configurations. This may add a bit of variety.
6. Avoid keeping groups together if they begin to become cliquish (Dishon & O'Leary, 1993).

HOW SHOULD GROUPS BE ENDED?

1. All groups can end with statements by learners and the teacher not only about the content learned, but also about the learning process.
2. When long-standing groups are disbanded, there should be some kind of closure activity for members to thank each other for their help and to sum up what has been learned about working in groups. This can be in oral or written form.
3. Groupmates can write "letters of reference" to be given to members of the person's new group.
4. Group pictures can be taken.
5. Group products can be posted or published. This aids a sense of achievement and gives credibility to the group's work. Also, group products can serve as vehicles for assessment by individuals, groups, and teachers.

WHAT PERCENTAGE OF THE TIME SHOULD COOPERATIVE LEARNING BE USED?

1. No one suggests that the class be organized in cooperative groups all the time.
2. Many cooperative learning activities combine a group component with components in which the teacher lectures or demonstrates, and others in which students work alone (e.g., Slavin, 1995).
3. When students and/or teachers are unfamiliar with cooperative learning, it is best to start slowly. Use one cooperative learning technique, such as Three-Step Interview or

Classroom Dynamics

- more negotiation of meaning
- a greater amount of comprehensible input
- a more relaxed classroom atmosphere
- *greater motivation for learning*

These are factors which second language researchers believe contribute significantly to language acquisition. Although many other things can be done to create a conducive learning environment, cooperative learning techniques are definitely among those which have received considerable empirical support, and should be used more frequently in second language classrooms. For those interested in the successful implementation of cooperative learning in the classroom, Jacobs and Hall offer some practical tips on how to form groups, how to deal with students who refuse to work cooperatively, how to deal with the noise level of the class, how to determine group size, and so on.

The second paper, by Bowler and Parminter, offers practical help in dealing with the mixed-ability classroom. They view mixed-ability classes from a positive perspective and suggest a number of teaching approaches. They discuss how listening and reading tasks can be adapted to meet the varied needs of the students. They provide examples showing how students working on the same text could be assigned easier or harder tasks based on their ability level. One of the greatest advantages of designing multilevel tasks is that no student feels left out as each one of them is suitably challenged.

Appendix I

Some Essays Composed by 3rd year Students of English Department
to Assess Their Ability of Writing.

2012

Experimental group

Student number one

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

In fact they ~~are~~ going to attend schools, or university outside to get more information, and to speak English languages better than their countries, because the way in teaching outside I think it more difficult, but more important to get the write grammar, the right pronunciation, and the right useing of the vocabulary.

In the other side I think they attend schools outside their home, because here in our country "Libya" there aren't any tools to help you to get the language, I mean there is not ~~top~~ good laps, good classes, and even good contents.

In the end I think that, all the reasons that makes the student go outside their homes.

Supervised by Dr. Khadejah Kosarich Abuarrosh

Stress Management

Stress management isn't something easy, but you can reduce, and control on your nerves if you find your self in nervous case, so in the begining you should know what caused your stress, and how you can deal with your nerves to feel better? by the way you should understand your self first like reduce waching to things that's makes yourself stress.

Actually the science doesn't leave any thing without finding the solutions to the problems, so the psychologist said that there are alot of strategies makes you better when you feel stressed. First strategy which is necessary or avoid unnecessary stress, second strategy is Alter the situation, third strategy is Adapt to the stressor, next strategy is Accept the things you can't change, last strategy is make time for fun and relaxation, finally, strategy is Adapt a healthy lifestyle.

In fact you can keep your helth by exercise regularly, eat a healthy diet, reduce caffeine, and sugae, avoid alcohol, and get enough sleep

In deed you should cope with stress
by following ~~an~~ healthy advices to can controlling
your nerves all the time.

Some Important Characteristics of Co-worker

The co-worker should have alot of elements in his characteristics to get a good result in his job and to get the trust from his manager. In fact these elements are very important when someone want to request an employee in his company, so he need to sure if this worker have these elements.

These elements includes five points, first dependability which is seen in these good qualities: always follows directions, consistently accurate, works independently etc. Second, honest and integrity which is doing by worker team to doing the best. Third, positive, proactive attitude, which is doing by the employee, and the attitude devided into two kinds. The first kind is good attitude; for example; smiles, good posture, pleasant tone of voice etc, and the second kind is bad attitude; for example, blank facial expression or a frown, slumping

in chairs, leaning on walls, and complaining on the work floor etc. Next willing to work in your company without any trick in your job, and don't be a wangly worker, so you should be truthful and trustworthy employee to show your willingness to work. Finally uses down time productively, in addition if you are a good worker you should have to be productive by read trade journals and magazin articles about your company, by ask for new tasks to do, and last by write an article about your job or your industry and share it with your boss.

In Summary, the Co-worker should have there elements to be special worker in his company, and to make his company in the top between the other companies.

Children of Working

Mothers

Women have a big job in their society, so not all of the women can leave their career even they have or they are get married, and have a children; therefore, women should divided their time between their career, and the rights of their children.

For the women who spend most of their time outside houses, maybe they can doing some thing special to make their children don't feel without fail from them, in fact they can't give them an incubator to take care from them.

But the mothers should staying with their children for a long time even so they have a work, because children need to their mothers, and again mothers should staying with their children for a long time as possible as they can specially if their children in childhood ages.

In short women should take care between their career, and their children, and they have to equal between their right twice.

The importance of Examination

The most students in the world are afraid of doing examination, and they can't answer the questions by easy, because they always forget what they had been saved in their memories, so if the students want to be better they should keep their minds just to the study as possible as they can, and they have to be more relax, more quiete even they need to eat very well, and eat healthy food to get the energy that they ~~for~~ need to have the ability to study well to pass their exams.

For the student who can't prepare his self to the exam, and he is sometimes feel bored when he studying alone for the exam, so they he have many thing makes the study more interesting. First he can study with his friends like a team by interact with them, in fact by this way he will find the lessons more intelligible, and easier than before, second he can connect with his content by using

the internet to find the most important points.

Finally he can use photos, videos, and by date show.

In conclusion the examination is something important, but it's not as evil as the student think, so all of the students have to study very well and don't worry about the exam.

Experimental group

Student number two

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

We want go out side for studying, Because
it have more educations and we usefull-its another
culture. Addition it have friendly people, we can help
us for learning. And many countries in out side
it have English language is excellent.

Supervised by Dr. Khadejah Koserich Abuarrosh

Topic: Children of Working Mother

Children of working mothers

A working mother should understand her children's problems and try to solve it. Take active participation in your children's development events if you are working parents. It is not disgraceful for man ~~you are~~ to help his wife in house hold work. You should listen to your kids carefully and try to understand their needs. Tackle your kids with love and patience. Do not get angry with your kids due to your work pressure. It is for sure that working mother can become the best mother if she follows precise time management and behave intellectually rather than emotionally. She should feel proud that as a working mother she has the power to provide the best education and facilities to her children but at the same time she should not forget that ~~healthy~~ healthy upbringing of her child is her responsibility. You should emphasize the struggle that most moms feel about working outside the home. These women are married with stable incomes, which allows them to exercise their freedom of choice. who meets her child's needs

for nurturing attention, and education the best
is it the stay at home mom or the working mom
The Care and love are synonyms for what mothers
have given their children since the beginning of time.
Child Care has become a major issue in this Country,
which tells me that our children are in need of
love. The optimum situation is a family member
whom can provide day-care, but this is not
always an option.

Topic: The Importance of Examination

The importance of examination

Student, generally, fear to take up an examination. They regard it a great evil. As the examination days draw near students become ~~going~~ really nervous. They keep bending over their books, all the time night and day; they keep them busy with their books. It is commonly believed that examinations are the true test of merit. Only the deserving students pass the examination. All the rest fail. But the facts are not so, Examination is not the true test of merit. The importance of an examination is still sufficiently great. ~~Strongly~~ Students, who are really good at studies, maintain their record in all the examinations.

Examination system of ~~less~~ this day has got many defects. In many cases, it is found to be no true test of the student's knowledge. It is always open to unfair means student manages to pass an examination and yet remain quite blank. There are two views about examination. Some people hold that there should be no their work in the class and on the remarks of the teachers. But this does not seem good. It

is easy to influence the teacher, who are local

men, and can be easily persuaded to give do

not deserve promotion; Can go up to the next

higher class by using a little influence. An examination

is not necessarily an evil, as the students generally

think. Examination enables the student to judge

their merits and put in more labor, when necessary.

It also enables them to rise higher and higher

education, so instead of calling examination an evil,

it would be better to call it a blessing in disguise.

Topic: Characteristics of a Coworker

Some important characteristics of a coworker are:

Nowadays, any kind of job can not be done by any single person. So there are some important characteristics to help one and his company to succeed, therefore I suppose these are the expected characteristics of my co-worker. In my opinion they are team spirit, expression ability and tolerance of different opinions.

The team spirit is the most important. Since a company is like a machine, every one in it acts as a part when all parts cooperate smoothly, there is a chance to succeed. In my experience of work and study, I have met those who not only were smart but also showed some ability in work, while lack of team spirit. As a result, others disliked working with him and our progress slowed. From this, we can see how ~~great~~ crucial the team spirit is. Suppose how difficult it is when some ~~are~~ foreigners are working together without a translator. The procedure of work need explanation, communication, discussion, all of which rely on the ability of expression. I think he should have a tolerance of different opinion. While working, different

Handwritten header text, possibly a name or title, written upside down.

person came from different backgrounds, holding different standpoints. Since there are two sides of a story, no one can tell which one is absolutely right or wrong. I hope my co-workers can have these characteristics as many as possible. I think this will conduce to our company and ourselves careers.

Handwritten text, likely bleed-through from the reverse side of the page, appearing upside down.

Topic: Stress Management

" Stress Management "

Stress management starts with identifying the sources of stress in your life. This is not as easy as it sounds. Your true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you're constantly worried about work deadlines. But maybe it's your procrastination, rather than the actual job demands, that leads to deadline stress. Managing stress is all about taking charge; taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun - plus the resilience to hold up under pressure and meet challenges head on. If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your ~~reaction~~ reaction. When deciding which option to choose, it's ~~helping~~ helpful to think of the four A's: avoid, alter, adapt, or accept.

Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

Experimental group

Student Number Three

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

There is many of students studies
out side of their home ^{countries} ~~work~~ for many reasons
as their parents want for their children
a best educated they want ~~be~~ maybe because
they have a lot of money to spent it for
their children. or I can say that students
study abroad because they liked in that country.
On other side, there is a lot of countries have
a best education and technologies make students
chase to attend universities outside their home
countries.

Topic: The Importance of Examination

Examinations are an important part of academic studies. The ability to pass an examination is indeed a valuable quality, and the student of today must not only have a fair knowledge of the subject matter, but also be able to show his intelligence, a student's ability to pass an examination must indicate some of his mental powers as well as his grasp of the subjects that has studied.

Students regard the examination a great evil, they believed that examinations are the true test of merit and only the deserving students pass the examination, but it is not the true test of merit, so there are two views about examinations. Some people hold that there should be no examination or a few examinations as possible. The other view seems to be better. According to this view, there should be regular weekly tests in every subject and there quarterly examinations. The final result should be based on the results of all weekly tests and the result of all quarterly examinations. This suggestion is put forward with the views that the students may become regular in their studies and acquire thorough knowledge of the subject. The labor and the interest of the students will get divided equally among all the examinations.

An examination is not necessarily an evil, it also enables them to rise higher and higher education. So instead of calling examination an evil, it would be better to call it

a blessing in disguise.

Faculty
Faculty of Education
University of Toronto

Topic: Children of Working Mother

Our children's education is our responsibility as parents, working mothers have advantage and disadvantage points their children; sometimes it is very difficult for women to go for work after delivery, if she has someone in her family like in-law or grandparents to look after her children. Some women choose to continue their job, in such case they make some arrangement to look after their children. Women with financial problem also continue their job due to needs of family.

Children of working mother start doing their own work themselves from childhood as compared to children of non-working mother. In this way, they can learn self awareness and discipline from early age. In addition, the children become co-operative from childhood, it is not possible for non working woman because she is expected to keep everything ready for her husband and children. In other hand; some working mothers have to take their child to childcare center as there is no one in her family to care for child.

If a child doesn't have any siblings, sometimes he feels lonely as he has no one to express as they don't have anyone to share their feelings. Sometimes they cannot attend parent meeting or some cultural festival events when their kids are participating. At that time children may feel badly as they find

their friend's parent during such functions, it creates insecurity and guilty feeling in their child mind.

It is for sure that working mother can become the best mother if she follows precise time management and behave intellectually rather than emotionally, she should feel proud that as a working mother she has the power to provide the best education and facilities to her children but at the same time she should not forget that healthy upbringing of her child is her responsibility.

Topic: Characteristics of a Coworker

Management and executive staff and corporate employees always follows directions, and works independently. Characteristics of a co-worker can improve team worker.

When all parts of the teams cooperate smoothly, there is a chance to succeed. If someone short of this sight and want to behave like a superstar, although he may be masterful, he won't help much. While lack of team spirit, he did his part perfectly, but when discussing with others, he seemed reserved and unpleasant to show his ideas exactly.

There is a lot of characteristics that is important for employee as honesty that is more than just telling the truth, it includes doing your best work for your work team. The action of doing as little as possible while others make up the difference is not a likeable personality trait at work, at home, or anywhere else.

and there is a willing to work that you showed it by ability and desire to Communicate-Organizing and present your thoughts clearly and Self-Confidence showing assertiveness and initiative.

If every company work as a team should they have a tolerance of different opinions, while working, different person come from different backgrounds, holding different opinion or standpoints.

Topic: Stress Management

Everyone in our life has a stress in his life, it may seem that there's nothing you can do about your stress level, so how we can cope with that stress, there will never be more hours in the day for all your errands, and your career or family responsibilities will always be demanding, but you have a lot more control than you might think. Managing stress that take charge of our thoughts, emotions, schedule, and the way you deal with problems.

Should we know from where the stress come in our life to know how we cope with these stresses, so shall we start with identifying the sources of stress in our life as explain away stress as temporary even though you can't remember the last time you took a breather, and define stress as an integral part of your work or home life or as a part of our personality. Everyone has own strategies to cope with stress.

There are many healthy ways to manage and cope with stress as spend time in nature, go to walk, call a good friend, write in your journal, and take a long bath. Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs.

There are great strategies to stress management like look for the upside, share feelings with friends, learn to forgive, Don't try to control the uncontrollable.

If you can't avoid a stressful situation, try to alter it often, this involves changing the way you communicate and operate in your daily life, as express your feelings instead of bottling them up, be willing to compromise, be more assertive, and manage your time better.

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude, as reframe problems, look at the big picture, adjust your standards, and focus on the positive.

In fact; there is many strategies and points even good ideas can we use one of it to cope with the stress in true way and away from that ways have unhealthy effect in our health as smoking, drinking too much, sleeping too much... ect, these ways coping strategies may temporarily reduce stress and they cause more damage in the long run.

Control Group

Student Number One

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

Many students prefer studying abroad to develop their language and to get different information about their studying.

First of all most of us prefer to study abroad to learning their language and it helps to speak fluently a front of people.

Secondly, you can get alot of information about what you ~~see~~ want from different resources with alot of help. for your studying.

Topic: Children of Working Mother

Because of the difficult life fore
the time being, the women forced
herself to work to give her family
the best life without any absterales.

In spite of, most of men ~~re~~ rejected
~~the~~
the works of women especially the
~~mother~~
mother women but the women endeavour
to parallel between her work and
her home.

Due to the men thinking, They underestimate
about the abilities of women.

if the worst comes to the worst, the
women still fighting to approve
herself.

Topic: Importance of Examination

Examinations are the most important technique for students all the time, to know their understanding and their level.

First of all, when we do an exam for the student it helps ~~them~~ to know their background or information during the exam; therefore, to show the ability of the student.

Secondly, when the teacher needs to know the difference between the level of the students doing exams help ~~them~~ ^{them} to evaluate ~~the~~ their level of the student.

In conclusion, examinations are very crucial for every one to know their ability and understanding through the exams.

Topic: Stress Management

No days, no one can deny the life without stress, ~~especially~~ and everyone can explain their feeling of stress by many ways one of them, eating too much.

When they have stress from something, most of us go direct to eat to reflect their stress without feeling, maybe this way most of people uses to abandon about what they felt from that situation that they faced.

In conclusion, each one have their ways to reflect their stress that they felt without any control about their mentality.

Topic: Characteristics of a Coworker

everyday you face and meet
a new persons in the life.
Sometimes those people have
some character that reflect
in your personality especially in
the work.

First of all, ~~in~~ ~~the~~ work is the
small world for everyone so, it is
very important to check your
friend that works with you like
the willing is very important to
work with someone engaged you
to work more and more
and help you to present
a good work for what do you
do.

In conclusion, it is very important thing
when you choose ~~your~~ ~~the~~ person
who work with you in work to do a good thing

Control Group

Student Number Two

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

~~Answer~~

Many student like to study outside their home. the specific reasons is get the more experience and the study outside is the best then in ~~our~~ countries.

in outside it have qualification.

Topic: Importance of Examination

There are many causes which the student make the exam. The first cause is the edicts the good information and the student learn to write and help student to high qualification.

Second cause is help the student to the knowledge ~~to~~ how the student answer the question, they have to student to a good learn and study well when they come to ^{an} exam.

If you the student make the exam, should to study very well.

When the student study very well, they are ~~are~~ successes.

Finally, The student have experience.

Topic: Children of Working Mother

I am a mother and I have only
for my expensive one child. his name Mohammed.

When the mother is working their are
many problems.

The mother needs to work because
she spends the money and helps
to his husband. the father may be curtailment
to the house and haven't enough
time with child and her self.
and she is will nerves
be

Topic: Stress Management

Stress management.

I want to talk about me.

In this month I live in stress, because I have the many problem. I have the exam and ~~my~~ I am pregnant, so I am tired and I have stress.

I want relaxation. When I want have relaxation. I got the shower and ~~play~~ do the sport. but, while lived in the stress. I ~~do~~ don't eat and I am not talk with my husband.

the advice about any one when have the stress do the sports and listening music.

Topic: Characteristics of a Coworker

Some important char^{ter} of a co-
worker.

~~when you stay with the friend.~~

when you stay with the friend, if
you know the certainly the personality
and I have the same thinking.

if you not comfortable with you,
must ~~the~~ lived.

Control Group

Student Number Three

Many students chose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

Causes

① because the Reading and writing
it's very important and
interesting for student

② The university out it best
than of Libya

Topic: Children of Working Mother

Mother working in many fields
these days because, ^{may} she would like ~~to~~
^{be better.} change life to ~~best~~ life, helped
her family, give all things for children.
when needs to any thing.
but ~~as~~ all these effect in her life
and effect in her health, it can
effect in her mind.
Finally: when mother working it's very
difficult but easy when she see
her family ~~is~~ are happy.

Topic: Stress Management

The stress management.

Today our life full with the stress management which maybe can change our life from best to bad.

Firstly, alot of peple when have problems.

in her life or in her work, ~~it~~ take

the tubes to going the sleep or drunk

the chola to forget this problem

and some of peple going to getting

Food, very much.

Secondly, the stress it can change our life and it can be effected in our life form the best to bad.

Finally, we must tak all proplem by ~~essy~~ ^{essy}, because it can change our life and the ~~essy~~ ^{essy} come, can ~~essy~~ ^{essy} go.

Topic: Characteristics of Coworker

Some important
Char. of a co worker.

When I work I like work with the
characterist very important in life
and very bolet and ourar or belived.

So, when I working in work I would
work with this Charctries, because.
it is very ementet for me and
it can helped me in work and
in life,

Topic: Importance of Examination

The examinations are important for student because ^{firstly} it helps to Reading and writing every day to finish exams.

See it's very useful for all student other for, we can build our ability the examination can do the motivation for student.

Student also need to focus on realistic academic goals.

and the student need to the support.

Finally the examinations are very important for all student

so we must doing the examinations with teacher.