

Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ben Boulaid Batna 2 University
Faculty of Letters and Languages
Department of English Language

***COLLABORATIVE TEACHING AS A TREATMENT
FOR THE LOW PROFICIENCY OF STUDENTS IN
WRITING.THE CASE OF SECOND YEAR
STUDENTS AT BATNA UNIVERSITY***

**Thesis submitted for the requirements of Doctorat Es-Sciences in
Didactics of English.**

Submitted by:
Khanchali Mohammed

Supervisor :
Pr.Ghouar Amor

Board of Examiners

Chairman : Prof.	Med Salah Nejai	University of Batna
Supervisor: Prof.	Amor Ghouar	University of Batna
Examiner: Prof.	Hacene Saadi	University of Constantine
Examiner : Prof.	Amel Behloul	University of Batna
Examiner : Prof.	Abdelhak Nemouchi	University of O.El Bouaghi
Examiner : Prof.	Riadh Belouahem	University of Constantine

JULY 2017

DEDICATION

To my wife Majda

To my son Salah

To my daughter sirina

Acknowledgments

All thanks go to my supervisor, Prof. Ghouar Amor who encouraged me to finish this work.

ABSTRACT

The core of the present study is to investigate whether an additional collaborative teaching of writing components would have any effects on second year English students' writing proficiency. The essence of the study is to involve two teachers of other modules, literature and civilization, in the teaching of writing to work closely with the researcher, being the teacher of written expression along with grammar. The content of the different courses turn around the teaching of the writing components like content, organization, vocabulary, structure and mechanics. Weekly meetings are arranged with the two teachers for collaboration that include discussions, conversations and comments on the planning of the lessons and guidelines provided by the researcher. The teachers would delineate the benefits, problems, challenges and key successful factors of collaboration. At the beginning of the course a pre-test is administered in both groups, which consists of a writing assignment. At the end of the course, both groups are given a test under the same circumstances as the previous one. In addition, the progressive tests are also given all along the different courses of the experiment, with the frequency of one test at the end of each teaching part. The test types are given on the basis of validity and reliability. The results of the tests of the experimental and control groups are compared task by task for the sake of observing the student's progress.

List of tables

Table 01.Stages of the process of writing	44
Table 02.Evaluation grid	108
Table 03.The mean of the experimental group in the pre-test	111
Table 04.The mean of the control group in the pre-test.....	112
Table 05.Comparison of means of both groups in the pre-test.....	113
Table 06.The mean of the experimental group in progress test 01	115
Table 07.The mean of the control group in progress test 01	116
Table 08.Comparison of means of both groups in progress test 01	117
Table 09.The mean of the experimental group in progress test 02.....	120
Table 10.The mean of the control group in progress test 02	122
Table 11.Comparison of means of both groups in progress test 02.....	123
Table 12.The mean of the experimental group in progress test 03.....	126
Table 13.The mean of the control group in progress test 03	128
Table 14.Comparison of means of both groups in progress test 03.....	129
Table 15.The mean of the experimental group in progress test 04.....	132
Table 16.The mean of the control group in progress test 04	134
Table 17.Comparison of means of both groups in progress test 04.....	135
Table 18.The mean of the experimental group in the post-test.....	136
Table 19.The mean of the control group in the post-test	137
Table 20.Comparison of means of both groups in the post-test	138
Table 21.The squared scores of both groups.....	141
Table 22. The attitude scale towards writing	151
Table 23. 'T' test results in pre/posttest of the affective component in A.S.....	152
Table 24.'T' test results in pre/post test of the cognitive component in A.S.....	153
Table 25.'T' test results in pre/post test of the behavioural component in A.S.....	154
Table 26.'T' test results in pre/post test of the three components in A.S.....	155
Table 27.The writing pre-requisites	175
Table 28.Students achievement in writing	177
Table 29.Written expression assimilation.....	179
Table 30.Effects of outnumbered classes on students' performance.....	180
Table 31.Teachers' opinions on writing	182
Table 32.Use of prewriting techniques in writing.....	183
Table 33.Writing components	184
Table 34.Approaches used in teaching writing	186
Table 35.Students' compliance to the stages of approach	187

Table 36. Time allotted to stages of the approach	188
Table 37. Teachers' satisfaction of students' writing	189
Table 38. Students' difficulties in writing	190
Table 39. Causes of students' poor writing.....	191
Table 40. Teachers as a source of students poor writing	194
Table 41. Students' difficulties in structural aspects of writing	195
Table 42. Teachers' problems in teaching writing.....	196
Table 43. Opportunities to overcome writing difficulties.....	198

CONTENTS.....	Page
Introduction	1
Statement of the problem	3
The context of the study	9
Objectives of the study	10
Significance of the study	10
Research questions	11
Hypothesis	12
Organisation of the study	13
Part A : LITERATURE OVERVIEW	14
A.I.THE NATURE OF WRITING.....	16
A.I.1.The aspects of writing	21
A.I.2.The responsibility of teachers in writing	24
A.II.WRITING DIFFICULTIES RELATED TO TEACHING	28
Introduction.....	29
A.II.1.Lack of an appropriate approach to teach writing	30
A.II.1.1Controlled to free approach	31
A.II.1.2.Free writing approach	32
A.II.1.3.Paragraph pattern approach	32
A.II.1.4.Grammar syntax organisation approach	33
A.II.1.5.Communicative approach	33
A.II.1.6.Product approach	34
A.II.1.7.Process approach	37
A.II.2.Lack of adequate techniques to teach writing	53
A.II.2.1.using pictures	54
A.II.2.2.using reading.....	55
A.II.3.Teachers as a source of demotivation.....	56
A.II.4.Lack of teachers' feedback	57
A.II.5.Teachers' responses to students' writing.....	61
A.III.WRITING DIFFICULTIES RELATED TO LEARNERS.....	65
A.III.1.Lack of motivation to write	66
A.III.2.Lack of reading.....	69
A.III.3.Influence of first language on writing in english	72
A.IV. COLLABORATIVE TEACHING OF WRITING	77
A.IV.1.The history and background of collaborative teaching.....	78
A.IV.2.Definitions of collaborative teaching	80
A.IV.3.Approaches to collaborative teaching	82
A.IV.4.The beliefs and approaches of collaborative teaching	85
A.IV.5.Benefits and perceptions of collaborative teaching	87
A.IV.6.Critical elements in collaborative teaching.....	89
A.IV.6.1.Collaboration.....	89
A.IV.6.2.Planning.....	92

Part B. RESEARCH METHODOLOGY	97
Introduction	98
B.1. Choice of the method.....	97
B.2. Population and sampling	101
B.2.1. Population	101
B.2.2. The sample.....	101
B.3. Design of the study	102
B.3.1. Study variables	102
B.3.2. Instruments and materials of the study.....	102
B.3.3. Aim of the scoring rubric	104
B.3.4. Sources of the scoring rubric	104
B.3.5. Validity of the scoring rubric	104
B.3.6. The different tests	104
B.3.6.1. The pre-test.....	105
B.3.6.2. After the pre-test.....	106
B.3.6.3. Teaching strategies	106
B.3.6.4. The post-test	107
B.3.6.5. Validity of pre-post tests	107
B.3.6.6. Evaluation of the tests	108
Part C. FIELD WORK	109
C.I. THE EXPERIMENT	110
Introduction	110
C.I.1. The pre-test.....	110
C.I.2. Progress test one.....	113
C.I.3. Progress test two.....	118
C.I.4. Progress test three.....	124
C.I.5. Progress test four.....	130
C.I.6. The post test	135
C.I.7. The 'T' test.....	139
Conclusion.....	144
C.II. THE ATTITUDE SCALE	148
C.II.1. Aim of the attitude scale	148
C.II.2. Design of the attitude scale.....	148
C.II.3. Content of the attitude scale.....	148
C.II.4. Validity of the attitude scale	148
C.II.5. Reliability of the attitude scale	149
C.II.6. Time of the attitude scale.....	149
C.II.7. Administration of the attitude scale.....	149
C.II.8. Calculation of students' attitudes.....	149
C.II.9. The wording of the attitude scale.....	156
C.II.10. Discussion of findings	156
Conclusion.....	159

C.III.THE INTERVIEWS.....	162
Introduction	162
C.III.1.The students' interview	163
C.III.2.The teachers interview.....	169
C.IV.THE QUESTIONNAIRE	173
Introduction	173
C.IV.1.Population and sampling	173
C.IV.2.Description of the questionnaire	174
C.IV.3.Discussion and interpretation of results	201
C.V. MAIN CONCLUSION.....	203
Bibliography.....	210
Appendices	215

INTRODUCTION :

Collaborative teaching is a teaching method by a group composed of teachers. In this context, collaborative teaching is where one of the teachers has the responsibility of teaching written expression, being the instructional leader, and the other teachers provide support in the form of micro lessons about writing components like content, organisation, grammar, vocabulary, and mechanics for the students while teaching their modules, in a harmonious teaching arrangement. This method comprises that the collaborative teaching team assumes the responsibility for improving the writing proficiency of the students.

To implement this method, teachers should focus on the plans they put together, teaching, appraisal and making detailed discussions and arrangements of the course outline and content. Fang (1974) considered collaborative teaching as an innovative teaching method, whereby teachers and assistants contribute their talents in one or several classes and curricula. With each teacher's academic specialty being employed, more diversified learning directions and boundless thought space can be provided for students whose horizons can be expanded and pluralistically intelligent edification can be achieved (Shiu, 1998).

In curriculum reform, collaborative teaching was a transformational method emphasizing teaching innovation. Following the learning goals, better learning effectiveness can be achieved by giving students more opportunities to be guided. Moreover, with collaborative teaching, teacher-teacher interactions would foster and the ability to solve problems and make logical thinking would be developed. Therefore, it is believed that collaborative teaching has more positive influences on learning effective than individual teaching does (Bullough, Young, Birrell, Cecil & Winston, 2003; Hoogveld, Paas & Jochems, 2003; Vidmar, 2005).

It is believed that collaborative teaching can provide teachers with more opportunities to get involved, overcoming teaching difficulties, stimulating the growth of professional knowledge and abilities and learning from each other (Moran, 2007; Trent, Driver, Wood, Parrott & Martin, 2003; Huffman & Kalnin, 2003; Rathgen, 2006). In addition, integrated teaching activities could bring up students' interest, so they could start further discussions on certain topics, to achieve learning goals and to help them create a more pluralistic space. The key factors of collaborative teaching's success are teachers' experiences, personalities, working styles and attitudes towards learning (Garcia-Morales, Lopez-Martin & Llamas-Sanchez, 2006; Perry & Stewart, 2005).

The important role that collaborative teaching may play in fueling the writing skills development does not mean that the content of a given module is unimportant. On the contrary, language is used as a functional tool for learning the content of the different modules, and writing is one of these tools. Students learn not just the information of a given module but also learn an important skill to express that information with. They will become more active participants when they acquire more about writing and hence could be responsible for their writing production. This will be the case if the teacher directs their attention to how the language of text works such as the role of transitional words, coherence, organisation and expressing opinions.

STATEMENT OF THE PROBLEM

Having taught written expression for many years at a variety of Algerian universities, such as in the English department at Batna, I noticed that students were not reaching the intended writing assessment goals by the end of the course.

Students are required to write essays and compositions both in class and in final exams and these are normally marked and judged by their teachers on the basis of their proficiency, accuracy and quality.

Effective writing skills are important in all stages of life from early education to future employment. In all the aspects of life whether in school or at work, students must convey complex ideas and information in a clear and concise manner. Poor writing skills retard achievement across the curriculum

and affect very much future careers whereas proficient writing skills help students convey ideas, deliver instructions, make insightful analysis of information, and interact with others.

The students' writing proficiency does not seem to meet the standards expected by the teachers and the state's educational aspirations. For these students, the problem has compounded from the first year through the second and into the third. Since the first year, the students' writing proficiency has not been sufficiently catered for due to many shortcomings having a relation with methods used, content and the programmes.

In fact, the different courses emphasize notions about writing (such as descriptive, narrative, etc). These programmes are not designed to incorporate the features viewed as important in improving the writing skills among students. In other words, what is often lacking in these programmes is the critical and practical devices to encourage the students to write—the kinds of devices that can be made possible through the teaching/learning process.

Typically the teacher of a first or second-year writing course may have very little pedagogical resources for teaching writing processes. In this way, the teacher is likely to focus on problems and provide explanations; while it is possible for them to adopt various roles and focus on solutions: that is to make the students write and rewrite. The writing course seems to turn into discussions and descriptions about how to write well at the detriment of equipping the students with the necessary language and writing assignments. Indeed, it is a

demanding task for language teachers to provide sufficient opportunities for students to practice the skill of writing.

The ability of students to be able to write effectively is one of the long term goals that language teachers would like to achieve in class. The problem in teaching a foreign language is to prepare the students to use the language. In this context, the students usually feel insecure about their level in writing. As a result, they rather remain stagnant as they are in fear of making mistakes and do not show active participation in writing lessons.

As the class size increases, the teachers' ability to incorporate writing assignments diminishes. The number of writing opportunities available to students is very limited in written expression. The same also holds true in the exams where many teachers find the correction as a heavy burden and consequently they no longer require the students to write. This problem brings to the surface the serious question of absence of feedback, providing systematic guidelines for students, which no one can deny its paramount importance in the teaching/learning process. In the modules other than written expression, the students' roles are limited to corporal presence and remain as audience all along the course, taking no part and making no use of writing.

Furthermore, the teachers, in spite of being linguistically competent, find themselves in a dilemma. All along they have been challenging with large classes, yet they are confronted with limited teaching time and little contact time. Due to this constraint of time, they do not often give full attention to the

writing skill. They are rather required to complete the syllabus by following the yearly plan, prepare materials for lessons, be involved in exams, etc. Thus, emphasis should be given to address this problem because the skill of writing is an important element in mastering the english language.

There is, then, evidence to claim that the teaching of the writing skill in the department of english at Batna University is a matter of debate. The students, in spite of having already completed a complete course in written expression, continue facing immense and serious difficulties in the writing skill. This phenomenon is reinforced by the fact that both the teachers and the students themselves assert that there wasn't enough preparation for the performance of such a skill.

Given the above, there's a pressing urgency to establish a relationship between the poor proficiency of students in the writing skill and the different constraints under investigation. Many studies have shown that using collaborative teaching has a positive effect on students' writing proficiency (Elbow, 1975; Storch, 1999, 2002, 2005, 2007; Williams, 2003; Noël & Robert, 2003; Graham , 2005). It seemed therefore that collaborative teaching might be an effective way of teaching writing to students and thus may be a possible way to raise their achievement levels. One of the reasons for believing that CT can improve writing skills is that collaborative teaching is not only a way to improve aspects of writing accuracy such as grammar, vocabulary and punctuation, but that it also helps to establish a social atmosphere conducive to meaningful

learning and to solving students' writing problem. In this way, the students would be assisted to improve their writing proficiency to fulfill the requirements of a good academic course (formation). We believe this is important especially now that foreign language education in Algeria is seeking future changes in terms of improvements along with the political and economic strategies targeted by the government.

In practice, however, I realized as a teacher of written expression, that developing students' writing proficiency in the English department at the University of Batna might be achieved not only through written expression modules. The situation seems problematic in the English department and therefore it is worth investigating. Bearing this in mind, the following question seems worth asking:

To what extent can the collaborative teaching of the writing components in modules other than written expression have a significant degree of effectiveness in developing students' proficiency in writing?

THE ARCHIVAL STUDY

In addition to the different points mentioned, we have also opted for an archival study of the students exam papers and their scores in the preceding year. This study is meant to gain evidence that the problem of writing really exists, to have a good background knowledge about the population under investigation, and also the progress that is expected to take place.

Samples of writing from the students' written expression exam papers were examined to determine the students' individual strengths and weaknesses in writing. Student A wrote logically sequenced paragraphs, but his ideas lacked elaboration and detail. He used parts of the writing process, but showed little prewriting. Student B's writing revealed good organization and content, with error in mechanics, particularly run-on sentences. Student C's writing lacked a focused main idea; this student had difficulty organizing ideas into a logical sequence, and he wrote many run-on sentences.

Student D showed problems with organization and elaboration of ideas; mechanical errors consisted mainly of run-on sentences. Student E had difficulty focusing his writing when responding to a prompt. His paragraphs often lacked topic sentences and supporting details. Student F's writing was organized and focused, but elaboration of ideas needed improvement. She did not use correct paragraph form, and wrote many run-on sentences. Student G wrote with correct organization, but had difficulty using proper paragraph form and correct punctuation. Student H had many problems organizing and sequencing her ideas. Student I's ideas lacked elaboration and detail. Proper paragraph form was used inconsistently, and run-on sentences were the main mechanical problem.

Student J showed problems in logical sequencing of ideas, and errors in sentence punctuation. She did not revise her writing; she did not pay attention to comments made by peers or the teacher. Student K's writing was organized, but

lacked elaboration of ideas. Mechanical errors in punctuation were also a problem for this student. Student L had problems organizing and sequencing her ideas. Organization of ideas was also a problem for Student M; in addition, he had difficulty using correct paragraph form with topic sentences and supporting details. Student N's writing showed problems in focusing on the main idea; she also needed help organizing her ideas into a logical order. Her writing showed incorrect paragraph form and sentence fragments and run-ons. Student O wrote well-organized ideas and supporting details, but she occasionally had difficulty responding to assigned prompts.

THE CONTEXT OF THE STUDY

The context of the present study concerns students in the English Department, Batna University. It aims to produce qualified teachers who are able to teach English to young students at the middle and secondary schools. Every year, hundreds of students are graduated and obtain a Bachelor degree in English. One of the main conditions for new students to be admitted to the department is that they should have succeeded in the Baccalaureate exam with a good mark in English. After admission, they then transfer to the bachelor programme, which normally includes the study of a variety of courses and skills such as writing, speaking, listening, linguistics, civilization and literature. Writing is one of the essential skills that students must develop during their years of study.

OBJECTIVES OF THE STUDY

The aim of this study is to investigate the effects of collaborative teaching of the writing components on the students' writing proficiency. In other words, it seeks to determine whether using the collaborative teaching would be more effective than using traditional approaches. Collaborative teaching might encourage students to write and express their ideas in proficient and effective ways.

Now that the focus of language teaching has shifted from the nature of the language to the learner, and increasingly the learner is seen at the center of the learning and teaching process, we concomitantly intend to draw recommendations and suggestions laying a foundation to help bring about changes or at least touch ups to the present teaching situation. This may include the insertion of the collaborative teaching method that will better complement the course objectives of the Study.

SIGNIFICANCE OF THE STUDY

This research investigates the effectiveness of collaborative teaching in helping students develop their English writing skills. The study is thus significant because it is designed to explore in depth whether students produce better writing when collaborative teaching is applied. The use of CT provides an opportunity for them to express their ideas on a number of topics. Since limited research has been carried out on collaborative teaching in our department under

the different constraints mentioned above, this investigation is expected to contribute towards filling a research gap and providing a better understanding of the effects of collaborative teaching on the students' writing proficiency.

The teachers, having identified the major problems faced by their students, are provided with the rationale to take initiatives and develop activities and try new methods to improve students' proficiency in writing. The study also expects that the results might be examined and scrutinized by competent experts in education for an ultimate consideration. More importantly, the study may stimulate more interest and may lead to more investigations.

RESEARCH QUESTIONS

The aim of this investigation was to answer the following main research question:

Does collaborative teaching of writing benefit students? In other words, will the writing proficiency of students improve if they are involved in collaborative teaching situations?

Particularly, do learners in the English department at Batna University write better after being exposed to collaborative teaching?

The main research question gave rise to two sub-questions:

- 1- Would students who are involved in collaborative teaching produce better pieces of writing than students working with one teacher?
- 2- Allotting more time for the writing course gives more opportunities for students

to write, and hence this yields in students' better writing proficiency.

- 3- Are students' attitudes and perceptions positively affected by involvement in collaborative teaching situations?

HYPOTHESES

The main hypothesis we set for this study is that using collaborative teaching of the writing components in modules other than written expression is likely to have a significant degree of effectiveness in developing students' writing proficiency. In this way, students will find more interest and motivation as the context of the course differs from the ordinary way. This will entail the students to be exposed to many teachers in different contexts. Teachers themselves work in a guided environment which simplifies the discrete points of the course presented in a natural and real context. In more clearly stated terms, the students in the experimental group will become more proficient in writing than those in the control group in terms of content and organization, grammar, vocabulary, and mechanics.

ORGANISATION OF THE STUDY

The thesis consists of six chapters distributed in three parts. Part A reviews relevant literature related to the issue under investigation and presents it in three chapters. Chapter one discusses the main theoretical considerations related to the issue of writing in English as a foreign language. Chapter two is mainly devoted to the elements of style and stylistic features comprising academic writing, while chapter three focuses on the collaborative teaching in general and writing in particular.

Part B deals with the methodological design followed by the researcher during the investigation.

Part C presents the field work results obtained through the quantitative and qualitative studies in three chapters. Chapter one shows the results of the experiment carried out in developing the students' writing proficiency. Chapter two provides the analysis of the students' attitude scale towards writing. Chapter three deals with the interviews held with both the students and the team teachers. This chapter also deals with the teachers' questionnaire on writing, its analysis and interpretation.

Part A

LITERATURE OVERVIEW

CHAPTER ONE

THE NATURE OF WRITING

A.I.THE NATURE OF WRITING

The nature of writing can be widely defined from several perspectives. They are in comparison with speaking, as a physical and mental activity, as a cognitive activity and a means of communication. These four perspectives will be explained more in the following discussions. In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it (Spratt, 2005:26). Although both writing and speaking are productive skills, those two skills are basically different in various ways. The differences lie on a number of dimensions including textual, features, socio-cultural norm, pattern of use and cognitive process (Weigle: 2002).

As stated by Bachani (2003), writing is slightly different from speaking in term of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive message. In other words, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast, those features of speaking do not exist in writing because the communication context

is created by the words alone without having direct interaction between the writer and the reader. The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language (Brown: 1994).

Here are list of the characteristics that differentiae written language from spoken language as stated by Brown, 1994 (in Weigle: 2002).

- * Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.

- * Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.

- * Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessities greater explicitness on the part of the writer.

- * Orthography, which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).

- * Complexity, written tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).
- * Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
- * Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

The nature of writing can also be defined as both physical and mental activity that is aimed to express and impress (Nunan: 2003.88). It is categorized as the physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that enable a reader in understanding the ideas of the written work.

To support the definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, some stages of the text composition proposed by Brown

involve the act of physical and mental, for example how to generate ideas and how to organize them coherently.

Writing is also seen as a cognitive activity. Hayes (in Weigle, 2002) states that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. The three cognitive processes are not only applied in the drafting process but also in the revising process. First cognitive activity of writing is text interpretation. It is the process of creating internal representations derived from linguistics and graphics input, while reflection is the process of creating new representation ideas from the existing representation in the process of text interpretation. Text production is the last process in which new written linguistics forms are produced.

Bell and Burnaby (1984) in Nunan (1989:360) also state that writing is a complex cognitive process which requires the writer to perform control of a number of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writers must be able to organize and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clear message to the readers. In other words, their writing is successful. It is strengthened and enriched by Nunan (1989:37) who proposes some components which contribute to the successful writing. They are:

- a. mastering the mechanics of letter formation,
- b. mastering and obeying conventions of spelling and punctuation,
- c. using the grammatical system to convey one's intended meaning,
- d. organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment statement,
- e. polishing and revising one's initial efforts,
- f. selecting an appropriate style for one's audience.

Finally, from its objective, writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003). It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desire to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers or audience. That is why, writers need to have ability to communicate and express the ideas in certain ways depending on the level of complexity.

In conclusion, writing is a productive skill that must be learnt and mastered by the English learners that involve the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, letter formation and soon.

A.I.1.THE ASPECTS OF WRITING

Discussing the aspects of writing skill, there are some important matters that need to be outlined in this discussion. They include 1) micro and macro skill of writing, 2) mechanical components of writing, and 3) cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing orthographic pattern of english, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting

devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

To add Brown's ideas on the micro and macro skills of writing, Spratt et al (2005:16) also state that writing involves several sub skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly.

In summary, the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing.

Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Harmer: 2004). He also states that the previous components are the nuts and bolts of the writing skill.

Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect will center on the discussion of the cohesion and coherence of the writing skill. The two aspects play an important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer

(2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface.

According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Oshima and Hogue (1999:40) state that to be able to have the coherence in writing, a writer needs to focus on the sentence movements. The movement of one sentence to the next sentences must be logically and smoothly delivered. In other words, the sentences must flow smoothly. He then adds four ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

As a summary, the micro and macro skills, the mechanical components and cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

A.1.2.THE RESPONSIBILITY OF TEACHERS IN WRITING

Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. From the previous quotation, we can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

Teachers are expected to realize their importance roles toward students' development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process.

In relation to teacher's roles in the process of writing, Harmer (2004:41) also purposed some tasks that the teachers must perform before, during, and after the process of writing. They are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating. The first task that must be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able

to draw the two features to their attentions. The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writings.

Supporting the students is the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in classroom, especially when the students face difficulties. They must be available and well-prepared to help them solve the difficulties. Thus, the students will be motivated in doing their writings.

Then, the next task is responding to the students' writing works. Responding refers to how the teachers react to the students' writing works. Content and construction are the focus of this task. After looking at the writing works produced by the students, the teachers can give feedbacks or suggestions for the students' improvement in writing. The last task done by the teacher in the process of writing is evaluating the students' works. This task refers to how the teachers will evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing. As conclusion, the teachers are required to be able to perform those tasks in the process of writing. This will enable the students to be better writers, especially when they are hesitant to express the ideas.

To support his previous ideas on the tasks that must be performed by teachers, Harmer (2007:261-262) also mentions some additional information about teacher's roles in the teaching and learning process of writing. They will be explained as follows:

***Motivator**

When the students work on the writing tasks, the teacher must motivate them by creating the nice learning atmosphere, persuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

***Resource**

When the students are doing more extended writing tasks, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students that he/she will be there to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus.

***Feedback provider**

Being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students must be based on what they students need at their level of studies.

As summary, teachers hold important roles toward the students' success in learning writing so they have to be responsible in guiding and facilitating the

students' writing by being good motivators, resource and feedback providers. More points will be highlighted when we deal with the teaching approaches in the coming chapters.

CHAPTER TWO

WRITING DIFFICULTIES RELATED TO TEACHING

Introduction

There is a common agreement that writing is the most complex and difficult skill for it requires a lot of training. Like all learning problems, difficulties in producing a good piece of writing can be devastating to the learners' education, self-esteem, self-confidence, and motivation to write. Many researchers (Harmer, 2007a; Nunan, 1989; Tribble, 1997, Richards & Renandya, 2003, etc.) agreed that writing is the most complex and difficult skill. This difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts, and even the sub-skills that are involved in writing are highly complex.

Hence, in this chapter, we will investigate what hinders students to writing correctly especially at university level. Among an endless number of factors, we will try to sketch a general picture of the motivational factors behind the students' lack of correct writing. And since the teaching/learning process can't take place only with the presence of the teacher and the learner, this chapter will be entirely devoted to speak about the teacher. We will discuss some important issues that concern the teacher's approaches, methods and techniques in teaching writing but also reacting to the students' writing productions.

II.1 Lack of an Appropriate Approach to Teach Writing

The teaching of writing in EFL classes has witnessed important changes in the last twenty years; strongly influenced by research insights from mother tongue contexts, resulting in pedagogic shifts. For many years, the teaching of writing, in any context, was largely ignored, forever tested but seldom taught. Thus, the focus was on what the students produce, not on how to do it. Raimes (1994) stressed the importance of how to teach writing not what to teach and drew attention to the Controlled-to-Free Approach, the Free-Writing Approach, the Paragraph-Pattern Approach, the Communicative Approach, the Grammar Syntax-Organization Approach, etc.

Raimes (1994) agreed that there is no one answer to the question of how to teach writing in EFL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. This may be due to the fact that writing is a process of exploring one's thought and learning from the act of writing itself what these thoughts are.

Writing, to him, includes different features such as content, grammar, mechanics, organization, word choice, purpose, audience, and the writers' process-which are required and necessary in writing any topic such as Linguistic, Literature, Civilization, and others). Accordingly, teachers have developed many approaches to the teaching of writing. Before the 1960s, writing was a neglected skill in the English as a second language (ESL) and EFL. The earliest learning theory was Behaviorism which stressed that language

is primarily spoken, while writing took the second position. It was only after the 1960's, especially in the United States, that writing for academic purposes gained importance and became central to language learning. The main learning theory, in this period time, was Structuralism which stressed the importance of teaching writing. Accordingly, these are the main approaches to teaching writing as reported by Raimes (1994).

II.1.1 Controlled-to-Free Approach

The Audio-lingual Approach dominated ESL and EFL in the 1950's and early 1960's. A focus was put on speech in that it was primarily and writing was only used to reinforce it. Also, the mastery of grammar and syntactic forms occupied a great importance, as stated by Raimes (1994) "speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms" (p.10). Here the students are not creators; they just write grammar exercises "the writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned" (Ieki, 1992, p. 8).

According to Raimes (1994), it is the approach that stresses three features that are : grammar, syntax, and mechanics; it emphasizes accuracy rather than fluency or originality. Finally, it is a sequential approach, i.e., students deal with writing according to the following steps: sentence exercises, paragraphs to copy or manipulate grammatically, and after these students are allowed to write controlled composition with the help of the of the teacher's intervention to

correct the errors. And once the students reach a certain level of proficiency, they are encouraged to write free composition (pp. 10-11).

II.1.2 Free-Writing Approach

In this approach, teachers are expected to stress content and fluency. When the students are engaged in writing, they do not have to worry about form. Once the ideas are on paper, grammatical accuracy, organization and the rest will gradually follow. Concern for audience and content are seen as important in this approach especially where free- writings often revolve around subjects that the students are interested in, and make the basis for other more focused tasks (Raimes, 1994, p. 11). Contrary to the Controlled -to- Free Approach, the role of the teacher is limited to reading the students' productions and sometimes making comments on the expressed ideas. In other words, the piece of writing should not be corrected, but possibly read aloud and the content commented upon.

II.1.3 Paragraph-Pattern Approach

Unlike the previous approaches, the Paragraph-Pattern Approach stresses another feature. It is organization of language rather than accuracy of grammar or fluency of content. The paragraphs, the sentences, the supporting ideas, cohesion, and unity are the most important points that are dealt with. Student's main task is to copy and analyze form of the model paragraphs. And sometimes, they imitate model passages. Moreover, students can be given scrambled sentences to be ordered into a coherent paragraph, to identify general statements,

to find out the topic sentence, or they insert or delete sentences (Raimes, 1994, p. 12). It is worth noting that first and second year students at university of Batna deal with this type of exercises.

II.1.4 Grammar-Syntax-Organization Approach

Under this approach, teachers stress the need to work on more than one feature. According to Raimes (1994), “writing cannot be seen as composed of separate skills which are learned one by one” (p.13). This means that students should pay attention to, simultaneously, organization and at the same time work on grammar and syntax which are necessary to carry out the writing tasks.

II.1.5 Communicative Approach

The main concerns of this approach when producing a piece of writing are its purpose and audience. Thus, students are encouraged to ask themselves two main questions: Why am I writing this? And who will read it? So, the purpose, i.e., the communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case, and so on (Harris, 1993, p.18). In this approach, students are encouraged to behave like writers in real life which means that teachers must devise situations that permit them to write purposefully. In other words, students can write to each other in the classroom or use writing in role play situations.

II.1.6 Product Approach

This point explores the product approach to writing succinctly given the small amount of information and attention it receives for being form-based. It is also compared to the process approach. So, we shall mention some characteristics of this process to highlight features of the product approach.

Generally speaking, the product approach to writing focuses on the end product. A particular feature of this approach is its attention to correctness. As it is reported by Nunan (1989, p. 36) "the teacher who adopts a product- approach makes sure that the end product is grammatically correct". McDonough and Shaw (1993, p. 43) argued that it is a traditional way to teach writing whose focuses are on accuracy and consolidation of grammar. Moreover, the teacher becomes a judge of the finished product. Tribble (1997, pp. 20-22) also said that "teachers see errors as something that they must correct and eliminate given the importance accurate language has". In fact, for some teachers, the most important is a readable accurate piece of writing since language competence is the aim of this approach. Moreover, learners are given writing models to construct sentences, develop paragraphs, and sentences out of these models.

Nevertheless, Zamel (1992, p. 32) stated that learning by imitating was thought to be appropriate at the sentence level, where the structure is somehow relevant. However, in a certain way, imitation does not match with the recent view of language and learning at the discourse level. Thus, it is this mismatch between both levels that gives rise to the process of composing as well as the

realization that the final product is not produced at the first attempt, but after a long process and some drafts.

Attempts to understand the process underlying the production of a piece of writing led to the process approach. This latter makes teaching writing more explicit given the stages writers go through which help them communicate their ideas more effectively. The Product approach sees writing as strictly a solitary activity especially during exams. In this respect, (Zamel, 1992, p. 74) claimed that "students get very few opportunities to write, and when they do so there is still a tendency to look at texts as final products for evaluation". Therefore, this might make learners think that the purpose of writing is for evaluation rather than for communication.

According to Richards (1992, as cited in Sadek, 2007, p. 231), "the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts". Accordingly, the main features of this approach are:

- Learners have specific writing needs, either for institutional writing or personal writing.
- The goals of a writing program are to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational, institutional, and/or personal contexts. The writing program will focus on the patterns and forms used in different kinds of written text (e.g., differences between descriptive, narrative, expository, and persuasive writing, formats need

to present information in an essay or report; different ways of organizing information in paragraphs).

- The grammatical patterns and grammatical rules used in different kinds of texts are presented in model composition, which are constructed to display the rules that learners should use in their own writing.
 - Correct sentence structure is the main aspect of writing, grammatical skill receives considerable emphasis.
 - Errors in writing are avoided by providing learners with models to follow by guiding and controlling what learners write to prevent them from making errors.
- Thus the primary emphasis is on providing practice in different kinds of texts.

Compared to the other approaches, Broughely (1997, p. 130) concluded that the product approach is also known as a “prose model approach” when used for teaching the composition skill to native and non-native learners. This is based on the strategy of read, analyze, and write.

Furthermore, the overall emphasis of this approach, regardless of who are the learners, “is on the form of the final product that the students produce rather than on the process of writing” (Sadek, 2007, p.232). In sum, the main goal of the product approach to writing is accuracy rather than communication. As it is pointed out by (Sadek, 2007, p. 232):

The product approach concentrates on ends rather than on means, on the form and structure of writing rather than on how writers create writing which has form and structure. This means that the processes of good writers are

ignored.

That is why a new approach to teaching writing has emerged. This approach deals with those processes rather than the product itself. What this approach is about and what are those processes will be explored widely in the next point.

II.1.7 Process Approach

As we have previously seen, writing has been associated with accuracy and traditional teaching, i.e., teachers ask students to write for language improvement and consolidation of grammar items then, the final product serves only for correcting aspects of the language. Nonetheless, more recent approaches to writing have stressed that learning to write does not involve asking learners something on a given topic without a purpose and audience in mind. Learning to write is a process which entails a series of steps writers go through to arrive at the final product. More specifically, the process approach has emerged as a reaction against the product approach where Silva (1993, as cited in Sadek, 2007, p. 232) pointed out that “this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process”.

Thus, teachers’ role is to help students to develop viable strategies for getting started. Those strategies are “Finding the topics, generating ideas and information, focusing, and planning structure and procedure” (Silva, 1993, as

cited in Sadek, 2007, p. 232). This means that teachers should become facilitators rather than assessors helping students to develop those strategies mentioned above with easiness. For instance: drafting means writing several multiple drafts, revising means adding, deleting, modifying and rearranging ideas, and editing means looking at vocabulary, sentence structure, grammar, and mechanics.

On the other hand, by collaborative we mean getting learners to interact with each other mainly for feedback as we stressed above so that writing is not seen as a solitary or isolated activity as it was usually thought of, but a more creative and dynamic one.

In fact, the teacher's goal is to present writing as a stimulating process (White&Arndt, 1991). Hedge (2000, p. 302) saw this approach as follows:

The process view of writing sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and process which are neither easy nor spontaneous for many L2 writers.

Among the characteristics of viewing writing as process, Grabe and Kaplan (1996, p. 48) stated that the process approach encourages learners to:

1. Write on relevant topics or topic learners find interesting rather than having the teacher assigning the topic.

2. Plan their writing having a purpose in mind and a context to base the written text on rather than write freely without having anything to say.
3. Be creative and imaginative using pre-writing activities, different drafts and feedback rather than immediately putting pen to paper without previous planning and revision
4. Get feedback from real audience either from peers, small groups or the teacher through formative evaluation.
5. Focus on content and personal expression rather than the final copy, grammar and usage.
6. Look at writing as recursive rather than a linear process since repetition of activities and steps are relevant and necessary.
7. Be aware of the writing process and the issues relevant to it such as audience, planning, etc., rather than teach students to write without a suitable method.

Accordingly, the process approach is usually considered as a positive innovation which enables both teachers and students to interact more meaningfully with a purpose in mind when writing, i.e., why write? And to whom we write?

Moreover, it is important to make students aware of how to get started by encouraging them to start think and produce ideas. Also, allowing time for the process is essential as well as feedback so that students can discover new ideas, sentences, words, etc. as they plan and work through the initial drafts. This shows that process writing is a way of creating, discovering, and extending meaning (Tsui,1996,p.15).

Furthermore, another characteristic of using the process approach in writing is what is noted by Silva (1993, as cited in Sadek, 2007, p. 233) 'The process approach is seen as non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning'. Although the process approach has been generally well and widely received, it is not without its critics especially in the late 1980's by many researchers such as Furneaux, (1999); Grabe and Kaplan, (1996); (Horowitz, 1986; Krapels, 1993, as cited in Sadek, 2007, p.140), etc.

The first criticism is that, as we've said, the process approach is recursive, i.e., not a linear process but a complicated task which goes through different stages.

The writer must follow a sequence of the writing steps; he can move between them. In other words, a good writer goes backwards and forwards at whatever stage in composing a text in order to make changes either about style, content, or how to appropriately address his/ her audience. But there are process models which are linear and do not match what successful writers usually do. At this point, it is worth mentioning that teachers must encourage learners to revisit the stages of this approach before the final product.

Another criticism made by Horowitz (1986, as cited in Sadek, 2007, p. 143) who is critical of process-oriented approach to teaching writing, stating that "a process-oriented approach gives students a false impression of how university writing will be evaluated outside of the language classroom". He meant that the

process approach over emphasizes the individual psychological functioning and neglects the socio-cultural context. He goes on to claim that writing multiple drafts will not lead to the ability to write in-class examination essays quickly and fluently and that this approach does not teach a variety of types of formal writing necessary in an academic setting (reports, annotated bibliographies, etc.).

According to him, the inductive approach of process writing is suitable only to some writers and for some purposes; some students are better motivated to write by external motivators (such as grades) than internal motivators.

Critics also question whether the process approach realistically prepares students for academic work which is the most essential for them especially during exams. Accordingly, Kraples (1993, as cited in Sadek, 2007, p. 234) stated that ‘the process approach creates a classroom situation that bears little resemblance to the situation in which students writing will eventually be exercised’. He goes on to suggest that “a process orientation ignores certain types of important academic writing tasks particularly essay exams” (p. 234). In other words, the process approach does not teach learners how to write examination essays, i.e., it looks inappropriate at the university level. Yet, it might be that at this level the process approach does not work. Moreover, he sees that the two basic tenets of the process approach which are “content determines form” and "good writing is involved writing" do not necessarily hold true in many academic contexts.

There are; however, other criticisms as Grabe and Kaplan (1996, p. 45) who state that one of the first critiques appeared in the 1980's claiming that the process approach lacked a theoretical foundation due to its recent introduction at that time.

Nonetheless, throughout time, it has developed considerably and offers an extensive review of the evaluation of process approaches. When coming to evaluation, teachers usually judge just the product at hand; this is the case at the university level where students are judged only about the final product in the written expression module. As it is pointed out by Furneaux (1999, p. 60) who claimed that 'writing is ultimately judged by content, not process, teaching students to express their ideas is important, but an exclusive focus on this could lead to writer-based texts which might actually be inappropriate or wrong'.

In short, all of the approaches mentioned above overlap, that is, we will seldom find a classroom where a teacher is devoted to one approach as to excluding all others. A teacher using a communicative or a process approach will still use techniques drawn from other approaches as the students need them. It means that, there is no one way to teach writing, but many ways. But the teacher's main task is to select which approach(es) fulfills students' needs and then which techniques that support such approach. So far, we have considered some general issues of the process approach which consists of successive stages that lead to the final written production. These stages will be widely explored hereafter.

Previously, we have concluded that writing is a process. This process is too complex and consists of a number of operations going on simultaneously. These operations or stages allow writers to get to the end product more successfully.

Tribble (1997) claimed that “learners who move on into composing immediately are likely to produce badly when writing” (p. 55). These different descriptions of the process outlined by several authors; some of them consist of various steps while other are summarized into smaller units; however, as he said, they share the same elements. Thus, we’ll see these stages according to Harmer, (2007a); Hedge,(2000); Krashen (1984, as cited in Richards &Renandya, 2003, p. 315); Richards (1992, as cited in Sadek, 2007, p. 200); Tribble, (1997);White and Arndt, (1991); etc. Also, we will shed light briefly on these stages for our purpose is to investigate the major problems that lead to poor writing productions among third year students. Most writers and students, spend a lot of time thinking before they write and then work through a series of operations while they are composing. The final product is often the result of several careful revisions. It takes patience as well as skill to write well. Thus, the use of the process approach in writing by students should follow the different stages of this process. These stages are summarized in Table 1:

Krashen (1984, as cited in Richards & Renandya, 2003, p. 315)	White and Arndt (1991, p. 5)	Richards (1992, as cited in Sadek, 2007, p. 232)	Tribble (1997, p. 39)
1-Planning (prewriting) 2-Drafting (writing) 3-Revising (redrafting) 4-Editing	1-Drafting 2-Structuring 3-Reviewing 4-Focusing 5-Evaluating 6-Generating	1-Rehearsing (prewriting) 2-Drafting 3-Revising	1-Prewriting 2-Composing (Drafting) 3-Revising 4-Editing 5-Publishing
Hedge (2000, pp. 302-330)	Blanchard and Root (200, p.1)		Harmer (2007a, p. 6)
1-Composing 2-Communicating 3-Improving	1-Prewriting 2-Wring 3-Revising and Editing		1--Planning 2-Drafting 3-Editing 4-Final draft

Table 1: Stages of the Process Writing "Different Models"

According to Table 1, we can say that the stages of the process approach can be looked at from different points of view. These steps or stages of the writing process are between 3 stages (Richards, 1992, as cited in Sadek, 2007, p. 200)), and 6 stages (White & Arndt, 1991). Krashen's (1984, as cited, in Richards & Renandya, 2003, p.315) point of view is that the process of writing as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. As depicted earlier, the stages are neither sequential nor orderly. In fact, he suggested that many good writers employ a recursive (non-linear) approach. Writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages.

He goes on to suggest that, in addition to these four basic stages

mentioned above, there are three other stages which are externally imposed on the students by the teacher, namely responding, sharing, evaluating, and post writing. Process writing in the classroom is highly structured and organized as it requires the orderly teaching of the process skill, and thus, it may not give way to a free variation of writing stages mentioned earlier. Teachers often plan appropriate classroom activities that support learning specific writing skills at every stage. According to him, planning or pre-writing encourages and stimulates students for getting started to write. It includes brainstorming and clustering. Then it comes to the drafting stage where the focus is on the fluency of writing not on the grammatical accuracy or the neatness of the draft.

Another sub-stage is responding. It intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts then, comes the revising stage. When students revise, they review their written productions on the basis of the responding stage. It is not only checking for language errors (editing). At this stage editing, which is the fourth basic stage and includes evaluation, the teacher edits grammar, spelling, punctuation, diction, sentence structure, etc.

Finally, post-writing as an external stage which is imposed by the teacher like responding and evaluation, it is a platform for recognizing students work as important or worthwhile, and it may be used as a motivation for writing and hedge against students excuses for not writing (Krashen, 1984,pp.17-18, as cited in Richards & Renandya, 2003, p. 315).

Unlike Krashen (1984, as cited, in Richards & Renandya, 2003, p. 315) , White and Arndt (1991, p. 5) stressed that “ writing is re-writing that revision-seeing with news eyes-has a central role to play in act of creating text ".They share the same feature of Krashen’s model which is an interrelated set of recursive stages that includes: drafting, structuring , reviewing , focusing , evaluating and generating ideas.

They pay attention to the topic, the purpose, and audience which are the main effective elements in writing. According to them, the first stage in writing includes brainstorming technique which is similar to Hedge’s (2000). In this respect, they claimed “brainstorming should be free-wheeling, unstructured, and non-judgmental” (White & Arndt, 1991, p.8). This technique can be done by different interaction patterns: pair work, group work or the whole class, but they emphasize that group-work works better when brainstorming is applied, i.e., the more students participate, the more ideas flow. They added other techniques which are note-making and mind-mapping. For them, drafting is the moment when writers move from pre-writing to writing a first draft. They go on to claim that relevant to drafting is the process of revising and writing until a good product is produced.

When writing a paragraph, they claim, writers must think how to appeal to their readers from the beginning and how to continue doing so, as they go through to the text leading them to the conclusion which is usually related to the beginning and give the text a sense of completion. The reason behind doing so is

to encourage learners to organize a text the best possible way. And they emphasized on what we call self-correction (p. 258).

However, Richards (1992, as cited in Sadek, 2007, p. 232) distinguished three main stages in using the process approach. According to him, these stages are the following: «Rehearsing, drafting, and revising". By rehearsing, he meant pre-writing where students try to find the topic itself; then, ideas about it. After that they let those ideas to interact, develop, and organize themselves. He didn't neglect the main elements of writing which are the subject (topic), the purpose, and the audience. Then it comes to the drafting stage where students transform those ideas into graphic symbols, of course, on paper in rough form, but he doesn't mention how many drafts to reach the revising stage. This latter includes evaluation of what was written by deleting, adding, or substituting as necessary to help the writer say what he intends to say Richards (1991, as cited in Sadek, 2007, pp. 232-233).

Tribble (1997, p. 39) sketched a more structured process which includes: pre-writing, drafting, revising, editing, and publishing. What is important is that he emphasized on a recursive way “we loop backwards and forwards between the various stages”. That is, writers (students) may feel the need to go back to a pre-writing phase and think again. Most importantly, he emphasized on the three elements of writing (the topic, the purpose, and the audience).

Hedge (2000, p. 322) also proposed four main stages in using the process approach (Composing, Communicating, Crafting, and Improving). In addition to

paying a special attention to purpose and audience, she claimed that the first thing to consider is purpose which is a worthy element to look at for it will have an impact on the organization and language chosen when drafting. Then, audience, as Hedge argued, makes writers choose the most suitable things to say, the styles such as formal/informal, etc. That is to say, having a sense of purpose and audience at the very beginning may give writers a better insight on the content of the texts.

Composing, as the first stage, includes brainstorming which is similar to White and Arndt (1991), and Krashen (1984, as cited in Richards & Renandya, 2003, p. 330). Also, she added another technique which is mind-mapping or note-making which is similar to White and Arndt's (1991). Also, she looked at communicating as the audience themselves.

Hedge (2000, p. 333) had less interest in "Focusing and Structuring" than White and Arndt, (1991). Hedge (2000) gave more attention to communicating than composing, i.e., more emphasis to audience. She contended that in everyday life people have different purposes to write social, academic, professional, etc., and obviously, there's a person to whom they address their writing.

Hence, communicating allows students to address their written texts to real audiences, e.g, teacher, classmate, and friends. To this end, teachers must help students to become aware of their audience, i.e., before starting, they must answer these questions:

1. Who is my reader?
2. What do I need to say?
3. How can I make it unambiguous and accessible to my reader? (Hedge, 2000, p.303)

Concerning crafting, she said that "Crafting is the way in which a writer puts together the pieces of the text developing ideas through sentences and paragraphs within an overall structure" (Hedge, 2000, p.315). Putting ideas together in a text is not an easy task and successful crafting requires analyzing the finished products.

Within the improving stage, she described two activities: redrafting and editing.

The former deals with evaluating, rethinking, and rewriting parts in the text. The latter involves checking grammar, punctuation, and spelling.

According to Blanchard and Root (2003), the writing process involves three main stages: pre-writing, writing, revising and editing. They also emphasized what they called "SPA" which stands for subject, purpose, and audience. They argued that pre-writing is the hardest part of writing when getting started for many people.

They go on to claim "pre-writing is a way to warm up your brain, just as you warm up your car's engine before you drive" (p.11). This stage includes generating ideas, brainstorming (which is a quick way to generating a lot of

ideas on a subject), clustering (a visual way to generating ideas), and free-writing which is a helpful technique to writing as much as we can write without worrying about mistakes.

Then, planning, i.e., making a simple outline of the ideas generated from pre-writing, this helps us organize our thoughts as we plan our paragraph.

The second stage is “writing” which deals with paragraph writing, i.e., using the ideas generated in the pre-writing stage as a guide, with respect to the main parts of a paragraph (topic sentence, supporting sentences, and concluding sentences). The last step is revising and editing. Revising is a very important part in the writing process. They described the word revision as the combination of the root word vision and the prefix re- which means “again”, i.e., when we revise, we see again.

Similar to the previous models of the writing process, Harmer (2007) suggested four main basic operations/stages for the writing stage which are presented in the following way: “planning → drafting → editing → final draft.” According to him, when planning writers must pay attention to three main issues: the purpose of writing, the audience to whom they write, and the content structure, i.e., how to organize ideas and arguments in a best sequence. By doing so, the writer will be ready to start with the first stage where he must decide about what he is going to say Harmer(2007b)distinguished three main categories of writers: Those who make detailed notes, others see that a few jotted words may be enough, while the second category sees that it is needless to

use those notes since their planning is in their heads such as planning a shopping list. By drafting, as a second stage he suggested that it is the first version of a piece of writing; he stressed also that the writer should write a number of drafts till he reaches the editing stage. At this latter stage, the writer reads and tries to see what works, what is not clear, and what is ambiguous or confusing, then checking spelling and grammar. Once editing and making the necessary changes, the writer produces the final version (draft), and becomes ready to send the written text to its intended audience.

However, Harmer (2007b) claimed that this is not completely satisfactory. This is due to two main reasons ‘it tells us little about how much weight is given to each stage . . . the process of writing is linear, it misrepresents the way in which the majority of writers produce written texts’ Harmer, 2007b, p.5).

This means that, he is against the linear process, rather he is for a non-linear or recursive where the writer can plan, draft, edit, and then often re-plan, re-draft, and re-edit for many times. Accordingly, he claimed that we need to represent these aspects of writing in a different way. That is why he proposed the “process wheel” which clearly shows the various ways/directions that writers can take either travelling backwards or forwards around the rim or going up, and down the wheels spokes. Only when the final version is really ready then it can be said that the process reached its culmination.

The process described above can work with different types of writing such as e-mails, texting our friends, writing shopping lists, providing compositions

for English teachers, or writing a doctoral thesis. Finally, how much attention we should give to the different stages of the process will largely depend on the three main issues of writing (purpose, audience, and content structure). This process wheel is presented in Figure 1:

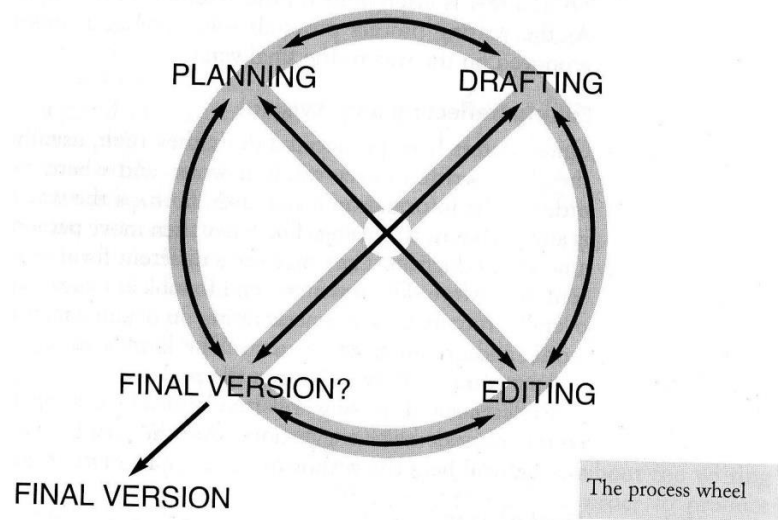


Figure 1: Harmer’s Process Writing Model (Harmer, 2007)

In short, we have visited different views concerning the stages of the process approach, and we come to one conclusion: All the authors mentioned above nearly share the same ideas. They argued that even if the stages are different in number, they must be non-linear, i.e., recursive. And a good writer is the one who can travel, forwards, and backwards at whatever stage in composing a text. Furthermore, the common agreement between them is that the writer must pay attention to three main elements (issues) before starting composing which are : subject , purpose ,and audience. But Harmer (2007) had

his own perspective where he suggests the purpose, the audience, and the content structure.

After choosing the best approach that helps our students improve their writing, the teacher's next task is to select the best techniques and this is the concern of the following section.

II.2 Lack of Adequate Techniques to Teach Writing

Teachers' main task is choosing the best classroom technique. This latter is a day-to-day business of every writing teacher. Any decision teachers make—such as providing students with a first sentence or not, or correcting all errors or only selecting a few—is a decision about teaching techniques. Selecting these techniques depend on their suitability with class, students' levels, and the approach underlying the curriculum and teaching. These issues are not confined to any one of the approaches outlined before. Accordingly, Raimes (1994, pp.15-30) proposed seven basic questions that must be asked by any teacher before class namely:

1. “How can writing help my students learn their second or foreign language?”
2. How can I find enough topics?
3. How can I help to make the subject matter meaningful?
4. Who will read what my students write?
5. How are the students going to work together in the classroom?
6. How much time should I give my students for their writing?
7. What do I do about errors?”

In addition, he proposed different techniques that have proven successful in the classroom among them:

II.2.1 Using Pictures Techniques

Pictures can be a valuable resource that provides a shared experience for students in class, a common base that leads to a variety of language activities.

Using pictures, all students after close observation of the material, will immediately need the appropriate vocabulary, idiom, sentence structure, words choice, etc. to discuss and translate what they see into graphic symbols. Also they provide for the use of a common vocabulary and common language forms.

In addition, a picture can be used only for another task, also as ranging from fairly mechanic all controlled compositions, sentence commissioning exercises, sequencing of sentences to write dialogs, letters, reports, and essays. Finally, pictures use, in the classroom, stimulates students' attention and also create a concrete real world in the classroom. So, it is a valuable resource as claimed by Raimes (1994, pp. 31-32):

- 1.a shared experience in the classroom,
2. a need for common language forms to use in the classroom,
3. a variety of tasks, and
4. a focus of interest for students.

II.2.2 Using Reading Techniques

Teachers must be aware that reading can be a useful tool to improve their students' poor writing. Hence, a short story, a newspaper, a letter, or a piece of student's writing can work the same way as a picture to provide shared content in the classroom. Reading can also create an information gap that paves the way to different communicative activities. When a teacher encourages his/her students to read, they engage with the new language and culture, new vocabulary, new ideas, and so on. In the same vein, Raimes (1994) reported "the more our students and the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of the native speakers of the language" (p.36). This technique includes many activities which fall into two broad categories:

Students can work either with "the text" or "from the text". The former means that the students copy the writer's choice of specific linguistic and logical features such as cohesion links, punctuation, grammar, sentence arrangement, and organization. While the latter, from the text, means the students create a text of their own by summarizing, completing, speculating, or reacting. Finally, this technique can help solve student's problems of writing if it is frequently used by the teacher.

II.3 Teachers as a Source of Demotivation

When asking learners about the teachers they prefer studying with, they immediately point to "X" or "Y" teachers but not to "Z"; the reason is that they learn quickly and understandably with some and feel bored with others. This is a fact and no teacher teaches in the same way under the same conditions.

However, teachers can be demotivating when they do not enhance learning and incite learners to write confidently preferring to scorn them for having made mistakes, repeat the same activities over and over, do not encourage them to write in the classroom or outside it. In other words, motivated teachers can produce motivated learners.

Accordingly, the teachers have a number of crucial tasks to perform to help the students become better writers. Harmer (2007b) stated that "the main task of the teacher is to motivate and provoke the students" (p.41). In other words, students writers often find themselves "lost for words" especially when dealing with creative writing. Here the teacher's role is to provoke the students to have ideas, motivating them with the value of the task, etc. Sometimes, teachers can help the students by worth words they need to start in writing.

In this respect, Harmer (2007b, p. 42) added another issue which is closely allied to the teacher's role as motivator and provoker is that of supporting. This means that students still need a lot of help and reassurance once they get going. Teachers must be extremely supportive when students engage in writing, by helping them overcome difficulties.

II.4 Lack of Teacher's Corrective Feedback and Reinforcement

Previously, we have said that teachers should intervene by motivating, provoking, supporting, and even suggesting or advising students, in addition to reacting, responding, and correcting. What is shared between these last three concepts is that, each of them needs a "feedback" that reinforces students to do better. It is reported in (Language teaching and applied linguistics, 2002) that feedback is very important in the teaching a foreign language; in teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons". (p.199)

Moreover, O'Hagan (1997, as cited in Graham &Perin, 2007, p. 30) argued that the common practice of giving grades to students for their writing is counter- productive. O'Hagan's (1997, as cited in Graham &Perin, 2007, p. 33) ERIC search of over 1,500 journal articles, since 1963, on grading writing, only a handful attempted to defend the use of traditional grading practices. Many students find this type of feedback demotivating because of its emphasis on performance in relation to others. And this creates a kind of discrimination among those who always work and those who always participate. This can lead students to be more concerned with failure and avoidance rather than being motivated to master the writing skill. According to Harmer (2007b, pp.108-113),

teachers' reaction to their students' work can be done in two ways: "correcting" and "responding".

By "correcting", we mean correcting mistakes of a student's written performance on issues such as syntax, grammar, collocation, etc. When teachers' intervention is designed to help students edit and move to another new draft, responding is more appropriate than correcting. This means that our task, as teachers, is not to say what wrong or right, but to ask questions, make suggestions, and indicate where the student could improve his writing either in the content or in the manner of his expression. This type of feedback will improve the students' level and they can take advantage of such help.

This way of reaction to students' work, makes the teacher seen as an evaluator. Students are generally very interesting in numerical grades, but it is worth understanding where their weaknesses and strengths lie. Hence, teachers should "write at least a brief comment on their work where we mention task achievement" (Harmer, 2007a, p. 50). These comments are motivating for the students if they are positive, i.e., the students will revise again their work and try harder in future. In some cases, the overuse of red ink will frustrate students. As it is pointed by Harmer (2007a) that "most students find it very disporting if they get a piece of written work back and it is covered in red ink, underlining, and crossing-out" (p. 84). This means that the teacher's over-correction is a problem that hinders student's writing. Even if some pieces of writing are completely full of mistakes, over correction can have a very demotivating effect. Thus, the

teacher has to achieve and make a sort of balance between being accurate and truthful and treating students sensitively and sympathetically.

Accordingly, to avoid all these troubles, Harmer (2007b) suggested an appropriate and useful ways of correcting students' work, which he called "selective correction". In other words, the teachers do not have to correct everything, i.e., they should tell their students that they are going to only correct, for example, mistakes of punctuation, tenses, spelling, paragraph organization, etc.

This way can guide students to concentrate on that particular aspect of writing, and it cuts down on the correction; all this depends on the teacher himself. Also, the other way is the use of written symbols (see Appendix 08) in order to avoid an overabundance of red ink. This will encourage students to think about the mistakes to correct them themselves (pp. 110-111).

In fact, our second year students write to get good marks in the exams and not for the sake of writing itself. For them writing is useful only if it brings good marks. However, it is worth mentioning that in addition to giving marks, teachers should write comments at the end of a piece of writing which will reinforce them to work hard to reach a certain writing level. When writing comments, teachers should use the ones that praise, motivate, and encourage the students.

Otherwise, students will despise writing because of the frustration they feel when they see only negative marks. The question that must be asked then is

“does the teacher able to write comments, even short ones, to the all his/her students? In this case, with out-numbered classes, we believe that the teacher cannot do the job perfectly either in teaching the writing skill or evaluating it.

Harmer (2006b, p. 84) that “correcting is important, but it can be time consuming and frustrating . . . correction is worth less if students just put their corrected writing away and never look at it again.” That is, teachers should be aware that their students understand their problems committed in writing and then rewrite their pieces of writing again correctly since it is the main aim of that correction. He goes on to claim that:

‘In big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive immediate attention . . .’, but despite this there are things which teachers can do such as the use of worksheets and the use of pair work and group work.

(Harmer, 2006b, p.128)

Black and William (1998, as cited in Mc Arthur, et al., 2008, p. 6) argued strongly that teachers need to give feedback that gives each student a specific guidance on strengths and weaknesses. The implication for teachers of writing is that they must use feedback alongside challenging goals. In other words, receiving no feedback is a frustrating experience for learners preparing a final exam.

Thus, students need to know how effective their writing is as they long for improvement. There is no reason, then to expect corrections only from the

teachers; why not to expect it from other classmates? And the insights they provide can often be very valuable. To be frank, our learners are not mature enough to accept corrections from their peers. They are just looking at teachers who are troubled with crowded classes to whom offer them the right feedback.

II.5 Teachers' Responses to Students' Writing Productions

As we have said previously, teachers' reaction to students' writing productions can be done by correcting and evaluating issues of grammar and lexis rather than issues of text design and content. All this can be done when correcting exams' papers or student's assignments, as homework; even our students are accustomed with this type of feedback. In this respect, Harmer (2007b, p.112) claimed that "many students value this kind of correction extremely highly and feel uncomfortable when other kinds of feedbacks are offered". However, this type of reaction is done only during exams; it is not sufficient to enhance and improve students' level in the writing skill. Therefore, the question which deserves to be asked is the following, what about the rest of the year since exams are just for specific time?

Therefore, to remedy students' poor achievement in writing, it is preferable for teachers to react by responding to written work as guiders, facilitators, or assistants than evaluators or judges. When responding to students' work, it means that the teachers react, to the content and the way the piece of writing is constructed, supportively by giving suggestions, asking questions, etc. and not grading the work or judging it as a finished product. Moreover, the

teacher tells the students how well they are going so far; by making comments concerning the correct use of language and suggesting other ways to improve writing. In this respect, Raimes (1994) suggested that “responding to student’s writing is very much a part of the process of teaching writing” (p.139).

Responding to students’ work is not that easy task, i.e., the teacher should know and practice the different ways that are used. Accordingly, Harmer (2007b) suggested many ways to do this task, initiating on responding to “work-in-progress”. It means that when students are engaged in writing, teachers should visit and speak to students about their writing by asking many questions such as “what a certain sentence means?”, or “why they have started in this particular way?”, or they give them some suggestions. What is important in work-in-progress, is that teachers have to think carefully about the way they give advice or suggestions, and remain as neutral as possible. By doing so, students will tremendously benefit from this individual attention from the teachers, but still teachers should approach this task with great sensitivity.

However, this way of responding does not work with all students. In other words, there are some students who do not appreciate a teacher’s intervention especially in writing. This means that, the teacher should be aware about these special cases and treat them positively. Also, responding to students’ work can be done by writing comments, after handing the draft to the teacher. In such circumstances, the teacher should write comments that encourage, foster, and motivate the students to carry on their writing.

Leki (1997, pp. 57-68) addressed the issue of how teachers should respond to students' writings by first raising questions about the way writing is taught to second language learners. Are the goals for second language students' primarily grammatical accuracy or global comprehensibility? Do teachers expect students to take risks in order to express themselves or develop a sense of style, or do they stress linguistic control?

How instructors define these goals will determine, to a great extent, how they respond to students' writings. Another factor is the teacher's varied roles as audience (reader), coach, and evaluator. Furthermore, teachers' comments have depressingly little impact on students' writings. It appears that what is most helpful is that the teachers' comment on writing while it is in progress or during a sequence of assignments that are all related to an on-going project. Teachers often have difficulty when they attempt to respond to the content of students' where giving impression that are appropriating the student's text. Many teachers find it difficult to separate their roles as evaluator from that of coach. Leki (1997) concluded that although we have some ideas of what types of responses are helpful in improving students' writings, more research needs to be done.

In short, reacting, correcting and responding to students' writing productions are appropriate and effective ways which will minimize and encourage students to improve their writing. Also, feedback, whatever type is, is a useful tool in addition to grading students' works, but if it is positive one. All

this is concerned the teacher who is, we believe, one potential source behind students' poor writing.

After having investigated some important aspects that are linked to the teacher as a potential source behind students' poor performances in writing; it is convenient to say that our teachers should be aware about all these aspects by applying them adequately. Concerning the teaching approaches and techniques, teacher should be selective when teaching the writing skill, i.e., choose what is positive from each approach and technique and reject what is negative, this selection is called "eclecticism", taking into consideration the students' needs, levels, the working conditions, etc. As far as motivation is concerned, it is not bounded only to students; rather teachers can be also a potential source that may demotivate the students. Hence, they must be extremely supportive by inciting the students to write confidently without any fear or hesitation. Moreover, giving feedback-comments can be an effective tool to help improve students' levels of writing. It is provided in different types (reacting, correcting; and responding).

CHAPTER THREE

WRITING DIFFICULTIES RELATED TO LEARNERS

INTRODUCTION

The ability to write well is not a naturally acquired skill; it is usually learned. It must be practiced and learned through experience. This means that, taking time over writing and doing a lot of reading are absolutely essential part of writing. Learners fail to appreciate writing as a skill, i.e., how to be a skillful writer or how to write a correct paragraph /essay. They write the way they speak. Thus, learners really faced many problems in expressing themselves systematically and logically, either in the mother tongue or foreign language. Accordingly, this chapter is completely devoted to the factors that hinder the learner to write correctly, including lack of motivation, lack of reading, and the influence of the first language on writing

III.1 Lack of Motivation to Write

It is accepted in most fields of learning that motivation is essential to success and achievement. Accordingly, Harmer (2006) stressed this point and claimed that:

‘People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that ‘the motivation that students bring to class is the biggest simple factor affecting their success’ (Harmer, 2006).

This means clearly that motivation is strongly related to achievement, and learners' motivation makes the mission easier and more pleasant for both teachers and learners. In our case, motivation makes writing pleasant and enjoyable. Byrne (1991) argues that writing difficulties are linked to three categories of problems: psychological, linguistic, and cognitive.

The interest in the psychological conceptualization of motivation to write has developed recently; it has started officially at the end of the 1970s, According to Boscolo and Hidi (2008, p. 7), "there are two questions that language skill teachers frequently pose to writing. First, why are students so often not motivated to write? Second, how can their motivation to write be increased?"

Harmer (2006) states that there are many hidden forces which demotivate them to achieve certain writing level. Fear of failure which means the fear of not achieving our goals or value in some context specifically in the context of competence or efficacy. It is also closely related to the fear of rejection. The source of this fear of failure among the majority of our students is that they are afraid of making mistakes. They feel weak and never recover the state of protections, so they become haunted by failure. Consequently, they are paralyzed and don't attempt their chances for adventure. Learners do write because they see their friends write or maybe they are under the influence of their teachers. But when they write, they are prompted by uncertainty; they feel doubtful about what they write. Moreover, some students avoid showing their

writing; they intentionally hide their weaknesses and often do not finish on purpose because they are utterly pessimistic and feel a beforehand failure. The idea of failure should not be let to creep in the learners' consciousness, yet we cannot get-rid of it.

The main role of a teacher is therefore to enhance, to encourage the students to write by making writing stimulating and enjoyable as it is reported by Dornyei (2005) who claims that "It is one thing to initially whet the student's appetite with appropriate motivational techniques" (p. 80). In other words, the teacher should be selective in choosing or exposing the students to attractive topics and determines the objective of writing such topics. Moreover, students feel relaxed when expressing their thought, ideas, etc., in writing; however, they find great difficulties in writing in English. They need to feel relaxed; according to Byrne (1991), "some learners feel secure if they are allowed to write . . . for such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed"(p. 10).

Furthermore, anxiety can cause chronic worry and negative thoughts that distract students from doing their best. However; this feeling can also result in a number of additional negative consequences. For example, when anxiety is directed inward, it causes self-doubt and hesitation that keeps students writing with less confidence and effectively. Harmer (2006a, p. 55) considered writing anxieties very dangerous in the sense that it can result in a negative attitude towards writing.

He goes on to discuss the causes of students' fear of writing, in a detailed way. First, he mentioned lack of practice even in the mother tongue. Second, having nothing to say can also be an obstacle to students. Finally, some people are simply not interested in the writing activity. He claimed that teachers should develop self-confidence in their students through building the "writing habit" In short, students regard writing as a risky adventure whose results can be anticipated. Learners' phobia grows from the fear of being corrected; they fall into the trap of pleasing the teachers, satisfying the mates and the self and confronting the fear to learn and improve their writing level and ameliorate their low achievements Boscolo and Hidi (2008, p.9). In addition to this factor, students suffer from another important cause that hinders their abilities to achieve satisfaction. This will be discussed in the next section.

III.2 Lack of Reading

As mentioned earlier, reading is a useful tool to improve students writing for it is the study of what is written. Some reports by Krachen (1984, as cited in Harmer 2006b, p. 224) compared classes that did more reading than writing allowing the conclusion that the reading group showed more progress than the writing ones in the writing test. That is, even if the two skills are separated, for reading is a passive activity while writing is a productive one, they are nonetheless complementary and can be closely developed. Byrne (1991) argued "reading, of course, can be the goal in itself and in any case is likely to be a

more important one than writing, but the two Skills can and should be developed in close collaboration”. (p.22)

In this respect, many surveys are done to confirm the existence of the relationship between reading and writing. The findings proved that there really exists a relationship between them. In the same context, Eisterhold (1997) stated “better writers tends to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poorer readers”. This means that, the question in second or foreign language learning concerns the directionality of the skills transfer. The most obvious direction is from reading to writing, although some studies (Kroll, 1997; Sadek, 2007; etc.)show that writing activities can be useful for improving reading comprehension and retention of information, in particular. In this directional model, skills acquired in one modality can be transferred to the other.

It appears, though, that this transfer is not automatic, but comes only as a result of direct instruction. Another hypothesis maintains that the link between reading and writing is “no directional “and results from a single underlying proficiency: The cognitive process of constructing meaning. The bidirectional hypothesis claims that reading and writing are interactive, but also independent. Each of these models indicates a different relationship between the development of reading and writing skills, and invites different classroom approaches to the teaching of reading and writing. This issue is further complicated when we consider the second language learner who is already literate in a first language.

Evidence suggests that after a certain threshold of language proficiency has been attained, first language literacy may have a positive effect on the development of second language skills. However, research also indicates that this transfer of skills is not automatic. Teachers can help their students use their first language skills in learning a second or a foreign language by making clear the interrelationship between reading and writing (Eisterhold, 1997).

Furthermore, reading in the classroom is understood as the appropriate input for the acquisition of writing skills for it is generally assumed that reading passages will somehow function as primary models for which writing can be learned or at least inferred. Accordingly, "it is reading that gives the writer the feel for the look and texture of reader based prose" (Kroll, 1997, p. 88). That is why Raimes (1994) emphasized the use of reading technique when teaching writing to the students because "readings can do far more in the teachings of writing than simply provide subject matter for discussion and for comprehension topics" (p.60). This means that, when the students read, they engage actively with the new language and culture, in our case it is English which they have little occasion to speak or hear spoken face to face. She goes on to claim that "the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language" (Raimes, 1994, p. 66). In other words, reading is a pre-condition for writing because it plays an important role in its development. One cannot improve writing if he does not read frequently.

In any case the two skills go hand-in-hand, and one can not function without manipulating the second. We often read to get the information we need to include in our writing. However, this ideal way to improve students writing is totally neglected among our third year students. All of them agreed that lack reading is the main factor behind their poor performance and achievements in writing.

III.3 Influence of First Language on Writing in English

In addition to the lack of both reading and interest in writing, students face another obstacle that hinders their abilities to write correctly. As it is reported in their preliminary questionnaire (see Appendix 03), the majority of them claim that when composing (writing), they think in Arabic. This problem is the main concern of many researchers such as Harmer, (2006b); Kroll, (1997); Sadek (2007); Stark, (2005); etc. Generally, foreign language teachers emphasize the need for EFL writers to think and write as far as possible in English. Friedlander (1997) reported, "writers do any of their work in their first language" (p.109). It means that this way of writing will inhibit acquisition of English due to transfer of structures and vocabulary from first language in an incorrect way.

However, Friedlander's (1997) study indicated that "writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language" (Friedlander, 1997, p. 109). Regarding the writing of first, second, or third language, Edelsky (1982, as cited in Friedlander, 1997, p.109) indicated that "writing knowledge transfers across languages". This means, students writers use their strategies and knowledge acquired by their L1 to aid and help their L2 or FL writing.

Also, Jones and Tetroe (1987, as cited in Friedlander, 1997, p. 111) claimed that 'writers transferred both good and weak writing Skills from their first language to English'. They added "weaker writers failure to use writing strategies in English was based on their failure to use these strategies in their first language'. In other words, students writers who have never acquired strategies in their first language could not transfer them to their second or third language.

By contrast, many other studies indicate that, it is not necessary to be good writers in L₁ to be so in L₂, or third language writing. Carson, Carrell, Silberstein, Kroll, & Kuehan, (1990) concluded that "the acquisition of L₂ literacy skills by adults already literate in their first language is a complex phenomenon involving multiple variables" (p. 110). Another opposite view is held by Blanchard and Root (2004) who argue that:

' It is like driving a car, if you have ever driven in another country, you know that some of the rules of the road may be different. Just as the rules of

driving differ from country to another, the conventions of writing may change from language to another’.

This means that writing conventions differ from one language to another. In any way, not any person is a naturally gifted writer. Writing is a skill that can be learned, practiced, and mastered. Writing remains the most difficult skill to be mastered even for native speakers. According to the findings of students’ preliminary questionnaire (see Appendix 03) reveal that they feel relaxed when writing as it is reported by Byrne (1991, p. 10) “Some learners feel secure if they are allowed to write . For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed”.

However, they claim that writing is the most difficult to master. This fact is supported by Nunan (1989) who pointed out that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. Also Brooks and Grundy (2009) investigated this issue claiming that "It must be worth asking precisely what is difficult about writing and, especially, about writing in a second language” (p.10).

Furthermore, in terms of complexity and difficulty many surveys proved that language production is difficult. “There are a number of reasons why students find language production difficult” (Harmer, 2006a, p. 251). Writing and learning to write has always been one of the most complex language skills.

Nunan (1989) agreed that "it is easier to learn to speak than to write no matter if it is a first or second language".

Grabe and Kaplan (1996, p. 87) said that "probably half of the world's population does not know how to write adequately and effectively." Concerning its difficulty as a productive skill, Tribble(1997, p.65) claimed that "writing is a difficult skill to acquire". This complexity resides in the stages of the process we go through when writing, the lack of knowledge in the subject matter, etc. Moreover, it can be related also to psychological, linguistic, and cognitive factors; this applies to writing L1, L2, and FL.

Bell and Burnaby (1984, as cited in Nunan 1989) had a similar point to Tribble (1997). They pointed out that:

'Writing is a very complex cognitive activity in which writers must show control over content, format, sentence, structure, vocabulary, punctuation, spelling and letter formation, i.e., control at the sentence level. Besides, writers must be able to structure and integrate information cohesively and coherently within paragraphs and texts' (Bell & Burnaby, 1984, as cited in Nunan 1989).

To sum it up, we can say that the factors behind students' poor performances are endless. But we've limited ourselves to the major ones. Our students are not motivated to write, and even if they are engaged in writing, their purpose, in doing so, is just to get good marks. They also suffer from language transfer; they usually use their L₁ in thinking or writing in English. Now, we

have an insight about these factors, but is it possible to remedy or at least minimize them? Is it possible to improve students' proficiency in writing? Can the collaborative teaching of writing be one possible solution to overcome this problem?

CHAPTER FOUR

COLLABORATIVE TEACHING

A.IV.1.The History and Background Of Collaborative teaching

Although we know that no one single strategy or approach will be effective in meeting the needs of a diverse student body, co-teaching or collaborative teaching has been one approach that has been attempted over the years. Educators have found that a «one-size-fits-all” instructional model has not been successful either. As such, teachers must explore alternative teaching methodologies and strategies to better serve their students in classrooms.

During the 1960’s, collaborative teaching was first introduced as part of the progressive movement to reform educational opportunities for children (Villa, Thousand, &Nevin, 2004). Educators were seeking out the ways to reform educational practices to meet the needs of all learners. Education has traditionally been a “lonely profession” (Hourcade&Bauwens, 2001), and has ultimately not been as successful as educators would have hoped. Teachers working in isolation have been faced with the issues of coming up with creative and innovative ideas to meet the educational and social emotional needs of a variety of learners. As Hourcade and Bauwens (2001) stated, “as schools re-examine policies and procedures in light of contemporary challenges, the ‘one teacher responsible for one group of student’s paradigm is coming into question.

Creating appropriate educational settings has been at the forefront of educational reform for many years. Throughout the evolutionary process of collaborative teaching, there have been many attempts at defining what this approach looks like and how it can be implemented. Terms and definitions have included many concepts such as teaming, partnership, working together, and sharing of responsibility. In order to understand the evolutionary development, we need to understand the definitions and the characteristics of the practice.

Collaborative teaching has been defined as the process of ‘two or more educators possessing distinct sets of knowledge and skills working together to teach a group of students’ (Bauwens&Hourcade, 1995, p.46). These educators spend a predetermined amount of time in teaching the subject matter. In this arrangement, the teachers are responsible for all of the students in the classroom setting. These authors stated that collaborative teaching allows both students and teachers to maximize their potential (Hourcade&Bauwens, 2001).

Collaboration allows teachers to maximize their strengths to be better able to meet the needs of students in a very successful and motivating atmosphere (Adams & Cessna, 1991). Collaboration, to work successfully, must be well planned and engage a thoughtful process for teachers to implement successfully.

There are many factors which impact a collaborative process. Creating effective collaborative relationships takes time, patience and willingness for educators to work together.

One of the major components of collaboration is the style of interaction between and among individuals. Friend and Cook (2007) defined interpersonal collaboration as “a style for direct interaction between at least two parties voluntarily engaged in shared decision making as they work towards a common goal” (p. 7). Within this definition are several critical components. First, the most successful type of collaboration is voluntary. No matter how much collaboration is dictated by law, policy, or administrative decisions, unless people are willing to collaborate it has minimal chance of being successful. Second, included in this definition is the concept of parity. Each member of the collaborative team should have equal power. This power should lead to equal decision making directed towards activities that achieve the common goal of the collaborative team (Friend & Cook, 2007).

A.IV.2. Definitions Of Collaborative Teaching

Villa, et al., (2004; Villa, Thousand, & Nevin, 2008) defined co-teaching as “two or more people sharing responsibility for teaching the students assigned to a classroom” (p. 3). They defined some characteristics necessary for the co-teaching process to be successful as shared responsibility for the co-teachers in all aspects of teaching such as lesson planning, delivering of instruction, and evaluating student progress. Co-teaching allows teachers to blend the best of their teaching skills, strategies, and expertise to ensure that all children learn.

This process increases the school's effectiveness at meeting the needs of students. In order for this co-teaching approach to be more successful there are many issues that need to be discussed prior to the implementation of a co-teaching arrangement (Villa, et al., 2004; Villa, et al., 2008).

Cook and Friend (1995) defined co-teaching as “two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space” (p. 2). Their definition identifies four main components that are critical to the implementation of this practice. First, this practice involves two or more teachers, as well as a related services person such as a language pathologist. The second component of their definition involves the element that the co-teachers are delivering substantive instruction and are actively involved in what is taking place in the classroom. The third component of their definition is the classroom which is made up of a diverse student population. Finally, the fourth component is that instruction is taking place with a single group of students in a classroom. This would mean the co-teachers basically are working.

Salend (2008) defined co-teaching as a “teaching arrangement whereby teachers and support personnel work together to educate students in a classroom” (p. G-3). Teachers working in co-teaching arrangements must share responsibilities and be accountable for planning, delivering of instruction, assessment, and classroom management and discipline of all students. Co-teaching is also synonymous with collaborative teaching or cooperative

teaching.

Other authors (Dieker&Murawski, 2003; Gately&Gately, 2001; Vaughn &Schumm 1995; Walther-Thomas 1997; Will, 1986) have similar definitions which illustrate the characteristics that define co-teaching. Working together, delivering instruction, parity among collaborators, shared responsibility, planning, and preparing are all embedded in the definitions of co-teaching, collaborative teaching and cooperative teaching. As the practice of co-teaching has evolved, the necessary components have become clearer.

A.V.3.Approaches to Collaborative Teaching

Before we can explore what the barriers are and how overcoming those barriers can lead to great opportunities, we must identify and examine what are the approaches that can be used to implement co-teaching in the classroom. Authors such as Villa, et al,(2004) and Friend and Cook (2007) have defined different approaches to co-teaching. Although the approaches are similar, there are unique characteristics to each approach.

Villa, et al. (2004) defined four approaches to co-teaching: supportive teaching, parallel teaching, complementary teaching, and team teaching. Supportive teaching is where one of the classroom teachers has the responsibilities for being the instructional leader and the other(s) has(have) the responsibility of providing support among the students in the classroom. In a parallel teaching arrangement, two or more teachers provide instruction or support to different groups in different classes. Teachers working in this

arrangement can rotate or move from one class to another to allow for even more flexibility. Complementary co-teaching is when one co teacher provides something to enhance the other co-teacher' s instruction. The final approach is team teaching, where “two or more people do what the traditional teacher has always done” (p. 9). This method of co-teaching assumes that the co-teaching team assumes the responsibility for the students in the classroom.

Friend and Cook (2007) have described six approaches to co-teaching. These approaches are one teach-one drift, one teach-one assist, parallel teaching, station teaching, alternative teaching, and team teaching. The approaches are similar to those described by Villa, et al., (2004) but are delineated in regards to the role of each person as a member of that co-teaching team. In Friend and Cook's (2007) model of co-teaching we see the following six approaches: (a) one teaching, one observing; (b) one teaching, one assisting; (c) station teaching; (d) parallel teaching; (e) alternative teaching; and (f)teaming. In one teach, one observe and in one teach, one assist, one teacher is providing the instruction while the other member of the co-teaching team is either observing in the classroom or assisting students. In the station teaching approach both members of the co-teaching team are actively involved in instruction.

Students move from one station to the next station where instruction is being provided. In this approach, it is helpful to have a third station where students can work independently on an assignment or to complete independent seatwork. In the parallel teaching approach, we find a one class group and each

teacher is presenting the lesson independently. In the alternative teaching approach, one member of the co-teaching team is delivering instruction to the larger group while the other member of the co-teaching team is working with a small group on something different than the rest of the class. The small group members can be adjusted depending upon the purpose of the instruction. In the team teaching approach both teachers are actively involved in the instruction taking place in the classroom. Also, both teachers are responsible for planning and facilitating the instruction taking place in the classroom.

In the Villa, et al., (2004) approaches, as well as the Friend and Cook (2007) approaches, there are many elements that must be discussed by co-teachers prior to their implementation of this process. One of the foundations of co-teaching is a sense of trust between the co-teachers. Very often, co-teaching has been compared to a professional marriage in that the characteristics that build a successful marriage are similar to the characteristics that build a successful co-teaching team. In preparing for co-teaching, the two team members must discuss philosophy and beliefs of teaching, what will the classroom routines look like, how will discipline be handled, how and when will they find time to plan appropriately, how will they deal with the increased noise level, how can they provide each other feedback, and finally, how the team will resolve conflicts.

When co-teaching teams have begun the process without proper planning and discussion on these, as well as other classroom routines, there can be

dissatisfaction and dissent between the collaborative teaching members.

As educators begin to implement more inclusive practices and to educate a more diverse student body, teachers need to engage in more collaborative practices. Co-teaching is a practice, that when implemented correctly, can benefit student learning and engagement, as well as teacher satisfaction. Another purpose of this study is to dig deeper into the obstacles which mayface the co-teaching team from and to identify strategies to make this an opportunity to improve students writing proficiency. The general rule is that by identifying the obstacles, we can turn them into opportunities for student success.

A.IV.4.The Beliefs and Approaches Of Collaborative Teaching

Thousand, Nevin, and Villa (2006) reported on the results of a comprehensive review of the literature on collaborative teaching. They provided a definition of collaborative teaching, as well as a theoretical framework for collaborative teaching, and discussed many of the issues related to a collaborative teaching process. The authors analyzed the gap in the current research base and knowledge pertinent to the preparation of teachers for collaborative teaching and the administrative supports that are necessary for its success. Their review of the current research on evaluating collaborative teaching indicated that different research methods can and do yield different results. They found that the use of “descriptive analyses, surveys, qualitative case studies, quasi-experimental studies, practitioner action research, meta-analysis, and instrument development” (p. 419)had both benefits and limitations

for generalization. The gap in the literature has identified two major research needs.

First, what is the curriculum for preparing teachers to work in collaborative teaching situations and second, what is the administrative and logistical support from administrators to implement collaborative teaching?

The literature from the field of collaborative teaching has been plentiful. Many authors have studied a variety of aspects with regard to collaborative teaching by examining current co-teaching practices. Qualitative and quantitative studies have revealed beliefs, characteristics, guidelines, roles, and responsibilities of collaborative teachers. A review of the literature will provide a framework and foundation for the study of this research project.

There is a significant amount of information on the beliefs and assumptions regarding co-teaching. Authors have investigated such topics as benefits and perceptions of collaborative teaching (Austin, 2001; Salend et al., 2002), the role of collaboration (Adams & Cessna, 1991; Murray, 2004), planning (Magiera, et al., 2006; Murawski, 2005; Murawski & Dieker, 2008; Walther-Thomas, Bryant, & Land, 1996), the roles of teachers in co-taught classes (Piechura-Couture, Tichenor, Touchton, Macisaac, & Heins, 2006; Washburn-Moses, 2005; Weiss & Lloyd, 2003), the implementation of collaborative teaching (Rea & Connell, 2005), and the practices in place (Adams & Cessna, 1993).

A.IV.5.Benefits and Perceptions on Collaborative teaching

Austin (2001) interviewed 139 collaborative elementary, middle school, and high school teachers from districts across Northern New Jersey. Each of the districts in his study was identified as being inclusionary schools and had been implementing a collaborative model for at least one school semester. The research questions investigated collaborative teachers perceived current experiences, effective teaching practices, teacher preparation for co-teaching, and identifying school based supports that facilitate collaborative teaching.

Participants completed The Perceptions of Collaborative Teaching Survey (PCTS) and a random sample of those that completed the survey participated in semi structured interviews with the researcher. The results of the study indicated there were areas where teachers differed in their perceptions.

The teachers noted that through co-teaching they increased their skills in adapting curriculum and improving classroom management(Austin, 2001). They have also noted they increased the knowledge of curriculum content. With regards to successful instructional strategies, the teachers cited the use of cooperative group learning and a more effective use of small groups as being the most successful. Both groups found the co-teaching to be a positive experience.

Teachers in the study identified the following areas that are critical to successful co-teaching experiences: communication in the area of providing feedback to the teaching partner, sharing classroom management, having a common planning time, and the use of the different data in collaborative

teaching.

One factor that Austin (2001) discovered during his analysis of the survey data was the instructional teacher assumed the role most often as the lead teacher and that other teachers were responsible for remediation and modifying the lessons that were planned. Most lessons were being developed and delivered by the instructional teacher. However, ironically, during the interviews, all teachers stated they shared the teaching responsibilities.

The final recommendations from Austin's(2001) study were first, that school administrators should develop and support a more collaborative model of teaching, and second, that a necessary element was to provide the staff with professional development. Both pre-service and in-service training is necessary for all teachers regarding the current trends and practices in education and how to work collaboratively in classrooms. Third, collaborative teaching teams should be well versed in instructional practices that support collaborative teaching.

Salend, Gordon and Lopez-Vona (2002) studied guidelines and strategies for evaluating the experiences and perceptions of collaborative teaching teams. The process the authors described can be used to validate the collaborative practices that are successful in school settings and to identify those issues or concerns that need to be addressed and changed or modified. The authors contended that not only should the collaborative teaching teams evaluate the programs, but students, should also offer input in this evaluation process.

The authors suggested a best practices checklist that can be used to self-evaluate collaborative efforts and overall success of the program (Salend, et al., 2002). Included in that checklist can be items such as planning, instructional strategies that are used, roles and responsibilities, communication, planning time, administrative support, problem solving and addressing individual strengths and skills. Observations of classroom teaching and having teachers maintain teaching journals and portfolios also help the collaborative team identify strengths, concerns, and potential solutions. Collaborative teams must engage in reflection to validate the success of their collaborative efforts. The authors thought if cooperative teaching teams monitor their success and obstacles, they will be very profitable for students.

A.IV.6.Critical Elements in Collaborative Teaching

The literature identified several critical elements to collaborative teaching. The authors of these studies identified collaboration, planning, the roles of teachers in a collaborative teaching classroom, the process of implementation of collaborative teaching, and the nature of collaborative teaching practices as critical elements.

A.IV.6.1.Collaboration

In a study of Colorado's initiative on collaboration, Adams and Cessna (1991) identified three issues related to the implementation of collaboration. The first issue was that teachers were changing their roles without a true sense of

why or how to change. The second issue was there was an emphasis on one learning area over others. Third was teachers were attempting to make changes in their roles and responsibilities without the necessary changes to the school structures that needed to be in place to support them. The authors identified solutions to these issues by identifying structures to facilitate the change process.

They stated there needed to be a common understanding of everyone's role in the change process. One of the necessary components to the change process is early and thoughtful planning. Coupled with planning, was appropriate professional development regarding the change process.

The authors stated that no one learning area will meet the needs of all of the students (Adams & Cessna, 1991). Learning areas might be direct instruction, consultative, and co-teaching approaches that deal with the diversity of learners in the classroom. One of the other critical factors identified was the issue of scheduling. Adults' schedules must reflect the needs of the students and the students must be afforded the appropriate classes, instructional settings, and resources. Ongoing training and time to implement a collaborative model are critical to the success of the change process. In order for collaborative initiatives for school reform to be effective, there must be shared understandings, an appropriate array of services offered, and the necessary structural changes in place.

Murray (2004) focused on teachers and the skills necessary to work with them in collaborative roles. This three year personnel preparation grant was funded by the US Office of Special Education Programs (OSEP) for work in the Chicago Public Schools. Forty general education teachers took part in training activities facilitated by a higher education professor and a project staff member. The high schools that participated were located in urban areas in Chicago and contained large populations of students on free or reduced lunches (80-90%), included large numbers of student of color (95-100%), and had large populations of special education students (20-29%). This school-based project consisted of weekly meetings with project staff and working with teachers during their planning time or during lunch. The topics of the meetings were characteristics of students, social-emotional development, classroom management, instructional strategies for diverse learners, and professional collaboration.

As part of the initiative for including students with disabilities in general education classrooms, most of the teachers had experiences in working with special education teachers (Murray, 2004). Collaborative Team Teachers were special education teachers assigned to work in general education classrooms where there were students with disabilities. During the study, general education teachers stressed that they had limited training and understanding in working with collaborative team members. General education teachers generated lists of what they needed to do to be able to collaborate with special education teachers. The initial list of what the general education teachers would like from the

special education teacher was extensive. Through the weekly meetings and ongoing discussions, the dream list was revised and narrowed. Barriers to effective collaboration were identified as lack of resources with underfunded school districts, time to collaborate, overrepresentation of students with disabilities in the schools, and a large number of students who were not identified as in need of special education services but were not being successful academically. The focus of this study was on general education teachers rather than a collaborative process between teachers. Murray (2004) recommended that studies should include both general and special education teachers to foster great collegiality.

A.IV.6.2.Planning

One of the critical components necessary for co-teaching to be successfully implemented is the collaborative planning process. Walther-Thomas, Bryant and Land(1996) identified a comprehensive planning process that is essential to create a supportive environment for collaborative teachers and to ensure benefit for children in learning settings. Not only does comprehensive planning need to take place at the classroom level, it is an essential process at the district and building level. At the district level, adequate resources can be earmarked for providing supports and services to the collaborative teaching team.

At the first level, administrative leadership from the principal is critical for scheduled co-planning time, professional development, manageable teaching

schedules, balanced classroom size, and implementing a problem solving support system to address problems as they arise. At the classroom level, planning is necessary to maintain appropriate instruction, role sharing and to expand the teachers skills and expertise. This system of multi levels of planning allows for greater input from all staff, parents, and community members in creating a more learning environment.

Figuring out how to begin a collaborative teaching arrangement, future and current teachers must establish a detailed process before implementation. Murawski (2005) in an opinion article, recommended that future collaborative teachers should follow certain steps. She identified some areas that potential co-teachers should address before beginning any collaborative teaching model. These steps are the following:

- Break out of your room and routine

- Assess the current situation and environment

- Begin to establish rapport with others

- Start to provide in class supports

- Take the initiative

- Exemplify best practices

- Provide specific how-to information about co-teaching

Murawski's co-teaching worksheet was created as a planning tool for potential co-teachers to use prior to implementing a collaborative teaching model. It addressed the philosophy of co-teaching, the attitudes, and the roles and

responsibilities that future collaborative teachers need to discuss prior to beginning co-teach. If thoughtful preparation is implemented before beginning a co-teaching team, there will be a greater likelihood that the collaborative teaching team will work better and student achievement will increase.

An action research study was conducted in 2006 at an elementary school in New York state to describe an inclusive school where collaborative teaching was being implemented (Magiera, Lawrence-Brown, Bloomquist, Foster, Figueroa, Glatz, Hepeler, & Rodriguez, 2006). The school was described by the State Department of Education as being an urban school with high student needs in relation to the district resources. An action research team of building staff and one of the researchers was established to study what made the building a successful inclusive school. The team identified teacher looping, teamwork, general education classrooms, and flexible grouping as characteristics that identified the school as having an inclusive philosophy and practice. Twenty semi-structured interviews were conducted with administrators, general and special education teachers, and related service personnel. Each interview was approximately one hour and was audio taped and later transcribed. Emergent themes and patterns were identified from interview analysis.

The themes that emerged were these: (a) preparing for co-teaching, (b) co-planning, (c) the co-teaching relationship, (d) co-teaching models, and (e) planning for the next steps (Magiera, et al, 2006). Participants in the study repeatedly discussed four elements that are critical to effective co-teaching in

their building. First, was strong communication between collaborative teachers; second, flexibility in the teams collaborative teaching practices; third, respect and trust between members of their collaborative teaching teams; and fourth, the flexible organization for instruction.

In an opinion piece, Murawski and Dieker (2008) stated that for co-teaching to be effective there must be pre-planning prior to the implementation and the teams must identify successful strategies before, during, and after the co-teaching experience. In suggesting strategies before beginning a co-teaching experience, the authors discussed the issue of volunteerism. If teachers are willing and ready to begin collaborative teaching there is benefit in volunteering before being asked to co-teach. A teacher initiating a collaborative teaching partnership can find a compatible team member. They also suggested that in order for collaborative teaching to be successful, there must be administrator support. Talking with the school leader and gaining the approval will make the implementation process much easier. Other critical components to implementation are to have a clear, well developed plan for implementation, receive appropriate training on how to co-teach, begin small, and enter into the process well prepared.

They thought the time spent in pre-planning for the implementation of a collaborative teaching approach will be well worth in the end (Murawski&Dieker, 2008). Having discussions on the strengths and needs of each team member, each team member's preferences, views about teaching, and

ways to resolve differences help eliminate potential problems once you have begun to implement co-teaching in the classroom. Communication is also essential for a good beginning. The authors recommended informing parents of the idea that two teachers will be working together in the classroom and that both teachers will share in many of the classroom responsibilities. Finally, in the pre-planning phase be sure that both teachers are committed to the plan.

Muraswki and Dieker (2008) suggested several ways for the team to evaluate the success of the collaborative teaching experience, not only for the team members but for the students. Are the needs of all students being met in this teaching arrangement? Are the co-teachers implementing our plan as it was prepared? Is the classroom climate conducive to student learning? Do all students feel valued? Is there flexible grouping to meet the students' needs? Are the co-teachers continuing to have high expectations for all students? Are all students feeling success? Are the collaborative teachers all having fun? Have the co-teachers addressed student' multiple intelligences and learning styles?

They suggested additional strategies and questions that co-teaching teams need to ask to make sure that the needs of all participants, including the teachers, are being met in this arrangement (Murawski&Dieker, 2008). After collaborative teaching has been in practice for a while, the team needs to gather data to evaluate the effectiveness of collaborative teaching. This assessment data should include student achievement data, teacher self-evaluation, as well as administrator and outside feedback from other educators.

PART B

RESEARCH METHODOLOGY

INTRODUCTION

This chapter presents a description of the experimental part of the study. It provides a description of the design, participants, instruments and duration of the study. It also includes description of the proposed program employed for instructing the subjects of the study.

The present study is based on testing students' writing proficiency at the beginning as well as the end of the course. The core of the study is to investigate whether an additional collaborative teaching of writing components would have any effects on students' performances. The essence of the study is to involve two teachers of other modules, literature and civilization, in the teaching of writing to work closely with the researcher, being the teacher of written expression along with grammar. The content of the different courses turn around the teaching of the writing components like content, organization, vocabulary, structure and mechanics. Weekly meetings are arranged with the two teachers for collaboration that include informal discussions, conversations and comments on the planning of the lessons provided by the researcher. The teachers would delineate the benefits, problems, challenges and key successful factors of collaboration.

At the beginning of the course a pre-test is administered in both groups, which consists of a writing assignment. At the end of the course, both groups are given a test under the same circumstances as the previous one. In addition, the progressive tests are also given all along the different courses of the experiment,

with the frequency of one test at the end of each teaching part. The test types are given on the basis of validity and reliability. The results of the test of the experimental and control groups are compared task by task for the sake of observing the student's progress. Moreover, the ' t ' test, which is the guarantee of validity of any experiment, was applied in order to reveal the effect of the independent variable upon the dependent variable.

According to Graham and Harris (1997), students cannot develop the skills for effective writing if they do not write frequently and for extended periods of time. A general guideline is that students should spend some time per day planning, revising, or writing text.

Based on researchers' recommendations, teachers focused students' attention on two or three specific skills in an assignment (Collins, 1992; and Zemelman&Daniels, 1988). The skills used as consistent focus correction areas were as follows; correct paragraph form, with topic sentences and supporting details; writing complete sentences; and demonstrating use of all stages of the writing process.

B.1.CHOICE OF THE METHOD:

Expecting and targeting credible and valid results along with the nature and requirements of the topic are major factors in the preference of a method to another. Therefore carrying out an experiment seems to be the most appropriate method that suits the topic under investigation. This method proved its efficiency and gave considerable results in natural sciences .On one hand this

will keep the researcher close to the conditions of the situation and will enable him to observe clearly the impact of CT on writing. On the other hand, it helps the researcher to a great extent to control or at least be aware of the different variables and factors that might affect the teaching process.

The Attitude scale was also used as a further research tool. It aimed at revealing attitudes of second year students towards writing skills before and after the implementation of the CT program. The scale consisted of statements that aimed to measure students' attitudes the experimental group towards writing in English in terms of affective, cognitive and behavioral aspects of attitude. The items were put in a 3-point Likert scale from Level one: Agree to Level two: Disagree to Level three: Don't know.

In addition to this, the descriptive method, that comprises questionnaires and interviews, is used to allow us describe facts and findings throughout the different stages. Furthermore, solid conclusions based upon claims of educators and scholars about the benefits of the elements under study are offered.

However, we have to note that even with the use of these methods, some shortcomings might be encountered regarding the age, sex, motivation, intelligence and the relation of all these to the social background of the students.

B.2.POPULATION AND SAMPLING

B.2.1.POPULATION

The target population in the present study is the second year students at the department of English, at Batna University . It's not possible to study the entire population. According to Deldime and Demoulin (1975), 'sufficient data can be obtained through the study of a proportion of the population: a sample'. Because of this, I have chosen two groups who are representative of the whole population.

B.2.2.SAMPLING

The students who were initially enrolled for the second year were split into eight groups. The administration claimed that the students were systematically assigned to their respective groups for the sake of creating mixed ability groups. This is a very helpful factor that enabled us to choose randomly two groups bias free. The fact that the groups contain students with different abilities and characteristics is another factor that supports our random selection. The experimental group consisted of 40 students (30 girls and 10 boys) and the control 40 students (31 girls and 09 boys). All students' age ranged from nineteen to twenty two years old. These factors are catered for in order to maximize the discarding of possible bias and hence spot the effect of the independent variable.

B.3. DESIGN OF THE STUDY

The present study has a two- group pre/post test design in addition to the progressive tests. The study group received training through a collaborative teaching program for developing second year students' writing skills . This was done with the participation of two teachers of other modules namely; literature and civilization. The researcher taught the module of written expression in addition to grammar. The control group received no special treatment but got the instructions in the same conditions.

B.3.1. STUDY VARIABLES

B.3.1.THE INDEPENDENT VARIABLE

* A collaborative teaching course designed by the researcher.

B.3.2.THE DEPENDENT VARIABLE

* Second year students' writing skills

B.3.2.INSTRUMENTS AND MATERIALS OF THE STUDY

In the present study, the researcher made use of the following instruments :

* A pre and post writing skills test to measure students' writing skills

*A pre and post writing skills test to measure students' attitudes towards writing. We are aware of the possible criticism of the term attitude as it has different understandings and uses among language specialists; however, for the sake of our objectives, we have personally designed statements along with a model (MEAP, provided in App 02)that we adopted to fit our subjects reality.

We have used it as an attitude test whose results will concern only the sample our research and its population.

- * A writing scoring rubric to assess students' writing skills in the different tests
- * A collaborative teaching program to train the experimental group on the specified writing components: content, organization, vocabulary, structure and mechanics. It is worth to mention at this stage that the experiment was conducted through four stages each emphasizing the development of one component of our dependent variable. We have proceeded right after the pretest into teaching and developing of mechanics as one component of written expression. This stage lasted for five weeks and was concluded by a progress test to gain some insights as to the ongoing of the treatment. The other components being content, organization, vocabulary and structure have been introduced and tested in the same way, emphasizing one component in every stage. The final sessions were devoted to reappraise the whole dependent variable through lessons where the focus was on combining the students' final productions in writing as a whole taking into account the components of what we predicted to be essential in the written proficiency. These final sessions themselves led to design a post test for both groups to see whether and to what extent our investigation was conducted properly. The post test included in its type the same elements of the pretest. Of course, the intention is to gauge students' achievements on one hand, and test the validity of our teaching instruments on the other.

B.3.3 AIM OF THE SCORING RUBRIC

This scoring rubric was employed to determine the different writing components to be developed and measured .

B.3.4. SOURCES OF THE WRITING SCORING RUBRIC

The writing components included in the scoring rubric in its primary form were determined through reviewing:

- * The procedural objectives and standards included in the second year program.
- * Previous literature and related studies concerned with developing writing skills for ESL/ EFL students.

B.3.5.VALIDITY OF THE WRITING SCORING RUBRIC

The scoring rubric was prepared and conceived by the researcher to go hand in hand with the field of curriculum and instruction to determine the degree of importance of each skill. The researcher reviewed literature related to the assessment of students' writing performance, using rubrics to assess students' writing abilities, and model rubrics designed and used in different research works(appendix 02).

B.3.6.THE DIFFERENT TESTS

At the beginning of the course a pre-test is administered in both groups, which consists of a writing assignment. At the end of the course, both groups are given a test under the same circumstances as the previous one. In addition, the progressive tests are also given all along the different courses of the experiment, with the frequency of one test at the end of each course. The results of the

different tests of the experimental and control groups are compared task by task for the sake of observing the student's progress. Moreover, the ' t ' test, which is the guarantee of validity of any experiment, was applied in order to reveal the effect of the independent variable upon the dependent variable and test the research hypothesis.

3.6.1. PRE-TEST

The pretest used was a practice version of the MEAP Writing Proficiency Test. The prompt instructed the students to write a letter to the editor of a newspaper explaining what the students could do to help maintain and improve their school, and explaining why it is important to take responsibility for their school. The test was given by the researcher during the written expression session. Responding to the pretest can give us a clear idea about the two groups' actual level in writing and whether and to what extent the components of writing are present in their performances. Since our major concern here was on writing, the test was tailored to focus more upon checking the knowledge of the students on the elements under study and how they employ them in composition. Being ourselves the teacher of these two groups, we found it easier to deal with all the phases of the experiment.

3.6.2. AFTER THE PRE-TEST

I read the students' responses to the pretests to determine the writing problems students were having, and to confirm that the instructional goals for the study were in line with the students' needs. The students had difficulty with their written expression. The problem areas noted were as follows: insufficient evidence of prewriting, lack of topic sentences and supporting details, and various grammatical and mechanical errors such as incomplete sentences, incorrect spelling, and incorrect punctuation.

3.6.3. TEACHING STRATEGIES

Because the colleague teachers participating in the study had previously received and discussed information with the researcher about the program, ideas and strategies from this discussion were used in developing assignments for teaching. In addition to teaching the different writing components (content, organisation, vocabulary, structure, mechanics), another component of the experimental treatment was guiding students through the phases of the writing process in the form of flashbacks. The phase of the writing process emphasized the most throughout the experimental period was prewriting, because it has been shown to help students improve writing content and it can be used with all types of writing.

Communication among the participating staff was maintained through daily informal contacts and weekly team meetings. We met to discuss students' progress, writing strategies, time allocation, and teaching topics; and I shared the

students' progress and evaluation methods with the participating teachers. While the colleague teachers expressed concerns and constraints of time, the goal of adding a few minutes of writing time per class per week was often met.

3.6.4. THE POST TEST

The post-test as mentioned earlier was used to investigate the effect of the CT program on developing the selected writing skills. Hence the progress achieved by the experimental group could be attributed to the program they have been exposed to. The format of the post-test was the same as described for the pretest. The prompt asked students to write an essay explaining why it is important to learn about other cultures.

3.6.5. VALIDITY OF THE DIFFERENT TESTS

To ensure the validity of the pre-post test, the following criteria were taken into account :

- * Appropriateness of test items to students' linguistic level.
- * Clarity and linguistic correctness of test items.
- * Ability of the test items to measure the specified skills.
- * Suitability of the test items to the objectives of the test

3.4.7 EVALUATION OF THE TESTS

The evaluation of the different tests was in the form of a rubric that included five features of paragraph writing. For each feature, four levels of performance were described on a four point rating scale, arranged from 1 to 4, weak, average, good, excellent respectively. So, the total mark of the rubric was 20.

	1	2	3	4
Content	Ideas are not focused on the task and/or are undeveloped.	Ideas are minimally focused on the task with limited details and examples.	Ideas are somewhat focused on the task and are developed with some details and examples.	Ideas are clearly focused on the task and are thoroughly developed with relevant details and examples.
Organisation	Paragraphing structure is not clear and sentences are not typically related within the paragraphs.	Paragraphs include related information but are typically not constructed well.	Most paragraphs include an introductory sentence, Explanations or details, and a concluding sentence	All paragraphs include an introductory sentence, explanations or details, and a concluding sentence
Vocabulary	Many mistakes in word forms in areas of research covered by students were made and/or most words are repetitive. Meaning is not clear at all.	Many mistakes in word forms in areas of research covered by students were made and/or most words are repetitive. Meaning is not clear at all.	Few mistakes in word forms in areas of research covered by students were made and/or few words are repetitive. But the meaning is clear.	There is a variety of words used and all word forms are used correctly in the different areas of research covered by students.
Grammar	Many mistakes were found in grammar use. This makes the ideas written confusing to the reader.	Some mistakes were found in grammar use. Some ideas are still confusing.	Few mistakes are found in grammar use but the reader can understand the ideas written.	No mistakes are found in grammar. Types of sentences are used correctly and all sentences show control of grammar including correct use of tense, subject verb agreement, correct structure, correct use of pronouns and there are no run-on or fragment sentences
Mechanics	Numerous mistakes in spelling, capitalization, and punctuation are evident in students' writings.	Some mistakes in spelling, capitalization, and punctuation are evident in students' writings.	Only a few mistakes in spelling, capitalization, and punctuation are evident in students' writings.	There are no mistakes in spelling, capitalization, and punctuation in students' writings.

Table 2 :Evaluation Grid (assessment criteria)

Part C

FIELD WORK

C.I.THE EXPERIMENT

The present study is based on testing students' writing proficiency at the beginning as well as the end of the course. The core of the study is to investigate whether an additional collaborative teaching of writing components would have any effects on students' performances. The essence of the study is to involve two teachers of other modules, literature and civilization, in the teaching of writing to work closely with the researcher, being the teacher of written expression along with grammar. The content of the different courses turn around the teaching of the writing components like content, organisation, vocabulary, structure and mechanics. Weekly meetings are arranged with the two teachers for collaboration that include informal discussions, conversations and comments on the planning of the lessons provided by the researcher. The teachers would delineate the benefits, problems, challenges and key successful factors of collaboration.

C.I.1. THE PRETEST

For an easier comparison, the scores of the pre-test were compared and one basic statistical procedure was applied: calculating the mean for each group in each test. The data are presented in a table format. First I have looked at the results of the pre- test to define the writing proficiency level of both groups. In the first column of table 1 and 2 students' individual scores on the pre-test are listed: 40 individual scores in the experimental group and 40 individual scores in

the control group. For each group the mean score on the pre-test was calculated by adding up the individual scores and divided by the total number of scores.

This gave us information about the central tendency of the scores. The data and calculated figures are presented below:

Table 3: Calculating the mean of the experimental group in the pre-test:

Individual students	content	Organization	Vocabulary	structure	Mechanics	The mean
01	12	12	12	12	12	09
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	10	07	10	07	10	05
The mean						9.75

Table 4: Calculating the mean of the control group in the pre-test:

Individual students	content	organisation	vocabulary	structure	Mechanics	The mean
01	12	12	12	12	12	09
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	10	07	10	07	10	05
The mean						9.68

The following table (5) presents a summary of the means to help interpret the initial reading test results of the experimental and control group:

	Experimental group	Control group
Mean	09.75	09.68

Table 5

Looking at the *means* it is apparent that there is no significant difference between the two groups (0.07). The results also confirm the different information we got. The two groups were homogeneous in terms of level and gender. Nevertheless, this insignificant over scoring put us in position to claim that at the starting point, the writing proficiency level is almost the same. Hence, if the experiment is well conducted and all the variables are examined and controlled, any further over scoring in the coming tests will be due to the experimental instructions.

C.I.2. PROGRESS TEST ONE

The participants in the experimental group went through a period of learning, completing phase one of the experiment which ends the first part in the syllabus of written expression. As mentioned formerly, the control group was taught in the traditional way. The experimental group, however, benefited from extra time with two other teachers of literature and civilization. These taught the students more about the writing components in a new context, that of the modules presented respectively. The strategy suggested for these learning

sessions was a focus on the importance of the writing components in paragraph and essay writing. Besides this, the researcher also taught the module of grammar where the stylistic aspects of writing are emphasized. As learners are also supposed to target foreign language writing, these ‘collaborative’ sessions are also used to direct the students’ attention and help them remark the different language forms, styles and techniques used in context. The intention here is to familiarize students with the different writing aspects.

The writing assignment for the first progress test was requiring students to write a short essay on the social network impact on youth. The researcher drew the attention of students to cater for correct content with topic sentences and supporting details, mechanics, complete sentences, and demonstrate use of the writing process. The students achieved the following scores:

Table 6: Calculating the mean of the experimental group in the first progress test:

Individual students	content	organisation	Vocabulary	Structure	Mechanics	The mean
01	12	12	12	12	12	09
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	11	12	09	12	11	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	09	08	06	07	08	11.50
38	06	08	06	08	05	05
39	10	07	10	07	10	07.50
40	9	06	10	08	11	05
The mean						10.65

What attracts attention here is that the scores in organisation seem to be easily achieved by the participants in the experimental group whose writings were rated excellent or very good. However, the number of students scores decrease in the other areas pulling the grades to a low average and the

performances to be evaluated as weak or very poor. Many of them still face problems in other areas of learning.

Table 7 *Calculating the mean of the control group in the first progress test*

Individual students	content	organisation	vocabulary	structure	Mechanics	The mean
01	11	09	10	08	10	09
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	10	07	10	07	10	05
The mean						10.45

The tables above illustrate the differences in scores between the two groups at the level of the different writing components under investigation.

Considering the results, both groups are more or less similar with slight differences. What was striking is the failure to present a written piece well organized and expressed through genuine ideas respecting the genre and the style corresponding to the assignment given.

	Experimental group	Control group
Mean	10.65	10.45

Table 8

This table presents a summary of the means to help interpret the first progress test results of the experimental and control group. For the experimental group, the highest scored average is in organisation. It is true that it exceeds the average but still remains low especially when we know that the organisation skills covered in that part deal mainly with simple sentences. Students in both groups are still facing difficulties in making well related sentences and expressing their ideas fluently or even in developing their thoughts in a logical stream. This is what other scores suggest where the scored average is below the expected one.

The data gathered in progress test n°1 unveiled different elements of analysis that are important for investigating the scale of development in our experimental work through learners' scores. Finally, the data collected revealed the following main reality : the participants' average scores in organisation are the highest ones in all the areas of assessment and are slightly higher among the

experimental group participants than in the control group. The remaining components seem not to be well assimilated by the learners as important and essential components of writing. At this stage, it is too early to pronounce any verdict or make any judgment.

C.I.3. PROGRESS TEST TWO

The second progress test was planned after another four- week learning phase. During these sessions, we have observed that the students in the experimental group started to recognize the importance and usefulness of learning writing components across the different modules; namely, literature and civilization.

As a matter of fact, the students showed more interest in learning areas suggested by the researcher. In fact the students started giving attention to the emphasis and development of ideas, connections between them and providing appropriate and logical examples for the context .In addition, they also started to cater for things related to the style and mechanics like accurate word choice, clear sentences and adequate use of punctuation marks and capitalization.

It is worth to mention here that the researcher directed the learners towards the generalization of what they are learning to new contexts. This is to facilitate the task for the students whenever asked to produce paragraphs and essays on new topics. Students were given guidance in writing paragraphs with topic sentences and supporting details.

The test was intended to make students produce an essay where the idea should be argued for and well-defended. Of course, this can be achieved through a good organization of the essay taking into account the application of the different writing components. The theme that the students were asked to write on ‘career women vs housewives’.

RESULTS OF PROGRESS TEST TWO

Both experimental and control group scores in the 2nd progress test are gathered in table 9 and 10. These scores are attributed to the participants’ papers after reading and globally evaluating their writings.

Table 9: Calculating the mean of the experimental group in the second progress test:

Individual students	content	organisation	vocabulary	structure	Mechanics	The mean
01	13	11	13	11	12	12
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	12	08	09	08	10	09.4
The mean						11.10

As indicated in the table9 , 40 students in the experimental group took part in the test. The data collected showed that the students' scores in this test are significantly different from those in the first test. The average score achieved

by the participants now approaches the average expected. The participants' lowest score remains in the devices of the conventions. What is remarked is the small improvement made in achieving cohesion. In our view, this is mainly due to the students' concentration on grammatical devices used for linking sentences. Along with this phase of the experiment, grammar lessons targeted inversions and contractions in the use of clauses where style is stressed. Meanwhile, the students' performances in other learning areas ranged from 'average' to 'good' exceeding the average expected.

This situation is not similar to the control group below :

Table 10 *Calculating the mean of the control group in the second progress test*

Individual students	content	organisation	vocabulary	Structure	Mechanics	The mean
01	12	12	12	12	12	09
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	07
39	10	07	10	07	10	08
40	11	06	08	07	9	08
The mean						10.40

Compared to the control group, the data collected is in favour of the experimental group. In spite of the little progress observed in mechanics mainly, the control group students average score in terms of writing is still low.

It even seems that some participants' achievements regressed in attaining stylistic devices. The learners' written productions reveal that the students are still facing difficulties in making reflections and expressing their ideas fluently or even organizing their written work. The following table(11) presents a summary of the means to help interpret the difference in results of the experimental and control group:

	Experimental group	Control group
Mean	11.10	10.40

Table 11

A quick glance at the results shows that the extent of differences is in favour of the experimental group students. This is especially the case in coherence where the scores of the experimental group are noticeably higher. In grammar and word choice, both groups seem to stand on the same level with a slight advance for the experimental

The correction of their papers show that students succeeded in making accepted selections of words to develop their ideas and arguments. They have been positively rated at the level of communicative quality in terms of content words and correct use of tenses and grammar in general.

The scores of the experimental group, however, seem to increase in cohesion and coherence, compared to the control group.

Throughout the different collaborative sessions, it seems that students pay more attention to how they write. If the scores achieved in coherence are higher, this is mainly due to the first effects of the collaborative teaching which has relatively served the students in some sorts of ways. Probably, their involvement in the experiment, the teaching writing assignments implemented and the learning strategies of the new context had influenced their scores. One important factor to consider is that despite the amount of studies and homework they have to achieve with their teachers of writing, these students have reported that they have enjoyed and applied easily the stylistic elements learnt in grammar in their writing productions.

C.I.4.PROGRESS TEST THREE

An important part of the investigation is to look deeply into students' written performances and examine their achievements to find out all that would indicate signs of improvements. One attempt was to investigate the students' ability to analyze the elements of knowledge they gained through being involved in collaborative teaching sessions, and to which extent they were able to apply them when producing pieces of writing. Another element of the same importance in academic writing that reflects student's progress is the ability to make a synthesis of the different elements of knowledge required to develop logically and communicate ideas using the phases of the process approach in a formal written work. This was also investigated by the researcher during all the phases of the experiment.

As it is indicated in the previous tables and figures, the general impression up to now is that most of the students –especially in the control group- have failed to make appropriate analysis and effective synthesis or even to show an adequate reasoning through written performances. It may be attributed to the lack of emphasis and insufficient assimilation of the different writing components and their application in writing.

We started to notice significant changes in terms of improvements in students' performances by the end of the third phase of the experiment which was ended by progress test number three. Considerable change is observed among the experimental group scores in the different areas of evaluation applied in the study. In terms of statistics, the following tables illustrate clearly the situation.

Table 12: Calculating the mean of the experimental group in the third progress test:

Individual students	Content	organisation	Vocabulary	structure	Mechanics	The mean
01	13	11	14	15	12	13
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	06
39	10	07	10	07	10	08.50
40	10	11	11	12	09	11
The mean						12.70

Considering the writing components under study, as we are moving towards the end of the experiment, nearly half of the participants in the experimental group have well or adequately managed to present some written productions that meet the requirements of such type of writing. It seems evident,

regarding the scores, that the majority of learners have made progress needed to present written works considering adequate command of language including accurate word choice and clear sentences. What is encouraging here is that some students have been assigned positive grades in the logical organisation and connections between ideas, and their works were evaluated as excellent. Their achievements can be explained by the adequate strategies which they have developed along through the collaborative teaching sessions. In the pieces of writing of these students, appear use of conventions of standard english for grammar usage, spelling and punctuation. Our profession as language teachers, supported by our practice and experience in the classroom, allow us to detect instances and areas where effective learning takes place. What confirms our assumption is the qualitative move these students have made in this test compared to their scores in the pretest and progress test No1.

Unfortunately, this is not the case of all the students. Scores of the control group participants indicate a different reality and suggest that students still need to learn much. A glance at their scores lets the reader assume that very little or no change at all takes place as long as times goes on, and that the advance these learners make is just normal. Generally, like in the progress test N2, little can be said about their scores in this test. Moreover, there are cases of respondents whose scores regressed in the criteria of evaluation.

The following table displays better the control group scores

Table 13 *Calculating the mean of the control group in third progress test*

Individual students	content	organisation	vocabulary	structure	Mechanics	The mean
01	07	06	09	06	04	6.4
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12
34	10	11	10	11	10	056
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13
37	08	05	08	05	08	11
38	06	08	06	08	06	04
39	10	07	10	07	10	08
40	05	07	09	07	10	7.5
The mean						10.60

This table includes sufficient data that best describe learner's achievements through scores and provide any reader with sufficient detailed information on participants' progress.

Statistically, to visualize the difference between the scores in response to progress test No3, a better picture can be drawn from the following table that shows the mean of both groups .The following table presents a summary of the means to help interpret test 3 results of the experimental and control group

	Experimental group	Control group
Mean	12.70	10.60

Table14

It's evident that for the experimental group, the progress is in increase especially for almost all the learning areas. It is important to consider such qualitative change in our students' performances. Linguistically, this is explained in terms of positive learning that these students have achieved through these collaborative sessions. Consequently, any positive move observed in the learners' results can only be related to positive influence entailed by the use of the different writing components taught collaboratively so far in the experiment.

In our view, this achievement is attributed to two factors. On one hand, the learning sessions during the phases of the experiment were motivating as they differed from the ordinary routine ones. On the other hand; probably, writing seems now to be an activity appreciated by the students who find

learning with more than one teacher better, and this guides and assists them translate their thoughts into written words.

Throughout the three tests, it is clear that students in the experimental group did not raise their level of achievements until they reached the third progress test. They seem to be engaged better and really involved within the experimental work.

C.I.5.PROGRESS TEST FOUR

It is mainly the fourth progress tests scores that show clearly the significant difference in students' performances concerning the different writing components. The ability to manipulate language is manifested by the experimental group by the end of the fourth phase. The students now demonstrated a good command of language, including precise word choice and varied sentence structure, which is highly effective for the writer's purpose and audience.

Along the last learning sessions, the continuous exposure to collaborative sessions of diverse contents, added to discussions with the teacher and peers, did highly influence the participants' abilities to gain positive scores by the end of the study thanks to the consistent, appropriate use of conventions of Standard English for grammar spelling and punctuation

We have to note that such writing components are not so easy to teach and they need a very long time to be acquired by the learner. Perhaps, one might argue that not all the positive scores that the participants gained are solely due to

our experiment, but the fact remains that when compared to the control group results, these students have certainly been positively influenced by the experiment. The students, having been involved in collaborative teaching sessions, might have been helped feel more satisfaction and more enjoyment about learning writing skills and their opinions had changed for the better.

Table 15: Calculating the mean of the experimental group in the fourth progress test:

Individual students	content	Organization	vocabulary	Structure	Mechanics	The mean
01	13	14	10	12	14	12.6
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	10	07	10	07	10	05
The mean						13.00

Undoubtedly, the core point of analysis related to the data collected along this test is the exposition and development of ideas in an academic writing. As mentioned formerly, whether at the level of organisation and style, conventions

or within the text unity achieved through cohesion and coherence, students in this group have over scored their peers in the control group. What numbers show support what the researcher advocates. Pedagogically speaking, the objectives set in any English learning department is to develop linguistic abilities that lead to better qualities in the learners written performances.

Considering the detailed information in table 17, one can easily deduce the positive qualitative shift in the students' writings along the succession of the progress tests. Although it is not similar to all the participants, but the occurrence of such improvement shows the extent to which all integrated writing components have brought considerable achievement by the end of this study.

Table 16: *Calculating the mean of the control group in the fourth progress test*

Individual students	Content	Organization	Vocabulary	Structure	Mechanics	The mean
01	15	14	13	15	12	13.8
02	08	12	08	12	08	10.2
03	12	11	12	11	12	09
04	10	10	10	10	10	12
05	10	08	10	08	10	10.50
06	06	07	06	07	06	13
07	08	06	08	06	08	09
08	12	12	12	12	12	15.50
09	12	11	12	11	12	10.50
10	14	13	14	13	14	10
11	10	09	10	09	10	13.50
12	16	14	16	14	16	12
13	10	08	10	08	10	09.50
14	12	11	12	11	12	09.50
15	08	10	08	10	08	8.50
16	12	09	12	09	12	08
17	14	13	14	13	14	12.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	10	07	10	07	10	05
The mean						10.75

To the control group, things did not change significantly from the previous test. Except some individual improvements in text unity and the steps of the process approach, the general obtained scores indicated in table (16) do

not say much. It is beyond the researcher's means to make all learners of English at the university level good academic writers. Students' linguistic competence and performance are always subjected to certain hindrances that are beyond the researcher's control. The following table (17) presents a summary of the means to help interpret the results of the experimental and control group in the fourth progress test:

	Experimental group	Control group
Mean	13.00	10.75

Table 17

C.I.6.The POST-TEST

The post-test was used to investigate the effect of the CT program on developing the selected writing skills. Hence the progress achieved by the experimental group could be attributed to the program they have been exposed to. The format of the posttest was the same as described for the pretest. The prompt asked students to write an essay explaining why it is important to learn about other cultures. What we were expecting them to do was to recall their gained knowledge about the writing components and report it in an essay. To us, this test has a dual objective: first, it is considered as the final quiz in the course of written expression and, second, it gathers data required for the ongoing experiment. The students' final scores and their comparison are reported in the following table:

Table 18: Calculating the mean of the experimental group in the post- test

Individual students	Content	organisation	vocabulary	structure	Mechanics	The mean
01	15	14	13	15	13	14.5
02	13	13	11	12	12	11.9
03	12	11	12	11	12	11.5
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13
37	14	12	10	13	12	12.9
38	06	08	06	08	06	06.8
39	13	11	10	12	15	13.2
40	14	13	12	13	14	13.4
The mean						13.54

Table 19: Calculating the mean of the control group in the post- test

Individual students	content	organisation	vocabulary	structure	Mechanics	The mean
01	12	12	12	12	12	09
02	08	12	08	12	08	07
03	12	11	12	11	12	06
04	10	10	10	10	10	11
05	10	08	10	08	10	08.50
06	06	07	06	07	06	13.50
07	08	06	08	06	08	05
08	12	12	12	12	12	15.50
09	12	11	12	11	12	09.50
10	14	13	14	13	14	09
11	10	09	10	09	10	12.50
12	16	14	16	14	16	12
13	10	08	10	08	10	08.50
14	12	11	12	11	12	07.50
15	08	10	08	10	08	07.50
16	12	09	12	09	12	08
17	14	13	14	13	14	11.50
18	12	13	12	13	12	15
19	08	07	08	07	08	12
20	08	08	08	08	08	10
21	08	05	08	05	08	15.50
22	10	12	10	12	10	07.50
23	14	15	14	15	14	12
24	12	14	12	14	12	12.50
25	10	08	10	08	10	05
26	08	09	08	09	08	06
27	08	10	08	10	08	08.50
28	06	07	06	07	06	10.50
29	08	06	08	06	08	12
30	12	10	12	10	12	09.5
31	12	11	12	11	12	11.50
32	10	10	10	10	10	06.50
33	06	08	06	08	06	12.50
34	10	11	10	11	10	05.50
35	12	16	12	16	12	14.50
36	14	08	14	08	14	13.50
37	08	05	08	05	08	11.50
38	06	08	06	08	06	05
39	10	07	10	07	10	07.50
40	10	07	10	07	10	05
The mean						10.80

The following table summarizes the results of the post- test of both groups in order to provide an easier comparison.

	<i>Experimental</i>	<i>Control</i>
Mean	13.54	10.80

Table 20

Comparing the means, one can deduce that the experimental group outperformed the control group. The experimental group did better by **31.4 %**, although in the pre-test this difference was negligible. These results confirm further the students' progress made through the different tests that we held. We can also deduce that there's no preponderance as far as the feedback of girls and boys is concerned

The differences between the post-test scores of the experimental and control groups were significant; thus, our hypothesis 'There will be significant differences between the post-test essays written by students in the experimental group and those written by students in the control group 'was confirmed. Generally, students in the experimental group had improved more than students in the control group. Three out of the five factors of their writing measured in the rubric: namely, organisation, content, and structure, were improved and the differences between the scores for the two groups were significant .The results suggested that collaborative teaching helped students a great deal to improve their writing skills, but more in the areas of organisation, content and structure

than in mechanics and vocabulary. In order to exclude the effect of any other variable and hence confirm the impact of collaborative teaching on writing, we have used the 't' test below.

C.I.7.THE T- TEST :

The t- test is the guarantee of the validity of experiment based on a two entities – comparison. Once applied; it reveals – with a very tiny error probability – the effect of the IV (independent variable) on the DV (Dependent Variable). To calculate the value, the following formula needs to be applied:

$$t_{N_1+N_2-2} = \frac{\sqrt{(X_1-X_2)^2 \frac{N_1 N_2}{N_1+N_2-2}}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2) \frac{N_1+N_2}{N_1+N_2-2}}}$$

The obtained result (with 5% error margin) must equal or exceed the tabulated value (calculated with the Degrees of Freedom) to affirm, confirm or infirm the effect of the IV on the DV, and hence reject the null Hypothesis Ho.

X_x = individual score .

X_n = group mean (average).

X_x^2 = squared score .

N_x = standard of subjects.

S_x = standard deviation (sample variance) .

The standard deviation is a virtual value assigned to probable difference of level a among the subjects.

Hence the 't' test is applied using the following formulas.

Pre- test:

Expermental group

control group

$$\sum X_1 = 390.$$

$$\sum X_2 = 397$$

$$\sum X_1^2 = 152100$$

$$\sum X_2^2 = 157609$$

$$X_1 = \frac{\sum X_1}{N_1} = \frac{390}{40}$$

$$X_2 = \frac{\sum X_2}{N_2} = \frac{397}{40}$$

$$X_1 = 9,75$$

$$X_2 = 9,925$$

Post test:

$$\sum X_1 = 555.$$

$$\sum X_2 = 409$$

$$\sum X_1^2 = 7883$$

$$\sum X_2^2 = 4313,5$$

$$X_1 = \frac{\sum X_1}{N_1} = \frac{555}{40}$$

$$X_2 = \frac{\sum X_2}{N_2} = \frac{409}{40}$$

$$X_1 = 13,875$$

$$X_2 = 10,225$$

Experimental Group	Squared score X^2_1	Control group	Squared score X^2_2
15	225	9	81
13	169	8	64
16	256	7	49
12	144	11	121
13	169	9	81
9	81	12	144
9	81	7	49
13	169	13	169
17	289	9	81
17	289	9	81
15	225	12	144
17	289	13	169
15	225	12	144
17	289	8	64
14	196	9	81
15	225	8	64
18	324	11	121
15	225	13	169
13	169	13	169
15	225	9	81
8	64	16	256
16	256	8	64
18	324	11	121
17	289	13	169
15	225	7	49
14	196	5	25
13	169	8	64
9	81	12	144
11	121	10	100
14	196	11	121
15	225	11	121
14	196	7	49
8	64	11	121
15	225	8	64
18	324	16	256
13	169	15	225
9	81	13	169
9	81	7	49
14	196	4	16
13	169	8	64
$\Sigma X_1 = 555$	$\Sigma X_1^2 = 7883$	$\Sigma X_2 = 409$	$\Sigma X_2^2 = 4313$

Table21: Calculating the squared scores of both groups

The sample variance(standard deviation):

Experimental group:

$$S_1^2 = \frac{\sum x_1}{N_1} - X_1^2$$

$$S_1^2 = \frac{7883}{40} = 13.87 \times 14.33$$

$$S_1^2 = 197.07 - 192.37$$

$$S_1^2 = 4.7$$

Control group

$$S_2^2 = \frac{\sum x_2^2 - X_2^2}{N_2}$$

$$S_2^2 = \frac{4313.5}{40} - (9.97 \times 9.97)$$

$$S_2^2 = 105.20 - 99.40$$

$$S_2^2 = 5.5$$

The t value

$$t_{N_1+N_2-2} = \frac{(X_1 - X_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2) (N_1 + N_2)}}$$

$$t_{40+40-2} = \frac{(13.87 - 9.97) \sqrt{(40-2) \times (40 \times 40)}}{\sqrt{(40 \times 4.7 + 40 \times 5.5) \times (40 + 40)}}$$

$$t_{80-2} = \frac{3.9 \times \sqrt{34 \times 1640}}{\sqrt{188 + 225.5 \times 36}} \quad \frac{\sqrt{3.9 \times 55760}}{\sqrt{413.5 \times 36}}$$

$$t_{78} = \frac{3.9 \times 236.13}{\sqrt{14886}} = \frac{920.9}{122.13} = 7.54$$

The t value is 7.54 According to a degrees of freedom (whereby DF = N1 + N2- 2) The critical value is 7.54 > 02.06 . H 1 is accepted, because the mean for the experimental group is significantly higher than for the control group. the Ho is rejected, so there is only a 1% probability that the observed mean difference, occurred by chance alone. In other words we have a 99% probability that it was due to factors other than chance.

CONCLUSION:

The main research question for this study was ‘Does collaborative writing benefit students?’ In other words, will the writing ability of students improve if teachers use collaborative teaching strategy? Two sub-questions were used to answer the main research questions, as follows: (1) Would students who are involved in collaborative writing settings produce better written and better organized paragraphs and essays than students learning in a classical way? (2) Are students’ attitudes and perceptions positively affected by involvement in collaborative learning settings? The two sub-questions were answered through the following questions:

*Is there a difference between the experimental group and the control group at the pre-test?

*Does the experimental group change from pre-test to post-test?

*Does the control group change from pre-test to post-test?

*Is the experimental group different from the control group at post-test?

The study results were obtained from the students’ scores for their written essays, and from their responses in interviews.

The analysis of the findings with reference to both the above questions suggested that various hypotheses were developed to answer the two sub-research questions. The first research question included the writing components: content, organization, structure, vocabulary and mechanics, whereas the second research question revolved around the students’ attitudes towards the CT. Each

component was organized under the relevant hypothesis for the purposes of the analysis and interpretations and conclusions derived from the results are presented respectively.

Research Question One:

Would students who are involved in collaborative writing settings produce better organized paragraphs and essays?

Students in both the experimental and control groups wrote essays on a specific topic in the first week of the study as a pre-test and wrote another as a post-test; so the students' essay scores represented their performance. The difference between the pre- and post-test scores concerning the hypothesis 'There will be significant differences in the essays of students in the experimental group before and after involvement in the collaborative teaching strategy' was highly significant thus it was confirmed. The participants in the experimental group had become able to organize and develop their essays effectively.

The collaborative activities had helped the students to learn how to produce coherent essays and avoid grammatical or spelling mistakes. They had also made it easier for the students to learn how to write and had resulted in changes in the participants' written products. The components of their writing measured in the rubric had been improved after involvement in the collaborative

teaching method and the differences between pre- and post-test scores were highly significant.

A comparison between the pre- and post-test essays of students in the experimental group in terms of the mean difference found that the most positive effect of involvement in the collaborative teaching strategy was on organization, followed by content, grammar and then vocabulary with mechanics being the category in which there was the least improvement. These findings suggest that there was less improvement in the editing stage of writing (checking mechanics) after involvement in the collaborative teaching strategy than in the other stages. It could thus be suggested that students who engaged in collaborative writing need to focus more on mechanical mistakes. This result found that CT benefited the students a great deal in terms of the quality of their writing.

By contrast, it did not help the students considerably in terms of the conventions of their writing (mechanics). These findings are similar to those of other studies that have investigated the effect of CT in improving students' writing skills, such as that of Gooden-Jones (1996), who found that after students had been taught using the collaborative teaching strategy for six weeks, 80% of them passed the written achievement test administered by the college. An analysis of the students' essays indicated that the collaborative teaching strategy had helped the students to improve their writing skills effectively.

In summary, with regard to the findings for the first research question, this study has provided additional insights to those of other studies that have

investigated the effectiveness of collaborative teaching in improving students' writing skills. For example, Suzuki (2008) assessed differences between learners and found that students involved in CT paid more frequent attention to content and ideas. In addition, Shull's study (2001) showed that the writing skills of students involved in collaborative teaching had improved more than those of students in ordinary conditions.

After comparing the post-test essays of the experimental group with those of students in the control group, it was clear that the collaborative teaching strategy had an influence on some stages of the process approach to writing: namely, pre-writing and while-writing. As mentioned earlier, the process approach to writing concentrates on writing skills such as planning, revising and rewriting rather than on linguistic knowledge such as grammar, vocabulary, punctuation and spelling (Badger & White, 2000; Belinda, 2006). It could therefore be concluded that applying the process approach alone to writing in this situation does not help a great deal in improving some activities of the writing stage of the process, specifically, the mechanics factor.

C.II.THE ATTITUDE SCALE

C.II.1. Aim of the attitude scale

The scale aimed at revealing attitudes of second year experimental students towards writing skills before and after the implementation of the CT program.

C.II.2. Design of the attitude scale

Having reviewed a number of studies on students' attitudes towards EFL writing skills, the researcher designed an attitude scale, taking into account the following points:

- * Using clear items
- * Using simple and direct items
- * Addressing all components of attitude i.e. affective, cognitive and behavioral

C.II.3. Content of the attitude scale

The scale consisted of statements that aimed to measure experimental students' attitudes towards writing in English in terms of affective, cognitive and behavioral aspects of attitude. The items were put in a 3-point Likert scale from Level 1: Agree, to Level 2 : Disagree, to Level 3: Don't know.

C.II.4. Validity of the attitude scale

To ensure the validity of the scale, it was submitted to a group of teachers specialized in the field of EFL. They were asked to comment on the suitability

of the scale's items to measure attitudes towards writing skills, clarity of the scale items and clarity of the scale instructions.

C.II.5. Reliability of the attitude scale

To establish the reliability of the scale, it was administered to a sample of 30 students other than the sample of the study. Then, the same scale was administered to a different group after two weeks under relatively the same conditions in terms of the time and place. The reliability coefficient was estimated using Cronbach Alpha Formula. The estimated value was (0.89), which is considered reliable for the purpose of the current study.

C.II.6. Time of the attitude scale

During piloting the attitude scale, the researcher specified the time needed for answering the writing attitude scale. The average time needed for answering the writing attitude scale was thirty minutes. No one needed an extension of time to answer the writing attitude scale items.

C.II.7. Administration of the attitude scale

After ensuring the reliability and specifying the time of the writing attitude scale, it was administered to the experimental group. It was administered with the pre- test one day prior to the experiment. The post attitude scale was administered with the post-test two days after the experiment ended. Post attitude scale conditions were relatively the same as those of the pre-attitude scale in terms of place and time.

C.II.8. Calculation of students' attitudes on the attitude scale

The overall attitudes were calculated through summing students' scores. The highest score a student could get was 66 and the lowest score was (22) and the neutral score was (33). In addition, the mean scores of the three aspects of attitudes towards English among the respondents were also calculated separately. The highest score a student could get on the affective component was (24) and the lowest score was (8) with (12) as the neutral score. The highest score a student could get on the cognitive component was (24) and the lowest score was (8) with (12) as the neutral score. The highest score a student could get on the behavioral component was (18) and the lowest score was (6) with (9) as the neutral score.

Table (22) : The Attitude Scale towards writing

Statement	Agree	Disagree	Don't know
1. Affective			
1. I think writing is interesting.
2. I wish the free classes to be for writing.
3. I feel lost when my teacher asks me to write on a given topic.
4. The way my teacher teaches writing makes me bored.
5. I wish to finish the writing class quickly.
6. I wish I had more time to write in class.
7. I think writing is boring.
8. I feel comfortable when I write in English.
2.Cognitive			
9. I prefer expressing my ideas through writing to speaking.
10. I think writing what I learn consolidates my learning.
11. Writing my ideas down brings them into existence.
12. I think self-correction makes me more confident and careful in writing.
13. I think it doesn't help me to have someone read what I wrote before I make changes.
14. It helps me a lot to get prerequisites to find out about what I'm going to write about
15. I think it helps me a lot to jot down everything I want to remember.
16. Writing in W.E doesn't help me to write in other subjects.
3.Behavioral			
17. I get busy doing other things during writing classes to avoid writing.
18. When I write in English, I can't edit my written work.
19. I listen to my teacher and give attention during the writing classes.
20. When I hand in an English paragraph I know I am going to do well.
21. I don't follow the directions of the teacher of English during writing classes.
22. I think I am a good writer.

Table 23

T- test results Comparing the pre-test vs. Poste-test attitude scale regarding "the affective component "

Att	N.	Mean	St. dv.	t. value	(df)	Significance	(d)
Pre	40	15.5	5.09	-9.2	40	0.05	3.1
Post	40	20.4	3.9				

Table (23) indicates that students' affective attitude towards writing was positive before the intervention of the program as the mean score of the affective attitude on the pre- administration of the scale was (15.5) which is higher than the neutral score of the affective component on the attitude scale which is (12).

Also, the table indicates that there was a statistically significant difference at 0.05 level in the "affective attitude" between the mean scores of the experimental group on the pre and post administrations of attitude scale in favor of the post administration, since the estimated t-value was (-9.2). This showed that students were found to have more positive affective attitude towards writing after the intervention of the program.

Furthermore, the calculated effect size value (3.1) indicates that the program had a considerable effect on students' affective attitude in the post-administration as compared to their affective attitude on the pre-administration of the attitude scale.

The difference between mean scores in the pre and post administrations of attitude scale regarding "the cognitive component" can be shown in table (24) below :

Table (24)

T – test results comparing the pre- test/ Post-test in attitude scale regarding "the cognitive component"

Att	N.	Mean	St. dv.	t. value	(df)	Significance	(d)
Pre	40	18.1	2.01	-12.3	40	0.05	4.17
Post	40	21.6	1.6				

Table (24) indicates that students' cognitive attitude towards writing was positive before the intervention of the program as the mean score of the cognitive attitude on the pre- administration of the scale was (18.1) which is higher than the neutral score of the cognitive component on the attitude scale which is (12). Also, the table indicates that there was a statistically significant difference at 0.05 level in the "cognitive attitude" between the mean scores of the experimental group on the pre-post administration of attitude scale in favor of the post administration, since the estimated t-value was (-12.3).

This showed that students were found to have more positive cognitive attitude towards writing after the intervention of the program. Furthermore, the calculated effect size value (4.17) indicates that the program had a very large effect on experimental group students' cognitive attitude in the post-

administration as compared to their cognitive attitude on the pre-administration of the attitude scale.

The difference between mean scores in the pre and post administrations of attitude scale regarding "the behavioral component" can be shown in table (25)

Table (25)

T – test results comparing the pre- test / Post-test in attitude scale regarding "the behavioral component"

Att	N.	Mean	St. dv.	t. value	(df)	Significance	(d)
Pre	40	13.5	3.4	-8.4	40	0.05	2.8
Post	40	16.7	1.6				

Table (25) indicates that students' behavioral attitude towards writing was positive before the intervention of the program as the mean score of the behavioral attitude on the pre- administration of the scale was (13.5) which is higher than the neutral score of the behavioral component on the attitude scale which is (9). Also, the table indicates that there was a statistically significant difference at 0.05 level in the "behavioral attitude" between the mean scores of the pre-post administration of attitude scale in favor of the post administration, since the estimated t-value was (-8.4).

This showed that students were found to have more positive behavioral attitude towards writing after the intervention of the program Furthermore, the calculated effect size value (2.8) indicates that the program had a considerable effect on study experimental students' behavioral attitude in the post-

administration as compared to their behavioral attitude on the pre-administration of the attitude scale.

The difference between mean scores in the pre and post administrations of attitude scale regarding "the overall attitudes" can be shown in the table below:

Table (26)

T – test results Comparing the pre- test vs. Post-test in attitude scale regarding the three components of attitude

Att	N.	Mean	St. dv.	t. value	(df)	Significance	(d)
Pre	40	47.2	9.7	-12.05	40	0.05	4.04
Post	40	58.6	6.5				

Table (26) indicates that students' attitudes towards writing were positive before the intervention of the program as the neutral score of the attitudes on the pre-administration of the scale was (47.2) which is higher than the neutral score of the overall attitude scale which is (33). Also, the table indicates that there was a statistically significant difference at 0.05 level in the "overall attitudes" between the mean scores of the pre and post administrations of attitude scale in favor of the post administration, since the estimated t-value was (-12.05).

This showed that students were found to have more positive attitude towards writing after the intervention of the program. Furthermore, the calculated effect size value (4.04) indicates that the program had a considerable effect on students' attitudes in the post-administration as compared to their attitudes on the pre-administration of the attitude scale.

To sum up, the hypothesis of the study was supported by the results. The experimental group achieved tangible progress in writing skills after the implementation of the program. Hence, these positive findings of the study proved that the CT program was effective in developing second year students' writing skills.

C.II.9.DISCUSSION OF FINDINGS

The results shown above reveal that students' writing skills and attitudes towards writing improved after the intervention of the CT program. This significant improvement emphasizes the effect of the experimental treatment on enhancing students' writing skills and their attitudes towards writing. The targeted writing skills improved are arranged in order of development from the highest to the lowest as follows: (1) organization, (2) content, (3), grammar, (4) vocabulary, and (5) mechanics of writing. Also the three components of the attitude towards writing are arranged in order of development from the highest to the lowest as follows: (1) *cognitive component*, (2) *affective component*, and (3) *behavioral component*. This significant improvement could be attributed to the following:

The CT program provided students with sufficient support which can be an important issue for explaining the significant results of the improvement of writing skills. Theoretically, the design of support is at the heart of the CT program. This support was represented in the guidance provided by the program.

For example, the program provided students with writing instructions to show or demonstrate what students were expected to do in their written tasks. Also, through the processing of the different components in the program, students were guided through steps and guidelines that helped them to perform their written productions.

The researcher believes that learning those components with other teachers gave students a better chance of getting organization and language use quickly and easily. In addition, students come across different structures in writing that are designed to convey more diverse types of information. Hence, the program allowed students to explore how the target language is used and then spontaneously write it correctly.

* The interaction of students with other teachers on writing throughout the program helped students in many terms. They had opportunities to share and learn in new contexts. Student-teacher interaction provided a less anxiety producing context in terms of discussing, creating, and thinking better than in one class. This comfortable non-stressful environment helped students to have more fun, be more motivated and interested in doing their tasks and to gain more confidence.

Being student-centered, CT allows students to collaborate on their work without the strong presence of the instructional teacher. In addition, when working in new contexts, each student could see how much effort the different teachers made in sharing the various roles. Moreover, this helped them to realize

their own errors when writing. So, most students displayed very good behavior in their tasks and helped to capture students' interest and become more motivated to complete the assigned tasks.

* The program adopted and facilitated the process writing approach through some detailed steps to make it easier for students to gain a full understanding of the process of writing and of their written task. The CT program could effectively enlarge the amount of knowhow and provide ideas and background knowledge for writing. After the students had sufficient information, they learned how to plan their writing, how to use the gathered information to support their ideas with appropriate coherence in their writing.

*The program helped students to think over what they learn, become more autonomous and gain insights of their strengths and weaknesses in writing skills. As students reflect on what they learn and on how they learn, they develop the tools to become learners that are more effective (Delmonte, 1997).

*The program provided students with more practice and more time to engage in writing through many further instructions. Those further instructions aimed to extend students' learning beyond the written expression module and give them more practice of the targeted writing skills. Moreover, those further instructions provided students with the opportunity to learn from their mistakes and improve their written production. This repeated performance helped students to become more fluent in writing and avoid the mistakes they made before.

* The findings of this study also confirmed the assertion that the CT program promotes favorable learner attitudes through this approach which encourages students to write for communicative purposes, in which they can find and make meaning in what they are doing.

* During the implementation of the program the students were encouraged to discuss and inquire about what they learnt in the writing activities, a fact that might have affected their attitudes towards learning. This proves that this program had led to developing students' attitudes towards writing. This could be attributed to the motivating and relaxed environment of learning to write with more than one teacher -in which the students were provided with enough opportunities to express their unique ideas, opinions, and reactions freely without embarrassment, a fact that might have contributed to developing their attitudes towards EFL writing. This implies that CT environment could better enhance students learning motivation.

Conclusion

According to the above results, it could be concluded that:

1. The experimental group showed greater improvement in terms of organization, grammar, vocabulary and content after the implementation of the CT program.

2. Though the attitudes of the experimental group towards writing were positive before the implementation of the CT program, they were significantly developed after the intervention.

3. The CT program helped to provide students with choice, variety and authenticity, give them a real purpose for writing, increase their engagement and motivation through learning writing with more than one teacher, give them the feeling of self-confidence and create a good learning atmosphere.

4. Through this program, students accurately developed their social skills in the sense that they found support elsewhere. The researcher noticed that better relationships between students and teachers were fostered and that they respected the opinions of others, who contributed to their success, to whom they referred when difficulties arose.

5. This program allowed students to gain higher degrees of autonomy in the sense that they had to make choices while gathering information and writing and providing arguments.

6. This program helped to facilitate the implementation of the process writing and for students to gain an understanding of the different stages of this process. Throughout the entire teaching and learning process repeated throughout the different courses, the participants gradually gained more confidence in writing in English.

7. Instruction that reflects students' interests and desires motivates them to take ownership of their learning and engages them in activities that are intrinsically

motivating had a positive effect on the development of students' writing skills and their attitudes towards writing.

C.III.THE INTERVIEWS

Introduction

It has been pointed out that interviews can also be used to achieve the researcher's objectives, to develop a further hypothesis or as an additional technique to other instruments. Thus, the interview method was also used in this research to provide supporting and supplementary information on the students' attitudes and perceptions concerning the collaborative teaching of writing. The interview in this study was used to explore students' attitudes towards certain points related to CT. It therefore helped the researcher to obtain more data about the students' attitudes and perceptions regarding the effectiveness of practicing collaborative teaching in improving the writing skills; this more in-depth information was meant also to consolidate and confirm better that obtained through the attitude scale.

Three kinds of interviews are recognized (Denscombe, 2003; Bryman, 2004): 1) the structured interview, in which questions are organized before conducting the interview; 2) the semi-structured interview, in which both freedom in talking and control over the organization of the questions by the researcher are considered the main features; 3) the unstructured interview, in which the interviewer has the full right to talk freely without any limitations. The positive characteristic of the semi-structured interview is that it encourages interviewees to talk freely without any stress, and without the interviewer

forcing them to answer any specific questions. The researcher thus used the semi-structured interview in this study because he wanted the interviewees to express their feelings about using CT in writing classrooms freely. According to Nunan (1992, p. 150), the semi-structured interview gives the interviewee full control and power to take in free and flexible environments. Denscombe (2003) and Bryman (2004) mention that the semi-structured interview is a free and flexible method in which the researcher is able to exercise control and guidance.

C.III.1.THE STUDENTS' INTERVIEW

A sample of six students from the experimental group was selected to represent the whole population. According to Lee, Woo and Mackenzie (2002), using only a few participants for interview is recommended for studies that use more than one instrument. The selection of only six students to represent the whole group for this study was based on the fact that the interview was not considered a central method for collecting data in this study, so selecting only a small number of participants for interview was enough.

The reason for involving only students from the experimental group for interview was because of their experience and practice of CT during the field study. The interviewees were chosen on the basis of the marking categories in order to represent the whole classroom.

With regard to the method of conducting the interviews, they were conducted in a quiet room and the students were interviewed individually, so

that each student could take his time. They were given the choice of being interviewed either in L1 or L2; thus the interviewee had the freedom to select the language he thought would enable him to express his opinions most clearly. The interviews were carried out at the end of the study in order to measure participants' perceptions after involvement in collaborative teaching.

The collaborative teaching interview, held with a number of students just after the experiment, was considered a key instrument employed in this study to answer the research question: 'Are students' attitudes and perceptions positively affected by involvement in collaborative teaching settings?' The interview was used in this research to provide either supportive or supplementary information regarding students' attitudes and perceptions concerning the collaborative teaching of writing.

The different questions devised for the interview aimed to investigate whether the use of the collaborative teaching strategy had improved the students' writing proficiency. This would provide valuable additional insights into the main quantitative results discussed so far. The results may be summarized and interpreted as follows:

*Question one was used to investigate the students' views on the best ways to solve the learning problems. All the interviewees thought that asking people who may be better than they were, such as teachers or their tutor, could be an appropriate way of solving learning problems. For example, student B said

'I prefer to ask people who are better than me, such as teachers and tutors'.

This suggests that the contribution of many teachers may be vital to help students in solving problems when they are learning the writing skills. It means that learners should conduct activities with the help and supervision of more than one teacher. This supports Vygotsky's concept that concerns the collaboration of less advanced students with their teachers. Villamil and Guerrero (2000) found that using CT helped students to manage their conversation, understand grammatical rules, and write critical and analytical texts. According to Gabriele (2007) and Schmitz and Winskel (2008), the effect of using collaborative teaching strategies to improve the writing proficiency of students was better.

*Question two concerned whether the students liked collaborative teaching or not; most of the interviewees found CT a beneficial strategy that helped them to collect new ideas and vocabulary more than doing so individually. For example, student A, who got good scores, said *'CT is especially useful in getting new ideas and organisation'*. This confirms the findings of a few other studies, such as those of Storch (2005) and Shi (1998), who found that the use of a collaborative teaching strategy enabled students to discover ideas and organisation. In addition, the student thought that sharing ideas with others would be beneficial when the group members were active and helpful and learning with many teachers.

*Question three was concerned with the benefits of CT in increasing the satisfaction of students in writing paragraphs and essays. Most of the interviewees stated that engaging in the collaborative teaching strategy had made practicing writing skills more enjoyable and satisfying. For instance, student C mentioned that *'I neither enjoyed nor did not enjoy writing before, but after practicing the collaborative method I felt that I liked writing very much'*. This supported the results obtained from the experiment and the attitude scale that lead us to say that involving students in collaborative teaching sessions might help them feel more satisfied and more enjoyment about learning writing skills. According to Min (2006), the students in his study appreciated the experiment and their opinions had changed for the better after involvement in this training. Another student thought learning writing through this method *is more proficient and faster'*. He added that collaborative teaching includes interaction and some talking during the pre-writing phase of the process.

*Question four aimed to supplement the other quantitative approaches used in this study by obtaining further information about the difficulties encountered by students when starting to write their essays. The low advanced students thought that collecting ideas and putting them in the context was the most difficult part of writing the essay. The use of teaching methods such as collaborative teaching might help to solve this problem (Shi,1998; Storch, 2005). On the other hand, the high advanced students did not feel that collecting ideas

and using them in the context was difficult. It seemed that their difficulties were associated with how to finish the whole essay successfully and how to avoid thinking in L1 while writing in L2.

Only the low advanced students thought they might have difficulty finding appropriate vocabulary when starting to write the essay. For instance, student A mentioned, *'If I have difficulty finding the right vocabulary when I start writing, then I use a dictionary'*, and student B said 'only sometimes'. However, the high advanced students did not feel that finding vocabulary when starting to write an essay was difficult.

*With regard to vocabulary and ideas, question five showed that all interviewees thought that CT had not helped them to acquire much vocabulary but rather share ideas with each other effectively. Student C said, *'Doing pre-writing activities collaboratively helps me to collect ideas with others and select the appropriate ideas for the essays'*. Student D believed that pre-writing activities such as brainstorming and collecting ideas are techniques that can be practiced under this method. This confirmed the finding discussed above that CT was more helpful for collecting ideas and organisation. This finding is in agreement with Shi (1998), Gebhardt (1980) and Storch (2002).

*With regard to the writing stage, the interviewees believed that this stage should be completed individually rather than collaboratively, because they thought that all the tools of writing, such as collecting ideas, getting vocabulary

and planning for the topic, had already been assembled collaboratively. For example, student A said, *'When ideas and vocabulary are available, writing individually is much better than collaboratively'*. The students thus might not need any further help from teachers and would be able to write the first draft individually. Moreover, everyone has his or her own writing style, so writing collaboratively could deprive students of the opportunity to express themselves in their own styles. For instance, student D mentioned, *'Everyone has a different style of writing, so it is better for this stage to be done individually'*.

*All the interviewees agreed that collaboration during the revising stage with the instructional teacher was much better. For example, student B said, *'Collaborating during the revising stage helped me to re-write some inappropriate sentences, vocabulary and ideas. Thus, being good at writing organization does not necessarily mean being good at structure or mechanics, and vice versa, so in writing it is possible to get help from teachers who are strong in the accuracy of their writing, while students may help themselves better in terms of quality of writing.'*

To summarize these conclusions in terms of their relevance to the rest of the research, the qualitative results from the interview not only supported the quantitative data obtained from scores and the attitudes to collaborative teaching but also showed that activities like choosing appropriate ideas ,organization and

planning were more helpful and beneficial when carried out under collaborative teaching.

C.III.2.THE TEAM TEACHERS' INTERVIEW

In addition to this, an interview was conducted with the team teachers to gain their perspectives regarding collaborative teaching. In this respect, it was held just after the experiment for the sake of identifying the strengths and weaknesses of CT. The interview was conducted in a relaxed and comfortable setting and was approximately two hours in length. The teachers were even afforded follow up interviews to clarify information from the initial interview. The questions revolved around definitions of collaborative teaching, difficulties to implementing CT, benefits to teachers, suggested strategies to overcome the obstacles and characteristics of effective collaborative teaching teams. Automatically, by identifying these obstacles, we can suggest strategies to overcome them.

The teachers stated that implementing the teaching and learning of a curriculum is an important way to achieve educational goals. It is also a two-way teacher-student interaction. In collaborative teaching, teachers need to impart their professional knowledge and skills and students need to be actively involved. Teachers have to design their teaching plans according to teaching objectives, teaching content and adopted methods. They should be able to change their teaching methods according to circumstances and needs. However,

teachers should be able to update course content with innovative concepts, employ fair evaluation tools, and take teacher-student interactions seriously to improve students' learning effectiveness.

According to the team teachers, the difficulties of the implementation of collaborative teaching include: personnel organization, space and equipment, collaborative teaching schedule arrangement, constant interruption at work site, time pressure and extra burdens. These problems are waiting to be solved. Secondly, it takes time to coordinate conflicts and problems among teachers, so that teachers with different mentalities can be blended to come up with a more pluralistic teaching method.

The advantages the teachers found were being able to learn from other teachers and advance in professional knowledge and having the chance to get to know students in other learning areas and have more teacher-student interactions. The teachers also spoke of improving communication skills and adding flexibility and variety to the course.

The teachers found it more interesting because they were able to make teaching plans for the course with their own specialties. But at the same time the planning is harder because the students' needs had to be taken into consideration. The teachers admitted that collaborative teaching was what they expected, they could learn more from other related fields and were willing to continue collaborative teaching on future curricula. Generally speaking, the

teachers found the effectiveness of collaborative teaching outstanding. In that, two or more teachers with different backgrounds and concepts from different cognitive realms could provide students with a chance to learn from a more pluralistic angle.

Team teachers participating in collaborative teaching suggested that teachers should use collaborative teaching to improve students' learning effectiveness. According to the results of this study, the implementation of collaborative teaching not only improved students' learning effectiveness, but also awoke their interest in learning. Also, it is suggested that teachers should incorporate collaborative teaching into lesson plans for other subjects in order to give students more chance of discussion and larger room for growth. By using collaborative teaching, teachers' teaching effectiveness can be improved and their professional growth can be promoted. Teachers can learn from each other's strengths a more complete course content to reach the goal of pluralistic teaching in the process of preparation and discussion in collaborative teaching.

Besides, collaborative teaching allows teachers to work with each other, share experiences, communicate and discuss problems, thus improve teaching effectiveness and promote professional growth. Teachers should thoroughly understand the concept of collaborative teaching and arrange courses in coordination with the characteristics of it. It is suggested that teachers should fully understand the meaning and concept of collaborative teaching and design

appropriate lesson plans by discussing with other participating teachers so that the effectiveness can be maximized. Teachers should participate in collaborative teaching implemented in the courses of their own specialties or interests. It is suggested that teachers should first focus on areas they specialize or are interested in and participate in collaborative teaching related to these areas, which would help them establish a solid knowledge base and confidence with collaborative teaching. This may promote their professional growth when their professional abilities are put to use.

C.IV.THE QUESTIONNAIRE

Introduction

In order to win a different perspective of our present work, we have suggested the use of a questionnaire with the teachers performing at the department of English. This was meant to investigate the teachers' perceptions and opinions concerning the topic under investigation, namely writing. In doing so, we aimed at bridging the gap between theory and practice, in that data collected from the field do not always stand as an evidence to reinforce theory.

The questionnaire consisted mainly of questions revolving around the teachers' knowledge about the writing skill, the frequency of teaching writing, the difficulties faced and the teachers' knowledge of the collaborative teaching of writing. In this respect, the questionnaire was developed to directly address the goals of the study.

C.IV.1.POPULATION AND SAMPLING

The population included fifteen teachers of written expression but also of other modules that have a direct relation with writing such as literature, linguistics and civilization. 'Population' is defined by Polit (2001, p. 233) as "The entire aggregation of cases that meet a specified set of criteria". To obtain the necessary information regarding the problem of second year students in the writing skill at the Department of English, Batna University, we have worked with fifteen teachers.

Concerning piloting, Cohen, Manion and Morrison (2005, p.260) Stated “a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire”. Therefore, before administering the questionnaire, we have piloted it taking into account the clarity of the questions, the difficulty, embarrassment, irrelevance and time consuming. In general, questionnaires are piloted to see whether they work as planned in order to avoid any unpredictable problems in the final administration.

C.IV.2.DESCRPTION OF THE QUESTIONNAIRE

The questionnaire is a whole of eighteen items and aims at shedding light on the writing skill relying on the teachers’ experiences. It seeks the prerequisites for writing, teachers’ opinions about students’ level of writing. The questionnaire also targets what is meant by good writing and the approaches used to teach writing. Moreover, our fifteen informants are asked about the weekly allotted time to writing, whether or not the teachers are satisfied with the teaching of written expression during two academic years and their students’ level of writing at the second year level. Furthermore, the questionnaire expects to explore and determine the difficulties and obstacles that hinder students when writing in English. The researcher also tried to spot the level of those difficulties in the different learning areas such as the sentence, paragraph or the composition.

QUESTION ONE: What are the prerequisites of writing?

Teachers	Prerequisites
11 Teachers out of 15	Motivation
07 Teachers out of 15	Grammar
06 Teachers out of 15	Vocabulary
05 Teachers out of 15	Writing skills

Table 27 : The Prerequisites of Writing

This item is meant to know the teachers' opinions regarding the prerequisites that should be mastered by learners to write well. Moreover, our intention is to see if what is being done in practice matches with what was planned for in theory. At first glance, 11 of the informants think motivation and reading to be the first two main requirements for writing. For them, motivation is essential for success and achievements. As most researchers found that motivation is one thing to initially whet the student's appetite with appropriate motivational techniques" (Dornyei, 2005, p. 72). Thus, it is extremely necessary for students to be motivated in order to carry out their writing tasks and achieve a satisfactory level in writing in English.

As far as reading is concerned, the same category of teachers argued that reading is a necessary input for writing, and the two skills are strongly interconnected, i.e., reading is at the service of writing. That's why, they

claimed, our task is to encourage our students to read. They added that we should use reading as a technique to teach writing. This technique is devised by Raimes (1994) who stated that “reading can do far more in teaching of writing...” (p. 60). Also, it is reported by Fowler (2006, p. 2) that “good writing depends on extensive reading, not only previous reading of other works, but also frequent scans of your own piece, the one you’re working on”. He goes on to claim that “To write, you need first to read; writing is an offshoot of reading...”(p.6).

Grammar appears in the second position. According to seven (07) teachers, students who can construct grammatically correct sentence can generate a correct paragraph and essay. In this respect, Carroll (1990) claimed that “Students should know (1) how to properly construct a sentence ;(2) subjects and verbs must agree in number...” (p.1)

For six teachers, vocabulary is ranked as the third requirement. This category of teachers recommended strongly the following opinion ‘The more lexical items students have, the better they write’.

Meanwhile five teachers assume that the writing skills as the prerequisite for writing. These sub-skills are: spelling, punctuation, capitalization, etc., this issue is confirmed by Carroll (1990) who goes on to claim that ‘Correct spelling, punctuation, capitalization, and language usage are required’.

To sum it up, our informants neglect the fact that writing prerequisites should be integrated to constitute a good piece of writing. That is why their responses are varied; which means that they lack a unified way to teach writing. All the aspects mentioned are demanded to produce an effective final version.

QUESTION TWO: In your opinion, do the students achieve a satisfactory level in writing with the syllabus of second year?

OPTION	SUBJECTS
YES	00
NO	15
TOTAL	15

Table 28 :Students' Achievement in Writing

The data in Table 28 show that all the respondents (100%) seem not satisfied with the syllabus as far as the writing skill is concerned. This reality means that the writing problems can be derived, in addition to the teacher and the learner, from the syllabus. But, we cannot ignore the fact that written expression teachers often rely on their experiences, by adding elements that fit

students' needs or omitting what can obstruct students' performances, rather than applying the official syllabus.

-Whatever your answer, please explain.

This dissatisfaction, according to our informants, is due to the following reasons:

1. Students need to be motivated by creating a healthy atmosphere and good teacher / student relationship.
2. It is partly because of deficiencies in the basics of English (lack of the previous prerequisites), and partly due to insufficient practice in writing and the number of students in each group.
3. Students are disinterested in reading; therefore, the product is weak.
4. Not much time allotted to practice writing.

This conclusion displays that the writing skill extends the previous prerequisites. It demands also other aspects to be integrated such as motivation, practice, time, small groups, etc.

QUESTION THREE: Do the students assimilate easily the writing skill?

OPTION	SUBJECTS
YES	00
NO	15
TOTAL	15

Table 29 : Written Expression Assimilation

All of the respondents (100%) declared that their students do not easily assimilate the writing skill during the written expression courses. This is due to the fact that writing is the most difficult and complex skill to be learned. “There are a number of reasons why students find language production [writing] difficult” (Harmer, 2007b, p. 251). Tribble (1997) also confirmed the fact that “writing is a difficult skill to acquire” (p. 65); the next question clarifies better the teachers’ opinions.

-If “No”, please explain.

The teachers explain this fact by providing the following reasons:

1. Students come to the Department of English from different streams.
2. Lack of interest, concentration, and practice.
3. Lack of vocabulary which is so limited and poor.

4. Students come with the idea that writing is just applying grammar rules as it is reported by Leki (1997). ‘Their only sense of security comes from what they have learned about grammar’ (p.34). It means that the key for good writing is mastering grammar rules”.

We can draw the following conclusion; written expression assimilation is not the students’ task but rather it is mainly the mission of the teachers to make it an interesting and enjoyable module by explaining the importance of writing in learning English.

QUESTION FOUR: Do outnumbered classes affect the learners’ written performances?

OPTIONS	SUBJECTS
YES	15
NO	00
TOTAL	15

Table 30: Effects of Out-numbered Classes on Learners’ Written performances

All the respondents (100%) declare that out- numbered classes affect the learners’ written performances. In this respect, out-numbered classes are another factor that hinder student to write well. 'In big classes, it is difficult for the

teacher to make contact with the student at the back and it is difficult for the student to ask for and receive immediate attention . . .’ (Harmer, 2007a, p. 128).

-Whatever your answer, please explain how?

The teachers argue that the working conditions are very important parameters that should be taken into consideration in the teaching/learning process. They go on to claim that an outnumbered class is not a place where good teaching/learning process can occur. Teachers make, instead of teaching, great efforts and much energy to calm down the learners and behave correctly, i.e., all these efforts and energies may go in vain. We should admit that this problem is mainly linked to the administration whose role is to reduce the students’ group and prepare a good atmosphere where the teaching of writing will happen. Hence teachers’ tasks would be to teach not think about solutions to this problem.

QUESTION FIVE :In your opinion, what is meant by ‘good writing’:

OPTIONS	SUBJECTS
Correct Grammar	00
Good Ideas	00
Specific Vocabulary	00
Spelling/ Punctuation	00
Clarity, coherence, and emphasis	00
All of them	15
Others	05

Table 31: Teachers’ Opinions about Good Writing

All teachers opted equally for the same answer. That is they admit that good writing means correct grammar, good ideas, specific vocabulary, spelling, punctuation, clarity, coherence, and focus. According to them, all these aspects integrated to constitute a good piece of writing. These aspects cannot work separately; they must be integrated. However, the other teachers (33.33%) added, in addition to these aspects, that good writing means:

- 1.Willingness to write.
- 2.At this level, advanced vocabulary is required.
- 3.Good thinking.
- 4.Issues and ideas that are interesting and worth developing.

This is an indication that our informants are aware about the different meanings of writing, but it is important to know how they can exploit them to help the students improve their writing.

QUESTION SIX: Do you use prewriting techniques in teaching the writing skills?

OPTION	SUBJECT
YES	15
NO	00
TOTAL	15

Table 32: Use of prewriting Techniques in Teaching the Writing Skill

The findings reveal that all the respondents (100%) confirmed the use of the prewriting techniques in teaching writing. The question that poses itself is whether our teachers are aware about how and when they use them. Moreover, this result contradicts with what has been written in students' exams papers which are full of mistakes and repetition.

- If “Yes”, please explain why?

The teachers provided us with several persuasive arguments in terms of the process and reasons behind using them:

a. A model is studied collectively first, and then students are asked to produce something similar.

b. Exposing learners to different styles and different registers through texts and studying the different rhetorical devices.

c. Prewriting helps identify learners’ needs.

d. Prewriting provides students with opportunities to understand different writing components.

QUESTION SEVEN: What writing components should students develop first in order to write well? You can tick more than one answer

Participants	Priority
10	Content
15	Grammar
14	Vocabulary
12	Organisation
12	Mechanics

Table 33 :Writing components

This item is meant to see whether teachers are aware of the writing components which should be mastered by students to improve their writing proficiency. The objective is to check if what is done in practice matches with what is planned for in theory.

At the first glance, it seems that most of the teachers favour grammar as a pre-requisite for writing. However, despite the given numbers of answers, teachers' opinions still vary to a certain extent. Only 10 of them mentioned the importance of all the writing components. These teachers think that these components are so important that they are considered as a basis in the learning of the writing skill because this latter cannot be learned in isolation. Their responses match well with ' . Grays' (1968) statement that:

"Writing is not, then, a skill which can be learned in isolation. In the apprentice stage of writing, which will last for a considerable time, the learner must learn and master the different prewriting components before the activity of free writing."

We notice that the greatest number of teachers focused on grammar which is an assertion that teachers are all convinced of teaching structural language points. This means that priority is given to correct grammar even if it is at the detriment of the writing skill.

Vocabulary appears in the second position, of course, according to their classification. This category of teachers recommends strongly the following

assumption: the more lexical items students have, the better they write. Indeed, it is true to a certain extent but we have to know that learning a whole dictionary by heart does not mean that the student can write well. Punctuation devices, cohesion and mechanics should also be mastered.

QUESTION EIGHT: Which approach do you use to teach writing?

OPTIONS	SUBJECTS
The Product Approach	01
The Process Approach	01
Both	13
Other	00
Total	15

Table 34: Approaches Used to Teach Writing

To teach the writing skill, various approaches are used: the process and the product approaches. Their use either separately or combined depends on the teaching conditions, situations and needs. Accordingly, the analysis of the results reveals that the majority of the respondents (86.66%) favor the use of both approaches. However, one teacher claims the use of the product approach

since students are usually judged according to their final product in exams. This idea is supported by Furneaux (1999) who claimed that ‘writing is ultimately judged by content not process’.

The other teacher considers that the process approach is to be useful when teaching writing. This reveals that our teachers are aware of the different approaches to teach writing. But the question remains posed regarding the conditions of their use when, how, and to whom they are destined.

QUESTION NINE: Do you emphasize the steps of the process approach when asking students to write?

OPTIONS	SUBJECTS
YES	15
NO	00
Total	15

Table 35: Students’ Compliance to the Stages of the Chosen Approach

As shown in Table 35, all the respondents (100%) reported that they urge their students to use the various stages of the chosen approach. These stages are very important; they allow students to get a successful end product. Tribbe (1994) claims that “learners who move on into composing immediately are

likely to produce badly when writing” (p.55). However, these stages require much time which is a real problem.

QUESTION TEN: If your answer is “yes”, is the time allotted to them sufficient?

OPTIONS	SUBJECTS
NO	15
YES	00
Total	15

Table 36: Allotted Time to the Stages of the Chosen Approach

All of the teachers (100%) say that they have not enough time to do this task successfully. Regarding the data obtained in Table 36, it’s clear that teachers are not satisfied at all with the time allotted to the stages of the approach you have chosen. The remaining questions will clarify and explain better this constraint of time.

QUESTION ELEVEN:Is second year students' level of writing satisfactory?

OPTION	SUBJECTS
YES	00
NO	15
Total	15

Table 37: Teachers' Opinion of Students' Levels of Writing

The answers, we collected, reveal that all of the informants (100%) are not satisfied with the second year students' levels of writing. Here, we can explain this fact by claiming that the students are not well prepared in their first year written expression. Hence, if the start is wrong what comes after will be wrong.

If "No", please explain why?

Reasons for their dissatisfaction are reported below:

1. Lack of practice and motivation.
2. Students don't apply what they have learnt.
3. The number of hours per week is not satisfactory to fulfill the objective of the program.
4. Students still don't respect the different norms and writing techniques.

- 5. Because the program has been modified and the aim is not sufficient.
- 6. Students don't read enough; don't write well.

This indicates that motivation is missing; besides, practice, time and the syllabus do not fit students' needs in writing. Therefore, they are unable to achieve a satisfactory level in writing.

QUESTION TWELVE: Do your students find difficulties when writing in English?

OPTIONS	SUBJECTS
YES	15
NO	00
Total	15

Table 38: Students' Difficulties in Writing in English

Indeed, 100% of the respondents declare the fact that their students find difficulties when writing in English. This is true and closely matches with what has been mentioned in the archival study. Grabe and Kaplan (1996) argued that 'probably half of world's population does not know how to write adequately and

affectively’. This means that not only our students suffer from doing it correctly but may be all people even in their L1.

QUESTION THIRTEEN .What are the causes of difficulties?

- a. Teacher b. Syllabus c. Learner d-Other

OPTIONS	SUBJECTS
a+b+c	08
a+c	01
a+c+d	01
c+d	02
a+b+c+d	03
Total	15

Table 39: Causes of Students’ Poor Writing

We notice that teachers’ choices are integrative, combining two to four options. Furthermore, there’s a frequent repetition of option (c), which represents the ‘learner’, in each choice. Hence, the learner is classified in the first place. Then comes (a) which represents the ‘teacher’. The analysis of our findings reveals the following statistics: The majority of the respondents (53.33%) claim that the reasons of students’ deficiency in writing are due to the

teacher, the learner, and the syllabus. The other category of the teachers (20%) thinks that the problem is related to the following reasons:

- 1.Lack of serious training at the level of primary schooling.
- 2.Lack of interest and willingness to write in English.
- 3.Students don't read enough (extensive reading).

The 13.33% category link the writing difficulties to the learner himself; they added that “students’ difficulties in writing have their roots in their background education (middle and secondary schools), the home, and of course, incompetent teachers. However, one teacher claims that these factors are mainly due to the ‘teacher’ and the ‘learner’. Indeed, the two elements are the core of our investigation.

The last category 6.66% adds that besides the teacher and learner, “students are strongly related to their mother tongue which hinders the learning of the target language especially writing”. This means that L1 can be another factor that affects students’ performances in writing. Indeed, this issue has been fully discussed in the theoretical part. In this respect, Friedlander (1997) argued that ‘writers do any of their work in their first language (p, 109). It means that this way of writing inhibit acquisition of English due to the transfer of structures and vocabulary from L1 in an incorrect way.

QUESTION FOURTEEN: In case the teacher is the direct cause of students'

low proficiency, what is it due to?

- a. Lack of an appropriate approach to teach writing.
- b. Lack of an appropriate technique to teach writing.
- c. Lack of teacher's adequate corrective feedback and reinforcement.
- d. Lack of trained teachers in the writing skill.
- e. Teacher's response to students' written productions.
- f. The teacher as a source of demotivation.
- g. Other.

OPTIONS	SUBJECTS
a+b+c+d	03
A	01
B	01
D	01
a+f+g	01
a+b+c+d+e+f	06
a+d+e	01
b+d+e+f+g	01
Total	15

Table 40 : Teacher as a Source of Students' Poor Writing

According to the data displayed in Table 40, the teachers seldom justify with one aspect the writing difficulties. Hence, what is important in this analysis is that, the majority of the respondents (40%) emphasize that the reasons behind this handicap can be related to the lack of following elements: The appropriate technique used to teach writing, teachers' reaction (correction and response) to students' productions, and finally the teacher's motivation ; i.e., motivated teachers can produce motivated learners .

QUESTION FIFTEEN: Are these difficulties at the level of:

a. Sentence

b. Paragraph

c. Essay

d- Other

OPTIONS	SUBJECTS
A	02
B	01
C	01
B C D	03
A B C D	10
Total	15

Table 41 : Students' Difficulties in the Structural Aspects of writing

For the structural difficulties faced by the students, i.e., the sentence, the paragraph, and the essay, the majority of the teachers (66.66%) affirm that their students find obstacles at all levels mentioned above. This means that when the beginning is wrong, automatically what follows will be wrong too. If the learner is not able to build a correct sentence, this will negatively influence what follows next (paragraph/essay) for the simple reason that a paragraph is a combination of sentences, and an essay is a combination of a number of

paragraphs. The same teachers add that students have problems with words spelling, word order, usage and so on.

QUESTION SIXTEEN: What problems do you face in teaching the writing skill?

15 Teachers	Types of problems
05 Teachers out of 15	Time and practice
04 Teachers out of 15	Out- numbered classes
04 Teachers out of 15	Vocabulary and interest
02 Teachers out of 15	How to teach writing
04 Teachers out of 15	Transition from first to second year
03 Teachers out of 15	Assessment of writing

Table 42 : Teachers' Problems in Teaching Writing

Through this question, we want to know if there are other problems that hamper the teachers of written expression besides the known ones. Indeed, we have received a great number of responses and explanations. What is noticed is that all the respondents talk about the same problems that affect the process of teaching and learning written expression.

As far as time and practice are concerned, 30.33% of the teachers think that it is insufficient for them to carry out the job successfully. There's a clear shortage of time to practice the writing skill; that is why all teachers agreed to extend the teaching of written expression onwards.

Concerning out-numbered classes, it is the major problem that faces our teachers as an obstacle for achieving their goals as far as teaching writing is concerned. They also refer to the problem to devote fairly equal time and effort to each learner.

Moreover, our informants (26.66%) add vocabulary and interest as two real problems. Our learners' repertoire (lexicon) is very poor and limited. Thus, in order not to give their copies blank, they feel obliged to translate what they think in "French" or "Arabic". Lack of interest is another difficulty teachers face reporting that students write without any purpose in mind. Furthermore, (26.66%) of the respondents claim that transition from first to second year is another obstacle stating the following "receiving new other students from different groups, who were taught by different teachers in first year, makes us unable to complete what they have started during the first year".

Another problem that hinders the teachers to do their job successfully is that the students don't associate different writing situations suggested by the teachers for the simplest reason that the learners are familiarized with "spoon-feeding" learning and they don't conceive the idea of research. Concerning the

way of teaching writing, (13.33%) of the informants declare that the way of teaching the writing skill is another problem. One teacher favours freedom in teaching writing since there is no single way of teaching it. Teachers should be free to make their own discussions and not stick only to the syllabus, or at least bring some touch ups or update it. However, another teacher expresses a different opinion when claiming the lack of a common “manual” or “Course book” for teaching writing. Leaving teachers free to choose the method they like to teach may lead to inconveniences and sometimes to contradictions. This may be explained by the lack of trained teachers in teaching the writing skill.

QUESTION SEVENTEEN: Is there a way to overcome these difficulties?

OPTION	SUBJECTS
YES	14
NO	01

Table 43: Opportunities to Overcome Writing Difficulties

The data display that the majority of the teachers (93.33%), report that it is possible to overcome the difficulties behind students’ poor performances in writing; however, the remaining one, representing (6.66%), declares “No” which means that he does not face any problem. Of course, there is no problem without

a solution. There should be collaboration between all the teachers, the students, and the administration to find suitable remedies to reduce the problem of writing among students.

QUESTION EIGHTEEN: If yes, please explain how?

The teachers, who answer “yes”, propose some useful solutions to reduce and minimize the problem which are summarized as follows:

1. Reducing the number of students in each group.
2. Written expression should be taught by well-trained and qualified teachers.
3. Teachers of written expression should adapt the appropriate approach relevant to students’ needs and levels.
4. Adaptation of adequate techniques in correcting students’ written products to foster good productions.
5. The problem of time can be solved by extending the teaching of written expression to third year.
6. Good strategies, concerning the teaching of the writing skill have to be devised.
7. Insisting on accuracy and the simplest ways of composing.
8. Focus should be put on motivation as an essential aspect of the teaching and learning process.

10. “Collaborative teaching of written expression means that there should be collaboration between all the teachers of all modules. Because, in fact, teachers of written expression are supposed to endow their students with the different conventions, techniques, and rules, that govern the writing skill, so that they may use them in answering questions that require paragraph/essay writing and related to their field of study (different modules). Hence, besides the role of the teacher of written expression, part of the work is supposed to be done by the other teachers. They argued that ‘this collaboration should be there because of the fact that most formal/informal tests take place through the skill writing’. For instance, oral ability cannot often be tested through the oral skill as it is impossible to do it with a large number of students and the time allotted.

11. Furthermore,” the teaching of the writing skill should be integrated with the other skills *across the different modules*. In this respect, Byrne (1991, p. 69) claimed that “One effective way of providing this kind of context for writing is through the integration of all four skills, so that the use of one leads naturally to the use of another”.

C.IV.4.DISCUSSION AND INTERPRETATION OF RESULTS

From the analysis and interpretation of the teachers' questionnaire, the results reveal many facts about the writing skill as the most complex and difficult skill. Our conclusion is that all the teachers of written expression are not satisfied by their students' levels of writing. They assume that willingness to write is the appropriate input that foster their students to write correctly and assimilate written expression courses easily, especially first year. Both teachers and students face many difficulties in doing their tasks. All the teacher agree that good writing should include many aspects that are linked to form and content, which must be integrated to have a good piece of writing.

In teaching written expression, the majority of teachers used the two approaches: The product and the process ones which are associated by the use of the writing techniques to support their teaching; however, the use of these techniques alone does not foster students' writing. Since time allotted to written expression is not sufficient, all teacher favor the extension of written expression teaching to the third year and onwards because teaching writing should be systematic at university.

Concerning the difficulties that hamper the students to write correctly, the majority of the teachers assume that it is true that students face real problem when writing in English. The syllabus has also been reported as another hindering element. For the learner, the findings reveal that the majority of the

teachers assume that the effects of L1, lack of reading, motivation, and practice result in students' poor performances in writing. They added that these difficulties occur at all discourse levels (the sentence, the paragraph, and the essay).

However, the findings indicate also that it is possible to remedy or at least reduce these difficulties in writing. This can happen only if the teachers adapt an appropriate approach and techniques, good strategies, and most importantly by allotting more time for written expression teaching .One way of doing this is teaching writing across the different modules through applying collaborative teaching.

MAIN CONCLUSION

We began by asking what might be the disadvantages and benefits of collaborative teaching, and indeed whether such teaching is sound, pedagogically speaking. Our data reveal that while there were several disadvantages these were far outweighed by the benefits. For us, some of the most significant findings to come from our research were that our collaborative approach enabled us to teach differently from the way we tend to do individually, it enabled us to challenge each other about the theoretical framework we were endeavoring to comprehend as we used it, and we gained increased professional understanding from our regular reflective discussions. In turn, the insights that we gained enabled us to take risks, knowing that we could never be sure about the outcomes.

Finally, like Breen (1997), we found that our asking of fundamental questions about our collaborative practices impacted on far more than just the class we shared. It contributed to our own professional development as well. We feel that such critical questioning is crucial to maintaining an open mind and to avoid being trapped within the strictures of a particular approach.

We have to ignite a compelling pedagogical action for collaborative projects based on the research that has emerged in cognitive and learning theory over the last years. Efforts should be made to provide a wide range of collaborative opportunities that can be offered, ways to construct assignments

and guide the process, ways to prepare materials, and approaches to integrate the writing skill across the different modules. We have to acknowledge the difficulty of collaborative teaching especially because most teachers have these individualistic paradigms and cannot easily conceive of ways to work together and provide support to help one another. But nevertheless, teachers need to consistently see that collaborative teaching may be part of their work. This view of collaboration can help us move behind that oversight in our teaching and, in fact, can stand as one way out of the conflict. We are trying to bring about a persuasive and shared view among teachers to be conscious of the importance of collaborative teaching of writing, yet it is neglected in the teaching/learning process.

Teachers should be allowed the opportunities to develop into a professional learning community that is focused on the improvement of teaching. It cannot be forced to occur but rather structured to take place. In my action research study, teachers created a professional learning community centered on student learning and being strategically focused on writing. Each participant collaborated to implement units of study and to support each other to ensure the units of success for the students.

Action research should be conducted by groups of teachers to address areas of concerns or areas that need improvement. This can be encouraged by the university administration by allowing teachers to take the risk to collaborate and

try new things in teaching. However, action research allows all the participants to be involved in the decision making and the implementation of the action. This type of research may allow the teachers to become immersed in the topic of teaching writing and learning and to help problem solving. This study went through the complete process by collecting data to find the problems around the topic, analyzing and discussing the data to determine actions to take and reviewing the outcomes for further actions.

Like many teaching models, the practice of collaborative teaching is not without its challenges. Welch and Sheridan (1995) have found that teachers need to tackle these four challenges when attempting to work together, conceptual, pragmatic, attitudinal and professional barriers. To meet the challenges of collaborative teaching, Robinson and Schaible (1995) provide a rather comprehensive list of guidelines for modeling collaborative teaching such as looking for a team teacher with a healthy psyche, choosing materials that match to one another, -discussing teaching philosophy and methods and reviewing criteria for success. Nevertheless, it is debatable whether the different suggestions can be applied to the practice of collaborative teaching as team teachers come from different linguistic and cultural backgrounds and may hold different concepts and anchored habits of inhibition or other.

But in spite of all the challenges, the teachers believed that collaborative teaching helped them to learn from other teachers' knowledge, teaching

materials and teaching methods; as well as helping them to utilize their own strengths and potentials, share experiences and get to know colleagues better through discussions. They could acquire professional knowledge from different areas and so better understand the meaning of design. The students, on their turn, found collaborative teaching fresh and thought that the teachers' attitudes were amiable and kind, making the class atmosphere lively, healthy and vibrant.

Collaborative teaching can be integrated smoothly and gradually. If the administration could put some effort into understanding the meaning and content of collaborative teaching, they would find that it may provide many advantages toward the growth and learning of both teachers and students. It is suggested that administration should first fully understand collaborative teaching methods before applying them. For example, asking the 'pedagogical team' to plan a series of courses, and then distribute them to the concerned teachers for implementation.

Teachers should use collaborative teaching to improve students' learning effectiveness. According to the results of this study, the implementation of collaborative teaching not only improved students' learning effectiveness, but also awoke their interest in learning. Also, it is suggested that teachers should incorporate collaborative teaching into lesson plans for other subjects in order to give students more chance of discussion and larger room for growth.

By using collaborative teaching, teachers' teaching effectiveness can be improved and their professional growth can be promoted. Teachers can learn from each other's strengths and design a more complete course content to reach the goal of pluralistic teaching in the process of preparation and discussion in collaborative teaching.

In this context, teachers should thoroughly understand the meaning and concept of collaborative teaching and design appropriate lesson plans by discussing with other participating teachers so that the effectiveness can be maximized.

Teachers should participate in collaborative teaching implemented in the courses of their own specialties or interests. It is suggested that teachers should first focus on areas they specialize or are interested in and participate in collaborative teaching related to these areas, which would help them establish a solid knowledge base and confidence with collaborative teaching. This may promote their professional growth when their professional abilities are put to use.

As far as the topics for future research are concerned, it is suggested to incorporate the theory and practice of collaborative teaching into the teaching design of other modules in order to achieve the teaching goal and improve learning effectiveness. Furthermore, collaborative teaching may also be incorporated into the remedial and supplementary materials, pointing out students' weakest areas

and helping them to make improvements. Also, by designing more pluralistic evaluation methods, students will have more chance to bring their skills into full play.

Many statistics and facts have proved that collaborative teaching is an effective way to help students improve the students' writing performance, but in Algeria it still needs a long way to promote, especially with the current established programs and teaching routines. Collaborative teaching is still confined to many factors such as program, teaching facility, quality of teacher, student's cooperative awareness and traditional teaching influence.

In addition, many teachers and students would not like to choose the collaborative teaching because they still have to face the pressure of inherited habits in the teaching/learning process. However, English teaching has been called upon to provide the students with the basic ability to improve the writing performance, to receive and convey the information associated with their studies. Therefore, it can be predicted that the performance of collaborative teaching can be introduced in the future. Undoubtedly, collaborative teaching can help students to fully interact better with their teachers and can achieve better results in english language class.

To sum up, previous studies have suggested the strengths and challenges of collaborative teaching, and in our case, efforts should be made in order to bring to light the nature of collaborative teaching as well as team teachers'

perceptions of the practice of collaboration in our work. It is my aspiration that, by conducting and writing about this research, there will be an initiation and an inspiration to the colleague teachers to carry out some kind of experiments in similar situations across the teaching of the different modules.

REFERENCES

1. Adams, L., & Cessna, K. (1991). Designing systems to facilitate collaboration. *Preventing School Failure*, 35, 37-42.
2. Adams, L., & Cessna, K. (1993), Metaphors of the co-taught classroom. *Preventing School Failure*, 37, 28-32.
3. Arguelles, M. E., Hughes, M. T., & Schumm, J. S. (2000). Co-teaching: A different approach to inclusion. *Principal*, 79, 50-51.
4. Austin, V. L. (2001). Teachers' beliefs about co-teaching. *Remedial and Special Education*, 22, 245-255.
5. Bauwens, J., & Hourcade, J. J. (1995). *Cooperative teaching: Rebuilding the school house for all students*. Austin, TX: Pro-Ed.
6. Bouck, E. C. (2007). Co-teaching...Not just a textbook term: Implications for practice. *Preventing School Failure*, 51, 46-51.
7. Brandtlinger, E., Jimenez, R., Klinger, J., Pugach, M., Richardson, V. (2005) Qualitative studies in special education. *Exceptional Children*, 71, 195-207.
8. Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practice. *Focus on Exceptional Children*, 28, 1-16.
9. Cook, L., & Friend, M. (April 1998) A conversation about teams. Paper presented at annual meeting of the Council for Exceptional Children, Minneapolis, MN.
10. Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. (2nd ed.) Thousand Oaks, CA: Sage.
11. De Valenzuela, J. S., Connery, M. C., & Musanti, S. I. (2000). The theoretical foundations of professional development in special education. *Remedial and Special Education*,
12. Dieker, L. A., & Murawski, W. W. (2003). Co-teaching at the secondary level: Unique trends, current trend, and suggestions for success. *The High School Journal*, 86, 1-13.
13. Friend, M. (2007). The coteaching partnership. *Educational Leadership*, 64, 48-52.
14. Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*. Boston, MA: Pearson Publishing.
15. Gately, S. E. (2005), Two are better than one. *Principal Leadership*, 5, 36-41.
16. Gately, S. E., & Gately, F. J. (2001). *Understanding co-teaching components*.
17. Ghodbane, N. (2010) Identification and Analysis of some factors behind student's poor writing productions, the case of 3^{ed} year students at the English department, Batna university. Unpublished Thesis, Batna university.

18. Hellalet, S. (2014) *Introducing Authentic Materials to Develop Students' Academic Writing Style. The case of second year Students of English at Batna University. Unpublished Phd Thesis. Batna University.*
19. Hourcade, J. J., & Bauwens, J. (2001). *Cooperative teaching: The renewal of teachers.*
20. James Chapple, W. (2009). *Co-teaching:: from obstacles to opportunities Ashland university.*
21. Kohler-Evans, P. A., (2006). *Co-teaching: How to make this marriage work in front of the kids. Education, 127, 260-264.*
22. Magiera, K., Lawrence-Brown, D., Bloomquist, K., Foster, C., Figueroa, A., Glatz, K., et al. (2006). *On the road to more collaborative teaching: One school' s experience.*
23. Mastropieri, M. A., Schruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). *Case studies in co-teaching in the content areas: Successes, failures, and challenges. Intervention in School and Clinic, 40, 260-270.*
24. Merriam, S. B. (1998). *Qualitative research and case study applications in education. San Francisco, CA: Jossey-Bass Publishers.*
25. Min, H. (2008) *Reviewers Stances and Writer Perceptions in EFL Peer Review Training, In English for Specific Purposes, 27 (3), 285-305.*
26. Murau, A. A. M. (1993) *Shared writing: Students' perceptions and attitudes of peer review, Working Papers in Educational Linguistics, 9 (2), 71-79.*
27. Murawski, W. W. (2005). *Addressing diverse needs through co-teaching. Kappa Delta Pi, 41, 77-82.*
28. Murawski, W. W. & Dieker, L. A. (2004). *Tips and strategies for co-teaching at the secondary level. Teaching Exceptional Children, 36, 52-58.*
29. Murawski, W. W., & Swanson, L. (2001). *A meta-analysis of the research: Where are the data? Remedial and Special Education, 22, 258-267.*
30. Murray, C. (2004). *Clarifying collaborative roles in urban high schools. Teaching Exceptional Children, 36, 44-51.*
31. Nevin, A. I. (2006). *Can co-teachers provide quality education? Let the data tell us! Remedial and Special Education, 27, 205-251.*
32. Nunan, D. (1989) *Designing tasks for the communicative classroom, Cambridge University Press.*
33. Nunan, D. (1992) *Collaborative language learning and teaching, Cambridge University Press.*

34. Nunan, D. (1992) *Research methods in language learning*, Cambridge University Press.
35. Nunan, D. (1995) Closing the gap between learning and instruction, *TESOL Quarterly*, 29 (1), 133-158.
36. Orr, B., Thompson, C., Ross, H., & McAdory, L. (1998). Developing a team teaching project: One partnership experience. *Delta Kappa Gamma Bulletin*, 65, 52-56
37. Peacock, C. (1986) *Teaching writing*, Library of Congress Cataloguing.
38. Perl, S. (1978). *Five writers writing: case studies of the composing processes of unskilled college writers*. Unpublished PhD thesis. New York University.
39. Pica, T., Young, R., Doughty, C. (1987) The impact of interaction on comprehension, *TESOL quarterly*, 21 (4), 737-758.
40. Pilotti, M. & Chodorow, M. (2009) Error detection/correction in collaborative writing, *Reading and Writing*, 22 (3), 245-260.
41. Pincas, A. (1882) *Teaching English writing*, London: MacMillan.
42. Piechura-Couture, K., Tichenor, M., Touchton, D., Macisaac, D., & Heins, E. D. (2006). Co-teaching: A model for education reform. *Principal Leadership*, 6, 39-43.
43. Raimes, A. (1984) Anguish as a second language, remedies for composition teachers, in S. McKay (ed.), pp. 81-96, *Composing in a Second Language*, Cambridge, MA: Newbury House Publisher.
44. Raimes, A. (1991) Out of the woods: emerging traditions in the teaching of writing, *TESOL Quarterly*, 25 (3), 407-430.
45. Rea, P. J., & Connell, J. (2005). Minding the fine points of co-teaching, 71, 29-35.
46. Revell, J. (1979) *Teaching Techniques for communicative English*, London and Basingstoke, the Macmillan Press Limited.
47. Rice, D., & Zigmond, N. (2000). Co-teaching in secondary schools: Teacher reports of developments in Australian and American schools. *Learning Disabilities Research & Practice*, 15, 190-197.
48. Rice, R. P. & Huguley, J. T., Jr. (1994) Describing collaborative forms: a profile of the team-writing process, *IEEE Transactions on Professional Communication*, 37(3), 163-170.
49. Sadek, M. F. (2007). *Towards a new approach for teaching English language*. Dar Al-Fiker.
50. Salend, S. J. (2008). *Creating inclusive classrooms: Effective and reflective practices*. Upper Saddle River, NJ: Pearson.

51. Salend, S. J., Gordon, J., & Lopez-Vona, K. (2002). Evaluating cooperative teaching teams. *Intervention in School and Clinic*, 37, 196-200.
52. Savignon, S. J. (1983) *Communicative Competence: Theory and Classroom Practice*. Reading, MA: Addison-Wesley Publishing Company.
53. Schmitz, M. J. & Winskel, H. (2008) Towards effective partnerships in a collaborative problem-solving task, *British Journal of Educational Psychology*, 78 (4), 581-596.
54. Shi, L. (1998) Effects of prewriting discussions on adult ESL students' compositions. *Journal of Second Language Writing*, 7 (3), 319-345.
55. Shull, J. T. (2001) *Teaching the writing process to high school juniors through cooperative learning strategies*, Unpublished PhD Thesis, Walden University.
56. Seliger, H. W. & Shohamy, E. (1989) *Second language research methods*, Oxford University Press.
57. Simmons, R. J., & Magiera, K., (2007). Evaluation of co-teaching in three high schools within one school district: How do you know when you are TRULY co-teaching?
58. Somers, N. (1980) Revisions strategies of student writers and experienced adults, *College Compositions and Communications*, 31 (4), 378-388.
59. Stark, R. (2005). *Writing skills: Success in twenty minutes a day*. (3rd ed.) Learning Express, LLC, New York
60. Storch, N. (2005) Collaborative writing: product, process, and students' reflections, *Journal of Second Language Writing*, 14 (3), 153-173.
61. Storch, N. & Wigglesworth, G. (2007) Writing tasks: The effects of collaboration, in Maria del Pilar & Garcia Mayo (eds.) *Investigating tasks in formal language learning*, 157-177, Multilingual Matters Ltd, 157-177
62. Stotsky, S. (1983). *Research on reading/writing relationships*: Language Arts New York: Teachers College Press.
63. Tsui, A. B. M. (1996). Learning how to teach ESL writing. In D. Freedman & J. C. Richards (Eds.), *Teacher learning in language teacher* (pp. 15-45). Cambridge: Cambridge University Press.
64. Tribble, C. (1997). *Writing*. Oxford: Oxford University Press.
65. Ur, P. (1991). *A Course in language teaching: Practice and theory*. (3rd ed.). Cambridge: Cambridge University Press.
66. Vanderburg, R. M. (2006) Reviewing research on teaching writing based on Vygotsky's theories: What we can learn, *Reading & Writing Quarterly*, 22(4), 375-393.

67. Villa, R. A., Thousand, J. S., & Nevin, A. I. (2004). A guide to co-teaching: Practical tips for facilitating student learning. Thousand Oaks, CA: Corwin Press.
68. Villamill, O. S. & Guerrero, M.C.M. (1996) Peer revision in the L2 classroom: social-cognitive activities, mediating strategies, and aspects of social behavior, *Journal of second language writing*, 5 (1), 51-75.
69. Wadsworth, B. J. (1989) *Piaget's theory of cognitive and affective development*, Harlow, UK.
70. Walther-Thomas, C. (1997). Co-teaching experiences: The benefits and problems that teachers and principals report over time. *Journal of Learning Disabilities*, 30, 395-408.
71. Walther-Thomas, C., Bryant, M., & Land, S. (1996). Planning for effective co-teaching: The key to successful inclusion. *Remedial and Special Education* 17, 255-264.
72. Wallace, M. (1998) *Action research for language teachers*, Cambridge University Press.
73. Weiss, M. P., & Lloyd, J. W. (2002). Congruence between roles and actions of secondary special educators in co-taught and special education settings. *Journal of Special Education*, 36, 58-68.
74. White, R. V. & Arndt, V. (1991) *Process writing*, London: Longman
75. Widdowson, H. G. (2001). *Teaching a language as communication*. (12 th ed.) Oxford: Oxford University Press.
76. Williams, J. (2003) *Preparing to teach writing: Research, theory, and practice*, Lawrence Erlbaum Associates, Third edition.
77. Zamel, V. (1982) Writing: The process of discovering meaning, *TESOL Quarterly*, 16 (2), 195-209.
78. Zellermayer, M. (1989) The Study of Teachers' Written Feedback of Students' Writing: Changes in Theoretical Considerations and The Expansion of Research Contexts, *Instructional Science*, 18 (2), 145-165.
79. Yin, R. (1989). Case study research: Design and methods. Newbury Park, CA: Sage.
80. Yule, G. (2010). *The study of language*. (4th ed.). Cambridge: Cambridge University Press.

APPENDIX 01:

Table used for Calculating the mean of the groups in different tests

Individual students	content	organisation	vocabulary	structure	Mechanics	The mean
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
The mean						

APPENDIX 02 :

Michigan Educational Assessment Program (MEAP) and MEAP-Access*
Analytic Rubric Informational Writing

Ideas (points doubled)	Ideas are not focused on the task and/or are undeveloped.	Ideas are minimally focused on the task with limited details and examples.	Ideas are somewhat focused on the task and are developed with some details and examples.	Ideas are clearly focused on the task and are thoroughly developed with relevant details and examples.
Organization	No organization evident.	Organization and connections between ideas are weak.	Organization and connections between ideas are logical.	Organization and connections between ideas are clear, logical and appropriate for the context
Style	Ineffective use of language for the writer's purpose and audience.	Limited use of language, including lack of variety in word choice and sentences, may hinder the effectiveness of the writer's purpose and audience.	Adequate command of language, including accurate word choice and clear sentences, is effective for the writer's purpose and audience.	Command of language, including precise word choice and varied sentence structure, is highly effective for the writer's purpose and audience.
Conventions	Ineffective use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation.	Limited use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Adequate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Consistent, appropriate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.

APPENDIX 03 : Table of Standard deviation calculation

Experimental Group	Squared score X_1^2	Control group	Squared score X_2^2
15	225	9	81
13	169	8	64
16	256	7	49
12	144	11	121
13	169	9	81
9	81	12	144
9	81	7	49
13	169	13	169
17	289	9	81
17	289	9	81
15	225	12	144
17	289	13	169
15	225	12	144
17	289	8	64
14	196	9	81
15	225	8	64
18	324	11	121
15	225	13	169
13	169	13	169
15	225	9	81
8	64	16	256
16	256	8	64
18	324	11	121
17	289	13	169
15	225	7	49
14	196	5	25
13	169	8	64
9	81	12	144
11	121	10	100
14	196	11	121
15	225	11	121
14	196	7	49
8	64	11	121
15	225	8	64
18	324	16	256
13	169	15	225
9	81	13	169
9	81	7	49
14	196	4	16
13	169	8	64
		7	49
$\Sigma X_1 = 555$	$\Sigma X_1^2 = 7883$	$\Sigma X_2 = 409$	$\Sigma X_2^2 = 4313$

APPENDIX 04 : Sample of a student essay after revision and rewriting

Psychological Effects of Homelessness

In these modern times, the presence of homelessness has been a major problem for every country. It is miserable to learn that no countries have been able to eradicate homelessness. Not only does homelessness have a negative effect on the economic growth of a country, but also significant negative psychological effects on a person's life (use of an inversion pattern). Although these effects differ from one person to another, there are those that are common, this article elaborates on these psychological effects and the possible solutions to some of them (use of a contrast clause).

The psychological effects of being homeless may not be obvious, but are compelling nonetheless (smooth transition to 2nd parag). Homelessness may affect the psychological growth of a child in different ways; for example, profound violence and anxiety are most prevalent in homeless families.

Experts state that the psychological effects of homelessness begin way before a child's birth since most of their parents were also homeless, spending their life struggling to meet basic needs. In addition, (cohesion) problems such as drug abuse, competition for the limited space, violence and harassment, cause most homeless pregnant women and mothers to be overwhelmed and stressed. This makes them have little or no time to offer attention and understanding to their children when they need it most. Highly stressed parents are less affectionate, less playful and more critical; this leads to a negative impact on the parent-child relationship. In addition to this, homeless children are forced to live a nomadic lifestyle. This breaks their routines, making it hard to establish new lifestyles as they are forced to leave their homes, friends, belongings and familiar environments. This social (coherence) isolation, emotional, and physical deprivation are some of the things thought to lead to low self-esteem, insecure attachments, and violent behavior depicted by homeless persons. (organisation of content)

Young homeless kids are confronted by traumatic and stressful situations daily, yet they are too young to comprehend let alone handle them. This leads to emotional distress whose accumulation leads to psychological disorders. Despite these alarming effects, less than one-third of these children receive psychological help. (development and link between paragraphs is harmonious)

Many argue that the common characteristic among the homeless is the absence of stable, permanent shelter. However, the services they need and the factors that cause homelessness are unique according to the individual. This suggests that people are homeless for the same reason; therefore, the solution lies in providing affordable housing. Although housing is a basic need for all homeless people, each person has their own reason to remain homeless (bringing things to an end).