Chapter Five: Analysis of Students and Teachers' Questionnaires

Introduction

This chapter is devoted to the analysis and interpretation of the questionnaires which have been administered to second year students and their teachers. Informants have provided very useful data which will be commented. Before doing this, it is preferable to describe the research tool.

1. Teachers' Questionnaire

1.2 Description of the Questionnaire

The Teachers' questionnaire contains 36 questions divided into 3 sections.

Section One: Approaches for Teaching the Writing Skill (Q1 to 10)

The aim of this section is to see what roles teachers play to encourage their students to write a paragraph (Q1), the reasons behind teaching the writing skill (Q2), if students need advice on what has been written down (Q3), if it is yes why? (Q4) whether teachers follow the sequence of planning, drafting, revising, editing and proofreading (Q5), in which process students prefer to be involved (Q6), their curiosity and self confidence to write such topic (Q7), if it is yes how (Q8), teachers' opinions concerning correcting students' piece of written work and its efficiency (Q9), and ends with teachers' concentration when assigning a writing topic (Q10).

Section Two: Cooperative Learning (Q11 to 26)

The aim of this section is to see whether CL is being used by teachers in the process of learning (Q11), if yes how (Q12) , and if it has positive effects on students' way of writing (Q13) ,how it affects them (Q14), if teachers divide the classroom into groups (Q15) , the division of groups is taking place (Q16) , it also aims at finding teachers opinions concerning the assignment of cooperative activities (Q17) , what kind of activities (Q18), if they prepare students for cooperative tasks (Q19), where interactions among students would increase their mastery of critical concepts (Q20), how it affects them (Q21), if like to lead a group (Q22), whether heterogeneous groups are important for the cooperation inside the classroom (Q23),

how it would help (Q24) if cooperative learning is the major outlet for students to interact and share ideas (Q25) and its effects (Q26).

Section Three: Cooperative Writing (Q 27 to 35)

This section aims at finding whether is it appropriate to involve students inside the group work or not (Q 27), if students learn best when they are really involved in the process (Q28) ,how it affects (Q29),the effect of learning cooperatively(Q30),if yes how (Q31), it also aims at finding teachers' opinions concerning the influence of noise on the structure of group work (Q32) , if you think that pair work is a good technique to teach the writing skill (Q33) , if yes how (Q34) and ends with feedback time after pair work (Q35).

Section One: Approaches for Teaching the Writing Skill

1.3. Analysis of Teachers' Questionnaire

Question 1: Do you want you to act as

a) controller ☐
b) an organizer ☐
c) an assessor ☐
d) a prompter ☐
e) a participant ☐

Table1: Teachers' Opinions about Their Role

	N	%
a	/	/
b	03	50
c	02	33.33
d	01	16.33
e	/	/
Total	06	100

According to the results revealed in the table above, 50% of participants argued that their roles to encourage students to write a paragraph would be as an organizer. This is a clear indication that the presence of the teacher inside the classroom is more than necessary.

Question 2: Do you teach writing skill to:

      a) Reinforce students' vocabulary ☐

      b) Enhance language development ☐

      c) Meet students' learning styles ☐

      d) Develop writing as a skill ☐

Table 2: Reasons Behind Teaching Writing Skill

	N	**%**
a	/	/
b	03	50
c	01	16.33
d	02	33.33
Total	06	100

According to the results stated above, 50% of our informants responded that they teach writing skill for the sake of enhancing language development.

Question 3: **Do you give constructive advice on what has been written down?**

      Yes ☐

      No ☐

Table 3: Teachers' Opinions concerning what has been Written Down

	N	%
Yes	06	06
No	/	/
Total	06	100

The six (06) teachers (100%) gave a positive answer to this question. This actually shows their awareness and responsibility towards correcting what has been written down.

Question 4: If "yes", how?

The six teachers who said that they offer positive and constructive advice on what has been written down gave the following answers:

-To empower students' abilities in writing, writing is actually a whole system.

- Because it is a kind of final revision and the last alternative for clarification using an illustrative example.

-To improve their writing skill and avoid making mistakes.

- Because they are in need to that advice to guide them to go through the right path, so to achieve a good results. In addition it helps a lot to correct their mistakes and reinforce their writing skill.

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

Yes ☐
No ☐

Table 4: Teachers' Opinions about Following the Sequence of Planning, Drafting, Editing and the Final Draft.

	N	%
Yes	06	06
No	/	/
Total	06	100

The table above indicates that all teachers with a proportion 100% said that they follow the sequence of drafting, revising, editing and proofreading. This going to be the most appropriate sequence for students to achieve a better result.

Question 6: In which sub-process do you feel that your students are really involved?

        a) Drafting ☐

        b) Revising ☐

        c) Editing ☐

        d) Proofreading ☐

Table 5: Teachers' Points of View About which Sub- process they feel that their Students are Really Involved in.

	N	%
a	04	66.66
b	01	16.66
c	/	/
d	01	16.66
Total	06	100

66.66% of our informants responded that they feel the involvement of their students in the drafting sub process. This clear evidence that drafting is the key to the other steps.

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

        Yes ☐

        No ☐

Table 6: Teachers' Attitudes towards Written Topic as a Motivating Factor to Enhance Curiosity.

	N	%
Yes	06	06
No	/	/
Total	06	100

100% of informants admitted that writing such a topic would enhance students' curiosity and self confidence. This indicates that the first gate to students' success in writing is going to be achieved by creating a motivating atmosphere.

Question 8: If "yes", how?

The teachers who said yes to item 7 reported the following answers:

-By the use of panoply of activities such as brainstorming, visuals aids, use of songs, diaries, plays,etc….

- By asking discussion questions to exchange ideas and benefit from each other.

- It depends on the topic.

- Asking various questions about the topic, raising debates, suggesting topic that are close to their interest and needs.

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

Yes ☐

No ☐

Table 7: Effects of Correcting Students' Mistakes.

	N	%
Yes	06	06
No	/	/
Total	06	100

The table above shows that 100% of our informants responded by yes.

-This indicates that students need correction in order to recognize their mistakes.

-The majority of teachers gave the following explanation:

-To make the students aware about their own mistakes, errors and ultimately solve the problem of style, grammar, capricious English orthography.

-By correcting mistakes, students will be aware of their feebleness and they try to avoid them through time.

-The feed back after writing an activity is very necessary to enable learners to know their mistake as well as improve their writing skill.

Question 10: 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) ☐

Table 8: Teachers' Attitudes Concerning Written Topic

	N	%
a	02	33.33
b	01	16.66
c	03	50
Total	06	100

50 % of our informants agree that when they intend to assign a writing topic, they concentrate on the content structure (ideas, argument). This denotes that students are really in need to know about the content structure.

Section Two: Cooperative Learning

Question 11: Do you believe that CL is a vital element to enhance learning?

Yes ☐

No ☐

Table 9: Teachers' Opinions Concerning CL as an Element to Enhance Learning

	N	%
Yes	06	06
No	/	/
Total	06	100

As it is expected, the six 06 teachers 100% gave a positive answer to this question. This actually shows the awareness of great value of CL in the learning process.

Question 12: If "yes", how?

The informants who said yes to question 11 gave the following responses:
Students share their experiences and their frustration is reduced in the long run.
- Understanding the ambiguous points through the clarification of the other elements of each group will begin earlier.
- Since there is a cultural, linguistic and human exchange between students, CL is a vital element to enhance the process of learning.
- For mastering the communicative language ability, there must be a cooperative learning where all the skills are going to be involved including the writing skill.

Question 13: Does CL affect positively students' way of writing?

Yes ☐

No ☐

Table 10: Effects of CL on Students' Way of Thinking

	N	%
Yes	06	06
No	/	/
Total	06	100

According to the results revealed in the table above that 100% of participants agreed that CL affects positively students' way of writing.

Question 14: If "yes", how?

The teachers who responded yes to question 14 gave the following answers:

- By discovering flaws in their way of getting about their treatment of the topic.

- Students learn from each others' mistakes.

- Exchange information and learn new words, so they increase their bank of knowledge and their critical thinking will be increased.

- Encourage students to give their best when they work in groups, and reduce "shyness" among them.

Question 15: How often do you divide your class into groups?

a-Always

b-Sometimes

c-Often

d-Rarely

Table 11: Frequency of Groups Organization

	No	%
a	/	/
b	04	66.66
c	02	33.33
d	/	/
Total	06	100

66.66% of informants responded that they sometimes divide their class into groups. This direct interpretation leads us to say that the majority of teachers are not aware of the importance of CL and group work in developing students' writing production.

Question 16: What are the main aspects you take into consideration when the division of groups is taking place?

Our informants responded the following answers:

-Understanding among the students.

-Similar cognitive abilities.

- Similar social and educational levels.

- The level of literacy, the nature of the subject.

Question 17: Have you assigned some sorts of cooperative activities?

Yes ☐

No ☐

Table 12: Teachers' Opinions about Cooperative Activities

	N	%
Yes	05	83.33
No	01	16.66
Total	06	100

The table above reveals that 83.33% of the participants (05) teachers said that they assign cooperative activities.

Item 18: What kind of activities?

The majority of the informants gave the following responses:

- Pair work.

- Team work.

- Group work.

Question 19: How do you prepare your students for cooperative tasks?

All our informants agreed that the preparation for cooperative tasks should accompany the following:

- Brainstorming, use of visual aids, use of songs, exploring their beliefs and values.

Question 20: Do you think that the interaction between students would increase their mastery of critical thinking?

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Yes ☐

No ☐

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Table 13: Teachers' Opinions about CL in the Interaction and Mastery of Critical Thinking.

	N	*%*
Yes	06	06
No	/	/
Total	06	100

100% of our informants admitted that the interaction between students would increase their mastery of critical thinking.

Question 21: If "yes", how?

The majority of our informants gave their main motives and reasons for such decision:

  - By comparing and contrasting their peers' points of view, way of thinking.
  - Students will be given the chance to share their views and critic them by the control of the teacher of course.

Question 22: Do you like to lead your group?

Yes ☐

No ☐

Table 14: Teachers' Choice in Forming Groups

	N	*%*
Yes	04	66.33
No	02	33.33
Total	06	100

According to the results revealed in the table above, 66.33% of the participants argued that they like to lead their groups for not to create noise and choose those who are good in one side and let the other in the other side.

Question 23: Do you think that heterogeneous groups are important for cooperation activities in your class?

Yes ☐

No ☐

Table 15: Teachers' Opinions about Heterogeneous Groups

	N	*%*
Yes	05	83.33
No	01	16.66
Total	06	100

The table above indicates that almost all teachers with a proportion (83.33%) believe those heterogeneous groups are important for the cooperation inside the classroom.

Question 24: If "yes", why?

The (05) five teachers who said that heterogeneous groups are suitable for the cooperation gave the following responses:

- Rich and colour of the group.

- Avoid shyness and all complex behaviours that may occur between both sexes.

- To be more sociable and more self confident.

Question 25: Do you think that CL is the outlet for your students to interact and share ideas?

Yes ☐

No ☐

Table 16: Teachers' Opinions about CL as the Outlet to Interact

	N	%
Yes	04	16.66
No	02	33.33
Total	06	100

These results show that our informants think that cooperative learning is the major outlet for students to interact and share ideas and thoughts.

Question 26: If "yes", how?

The (04) four teachers, who said that cooperative learning is the major outlet for students to interact and share ideas, gave their motives and reasons by saying that everybody enjoys being listened to and to some extent challenged politely , particularly an effective teacher.

Section Three: Cooperative Writing

Question 27: Do you involve yourself inside the group work?

Yes ☐

No ☐

Table 17: Teachers' Attitudes about Students' Involvement inside Group Work

	N	%
Yes	06	100
No	/	/
Total	06	100

All informants with the proportion of 100% agree that they involve students inside the group work in order to let them vivid and active**.**

Question 28: Do you think that students learn best when they are really involved in the process?

Yes ☐

No ☐

Table 18: Teachers' Point of View Concerning Group Work

	N	%
Yes	06	100
No	/	/
Total	06	100

(100%) of our informants reported that students learn best when they feel that are really involved in the process.

Question 29: If "yes", how?

The teachers who said that students learn best when they are really involved in the process gave the following responses

Students are highly motivated when they feel they are apart (an important one) of a group (sense of belonging). Moreover, students will not be a recipients but rather active.

Question 30: Do you believe that cooperative writing can greatly motivate and develop students' writing abilities?

Yes [ ]

No [ ]

Table 19: Teachers' View Point about Cooperative Writing as a Motivating Factor.

	N	%
Yes	06	100
No	/	/
Total	06	100

The table above reveals that 100% of our informants believe that cooperative writing can greatly motivate students to develop their writing abilities, exchange ideas, vocabulary, informative point of view, way of thinking, emotions, ect

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

Yes [ ]

No [ ]

Table 20: Teachers' Opinions Concerning Pair Work for Teaching the Writing Skill.

	N	%
Yes	06	100
No	/	/
Total	06	100

As it is expected, the six (06) teachers with a proportion of (100%) gave a positive answer to this question.

Question 32: If "yes", how?

The majority of our informants responded as follows:

More intimate atmosphere and similar ideas.

Evaluate each other and learn from their errors and mistakes.

It helps to share ideas.

Question 33: Do you think that feed back after pair work is necessary?

Agree ☐

Disagree ☐

Table 21: Teachers' Attitudes Concerning Feed back after Pairwork

	N	**%**
Agree	06	100
Disagree	/	/
Total	06	100

The majority of our informants admitted that feedback time after pair work is necessary and can be helpful for all students.

2. **Students' Questionnaire**

2.1. Description of the Questionnaire

The students' questionnaire contains 33 items divided into 3 sections

Section One: Approaches for Teaching the Writing Skill (Q1 to 11)

The aim of this section is to see what roles teachers play to encourage their students to write a paragraph (Q1), the reasons for learning the writing skill (Q2), the need of constructive advice on what has been written down (Q3), students' opinions concerning the correction of written topic(Q4), whether students follow the sequence of planning, drafting, revising, editing and proofreading (Q5), in which process they feel they are really involved (Q6), the feeling of curiosity and self confidence to write such topic (Q7), students attitudes about writing topic and its advantages (Q8),

students' opinions concerning correcting any piece of written work and its efficiency (Q9) , how often do you work together (Q10) , and ends with teachers concentration when assigning a writing topic (Q11).

Section Two: Cooperative Learning (Q11 to 24)

The aim of this section is to see if cooperative learning is a vital element to enhance the process of learning (Q12),the ways that can profit (Q13) , if it has positive effects on students' way of learning (Q14) , how does it affect positively (15), how do teachers divide the classroom into groups (Q16) ,it also aims at knowing about teachers opinions concerning the assignment of cooperative activities (Q17), if the interaction among students would increase their mastery of critical concepts (Q18), this influences the mastery of critical thinking (Q19), if they involve themselves to form groups (Q20) , whether heterogeneous groups are important for the cooperation inside the classroom (Q21) ,how if the affects the cooperation (Q22), if cooperative learning is only the outlet for students to interact and share ideas (Q23), ands with how does CL the only outlet to interact and share ideas (Q24).

Section Three: Cooperative Writing (Q 25 to 32)

This aims at finding whether it is appropriate to involve students inside the group work (Q 25), if students learn best when they are really involved in the process (Q26) , students' view points concerning the involvement inside the group work (Q27) , the effect of learning writing cooperatively (Q28) , do you think that pair work is a good technique to teach the writing skill (Q39) , the affect of pair work on students way of writing (Q30),and ends with feedback time after pair work (Q31).

2.2 Analysis of Students' Questionnaires

Question 1: Do you want your teacher to act as:

a) a controller [ ]

b) an organizer [ ]

c) an assessor [ ]

d) a prompter [ ]

e) a participant [ ]

	N	%
A	21	42
B	11	22
C	/	/
D	/	/
E	20	40
Total	50	100

Table 22: Students' Opinions about the Role of the Teacher

42 % of our informants say that they want their teacher to act as a controller inside the classroom about what have been written down .this number gives us a clear idea that students need correction and grammar advice from their teachers.

Question 2: Do you Learn Writing Skill to:

a) Reinforce your vocabulary [ ]

b) Language development [ ]

c) Learning style [ ]

d) Writing as a skill [ ]

	N	%
A	35	70
B	/	/
C	10	20
D	05	10
Total	50	100

Table 23: Students' Reasons for Learning Writing

70 % of respondents say that they want to learn writing for the sake of reinforcing vocabulary. This means that students lack finding the appropriate vocabulary in their written production.

Question 3: **Do you Want a Constructive Advice on What has been Written Down?**

Yes ☐

No ☐

	N	%
Yes	38	76
No	12	24
Total	50	100

Table 24: Students' Opinions Concerning Teachers' Constructive Advice on What has been Written Down.

Question 4: If "yes", how?

The 38 %, who say that they want a constructive advice on what has been written down. As a matter of fact they have many answers in common. Here are some of their opinions:

- I like teachers' advice on what I have written down, because by doing this I discover my mistakes in grammar (prepositions, conjunctions, tenses... etc).
- Help me how to organize my ideas and information.

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

Yes ☐
No ☐

	N	%
Yes	32	64
No	18	36
Total	50	100

Table 25: Students' Choice about Following the Sequence of Planning, Drafting, Editing and the Final Draft.

64 % of our informants say that they follow the sequence of planning, drafting, editing and the final draft. This is a clear indication that the best way to present essay or paragraph, teacher of written expression should respect this sequence.

Question 6: In Which Sub- process Do you Feel that you are Really Involved?

a) Drafting ☐
b) Revising ☐
c) Editing ☐
d) Proofreading ☐

	N	%
A	19	38
B	30	60
C	01	02
D	/	/
Total	50	100

Table 26: Students' Points of View about Which Sub- process they Feel they are Really Involved.

60 % of our informants say that they are really involved in the process of revising. This is clear evidence that students do need revision, checking mistakes and errors, before the draft is given.

Question 7: Do you Think that Writing such a Topic would Enhance Curiosity and Self- confidence?

Yes ☐

No ☐

	N	%
Yes	38	76
No	12	24
Total	50	100

Table 27: Students' Attitudes towards Written Topic as a Motivating Factor to Enhance Curiosity.

76 % of our informants report that writing such topic would enlighten them different points they do not know about before, and would improve their curiosity and self confidence. These findings once again constitute clear evidence that teachers should focus on providing students with many topics in different fields.

Question 8: If "yes", how?

The 38 students who say "Yes" to item 8 reported the following forms:

It seems to be a very interesting experience since it is a valuable break from the usual classroom routine.

- Feeling more confident.

- Discovering new vocabularies.

- Memorizing more because we feel really involved in the process.

- Freely participate and contribute with the rest of the class.

Question 9: In your Point of View, Do you Think that Correcting such a Piece of Written Work is Efficient?

Yes ☐

No ☐

	N	**%**
Yes	40	80
No	10	20
Total	50	100

Table 28: Effects of Correcting Students' Mistakes.

80 % of our informants think that correcting such a piece of written is efficient to the point of discovering our errors. The majority of students share the same response as follows:

- Showing the right path instead the wrong ones.

- Discovering mistakes and how to correct them.

- How to organize ideas and information.

Question 10: How often Do you Work Together?

Always ☐

Sometimes ☐

Often ☐

Rarely ☐

	N	%
a	09	18
b	07	14
c	04	08
d	30	60
Total	50	100

Table 29: Working Together Frequency

60 % of our informants say that they rarely work together. These findings reveal that practicing the technique of working together is a little bit ignored by our teachers despite its advantages.

Question 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) ☐

	N	%
a	15	30
b	05	10
c	31	62
Total	50	100

Table 30: Students Attitudes Concerning Written Topic

62 % of our informants admit that they concentrate more on content structure (ideas, argument) when written topic is assigned. This clear evidence that what matter to students is how to organize their ideas and argument.30 % of our informants said that in their written topic they focus on the purpose of writing .i.e. why do I write such topic? For what reason?

Question 12: Do you Believe that CL is vital element to Enhance Learning?

Yes ☐

No ☐

	N	%
Yes	43	86
No	07	14
Total	50	100

Table 31: Students' Opinions Concerning CL as an Element to Enhance Learning

86 % of our informants say that CL is vital element to enhance learning because it encourages mutual respect among students with varying talents and abilities, language, racial

Question 13: If "yes", how?

The 43 students who say that CL is vital element to enhance learning provide the following responses:

- Learning through CL seems to be a very interesting technique for students learning as it includes many crucial instructions and activities that can help students learn more about this innovative technique and hence their better achievement.

- The participants commented that humour and fun going to be a vital role in better learning and understanding as well and this going to happen if and only when CL is implemented.

- Working in CL atmosphere enables students to know each other and gain more new friends, feeling more confident and get rid from shyness.

Question 14: Does CL Affect Positively your Way of Writing?

Yes ☐

No ☐

	N	%
Yes	48	96
No	02	04
Total	50	100

Table 32: The Effects of CL on Students' Way of Thinking

96 % of our informants state that CL affect greatly their way of learning and more than that it helped them to improve and stimulate their way of thinking.

Question 15: If "yes", how?

The 48 students who say that CL affects positively their way of thinking .Here are some of their opinions:

- It seems that through CL we would develop our way of thinking and organising our ideas and arguments and will not be come true unless we could cooperate together to find out our view points , share thoughts and information.

- CL allows us to neglect being selfish.

- We are going to accept others critiques and respect their opinions.

- The majority of students' responses were very satisfactory, yet, they varied according to different advantages.

Question 16: How often Do you Divide your Class into Groups?

a-Always ☐

b-Sometimes ☐

c-Often ☐

d-Rarely ☐

	N	%
a	05	10
b	20	40
c	10	20
d	15	30
Total	50	100

Table 33: Groups Division Frequency in Class

The majority of our informants 40 % say that the division of class into groups occurs sometimes .This clear evidence that teachers still unaware of the great importance of group work in developing the process of learning. Thus leads us to reconsider the procedure of implementing CL in developing students' written production.

Question 17: Have you Learned some sorts of Cooperative Activities?

Yes [   ]
No [   ]

	N	%
Yes	/	/
No	50	100
Total	50	100

Table 34: Students' Opinions about Cooperative Activities

All informants admit that they do not know about CL activities. This is clear evidence that teachers do not use this technique despite its great importance and value.

Question 18: Do you Think that the Interaction with your Teacher would Increase your Mastery of Critical Thinking?

Yes ☐

No ☐

	N	*%*
Yes	48	96
No	21	04
Total	50	100

Table 35: Students' Opinions about CL in Interaction and Mastery of Critical Thinking.

96 % of our informants agree that the interaction with their teachers would increase their mastery of critical thinking. This once again makes us very pleased to obtain such valuable responses, which lead us to state that our students become conscious of the various importance of CL on developing their critical thinking to their written production.

Question 19: If "yes", how?

The 48 students who say that CL will help to develop their critical thinking agreed that it will help them also to make a careful judgement.

Question 20: Do you Choose yourself to Form Groups?

Yes ☐

No ☐

	N	*%*
Yes	15	30
No	35	70
Total	50	100

Table 36: Students' Choice in Forming Groups

The majority of students reply that they are not free to choose forming groups taking the choice to their teachers which considered an appropriate selection for them.

Question 21: Do you Think that Heterogeneous Groups are Important for the Cooperation in your Class?

Yes [ ]

No [ ]

	N	**%**
Yes	45	90
No	05	10
Total	50	100

Table 37: Students' Opinions about Heterogeneous Groups

90 % of our informants agree that heterogeneous groups are important for the cooperation inside the classroom, given the fact that the difference in gender and level may result positively.

Question 22: If "yes", why?

The 45 students who say that heterogeneous groups are important for the cooperation gave some the following responses as follows:

- I really like working in heterogeneous groups, working together inside the classroom allows us to work together outside.

- It seems that I will be able to learn in heterogeneous groups and truly understand things better than being alone.

- We could freely express our ideas and thoughts in total confidence and of course with no shyness.

- We accept critics from our colleagues and respect their opinions.

- More relaxed atmosphere makes learning very easy.

Question 23: Do you Think that CL is the Outlet for you to Interact and Share Ideas?

Yes ☐

No ☐

	N	%
Yes	48	96
No	02	04
Total	50	100

Table 38: Students' Opinions about CL as the Outlet to Interact.

96 % of our informants admit that CL is the only outlet to leave the silence out of the classroom (to hear our voices), to interact and share ideas. This a clear evidence that our informants convinced more about the idea of implementing the technique of CL.

Question 24: If "yes", how?

The 48 students who say that CL is a vital element for the process of learning and only the outlet for students to interact and share ideas gave the following responses:

- Actually I want to express and develop my ideas and thoughts through discussion and interaction and to break the silence inside the classroom and being always absent.

- CL creates an intimate friendly atmosphere and offer students with different levels and abilities to participate with their ideas.

- We could free ourselves from remaining always silent and to become an active and dynamic element.

Question 25: Do you Involve yourself inside the Group Work?

Yes [ ]

No [ ]

	N	**%**
Yes	47	94
No	03	06
Total	50	100

Table 39: Students' Attitudes about Students' Involvement inside the Group Work Activities

The majority of our informants say that they to be an active participant inside the group work and share their ideas with the rest of the group.

Question 26: Do you Think that you Learn Best when you are Really Involved in the Process?

Yes [ ]

No [ ]

	N	**%**
Yes	40	80
No	10	20
Total	50	100

Table 40: Students' Point of View Concerning Group Work

Question 27: If "yes", how?

As a matter of fact, the majority of the participants regardless of their gender think that working in groups would help them so much to better understand the material and stimulated their thinking. Students responded as follows:

- Become active participant inside group work will allow us to understand better than working individually. Therefore, learning cooperatively may encourage diversity of understanding.

- Low level students may take a great advantage from high level ones by explanations and clarification.

- It seems that students will feel less shy by working in small groups, especially in a relaxed atmosphere where they can benefit largely from each other.

Question 28: Do you Believe that Cooperative Writing can Greatly Motivate you to Develop your Writing Abilities?

Yes ☐

No ☐

	N	**%**
Yes	44	88
No	06	12
Total	50	100

Table 41: Students' View points About Cooperative Writing as a Motivating Factor to Writing

88 % of our informants say that cooperative writing can greatly motivate students to develop their writing abilities. This means that the presence of this technique is more than a necessity.

Question 29: if yes, why?

The 44 students state that cooperative writing can motivate learners to develop their writing abilities and their responses as follows:

- Working in cooperative writing seems certainly interesting, given the fact that each students will contribute to the successful accomplishment of any activity or task.

Therefore, they are very motivated, dynamic, cooperate with each other in performing task.

- Collaborative efforts among students may certainly lead to a higher self esteem, feeling less shy since students would become familiar with the group members and could freely express their opinions better than when it comes to face the whole class.

Question 30: Do you Think that Pair- work is good for Teaching the Writing Skill?

Yes ☐
No ☐

	N	%
Yes	43	86
No	07	14
Total	50	100

Table 42: Students' Opinions Concerning Pair- work for Teaching the Writing

The majority of our informants, (86 %) said that pair work is good for teaching the writing skill. This means that the presence of this technique is necessary for teaching the writing.

Question 31: If "yes", how?

The 43, who say that pair work is good are reported in the following:

-Working together allows us memorize better than being alone.

-Pair work facilitates explaining the concept and let us perform the activities together.

-Through pair work we can form new structure using new vocabularies.

-We can detect our mistakes and errors.

Question 32: do you Think that Feed back Times after Pair- work is Necessary?

Agree ☐
Disagree ☐

	N	*%*
Agree	47	94
Disagree	03	06
Total	50	100

Table 43: Students' Attitudes Concerning Feedback after Pair work

94 % of our informants agree that feed back after pair work is necessary. Given the fact that the only way to improve their writing abilities will not happen unless pieces of advice, criticism about how good or useful work should be done.

Conclusion

After having analysed the questionnaires, we have found that teachers and students who participate in this study showed great interest towards working in CL and its positive effects in developing the writing skill. Such results are necessary because they reveal teachers' interest in the major advantages of teaching the writing skill through Cooperative Learning with group works. Teachers' interest is the major advantage of teaching the writing skill through CL with group works then, why are their students' written production of low quality if they seem to endorse CL approach with group works? One implication of the above analyses is that these teachers may have never taught written expressions cooperatively with small group work classroom managements which partly explain students' low achievement.

Depending on the results obtained from the questionnaires, the following chapter tries to suggest some implications the effectiveness of CL in teaching the writing.