APPENDIXES

Appendix I: Students' Marks

UNIVERSITY MOHAMED KHEIDER – BISKRA-   **MARK- SHEET**

DEPARTMENT OF ENGLISH   **GROUP: 01**

ACADEMIC YEAR 2006/2007

LECTURE: Written expression

MONTH: February

SECOND YEAR

N°	First name & Surname	C1	TD	C2	AV	SYN	AV2	OBSERVATION
01	S 1	05						
02	S 2	04						
03	S 3	06.5						
04	S 4	04						
05	S 5	Abs						
06	S 6	03.5						
07	S 7	05						
08	S 8	12.5						
09	S 9	08						
10	S 10	10						
11	S 11	08						
12	S 12	06						
13	S 13	07						
14	S 14	12.5						
15	S 15	06.5						
16	S 16	09						
17	S 17	09						
18	S 18	14.5						
19	S 19	04.5						
20	S 20	09.5						
21	S 21	13						
22	S 22	Abs						
23	S 23	01						
24	S 24	08						
25	S 25	08						
26	S 26	15						
27	S 27	13						
28	S 28	06.5						
29	S 29	02						
30	S 30	09.5						
31	S 31	05.5						

Teacher: S.H

Appendix II: Students' Marks
UNIVERSITY MOHAMED KHEIDER – BISKRA-
DEPARTMENT OF ENGLISH

MARK- SHEET
GROUP: 02

ACADEMIC YEAR 2006/2007

LECTURE: Written expression

MONTH: February

SECOND YEAR

N°	First name & Surname	C1	TD	C2	AV	SYN	AV2	OBSERVATION
01	S 1	06						
02	S 2	09						
03	S 3	06.5						
04	S 4	10						
05	S 5	06						
06	S 6	11.5						
07	S 7	07						
08	S 8	9.50						
09	S 9	05.5						
10	S 10	05.5						
11	S 11	01						
12	S 12	13						
13	S 13	11						
14	S 14	12.5						
15	S 15	08.5						
16	S 16	06.5						
17	S 17	01.5						
18	S 18	06.5						
19	S 19	07.5						
20	S 20	10						
21	S 21	10.5						
22	S 22	04.5						
23	S 23	14.5						
24	S 24	04.5						
25	S 25	06.5						

Teacher: S. H.

Appendix III: Students' Programme of Written Expression Module

UNIVERSITY MOHAMED KHEIDER – BISKRA-

DEPARTMENT OF ENGLISH

PROGRAMME OF SECOND YEAR WRITTEN EXPRESSION

- Developing (planning and organizing) an essay. Writing techniques
- How to write a paper.
- Polishing up style.
- Getting rid of redundancies, faux amis.
- Abolishing wordiness.
- Stress the avoidance of slogans "clichés".
- Emphasize personal thinking.
- Term project: students will produce an essay on a topic that interests their personality.

Appendix IV: The Teachers' Questionnaires

Dear colleague,

We are currently conducting an investigation on "enhancing students' writing skill through Cooperative learning. We shall be, therefore, very grateful to you if you take part in this questionnaire by answering the following questions.

Please, tick the appropriate box and answer whenever necessary.

May I thank you in advance for your collaboration.

Section one: **Approaches to Teach the Writing Skill**

1) What role do you play to encourage your students to write a paragraph?

    a) as a controller ☐

    b) an organizer ☐

    c) assessor ☐

    d) prompter ☐

    e) participant ☐

2) Do you teach writing skill to

    a) Reinforce students vocabulary ☐

    b) Language development ☐

    c) Learning style ☐

    d) Writing as a skill ☐

3) Do you offer a positive and constructive advice on what have been written down?

    Yes ☐

    No ☐

4) If "yes", why?..
………………………………………………………………………………………
………………………………………………………………………

5) Do you follow the sequence of planning, drafting, editing and the final draft?

Yes ☐

No ☐

6) In which sub process do you feel that your students are really involved?

a) Drafting ☐

b) Revising ☐

c) Editing ☐

d) Proofreading ☐

7) Do you arouse students' curiosity and self confidence to write such a topic?

Yes ☐

No ☐

8) If "yes", how?..

……………………………………………………………………………………

……………………………………………………….

9) In your point of view, do you think that correcting students' piece of written work is efficient?

Yes ☐

No ☐

Explain……………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………

10) How often do you let your students work together?

a. Always ☐

b. Sometimes ☐

c. Often ☐

d. Rarely ☐

11) When assigning a writing topic , do you concentrate on

      a. The purpose of writing ☐

      b. The audience that you are writing for ☐

      c. The content structure(ideas, argument) ☐

Section Two: Cooperative Learning

12) Do you believe that cooperative learning is vital element to enhance learning?

      Yes ☐

      No ☐

13) If "yes", how?...

…………………………………………………………………………………………

………………………………………………………………..

14) Does cooperative learning affect positively students' way of learning?

      Yes ☐

      No ☐

15) If "yes", how?...

…………………………………………………………………………………………

………………………………………………………………..

16) How often do you divide your class into groups?

      a-Always ☐

      b-Sometimes ☐

      c-Often ☐

      d-Rarely ☐

17) What are the main aspects do you put into consideration when you divide the class into groups?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

18) Do you assign cooperative activities?

Yes ☐

No ☐

19) If "yes", what kind of activities?

………………………………………………………………………………

…………………………………………………………………

20) How do you prepare your students for cooperative tasks?

………………………………………………………………………………

……………………………………………………………..

21) Do you think that the interaction between students would increase their mastery of critical concepts?

Yes ☐

No ☐

22) If "yes", how?...

………………………………………………………………………………

…………………………………………………………………

23) Do you choose yourself to form groups?

Yes ☐

No ☐

24) If "yes", how?………………… …………………………………….

………………………………………………………………………………

………………………………………………….

25) Do you think that heterogeneous groups are important for the cooperation in your class?

Yes ☐

No ☐

26) If "yes", why?...

……………………………………………………………………………………………

………………………………………………………………………………….

27) Do you think that cooperative learning is only the outlet for students to interact and share ideas?

Yes ☐

No ☐

28) If "yes", how?..

……………………………………………………………………………………………

…………………………………………………………………………………

Section three: Cooperative Writing and Group Management

29) Do you involve your students inside the group work?

Yes ☐

No ☐

30) Do you think that students learn best when they are really involved in the process?

Yes ☐

No ☐

31) If "yes", how?..

……………………………………………………………………………………………

………………………………………………………………………….

32) Do you believe that cooperative writing can greatly motivate students to develop their writing abilities?

Yes ☐

No ☐

33) If "yes", how?...

………………………………………………………………………………………………

…………………………………………………………………………..

34) In what ways does noise affect the structure of the group work?

………………………………………………………………………………………………

………………………………………………………………………….

35) Do you think that pair work is good for teaching the writing skill?

Yes ☐
No ☐

36) If "yes", how?...

………………………………………………………………………………………………

…………………………………………………………………………..

37) Do you think that Feedback time after pair work is necessary?

Agree ☐
Disagree ☐

Appendix V: Students' Questionnaires

Dear Student,

We are currently conducting an investigation on "enhancing students' writing skill through Cooperative learning". We shall be, therefore, very grateful to you if you take part in this questionnaire by answering the following questions.

Please, tick the appropriate box and answer whenever necessary.

May I thank you in advance for your collaboration.

Section One: Approaches to teach the writing skill

4) Do you want your teacher to act as:

      a) a controller ☐

      b) an organizer ☐

      c) an assessor ☐

      d) a prompter ☐

      e) a participant ☐

5) Do you learn writing skill to:

      a) Reinforce your vocabulary ☐

      b) Language development ☐

      c) Learning style ☐

      d) Writing as a skill ☐

6) Do you want a constructive advice on what have been written down?

      Yes ☐

      No ☐

4) If "yes", why?...
………………………………………………………………………………………
……………………………………………………………………….

5) Do you follow the sequence of planning, drafting, editing and the final draft?

      Yes ☐

      No ☐

6) In which sub process do you feel that you are really involved?

        a) Drafting ☐

        b) Revising ☐

        c) Editing ☐

        d) Proofreading ☐

7) Do you think that writing such a topic would enhance curiosity and self confidence?

        Yes ☐

        No ☐

8) If "yes", how?...

………………………………………………………………………………………

…………………………………………………………

9) In your point of view, do you think that correcting such a piece of written work is efficient?

        Yes ☐

        No ☐

Explain………………………………………………………………………………

………………………………………………………………………………………

…………………………………………………………………………….

10) How often do you work together?

        a. Always ☐

        b. Sometimes ☐

        c. Often ☐

        d. Rarely ☐

11) When assigning a writing topic , do you concentrate on

        a. The purpose of writing ☐

        b. The audience that you are writing ☐

        c. The content structure(ideas, argument) ☐

Section two: Cooperative Learning

12) Do you believe that cooperative learning is vital element to enhance learning?

Yes ☐

No ☐

13) If "yes", how?..

…………………………………………………………………………………………

…………………………………………………………………..

14) Does cooperative learning affect positively your way of thinking?

Yes ☐

No ☐

15) If "yes", how?..

…………………………………………………………………………………………

…………………………………………………………………..

16) How often do you divide your class into groups?

a-Always ☐

b- Sometimes ☐

c-Often ☐

d-Rarely ☐

17) Do you know some sorts of cooperative activities?

Yes ☐

No ☐

18) Do you think that the interaction with your teacher would increase your mastery of critical thinking?

Yes ☐

No ☐

19) If "yes", how?……………………………………………………………..

…………………………………………………………………………………………

………………………………………………………………………………

20) Do you choose yourself to lead the group?

        Yes ☐

        No ☐

21) Do you think that heterogeneous groups are important for the cooperation in your class?

        Yes ☐

        No ☐

22) If "yes", why?...

……………………………………………………………………………………………

…………………………………………………………………….

23) Do you think that cooperative learning is the only outlet for you to interact and share ideas?

        Yes ☐

        No ☐

24) If "yes", how?...

……………………………………………………………………………………………

………………………………………………………………………………

Section Three: **Cooperative Writing and Group Management**

25) Do you involve yourself inside the group work?

        Yes ☐

        No ☐

26) Do you think that you learn best when you are really involved in the process?

        Yes ☐

        No ☐

27)If "yes", how?...

……………………………………………………………………………………………

………………………………………………………………….

28) Do you believe that cooperative writing can greatly motivate you to develop the writing abilities?

Yes ☐

No ☐

29) If "yes", how?...

……………………………………………………………………………………………

……………………………………………………………………..

30) In what ways does noise affect the structure of the group work?

……………………………………………………………………………………………

………………………………………………………………………….

31) Do you think that pair work is good for teaching the writing skill?

Yes ☐

No ☐

32) If "yes", how?...

……………………………………………………………………………………………

……………………………………………………………………..

33) Feedback time after pair work is necessary.

Agree ☐

Disagree ☐