PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Group Work as a Motivational Factor in Enhancing Students'

Writing Skill

Case of first-year English Learners at Abdelhafid Boussouf Mila University

Center

A Dissertation Submitted in Letters Attitudes for the Requirements of Master
Degree in **Didactics of Foreign Languages**

Presented by: **Supervisor:** Dr. Maha LOUNIS
1) Nesrine KERDOUN
2) Nourhane KEBIR

Board of Examiners:
Chairman: Dr. Messouda BOUDJERIDA
Examiner: Dr. Asia AZZIOUI
Supervisor: Dr. Maha LOUNIS

2023

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Dedication

Praise Allah for His blessings, for the courage and strength He gave me for guiding my steps

to complete this humble work,

I give the first words to myself for not giving up on accomplishing this work,

*For my grat parents who believed in me, supported me, and motivated me **Nour-Eddine** and*

Nassima,

*Brother, sister **Idriss**, and **Aya**, whom I wish to see in the highest places,*

*Special words for my dears **Amina**, and **Roumaissa***

*My best friends and sisters **Amani**, and **Soundous**,*

*A profound prise to my grateful teacher, and supervisor for her precious support **DR. Maha***

Lounis,

For everyone who supported me in my darkest life moments,

*All my appreciation and gratitude to my dear sister, friend, and partner in work **Nesrine.***

Nourhane KEBIR

Dedication

In the name of God, most Gracious, most Merciful

Foremost, all praise be to Allah Almighty for His blessing and patience He gave to me to accomplish this modest work

For those who I love and respect the most

My father Abdelhak, mother Atika, and my aunt Naziha, who with love and effort have accompanied me in this process, without hesitating at any moment of seeing my dreams come true, which are also their dreams

My dear sisters, Meriem, Yousra, Douaa, and Darine, you have always been by my side whenever I felt any need; thank you for being part of my life

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My friends, colleagues, and my whole family thank you for being there for me emotionally and intellectually as I have worked on my research

My beautiful friend, and my partner Nourhane, I appreciate the times you believed in me and the insightful conversations we have had along the way

Nesrine Kerdoun

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Abstract

The present study explores the effectiveness of group work as a motivational factor in enhancing students' writing skills in the context of the Written Expression module. The study focuses on first-year English language learners at the Foreign Languages Department of Abdelhafid Boussouf Mila University Center and their teachers. By addressing the research questions regarding the challenges students face while writing, the extent to which group work can enhance writing skills, and the attitudes of learners and teachers towards the use of group work, this research provided valuable insights into the potential benefits of collaborative learning approaches. Two questionnaires were administered to gather data on the attitudes of both students and teachers. The results demonstrate that both teachers and EFL learners hold positive attitudes towards the use of group work as a strategy for improving motivation to write. The findings also suggest that group work effectively addresses challenges encountered during the writing process and serves as a means to enhance students' writing abilities. These positive attitudes expressed by both teachers and learners highlight the acceptance and perceived usefulness of group work in enhancing motivation and improving writing skill. This research contributes to the existing literature on language teaching methodologies and provides guidance for educators and curriculum designers in developing effective pedagogical strategies that incorporate group work as a motivational tool to foster students' writing skill. By integrating group work into teaching writing, enhanced learning experiences and improved outcomes can be achieved in language learning contexts.

Keywords: Group Work, Motivation, Writing Skill.

List of Abbreviation

CL: Cooperative Learning

EFL: English as a Foreign Language

FL: Foreign Language

GW: Group Work

WTC: Willingness to Communicate

ZPD: Zone of Proximal Development

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General Introduction

1. **Statement of The Problem**

      Motivation is crucial in motivating human behaviour and impacting the learning process. In the context of foreign language learning, Dörnyei (2005) stated that motivation in foreing language learning refers to the internal drive or desire to learn and improve one's proficiency in a foreign language, especially in learning language skills such as writing skill which is one of the most difficult skills to learn and master. As a result, some researchers found that one of the effective factors, which can enhance the engagement of one student's attitude during classroom interaction is pair or group work; "the use of which is further supported by the communicative approach to EFL instruction and its emphasis on providing learners with opportunities to use the EFL" (Storch, 2005). Recently, there has been a remarkable change in the use of differentiated approaches in defining the nature of learning inside the classroom depending on the preferable techniques, and strategies used to approve the aim of developing language acquisition and writing skill, based on the nature of the language. In this vein, Storch (2018) stated that the fostering of reflective thinking and a greater awareness and understanding of the audience is based on group work. Based on this, this chapter will be divided into two sections. The first section deals with group work and motivation, by introducing some of the theoretical perspectives of both and the benefits of a motivated group work. Additionally, this section will shed light on general attitudes of both teachers and students towards group work as a motivational factor. However, the second section will be a general overview about writing skill, in addition to some of the challenges and the qualities of a good writing.

2. **Significance of the Study**

The current study's findings on the efficacy of group work as a strategy for motivating and strengthening EFL learners' written expression in the English language classroom could be extremely beneficial to learners as well as to teachers. This study increases awareness of the usefulness of group work as a teaching approach, and its findings may be a helpful source of knowledge for researchers interested in this field.

3. Research Questions and Hypothesis

The current research attempts to ascertain some answers to the upcoming questions:

- What are the challenges students can encounter while writing?

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

- What are the learners and teachers' attitudes towards the use of group work as a motivational factor in enhancing their writing skill?

4. Research Tools

In order to answer the questions outlined above, the data are collected through a questionnaire distributed to first-year EFL students at the Department of Foreign Languages at Mila University Centre, with a sample size of approximately 70 students. In addition, the teachers' questionnaire was surveyed to ten teachers in the same department. The questionnaires seek to gather different perceptions on the use of group work as a motivational factor for developing EFL writing skills.

5. Structure of The Study

The present study consists of two chapters. First chapter, entitled theoretical framework, contains two main sections. The first section is devoted to group work and motivation, and it includes a definition of group work, criteria for its design, its

theoretical perspectives, and the aims and benefits of group work. It also explores group work and motivation in language learning where the motivation has been defined, types of motivation, benefits of motivated group work, and its limitations. The second section provides deep insights into writing skill, it tackles its definition, teaching approaches to writing skill, its importance, and the challenges that face students while writing.

The second chapter is devoted to the methodology of research; it contains a detailed description of the field of work. In this chapter, both students and teachers' surveys are carefully described and analyzed by the aim of achieving the study's objectives. Importantly, the interpretation of the results and some of their implications receives a lot of attention. It concludes by highlighting the study's primary limitation and providing suggestions for students, teachers, and future research.

Chapter One: Theoretical Framework

Introduction

Motivation is crucial in motivating human behaviour and impacting the learning process. In the context of foreign language learning, Dörnyei (2005) stated that motivation in foreing language learning refers to the internal drive or desire to learn and improve one's proficiency in a foreign language, especially in learning language skills such as writing skill which is one of the most difficult skills to learn and master. As a result, some researchers found that one of the effective factors, which can enhance the engagement of one student's attitude during classroom interaction is pair or group work; "the use of which is further supported by the communicative approach to EFL instruction and its emphasis on providing learners with opportunities to use the EFL" (Storch, 2005). Recently, there has been a remarkable change in the use of differentiated approaches in defining the nature of learning inside the classroom depending on the preferable techniques, and strategies used to approve the aim of developing language acquisition and writing skill, based on the nature of the language. In this vein, Storch (2018) stated that the fostering of reflective thinking and a greater awareness and understanding of the audience is based on group work. Based on this, this chapter will be divided into two sections. The first section deals with group work and motivation. However, the second section will be a general overview about writing skill.

Section One: Group Work

1.1.1.   Definition of Group Work

The term 'group work' refers to instructional strategies and methods in which students collaborate in small groups to collectively master academic material. According to Johnson and Johnson (2014), "This approach is based on the idea that when groups, rather than individuals, are rewarded, students will be encouraged to assist one another in learning." (p. 03). Slavin (1995) claimed that one successful teaching method that employs group work is cooperative learning, in which small teams of students with varying levels of ability use a range of learning activities to deepen their understanding of a particular subject. In this approach, each team member not only absorbs the material but also helps teammates to learn, via fostering a supportive and successful environment.

In the same vein, Johnson and Johnson stated that "group work is a collaborative approach that involves a group of individuals working together to complete a task or achieve a common goal. Group members share their knowledge, skills, and ideas to accomplish the task and promote active learning." (1994). In other words, group work (GW) in the context of education often entails students cooperating in a group to accomplish an objective or finish a task. The group may be given a particular project, problem, or task, and their work will be evaluated. It is often used to encourage cooperative learning and collaborative skills.

1.1.2. Criteria for Designing Group Work

In educational contexts, group work has evolved as a common pedagogical strategy for increasing student engagement and motivation. However, for group work to be effective, the criteria for group formation must be carefully considered. According to

Hadfield et Dörnyei, "Group work is only effective when it is carefully designed and thoughtfully implemented. This requires attention to both the task and the group composition, as well as effective facilitation to ensure that all members contribute and collaborate effectively." (2013, p. 127). In other words, forming well-designed groups is restricted to the effectiveness of group work to create positive interdependence and collaboration among members. To ensure the efficacy of group work in educational settings, multiple factors must be considered, including group size, group formation, and group structure.

1.1.2.1. Group Size

When implementing cooperative learning techniques in the EFL classroom, group size is an important consideration. Jacob (2014) asserted that four people in a group seems to be the most common number. Slavin (1995, p.68) emphasized that the number of participants in a group can influence its success. A modest group size can improve collaboration and overall outcomes by balancing diversity and manageability. In other words, a group with few members may limit the diversity of perspectives and ideas, but a group with too many members may make collaboration and interaction more difficult. Thus, finding a suitable group size that allows for meaningful contact and good teamwork is essential for group work effectiveness.

1.1.2.2. Group Formation

In group work, the process of group formation plays an essential role for creating an environment that encourages effective collaboration and improves productivity, according to Belbin (1981), "Group forming involves identifying and assembling individuals with diverse roles and complementary skills, allowing for a synergistic combination of strengths and expertise within the group" (p. 45). This means that members of a group with varying abilities and knowledge work well together to achieve

common goals. This method fosters a dynamic environment in which individual strengths support one another, so improving problem-solving, decision-making, and overall outcomes.

1.1.2.3. Group Structure

Group structure is another criterion for designing group work. According to Forsyth (2018) this criterion relates to how the group will function and the duties and responsibilities assigned to each member. This includes defining group norms and rules, allocating jobs and responsibilities, and deciding how group members will communicate and interact with one another.

1.1.3. Group Work Theoretical Perspectives

The zone of proximal development (ZPD) and cooperative learning (CL) theory are two theoretical perspectives on group work. "CL theory suggests that when students work together in groups, they can develop their communication and collaboration skills, which are essential for success in academic and professional contexts" (Chin, 2018, p. 158). According to Johnson and Johnson (2019) "Participating in group work to achieve shared goals, according to the cooperative learning hypothesis, improves personal responsibility and fosters the development of cooperative skills." (p. 30)

On the other hand, Vygotsky (1978) defined the zone of proximal development as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 47). The ZPD suggests that learning occurs when people are allowed to go beyond their current level with the assistance of someone more knowledgeable. It refers to the gap between a learner's current level of knowledge and their eventual level of knowledge. In Vygotsky's

theory of scaffolding, the learner is supported and guided to the next level of comprehension by someone more knowledgeable**.**

1.1.4.   Aims and Benefits of Group Work

Due to its many advantages, GW as a learning approach has gained much support in recent years. Johnson and Johnson (2009) asserted that one of the main objectives of using group work as a teaching strategy is active learning. Group work encourages students to become active learners by engaging in discussions and taking ownership of their education. Students must actively contribute to the learning process, contribute ideas, and think critically about the subject at hand when working in groups. This active involvement in the learning process may help students understand and recall what they are learning.

Another important aim of using group work is to promote collaboration and teamwork skills as an opportunity to develop because these are essential in today's workplace. Hence, it is stated by Chiriac (2014) that working together in a group teaches students how to share ideas, listen to others, and compromise to reach a common goal. These skills are valuable in many professions, and learning them through group work can help prepare students for success in their future careers.

Group work also has the added benefit of improving engagement and motivation. Stephan and Stephan (2001) indicated that when students work in groups, they can have fun while learning and feel more invested in the subject at hand. This improved involvement and motivation can lead to a more positive learning experience and better academic performance.

Finally, group work promotes a broad learning experience by bringing individuals from various backgrounds, experiences, and perspectives together. This variety can help

students see the activity task from several perspectives through expanding their awareness of the subject. This can help learners prepare for success in a worldwide and linked society. As Hooks (1994) stated, "The use of group work can help create a more inclusive classroom by valuing and incorporating diverse perspectives." (p.45)

1.1.5. *Group Work and Motivation in EFL Learning*

1.1.5.1.Definition of Motivation

Motivation can be defined as the driving force behind behaviour, which encompasses both internal and external factors that propel individuals towards a specific goal or desired outcome. It serves as the catalyst that initiates, steers, and sustains goal-oriented actions (Motivation – Atlas of Public Management, n.d.).

According to Somroo (2022), "Motivation refers to the factors that direct and energize behaviour." (p. 112). Maslow proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behaviour.

It focuses on the direction and magnitude of human behaviour, explaining the choice of actions, their persistence, and the effort expanded (Dörnyei, 2005).

1.1.5.2.Motivation in Relation to Group Work

A very powerful strategy for increasing motivation in English as Foreign Language (EFL) learning is group work. Students can support and motivate one another, share ideas, and work toward a common objective when they collaborate in a group. The learners' motivation and participation in the learning process might be raised due to this feeling of cooperation and shared responsibility.

Motivation and group work are highly connected aspects which work hand in hand. As stated by Cherry (2022), "Motivation can play a significant role in group work." (p. 460). That is to say, when people are motivated, they tend to be more engaged, proactive, and productive in working towards a common goal. Moreover, in a group setting, individuals' motivation levels can impact the overall success of the group project.

Equally, motivation can be affected by group dynamics as well Cherry (2022). For instance, if group members are supportive and encouraging, and they share a common vision, it can help to boost motivation levels. On the other hand, if there is conflict, lack of communication, or unclear roles within the group, it can negatively impact motivation. Poupore (2016) asserted that there needs to be a positive social climate within the group that exhibits a sense of trust, enthusiasm, joy, and achievement (p. 89)

1.1.6. Types of Motivation

Motivation can be categorized into different types, each characterized by distinct underlying factors and driving forces that influence individuals' behaviors and engagement in various activities. It is very important to know that EFL learners may have different ways of being motivated.

1.1.6.1.Intrinsic Motivation

Intrinsic motivation is defined as "doing an activity for its inherent satisfaction rather than for separable consequences" (Deci & Ryan, 1985). This definition emphasizes the internal enjoyment or satisfaction that drives individuals to engage in an activity, focusing on the inherent value of the activity itself rather than external outcomes or rewards.

Several factors can affect intrinsic motivation in language learning, including interest and relevance, autonomy, competence, relatedness, and challenge. Intrinsic

motivation is defined more like ***Autonomous motivation***, aroused by internal drives and it involves the experience of volition and choice (Vansteenkiste et al., 2006). Teachers can help foster intrinsic motivation by creating a positive and supportive learning environment that encourages learners to feel in control of their learning, feel competent in their language skills, feel connected to others who are learning the same language and find tasks and activities that are appropriately challenging. Overall, intrinsic motivation is a strong predictor of language learning success and persistence over time.

1.1.6.2.Extrinsic Motivation

The second type is extrinsic motivation, according to Vansteenkiste et al. (2006, p605) "Extrinsic motivation is when someone learns a language primarily because of external incentives or pressure". In other words, extrinsic motivation in second language learning refers to the drive to learn a language that comes from external factors such as rewards, punishments, or social pressure. It is defined as controlled motivation that involves the experience of being pressured or coerced, rather than internal interests or enjoyment. Vansteenkiste also claimed that, extrinsic motivation can be useful in prompting learners to begin studying a language or to meet certain goals, but it may not be as effective in promoting long-term language acquisition and proficiency. Extrinsic motivation can be influenced by rewards and punishments, social pressure, and teacher expectations.

1.1.6.3.Integrative Motivation

According to Gardner & Lambert (1972), integrative motivation is "the learner's desire to acquire the language in order to become a member of the language group or community". It emphasizes the importance of social and cultural factors in language learning and the learner's motivation to connect with the target language community.

According to Csizer & Dornyei (2005) "integrativeness appears to be the single most important factor." (p.19)

Integrative orientation deals with the student's motivation to learn the language for reasons such as an interest in foreign languages and a desire for interaction with the target language community (Nicholson, 2013, p.277). Many researchers found that learners who rank high on integrative orientation work harder and learn faster than those who are low on integrative motivation

1.1.6.4. Instrumental Motivation

Instrumental motivation refers to the motivation to learn a language for practical or utilitarian reasons, such as job opportunities, academic requirements, travel, or personal communication. That is to say, a person with instrumental motivation wants to learn a language to achieve a specific goal or to gain some kind of benefit from being able to communicate in that language. According to Gardner and Lambert (1972), instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive.

1.1.7. Learners' Attitudes Toward Group Work as a Motivational Factor

Individual differences, learning styles, and personalities have significant influences on foreign language learning, as highlighted by Khasinah (2014). These factors encompass a range of elements, including personality traits, cognitive abilities, cultural background, social context, and personal goals. They can affect language learning motivation and the overall success of language learning. Positive attitudes towards the second language, self-efficacy beliefs, cultural identity, social support, and clear learning goals also impact L2 motivation, as emphasized by Zafar & Meenakshi (2012). It is

important to note that L2 motivation is not fixed and can fluctuate due to various life events, personal circumstances, or changes in the learning environment.

Furthermore, learning styles, as described by the VARK model introduced by Neil Fleming (2006), play a crucial role in language acquisition. Visual, Auditory, Read and Write, and Kinaesthetic learners have distinct preferences in processing information and learning. It is important to know that, recognizing learners' preferred learning styles allows teachers to design appropriate instructional strategies and create a conducive learning environment, thereby enhancing motivation and language acquisition.

Personality, as highlighted by Medjedel (2021), is another significant factor in L2 acquisition. Personality traits may change over time and can be influenced by cultural and social factors. While cognitive factors like language aptitude are important, motivation, personality, and demographic factors also contribute to language learning. Maximizing that, different personalities among learners can lead to diverse learning styles and requirements.

In conclusion, individual differences, learning styles, and personalities are interconnected factors that influence EFL learners' attitudes toward language acquisition. When incorporating group work as a learning strategy, it is essential to consider these factors. Also, recognizing and respecting learners' positive attitudes towards group work can help create an engaging and effective learning environment. Furthermore, teachers should take these factors into account when designing instructional activities and providing support to learners, fostering a positive attitude towards group work and maximizing its benefits for language acquisition.

1.1.8. *Teachers' Attitudes Toward Group Work as a Motivational Factor*

According to Storch (2013) in his book which titled by "Collaborative learning in L2", teachers' attitudes toward using group work as a motivational factor for enhancing

students' writing skills in L2 can vary, but they are generally positive. Cooperative writing activities are viewed favourably by many teachers due to their potential benefits for language development, learner engagement, and fostering collaboration. According to Storch (2013), collaborative writing tasks offer opportunities for learners to engage in various functions typically performed by the language teacher, receive valuable feedback from peers, and generate more complex compositions. Teachers recognize the positive impact of group work on promoting collaboration, enhancing language acquisition, stimulating creativity and critical thinking, developing social and cultural awareness, and addressing individual differences. Ultimately, teachers' positive attitudes toward using group work as a motivational factor in L2 writing reflect the recognition of its potential to create an inclusive and effective learning environment.

1.1.9. *Benefits of Motivated Group Work*

Motivated group work in language classes can result in several positive outcomes, including the following which are stated by Yusuf (2018):

- Improved engagement and motivation: When students work together in groups, they can motivate and support each other, leading to a more positive learning experience.

- Enhanced communication skills: Group work provides opportunities for learners to practice and improve their communication skills through interaction with peers.

- Increased critical thinking and problem-solving abilities: Group work promotes critical thinking and problem-solving, as learners share ideas and collaborate to find solutions to language-related tasks.

- Enhanced language proficiency: Working in groups provides learners with opportunities to practice and use the language in a variety of contexts, leading to improved language proficiency.

Overall, motivated group work in language classes can provide a dynamic and engaging learning environment that supports learners' language acquisition and promotes the development of essential communication and teamwork skills.

1.1.10.   Limitations of Group Work

As was mentioned before, group work is a popular teaching approach that can offer several benefits to learners, including active learning, improved collaboration and teamwork skills, and increased engagement and motivation. However, there are also several challenges that educators and learners may face when implementing group work in language classes. In her article, Vanderkam (2018) noted that communication is often the biggest challenge when working in groups. Miscommunication is bound to happen when a diverse group of people works together, so it is important to establish clear expectations and communication channels from the beginning.

Another challenge with group work is that it may not be effective in all settings. As noted by Slavin (2015), "Teachers may fall into the habit of relying on cooperative learning to keep students focused, but this can lead to rejection and opposition from learners who feel held back or ignored" (p.210). In other words, unequal participation is also a common issue in group work. Some students may dominate in group settings, resulting in an unfair distribution of work and limiting the group's effectiveness.

Social loafing is another challenge that can arise in group work. According to Karau and Williams (1993), social loafing is defined as "the phenomenon where individuals exert less effort when working in a group than when working alone" (p. 682). This means that some group members may not give as much effort when working in a group as they do when working individually, leading to a decrease in motivation and production across the board. Moreover, Forsyth (2014) indicated that conflicts and

communication breakdowns can also occur when working in groups, limiting effectiveness. Differences in opinions, personalities, or work styles can lead to disagreements and cause communication breakdowns.

Another challenge with group work is assessing individual learning results. While group work can encourage collaboration and teamwork, evaluating each student's understanding of the content and assigning individual grades can be challenging. As noted by Slavin (1996), "Assessing individual learning outcomes in group work requires careful consideration of the assessment methods and criteria to ensure fairness and accuracy" (p. 250).

Time management is also an issue when implementing group work in language classes. According to Hutchinson and Waters (1987), "Time management is an important aspect to consider when designing group tasks, as it requires careful planning and organization to ensure effective utilization of limited class time" (p. 182). In other words, coordinating schedules and ensuring that all members can meet and work together can be difficult, especially when learners have other responsibilities outside of school.

In conclusion, group work can offer several benefits in language classes, but there are also challenges that educators and learners must consider. Communication, unequal participation, social loafing, conflicts and communication breakdowns, difficulty in assessing individual learning results, and time management are all potential challenges that may arise. By being aware of these challenges and implementing strategies to address them, educators can create an effective and successful group work experience for their language learners.

Section Two: Writing Skill

Writing skills have always posed a challenge for second language learners. To produce a good piece of writing, learners need to remain focused, which can be difficult for those who struggle with linguistics, psychology, or cognitive issues. This perception has led many learners to view writing as a tedious task. According to Hyland (2019) and Mahboob (2015), writing requires the strategic use of language with structural accuracy and effective communication. Developing this skill is crucial for learners, yet it often presents challenges that can impact their writing success during the learning process in various ways.

1.2.1.   Definition of Writing Skill

Crystal (2006) explained that writing is considered as a mechanism of communication that allows for the graphic usage of visionary symbols. So, for EFL/ESL learners to express their ideas and information, they tend to use relevant graphic symbols or signs to help readers understand what they're writing.

Furthermore, writing skills are special qualities that enable writers to turn their thoughts into meaningful words and cognitively interact with the message. Various definitions of writing are described by various authors. According to Breiter (1987), "Writing skills are the ability to communicate effectively through the written word, including the ability to organize ideas, construct clear sentences and paragraphs, and use appropriate grammar, punctuation, and spelling.". In other words, organizing thoughts, creating sentences that make sense, and utilizing appropriate grammar, punctuation, and spelling are all aspects of writing skills. Accurate and coherent communication of ideas, opinions, and knowledge in personal, academic, and professional contexts is made achievable by these skills.

1.2.2.   Teaching Approaches of Writing

1.2.2.1.   The Product Approach

One of the earliest and most influential theories for teaching writing is the product approach. This approach emphasizes the outcome of the writing process rather than the process itself, as Raimes (1991) stated, "The product approach emphasizes the importance of focusing on the final outcome of writing rather than the writing process itself." (p. 48) This means that the main goal of teaching writing through this approach is to teach students how to produce clear and grammatically correct documents that meet specific requirements.

Although the product approach has been praised for its emphasis on simple communication, it has also been criticized for its lack of attention to the writing process. As a result, White's (1988) classical model for writing provides a more detailed approach to the writing process. This model includes three phases: analysing a model text to identify language rules, structure, content, and style; breaking down the model text into components; and producing a similar text by imitating the model.

While the product approach remains a popular theory for writing instruction, it is important to consider its strengths and limitations and to explore other theories and approaches to writing skill development. Thus, teachers can create a comprehensive and effective way of teaching writing by combining the benefits of the product approach with an emphasis on the writing process and cooperative learning. This method takes into account the development of writing teaching, adapts to student needs, and fosters motivation, engagement, and practical writing opportunities.

1.2.2.2.   The Genre Approach

Another popular notion of writing skill is the genre approach. This method as Swales and Swales (1990) stated, focuses on the significance of comprehending and mastering many writing types such as argumentative essays, personal narratives, and research articles. According to this method, learners should be taught to understand the conventions and expectations of different genres and to utilize this knowledge to produce excellent written texts.

John Swales (1999) is a key proponent of the genre approach, claiming that "writing is always done within a genre, and all members of a discourse community share some knowledge of the genres that operate within the community" (Swales, 1999). He further argues that writing is intrinsically social and that recognizing genre norms and conventions is critical for effective communication.

Additionally, it has been demonstrated that including group work into writing teaching helps to increase students' motivation and involvement. This is demonstrated by a study by Johnson and Johnson (2013) that shows how collaborative writing tasks promote a sense of responsibility and create a supportive writing environment. Therefore, teachers may effectively enhance writing outcomes and increase learner engagement by combining genre awareness, group work, and motivational techniques.

1.2.2.3.   The Process Approach

This approach views writing as a recurrent and dynamic process with numerous stages including prewriting, drafting, revising, and editing. Cheng (2004) believed that the process approach's purpose is to teach students techniques for creating and structuring ideas, enhancing writing fluency, and boosting self-reflection and self-correction skills.

Moreover, Murray also believed that writers must engage in a recursive process of discovery, generating and revising ideas as they write. This process involves "listening to one's own writing, hearing the text as it unfolds, seeing its possibilities, and following

where it leads" (Murray, 1978, p. 29). As a result, students' motivation and involvement are increased when group writing is incorporated into the process approach to writing. Based on Tuzi's study (2004) which supported the idea that group work within the process approach increases motivation and engagement, Students are inspired to participate actively in the writing process by these group interactions, which create a sense of active engagement and shared responsibility. In other words, through the use of cooperative writing tasks, students are given valuable opportunities to interact with other, exchange feedback, and collaboratively resolve writing-related issues

1.2.3. The Importance of Writing Skill

Writing is considered as a necessary skill for academic achievement. As Beaufort (2007) stated, students are expected to produce essays, research papers, and other tasks from elementary school to university to demonstrate their knowledge of course material and their ability to express ideas effectively. Hence, according to Smith (2018) writing skill is important for several reasons:

- Academic success: writing is an essential part of academic work. Students are expected to write essays, research papers, and other assignments to demonstrate their understanding of the course material and their ability to communicate their ideas effectively.

- Critical thinking: Writing requires students to analyse and evaluate information and express their ideas clearly and persuasively. By practising writing, students develop critical thinking skills that are essential for academic success and for life in general.

- Professional development: Many jobs require strong writing skills, from emails and reports to proposals and presentations. Students who develop strong writing skills in school will have an advantage in the job market, as employers consistently rank writing ability as one of the most important traits for job candidates.

- Language development: Writing also plays a crucial role in the development of language skills and literacy. By practising writing, students can improve their grammar, vocabulary, and sentence structure, which will help them in all areas of communication, both written and oral.

Overall, writing skill is a crucial component of success in education. By developing strong writing skills, students can improve their academic performance, prepare for future careers, and enhance their overall communication abilities.

1.2.4. Challenges of Writing skill

The process of writing involves various steps and is not limited to expressing thoughts via written symbols. According to Brown and Lee (2019), English as a foreign language learners face several challenges such as grammar, vocabulary, sentence structure, and spelling and punctuation

- Grammar: due to its complexity and variances from their mother tongue, English grammar can be difficult for EFL learners to acquire. They could have trouble comprehending sentence structure, verb tenses, and grammatical structures, as well as appreciating the subtle differences in meaning brought on by various grammatical structures. This may affect their capacity to communicate clearly in writing.

- Vocabulary: For EFL students to communicate clearly in English, they must develop a good vocabulary. The many terms and expressions that are uncommon in their mother tongue, however, may be difficult for them to acquire and remember. Additionally, they could have trouble finding the right words to convey their thoughts and ideas in various situations.

- Spelling and punctuation: EFL learners may face challenges with spelling and punctuation, resulting in errors that can affect the clarity and coherence of their writing.

They may struggle with spelling unfamiliar words and may not be familiar with punctuation rules, making it difficult for the reader to understand their intended meaning.

- Sentence Structure: EFL students may struggle with sentence structure, which includes using the right word order, subject-verb agreement, and suitable transitions between sentences and paragraphs. This might result in their writing being irregular and fragmented, which makes it challenging for the reader to understand what they are trying to say.

Overall, EFL students face many challenges when writing in English, but with practice and guidance, they can overcome these obstacles and become proficient writers.

1.2.5. Qualities of Good Writing

Writing knowledge pertaining to process, system, content, and genre plays an essential role in producing an intelligible composition, as noted by Rofiqoh et al. (2022). Several aspects determine the good quality of a composed piece of writing, such as clarity, correct grammar and pronunciation, coherence and cohesion, appropriateness, and creativity.

One of the essential qualities of good writing in EFL is clarity. Zinsser (2006) indicated that written ideas should be clear and easy to understand, even for readers who may not be familiar with the language. This means using simple and concise language, avoiding overly complex sentences, and ensuring that the message is communicated clearly.

Another vital aspect of good writing in EFL is correct grammar and punctuation. According to Hart (2013) correctness is an important feature of writing because a good writing should follow the rules of grammar and punctuation, also to be reliable and accurate. This means using proper sentence structure, spelling, and punctuation and

avoiding common errors such as run-on sentences or sentence fragments contribute to the effectiveness of the written thoughts.

Coherence and cohesion are other important qualities of good writing in EFL. According to Straub (2017), "coherence ensures that the writing flows smoothly, with logical connections between sentences and paragraphs, enabling readers to follow the writer's line of thought". In other words, using logical transitions between ideas, arranging the information in a clear and coherent way, and ensuring that the different parts of the text are connected helps in making the written piece coherent and well formed.

Appropriateness is also a critical aspect of good writing in EFL. "good writing also emphasizes appropriateness, using language, tone, and style that are suitable for the intended audience and purpose" (Williams, 2017) which means that writers should use a language that is appropriate for the level of the reader, as well as the tone and style that are appropriate for the particular type of text.

Collectively, these characteristics work together to make written communication of EFL learners more effective by enabling the clear, accurate, and appropriate conveyance of ideas that have an influence on the reader.

Conclusion

The theoretical part of this dissertation delves into the concept of group work as a motivational factor for enhancing students' writing skills. It explores the existing literature and theoretical frameworks surrounding the positive standpoint on the utilization of group work in the context of written expression classes. The aim is to provide a comprehensive understanding of the potential benefits and effectiveness of incorporating group work as a motivational strategy.

The theoretical framework builds upon these established concepts, emphasizing the positive standpoint on group work as a motivational factor for enhancing students' writing skills. It recognizes the potential of group work to create an inclusive and supportive learning environment that caters to the diverse needs of students. Research in the field of education consistently highlights the positive impact of group work on various aspects of learning. In addition to the studies that have shown that students who engage in group work not only exhibit increased motivation and engagement, but also demonstrate improved critical thinking, problem-solving skills, and creativity. Furthermore, it helps students to develop important social and communication skills, which are essential for effective written expression.

In conclusion, the theoretical part of this dissertation presents a positive standpoint on the utilization of group work as a motivational factor for enhancing students' writing skills. By embracing this positive standpoint and drawing upon the existing theoretical frameworks and research, educators can make informed decisions regarding its implementation and create effective pedagogical practices that maximize the benefits of collaborative writing experiences.

Chapter Two: Research Methodology and Results

Introduction

The practical part of this dissertation focuses on utilizing two questionnaires, one for students and one for teachers, in the aim of gaining valuable insights into the effectiveness of incorporating group work as a motivational factor in enhancing students' writing skills. The questionnaires consist of a combination of open-ended and close-ended questions, enabling us to gather both qualitative and quantitative data, thus providing a comprehensive understanding of the topic.

The first questionnaire, designed for students, aims to explore their experiences, attitudes, and perceptions regarding group work as a motivational tool in the context of written expression classes. The inclusion of open-ended questions allows students to provide detailed insights and share their personal experiences, while the close-ended questions provide quantitative data for statistical analysis. By combining these question types, we can capture a range of perspectives and delve into the nuances of students' opinions.

The second questionnaire, tailored for teachers, seeks to gather educators' perspectives on the implementation of group work as a motivational factor for enhancing students' writing skills. The open-ended questions provide an opportunity for teachers to express their insights, experiences, and strategies regarding the use of group work. Additionally, the close-ended questions offer quantitative data that can be analysed to identify common trends and patterns among teachers.

The insights derived from the student and teacher questionnaires will contribute to the existing literature on effective teaching methods and student motivation. This research

aims to enhance the learning experience and foster students' writing skills through effective pedagogical practices.

2.1. Population and Sample:

The first questionnaire targeted the population of first year students at Abdelhafid Boussouf Mila University Center. Comprising 220 students enrolled in the academic year 2023. Seventy (70) students from the whole population were responded to the questionnaire with the purpose of getting a better understanding of their attitudes towards the role of group work in motivating them to improve their writing skill.

The teachers' questionnaire was conducted with English teachers of the Department of Languages from all degrees, Mila University Centre. A sample of ten (10) teachers was selected for the study to gain a comprehensive understanding of their attitudes toward the role of group work in motivating students to enhance their writing skills.

2.2. Data Collection Tools

The data collected using two questionnaires handed for both students, and teachers. The questionnaires started by introducing the aim of each questionnaire to express the topic under discussion. These questionnaires have been analysed using percentages along with related interpretation. In addition, to open-ended questions that were analysed in free way. The data are analysed quantitatively and qualitatively according to the question types.

2.2.1. *Description of Students' Questionnaire*

The Students' questionnaire consists of twenty-one (21) closed-ended and open-ended questions, divided into three (3) sections. The first section is headed to collect students' background information about the English language, including their choice to

study English, their current level, and the role of written expression sessions in developing their L2. On the other hand, the other 3 sections aim to collect data about students' perceptions on the three main aspects of the study, which are group work, writing skill, and motivation. The first section, writing skill, consists of six different questions about the importance, ability, interest, challenges, satisfaction with the learning strategies, and a statement which indicates the need for writing skill in the development of the English language. The second section, group work, consists of six questions and aims to collect students' perceptions about strategies and methods concerned with a cooperative working that is used by teachers during written expression sessions. The third and last section is devoted to (motivation) and consists of five questions as an assessment for measuring students' motivation in written expression classes.

2.2.2. Administration of The Students' Questionnaire

The questionnaire was administered to first-year students of English at Abdelhafid Boussouf University Centre (Mila). It was important to mention that the questionnaire took place in April 2023 where it was administered to a random population that contained 70 students in a calm and relaxed atmosphere, both in class and via Google form. The questions were simple and clear enough for students to provide the appropriate answers.

2.2.3. *Description of the Teachers' Questionnaire*

The teachers' questionnaire comprises sixteen questions, which are categorized into four sections. The initial section consists of three questions that intend to gather information regarding the teachers' background, such as their experience and expertise in teaching the English language, the proficiency level of their students in the second language (L2), and their perceptions about the written expression module. These

questions are both open-ended and closed-ended, allowing for a comprehensive understanding of the teachers' perspectives.

The second section of the questionnaire includes four questions focused on gathering data related to the written expression module. These questions aim to explore the teachers' perceptions regarding their students' level of proficiency in written expression and their level of interest in the module. Furthermore, the questions inquire about the differentiated strategies employed by teachers during the sessions. This section provides valuable insights into the teachers' perspectives on various aspects of the written expression module and its implementation.

The third section of the questionnaire focuses on group work as a teaching strategy within the written expression module. It comprises six questions that explore various aspects of group work implementation. These questions inquire about the frequency with which teachers utilize group work as a strategy, the basis on which students are divided into groups, and the perceived importance of using this strategy. This section aims to gain insights into the teachers' practices and perspectives regarding the incorporation of group work in teaching the written expression module.   The   final section of the questionnaire focuses on motivation and aims to gather data about the students' level of motivation in (EFL) context, specifically related to developing their writing skills. This section includes questions that explore the students' motivation levels and the differentiated motivational strategies employed by teachers to enhance their writing skills. By examining these aspects, the questionnaire aims to gain insights into the role of motivation and the various strategies utilized in fostering the development of EFL students' writing abilities.

2.2.4. Administration of Teachers' Questionnaire:

The questionnaire was administered to EFL teachers across all levels at Abdelhafid Boussouf University Centre (Mila) via Google form. The questionnaire was designed to be straightforward, with clear and concise questions, enabling the teachers to provide appropriate answers.

Data Analysis and Discussion

2.2.5. Analysis of Students' Questionnaire:

2.2.5.1.   Part One: Students' Background Information

Q1: Was it your choice to study the English language?

Graph 01

Students' Choice
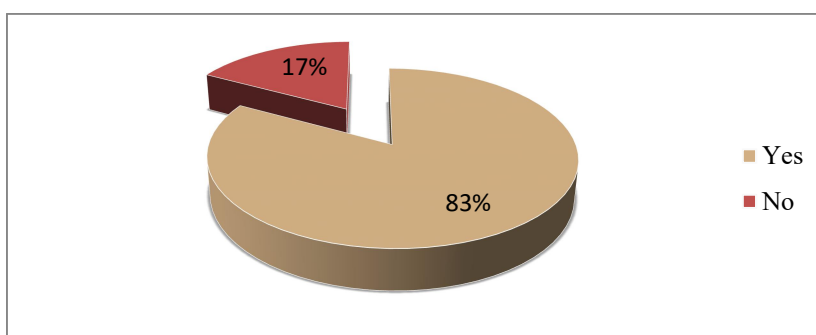
As displayed by graph 1, the findings reveal interesting insights. According to the results, an overwhelming majority of the students, accounting for 83% of the total, voluntarily selected the English language as their preferred choice of study. Conversely, the remaining 17% of students did not initially choose English as their first option. This discrepancy in preferences can be justified by the growing awareness among learners about the significance of the English language as the dominant global language. The need to acquire proficiency in English is deemed essential in order to adapt and keep pace with the constant changes happening around the world. This awareness reflects a recognition

of the English language's importance in various aspects of life, including education, career opportunities, and cross-cultural communication.

Q2: *How do you consider your level in English?*

Graph 02

Students' English level
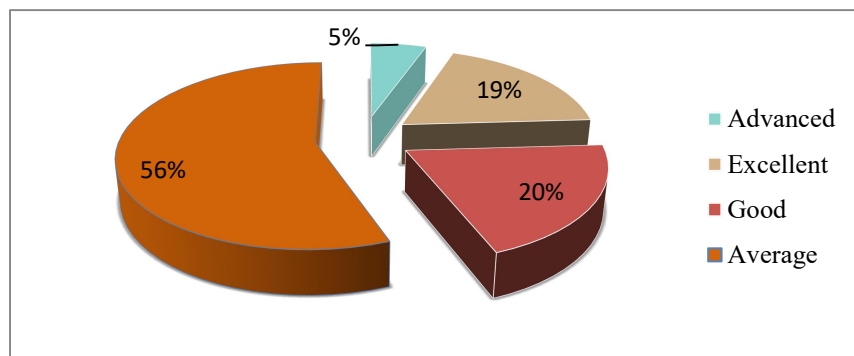
By asking how students consider their level of proficiency in English language, the aim was to collect data about the evaluation of their own capacities. From the obtained results shown in graph 02, it is clear that more than the half 56% of students' level is considered as "Good". Percentages of the next level scored 20% of students who have an average level, in addition to the last percentages that present 19% excellent, and 5% advanced. These results can provide a starting point for further investigation and comprehension of the student's linguistic demands, enabling focused interventions and creating specific instructional strategies to meet their individual needs.

Q3: *Does the written expression module help you to develop your English Proficiency?*

Graph 03

Perceptions about the Effectiveness of Writing Skill in Enhancing English
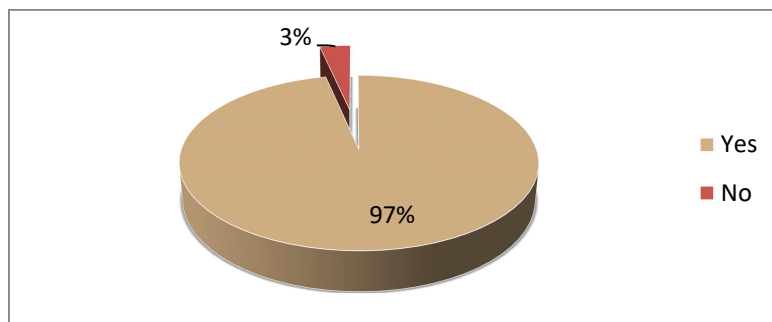
This question aims to inquire about the students' impression on the effectiveness of writing skill in enhancing their English language. The graph above (graph 03) indicates that the majority of the students 97% had a positive perception of the help that writing skill provides while learning the language. On the other hand, only 3% of the whole population said no. The results suggest that the written expression module has a valuable role in improving language learning. They also demonstrate the students' consciousness of its importance.

Q4: *Where Do You Usually Prefer to Practice Writing?*

Graph 04

Students' Preferable Way of Learning
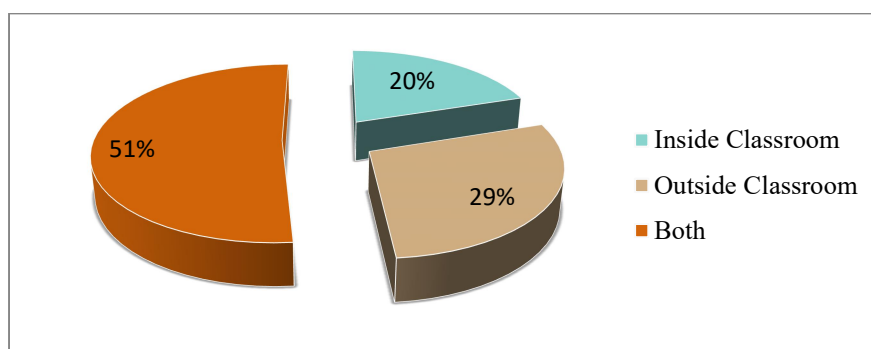
Based on the graph depicted above, it is evident that the participants have different preferences for methods of learning and practicing writing. The data reveal that the majority of the participants, comprising 51%, engage in writing practice both inside and outside the classroom setting. Furthermore, 29% of the participants prefer practicing writing exclusively outside the classroom, while the remaining 20% favour practicing it within the confines of the classroom. The dominance of the category that practices writing both inside and outside the classroom reinforces the notion that possessing proficient writing skills is essential for everyday situations. This highlights the significance of being able to effectively communicate through writing in various contexts and scenarios.

2.2.5.2.Part Two: The Writing Skill

Q5: *Is the writing skill important to you?*

Graph 05

Students' Perceptions about the Importance of writing skill
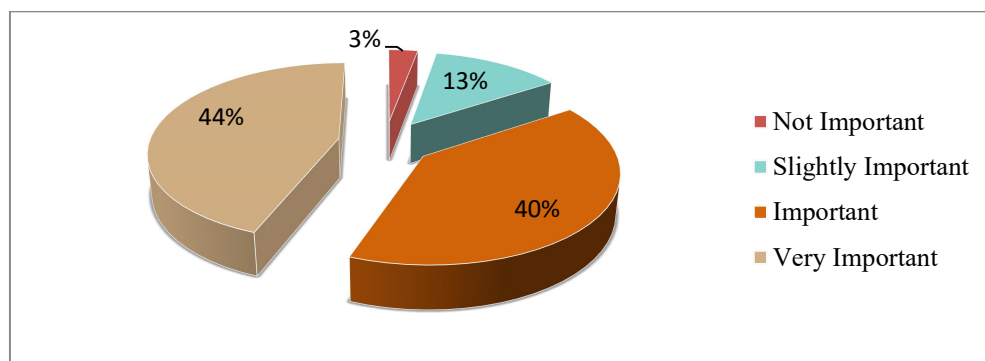
This question is to know students' perceptions about the importance of learning the writing skill. Results shown in the graph above (graph 05) indicate that the majority of students 44% considered writing as a very important skill, while others 40% said it is important. 13% of the students said that writing skill is slightly important for them.

However, 6% of the whole population considered it as an unimportant skill. These results provide insight into the student's consciousness of the importance of mastering writing skill in order to improve their communication and achieve their needs from learning the language.

Q6: *How do you describe your ability in writing in English?*

Graph 06

Students' Writing Abilities
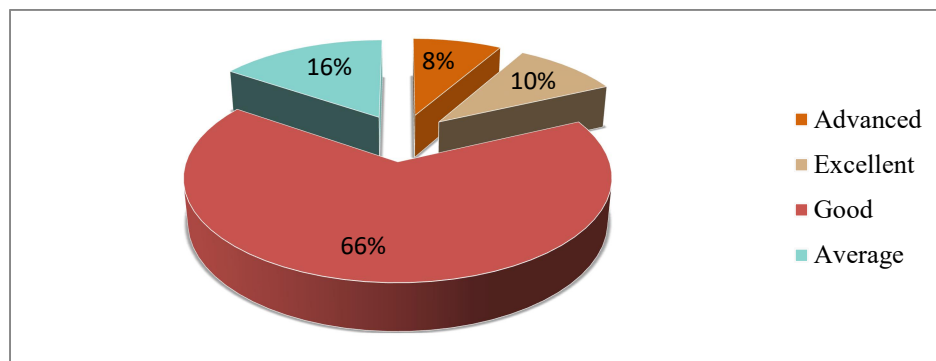
According to the data demonstrated in Graph 6, 66% of the sample reported having a good level of writing, which shows that a significant number of English language learners have confidence in their ability to write. Additionally, 16% stated that their ability in writing in English is average, and other 10% indicated having an excellent ability. However, only 8% have an advanced level. These results emphasize the differences between the writing skills of the learners, so recognizing those individual differences by the teacher may help and support the learners to develop this skill.

Q7: How much do you feel interested in EFL writing in class?

Graph 07

Students' Interest in EFL Writing
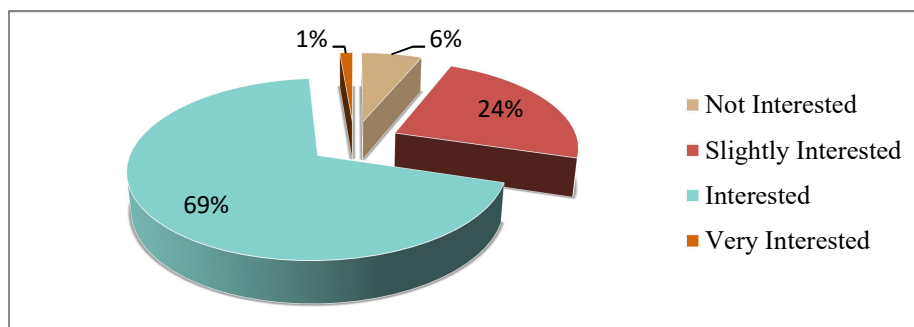
The purpose of including this question in the questionnaire is to know the level of interest of English language learners in learning the written expression module. Upon analysing the results, it is apparent that 69% of the students expressed interest in writing in English. 24% of them stated that they are slightly interested, while only 6% indicated that they were not interested at all. The rest 1% indicated that they are very interested in writing in English. All these findings shed light on the appearance of written expression in EFL as an area of interest for the majority of language learners. Students' interest in writing can make them seek for ways to enhance their skills, it can motivate them as well.

Q8: Indicate how far do you agree with the statement: "Writing is an important skill to develop learning English".

Graph 08

Perceptions of the Importance of Writing in English Language Learning
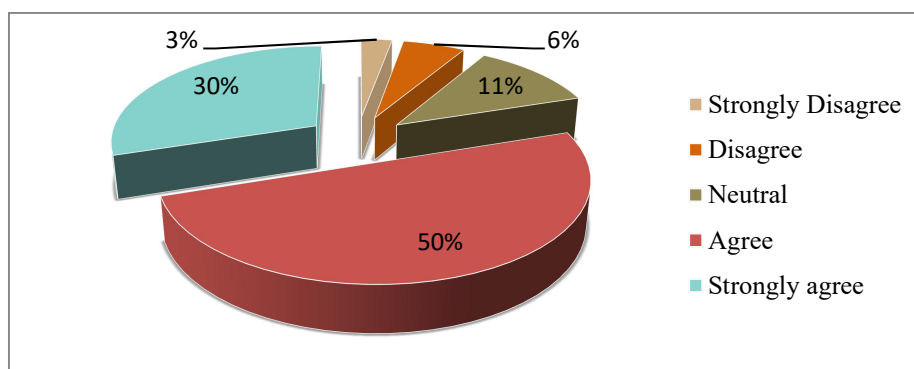
This question is designed to explore students' agreement with the statement "writing is an important skill to develop English learning"; the eighth graph represents their responses. Among the seventy participants, 50% indicated their agreement with the statement. Additionally, 30% strongly agreed, and 11% said that they are neutral. However, 6% of the students said that they disagree with the statement, and only 3% strongly disagreed. According to this data, writing skill is valuable and should be seen as an essential component of the English language teaching process.

Q9: *Which of these makes the biggest writing challenge for you?*

Graph 09

Challenges Faced by Students when Writing
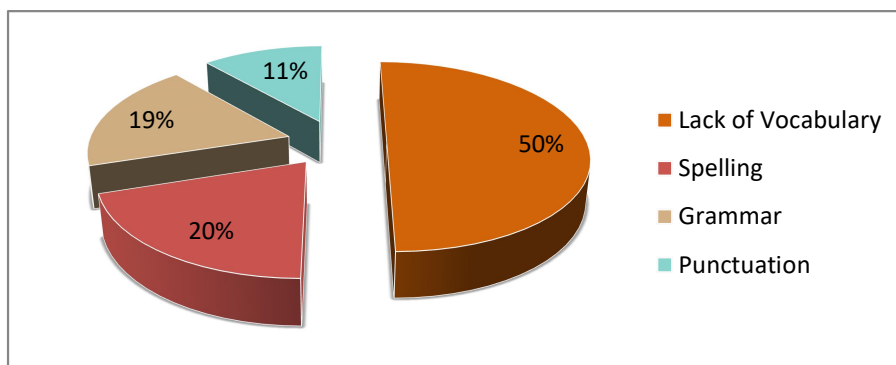
       The graph presented illustrates the results of the challenges faced by students in learning the written expression module. Among the respondents, 50% of the students indicated that they encountered difficulties due to a lack of vocabulary. 20% of the students reported struggling with spelling, while grammar was cited as a challenge by 19% of the students. The remaining category, representing 11% of the students, mentioned problems related to punctuation. This graph provides a visual representation of the frequency with which students encountered specific challenges while learning the written expression module. It highlights that a significant portion of students identified vocabulary as their primary challenge, followed by spelling and grammar. Punctuation was reported as a comparatively lesser challenge. These challenges have the potential to impact students' engagement during classroom interactions, leading to a decrease in their motivation levels.

Q10: *Are you satisfied with the way you are taught the written expression module?*

Graph10

Students' Satisfaction with the Teaching of the Written Expression Module
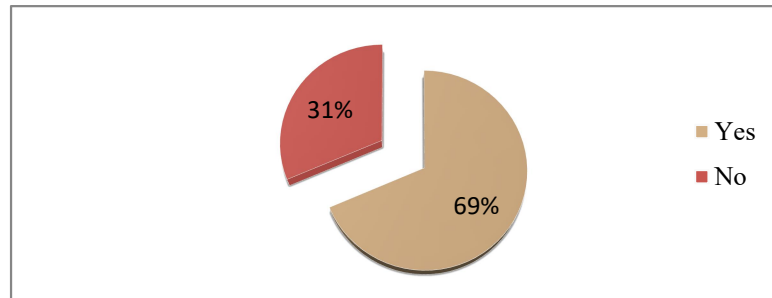
Based on the obtained results, it is evident that the majority of students, accounting for 69% of the entire participant group, expressed satisfaction with the way they are taught the written expression module. Conversely, 31% of the participants responded with a "No," indicating a contrasting viewpoint regarding their satisfaction. These findings highlight that satisfaction with the teaching of the written expression module is not experienced by all participants. The significant percentage of students expressing satisfaction suggests that the current instructional approaches are effective for a majority of students. However, the dissenting perspective of the remaining participants indicates the need for further attention and improvement in the teaching strategies employed for the written expression module.

2.2.5.3.Part Three: Group Work

Q11: Does your teacher use various strategies to teach you the written expression module?

Graph 11

Strategies Used in Written Expression Classes
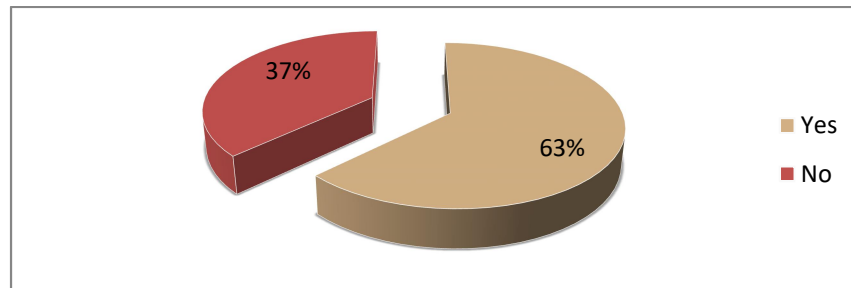
The aim behind such a question is to ensure that teachers differentiate their strategies while teaching written expression modules. The results embodied in graph 11 show that the majority of the sample 63% stated that their written expression teachers use various strategies to teach them that module. Unlike them, 37% of students answered NO, their teachers do not vary strategies of teaching. Overall, the findings indicate that, while teachers who vary strategies help students, there is still time for improvement among a number of other teachers. Promoting professional development and supporting teachers in diversifying their instructional techniques can help to enhance teaching effectiveness and outcomes in the written expression module.

Q12: Is group work one of the strategies that your teacher uses inside the classroom to teach you written expression?

Graph 12

The Use of Group Work inside the Writing Classroom
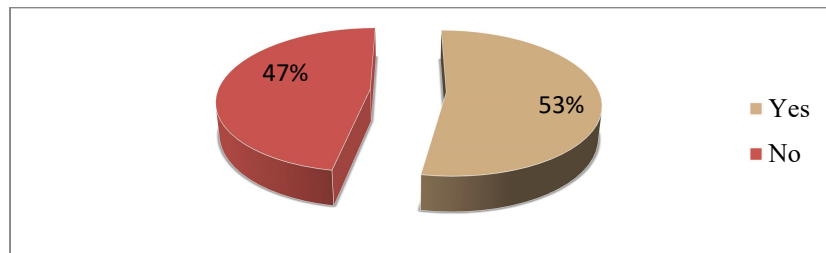
This question is designed to know whether group work is one of the strategies used by teachers. Therefore, it is clear from the graph above that 53% said that their teachers use group work as a strategy inside the classroom to teach written expression modules. This explains that teachers of this module use it as a strategy regarding its importance for enhancing learners' skills. However, 47% of the participants answered that their teachers do not rely on group work while tutoring such a module. This can be a result of their class size, or the nature of the task, that this strategy is not a suitable one for teaching this module

Q13: How often does your teacher ask you to work in groups?

Graph 13

The frequency in Working in Groups
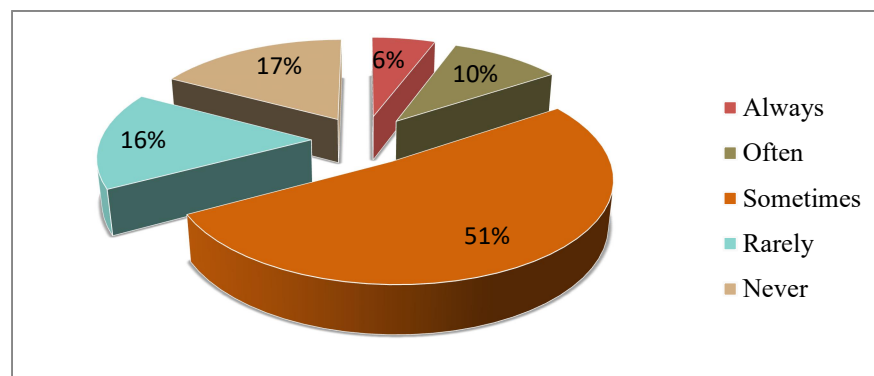
By asking the sample this question, the aim is to get an idea about how often teachers usually ask students to work in groups. The data presented in graph thirteen (13) provides valuable information about students' experiences with learning in groups. The majority of students 51% of the students responded that their teachers sometimes ask them to work in groups. Assuming that it is due to the type of activities and the subject that they are asked to complete. Others 16% of the population declared that they rarely ask. However, the others 10% said that their teachers often ask them to write collaboratively. Only 6% said that their instructors always ask them to write while working in groups. On the other hand, 17% of the whole students said that they had never been asked to work in groups in that module. Overall, these findings indicate the importance of future investigation among teachers about how to effectively utilize group work in the written expression module. Teachers may create interesting and interactive learning experiences that encourage the development of writing skills in students by examining the possible benefits of collaborative learning and solving any issues or limitations.

Q14: During the written expression session do you prefer to work: Individually, in pairs, or in Groups

Graph 14

Students' Working Strategy
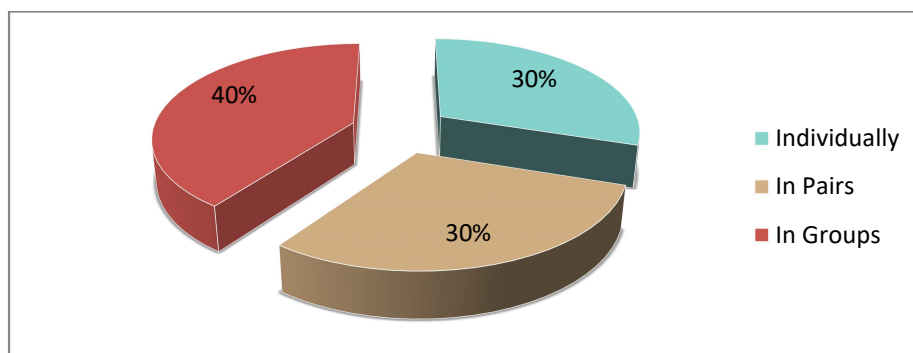
This question was asked with a focus on the preferable way for students to learn written expression. Graph 14 shows the results in which 40% said that they prefer working in groups, and 30% preferred working in pairs. Whereas, the rest of the sample 30% have indicated that they like working individually. Another way to interpret these data is that students' preferred learning styles may differ depending on their personality features or past learning experiences. Some students succeed in collaborative situations, finding inspiration and motivation in group work, while others prefer more autonomous and self-directed learning methods. It is worth noting that some students thrive in collaborative settings, finding inspiration and motivation through group work, while others lean towards more independent and self-directed learning methods. Therefore, it becomes crucial to create a balanced and inclusive learning environment that caters to the diverse needs of students. This can be achieved by incorporating a combination of group work, pair work, and individual work. Such an approach ensures that the learning process is tailored to accommodate various preferences and maximizes the chances of success.

Q15: On which basis does your teacher group you?

Graph 15

Teacher's Ways of grouping
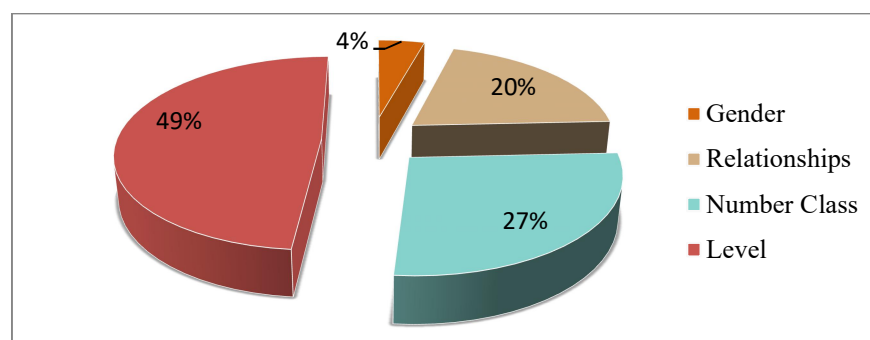
This question aims to know on which basis the teachers gather students together in groups. Where graph 15 shows that 49% of students stated that their teachers group them

according to their level. 27% of the whole number said that their teachers cluster them based on the number of classes. Another 20% said that it is the relationship of students that is considered the basis of their grouping. Whereas, only 4% of the whole population said that their teacher grouped them according to their gender. Overall, these findings emphasize the significance of grouping techniques in the written expression module. Teachers can establish an inclusive and supportive learning environment that maximizes students' potential for development in their writing skills by assessing various factors for the formation of groups

Q16: *Do you think that group work helps you to: Write English correctly, write ideas easily, respect others ideas, enrich your vocabulary, or learn social skills*

Graph 16

Group Work Aadvantages
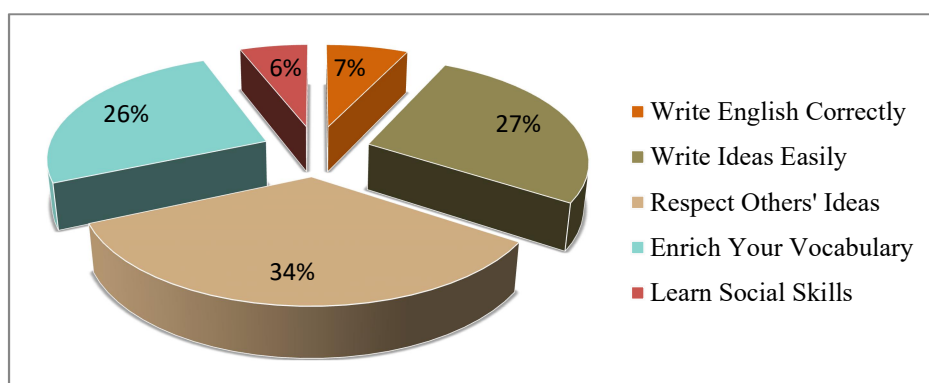
The question was asked to understand how did group work helps students to improve their writing skill. According to the graph above (graph16), the majority of students 34% stated that this strategy helped them in learning how to respect others' ideas. Other 27% stated that they started to get and write ideas easily, while 26% said it helped them to enrich their vocabulary. Whereas, only 7% started to write English correctly, and 6% learned social skills. All this means that these findings emphasize the various benefits of adopting group work as an approach to improving students' writing skills. Group work

fosters a comprehensive approach to teaching writing by encouraging respectful discussions, ideas creation, vocabulary enrichment, language accuracy, and social skill development

2.2.5.4.Part Four: Motivation

Q17: Do you feel motivated in learning written expression?

Graph 17

Students' Motivation during the Written Expression Session
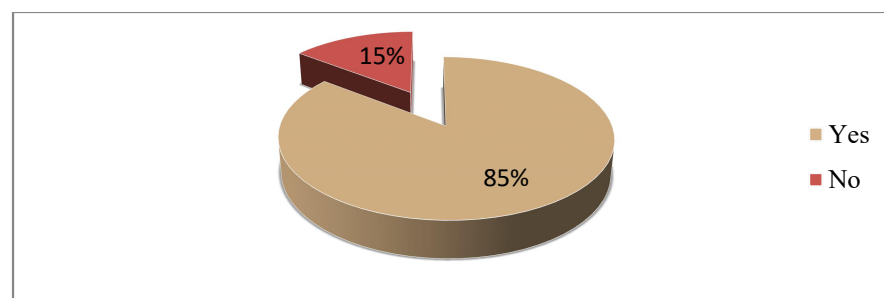
      The graph depicted above illustrates that 85% of the participants responded affirmatively, expressing feeling motivated during the written expression sessions. Conversely, only 15% of the participants responded negatively, indicating a lack of motivation. These findings emphasize the significance of motivation as a crucial factor in the learning process of writing. It highlights that a motivated approach is essential for effective skill development. Moreover, the results underscore the notion that writing skill acquisition necessitates a learning process that is driven by motivation.

Q18: You get motivated to writing through: Internal Motives or External Motives

Graph 18

Students' Instrumental Motives
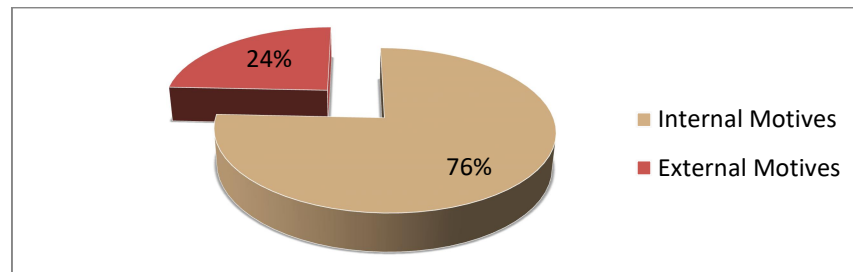
Based on the obtained results, the majority of participants 76% reported being motivated by internal factors. This finding suggests that learners are highly aware of what they are acquiring and learning. They possess a personal drive and internal desire to achieve their learning goals. In contrast, a smaller percentage 24% indicated being motivated by external factors. This lower percentage suggests that these individuals are motivated primarily by professional purposes, indicating a focus on external rewards or incentives. Overall, the results highlight the significance of intrinsic motivation in driving students' engagement and commitment to their learning process, while external motivation seems to play a relatively smaller role.

Q19: What are some effective strategies that would enhance your motivation to write?

In response to this open-ended question, the students provided diverse strategies for enhancing their motivation to write. Each student had their own unique approach to increasing their motivational factors within the learning process. Among the various responses, the most common strategy selected was "reading books," including both formal documents and short stories. Additionally, students mentioned other practices such as doing homework, giving presentations, engaging in discussions, and utilizing other

methods to enhance their learning process. These findings underline the importance of recognizing individual differences during the acquisition of a second language.

Q20: ***Does group work play a role as a motivational factor in enhancing your writing skill?***

Graph 19

Group Work as a Motivational Factor
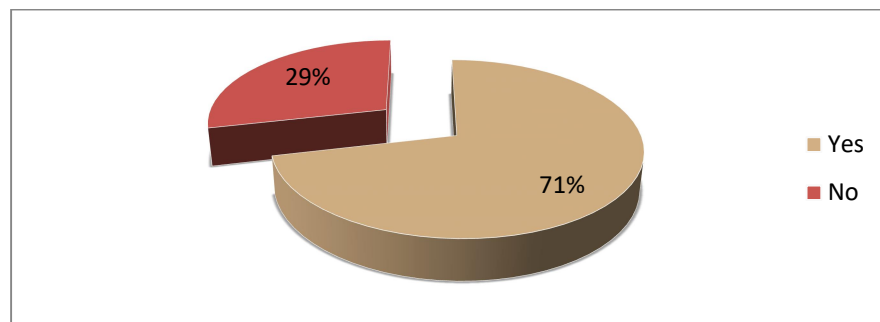
The results obtained indicate that 71% of the participants responded affirmatively, expressing that group work can be an effective strategy to enhance students' motivation and improve their writing skills. On the other hand, 29% of the participants held an opposing viewpoint and responded negatively with a "No." These findings suggest that the majority of participants recognize the potential of group work as a means to elevate motivation and enhance writing skills. However, it is important to acknowledge the perspective of the minority who did not perceive group work as an effective strategy. These results highlight the varying opinions regarding the impact of group work on students' motivation and writing skill development.

Q21: To what extent can group work enhance your motivation to write?

Graph 20

Extent of Motivation Based on Group Work
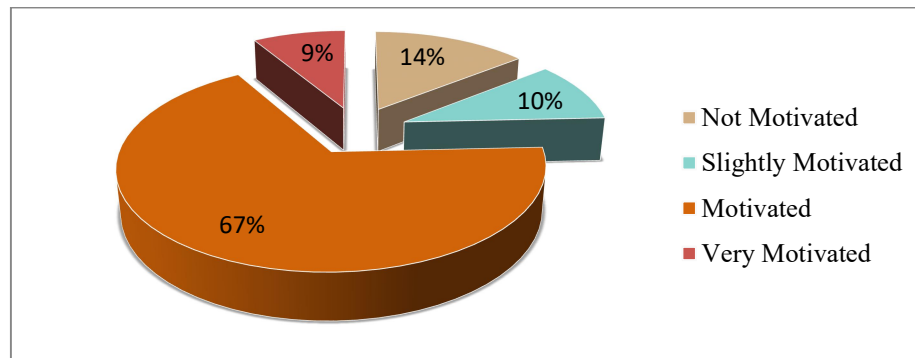
The results obtained reveal that a majority of the participants, comprising 67% of the total, along with an additional 9% who feel highly motivated, believe that group work can be an effective factor in enhancing students' motivation to write. This positive perspective highlights the potential benefits of implementing group work as a strategy in academic settings. In contrast, 10% of the participants reported feeling slightly motivated, while only 14% expressed no motivation at all. These findings suggest that the use of group work as a motivational tool receives strong support from a significant portion of the participants, indicating its potential value in promoting motivation and engagement in writing activities.

<div align="center">

Analysis of Teachers' Questionnaire

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2.2.6. Analysis of Teachers' Questionnaire

2.2.6.1.Part One: Background Knowledge

Q1: How long have you been teaching English at university?

Graph 21

Years of Teaching English
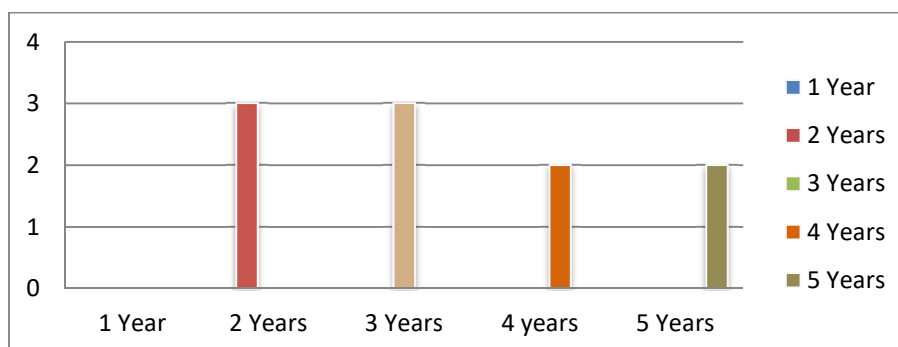
This question seeks to identify the number of years that teachers have spent instructing English. Teachers were asked to indicate their level of exposure to English throughout time. The above graph illustrates the distribution of English teaching experience among the surveyed teachers. The data reveals that the highest number of teachers (six in total) had been teaching English for a period ranging from two to three years, constituting the majority. Additionally, four teachers indicated that their teaching experience in English ranged from four to five years at most. These findings indicate that the majority of teachers had a relatively shorter teaching experience in English, while a smaller subset possessed a slightly longer tenure in the field.

Q2: How do you consider your students' level in L2?

Graph 22

Students' Level in English
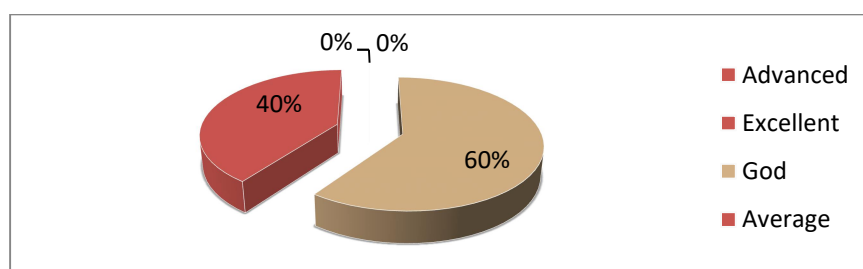
Based on the results depicted in the figure, the teachers' perceptions reveal the proficiency level of students in English. The majority of participants 60% assessed their students' English level as "Good" indicating a noteworthy level of competence and a strong inclination towards learning the English language. On the other hand, a less percentage of participants 40% categorized their students' English level as "Average," suggesting a moderate level of proficiency. These findings collectively demonstrate both the students' overall interest in learning English and the varied levels of achievement among them as perceived by their teachers.

Q3: Does the written expression module help your students to develop their L2?

Graph 23

Teachers' Perceptions about the Role of Written Expression Module
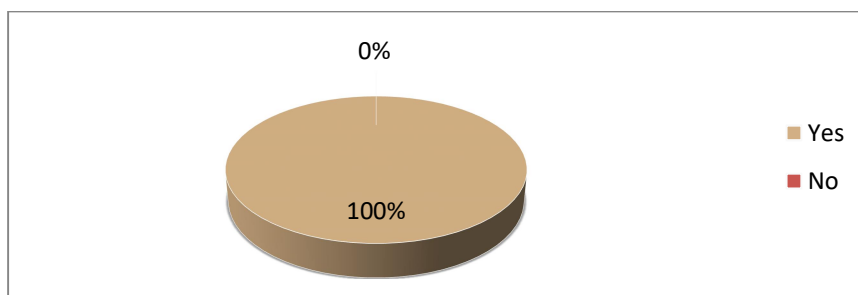
The graph presented above demonstrates the findings regarding the effectiveness of the written expression module in fostering the development of students' second language (L2) skills. This inquiry seeks to assess the significance of the written expression module in the process of acquiring a second language. Interestingly, all the teachers surveyed, accounting for the entirety of the sample 100%, the majority of them selected the option indicating the importance of the written expression module. This resounding consensus further reinforces the notion that the written expression module exerts a substantial influence on the overall development of students' L2 abilities.

2.2.6.2. Part Two: Writing Skill

Q4: How do you consider your students' level in the writing skill?

Graph 24

Students' Level in the Writing Skill
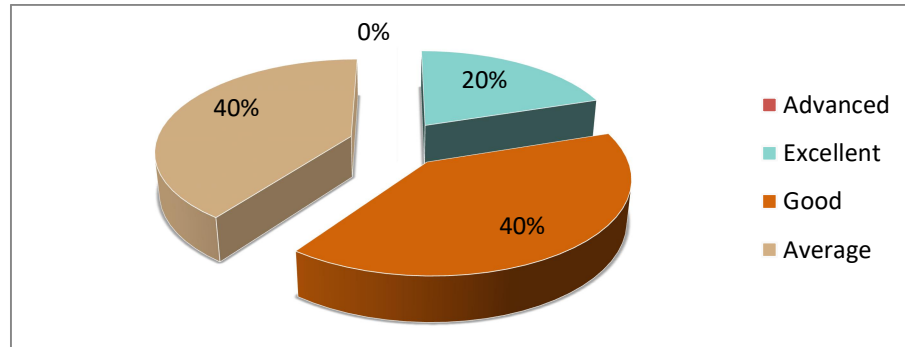
The objective of this inquiry is to gather data regarding teachers' viewpoints on the writing competence levels of their students, as presented in graph 24. The data reveals that an equal percentage of teachers, accounting for 40%, reported that their students possess a good and average level of writing skills. Furthermore, 20% of the surveyed teachers expressed that their students exhibited an excellent level of writing ability. Interestingly, none of the participants in the entire sample indicated that their students had reached an advanced level of writing proficiency. This information sheds light on how teachers view the writing skill of their students. It draws attention to how teachers' perspectives vary according to students' competency levels and implies that there is a need for more research into the elements affecting students' development of advanced writing skills.

Q6: Do your students show any interest in learning EFL writing in class?

Graph 25

Students' Interest in Learning EFL Writing in Class
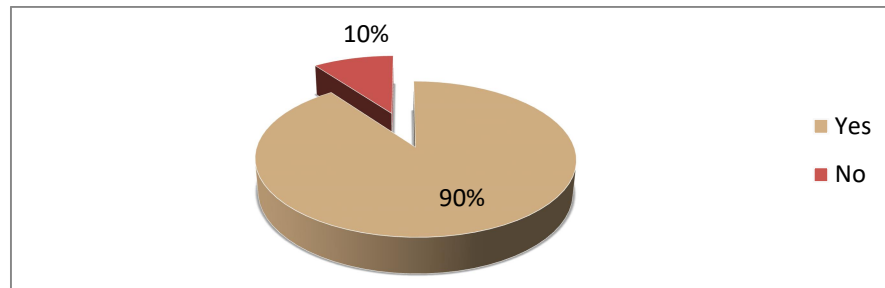
Based on the depicted graph, it is clear that the graph represents teachers' perceptions regarding students' interest in learning EFL writing in class. The data reveal that a significant majority of teachers, comprising 90% of the total, reported that their students have a genuine interest in learning writing. However, a small percentage, represented by 10%, indicated that their students do not display interest in learning EFL in the classroom. The overwhelming majority of teachers acknowledging their students' interest in learning EFL writing underscores the positive engagement and motivation exhibited by the students. This suggests that the students recognize the value and importance of acquiring effective writing skills in the English language. The teachers' perception of their students' interest in learning EFL writing signifies an encouraging and conducive learning environment within the classroom setting.

Q7: Which one of these makes the biggest challenges for your students to learn and acquire?

Graph 26

Challenges Faced by Students
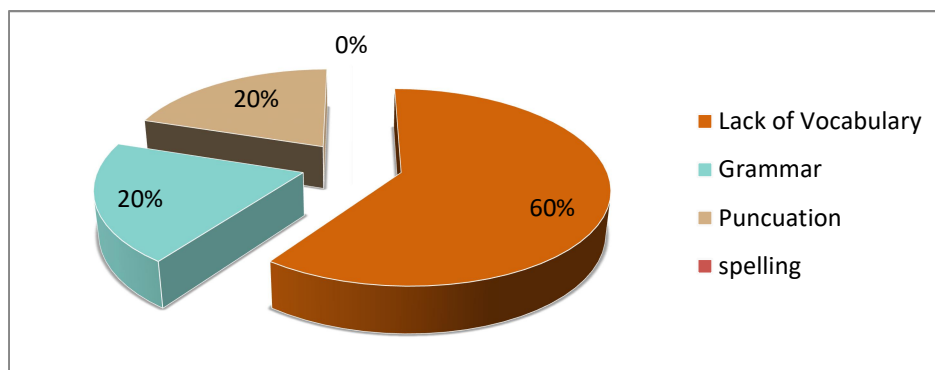
The above graph presents the outcomes of the challenges encountered by students during their learning of the written expression module. The majority of teachers (60% of the total) identified the lack of vocabulary as the main problem faced by their students. Additionally, a smaller percentage of teachers 20% reported that grammar posed a challenge, while another 20% mentioned punctuation as an area of difficulty. These findings highlight that the primary concern for students in mastering written expression lies in vocabulary limitations, followed by grammar and punctuation.

Q8: Do you use various strategies to teach written expression module?

Graph 27

Strategies Used in Written Expression Class
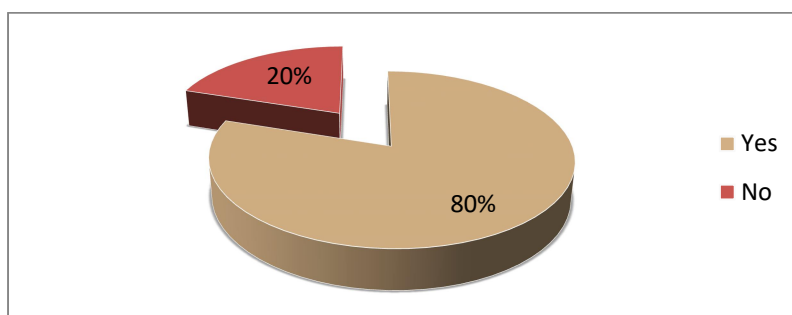
The gathered results indicate the strategies employed by teachers in the written expression module. This question aims to emphasize the significance of incorporating new and effective strategies in teaching the written expression module. By highlighting the importance, it emphasizes the need for educators to explore innovative approaches to enhance the teaching and learning experience of written expression. It is evident that the majority of participants 80% utilize specific strategies in their teaching approach for written expression. Conversely, a smaller percentage 20% mentioned not using a wide range of strategies in teaching the module. These findings highlight the importance of employing specific instructional methods to effectively teach and enhance written expression skills.

2.2.6.3. Part Three: Group Work

Q9: Do you usually use some effective strategies for increasing your students'

motivation during written expression classes? If yes, mention some,

This open-ended question was asked to inquire about the methods used by teachers in order to increase their students' motivation to write. When analysing the nine responses to this question, various strategies emerged. Seven teachers 78% stated that they use different effective strategies to increase students' motivation during written expression sessions. Some of the strategies mentioned by teachers include: encouraging free writing, providing feedback, playing games related to writing, and implementing cooperative strategies. These different strategies mentioned by the instructors demonstrate a responsibility to create a supportive and collaborative learning environment for students, which may foster their motivation, creativity, and meaningful engagement in the writing process.

Q10: Do you usually use group work as a strategy for enhancing students' writing skill during teaching written expression module?

Graph 28

The Use of Group Work inside the Classroom
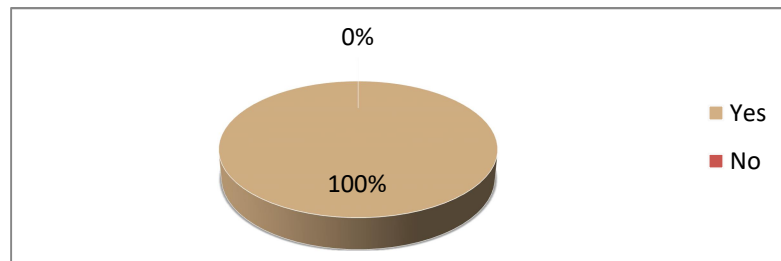
The intention behind this question is to understand whether teachers use group work in their teaching methods to improve students' writing skill. The results, as outlined in Graph (28) indicate that the whole of the teachers 100% use group work in their teaching process. Surprisingly, none of the teachers reported not using this strategy to teach. The results demonstrate the acceptance and use of cooperative work as an effective strategy for enhancing writing skill. It suggests that teachers are aware of group work benefits in facilitating collaborative learning, increasing students' engagement, and fostering writing skill.

Q11: How often do you use the previous strategy?

Graph 29

The frequency of Using Group Work inside Classroom
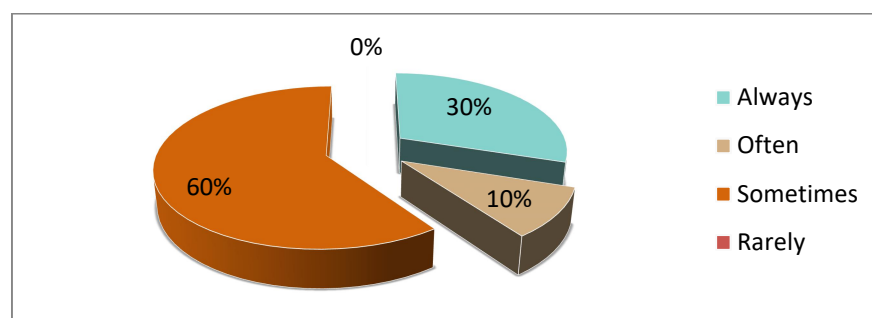
This question aims to know how many times teachers usually use cooperative work in the classroom. Graph 29 demonstrates that 60% of teachers reported using group work sometimes in teaching written expression module, and others 30% stated that they always work using it. A small percentage 10% of the sample indicated that they often teach the module using this strategy. However, no one of the teachers mentioned rarely using it. These findings prove the widespread adoption and usefulness of cooperative work as a pedagogical technique for facilitating successful teaching and learning written expression module.

Q12: During written expression sessions, you usually ask your students to work in:

       Groups, Pairs, or individually.

Graph 30

Teacher's Criteria of Grouping
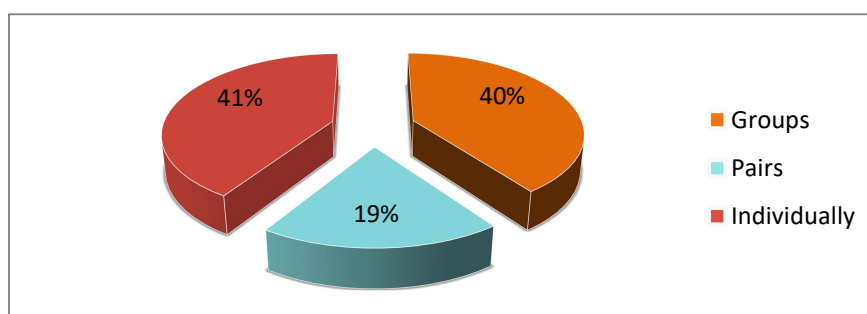
The question was asked with the aim of inquiring about the teachers' preferred work arrangement during the written expression module. As it is displayed in graph 30, 41% of the teachers said that they usually ask their learners to work individually. While 40% indicated that they prefer to arrange for the students to work in groups, pair work was remarkably preferred by only 19% of the teachers. The results suggest that through collaborative learning experiences, teachers may foster active participation and improve students' writing skills by utilizing a variety of work arrangements, such as groups and pairs and individual tasks.

Q13: On which bases do you classify your students into groups?

Graph 31

Teachers' Way of Classification
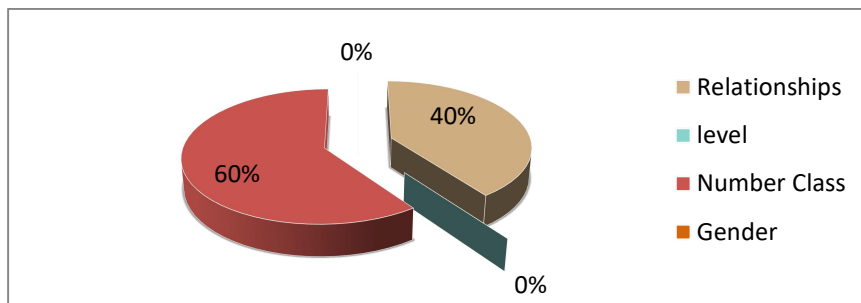
By asking this question, the aim was to know according to which basis teachers arrange the students in group. According to the data demonstrated in the graph 31%, the majority of teachers 60% stated that they cluster students according to the class number. However, 40% of them arrange the learners based on their relationships. Surprisingly, none of the teachers based on level and gender while dividing the students to work in groups. This lack of teachers who take gender and level into consideration shows a focus on giving equal chances to all students, regardless of their gender identity or academic standing. Overall, the data draw attention to the significance of classroom dynamics and social relationships while grouping learners in the classroom. In addition to that, the choices of teachers reflect the effectiveness of creating the appropriate learning environment which helps in mastering writing skill.

Q14: In your point of view, do you consider that group work can be a motivational factor in enhancing students' writing skill?

Graph 32

Teachers' Perspectives towards Group Work
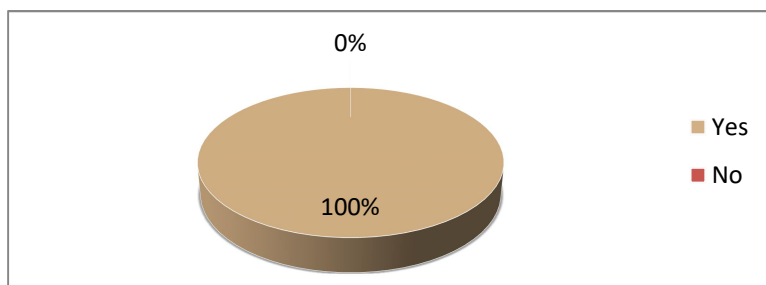
The primary aim of this question is to gather teachers' perspectives on whether they consider group work as a motivational factor that fosters students' writing skill or not. According to the results indicated in Graph 32, all the respondents 100% agreed that group work can play a role as a motivational factor in enhancing the writing skill of the students. Interestingly, none of them considers group work as having the opposite effect. These findings support the inclusion of collaborative learning strategies and foster students' motivation towards writing in the English language.

2.2.6.4.   Part Four: Motivation

Q15: How do you consider your students' motivation during the written expression module?

Graph 33

Students' Motivation during Written Expression Session
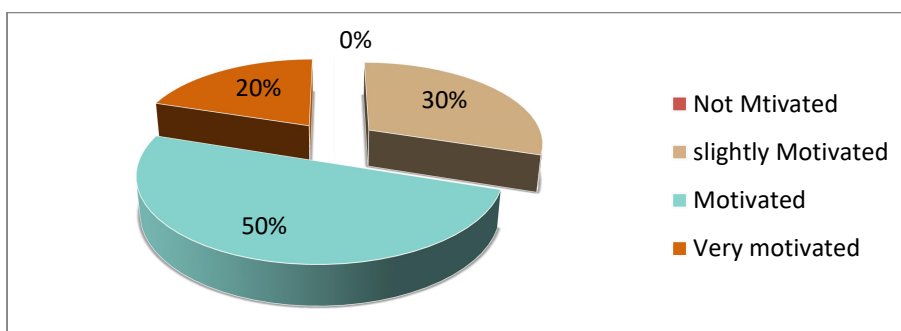
The above graph presents the outcomes concerning students' motivation during written expression sessions, intending to gauge their enthusiasm for classroom interaction. Half of the participants 50% perceived their students as "Motivated," indicating a strong inclination towards learning written expression. Furthermore, a notable portion of participants 20% described their students as "Very Motivated," suggesting that this group of students possesses a remarkable internal drive that enhances their cooperative engagement, thereby creating a dynamic learning environment. On the contrary, a minority of participants 30% reported that their students were "Slightly Motivated," indicating a relatively lower level of interest in learning written expression. Although this group exhibits less enthusiasm, it is essential to explore ways to further engage and motivate these students to enhance their participation and overall learning experience.

Q16: How do you consider your students' motivation level and classroom interaction during and after using group work?

Graph 34

Students' Motivation Level after Using Group Work
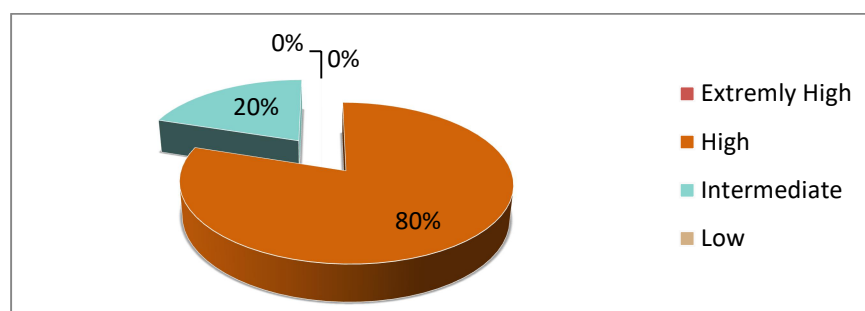
The results presented above provide insights into the impact of group work on students' motivation and classroom interaction during and after its implementation. This question aimed to develop a conceptual understanding of how group work influences students' motivation and learning process. Among the four available options, two options

emerged as the most frequently selected by teachers. The majority of teachers (80% of the total) reported that their students' motivation level was "High," representing the highest percentage. This indicates that group work has a significant positive influence on students' motivation, as it fosters an environment conducive to increased engagement and enthusiasm. Conversely, a smaller proportion of teachers (20% of the total) regarded their students' motivational level as "Intermediate," representing the lower percentage. Nonetheless, this still suggests that group work has a positive impact on student's motivation, albeit to a lesser extent. These findings collectively support the notion that group work can serve as an effective factor in enhancing students' motivation.

Q17: How could you as a teacher apply motivational strategies in developing writing skill?

In this question, participants were given the freedom to express their opinions regarding their capabilities in applying motivational strategies to develop writing skills. The aim was to explore the diverse strategies employed by teachers to enhance students' motivation, which in turn would contribute to the development of their writing skills. The participants shared various effective solutions, including encouraging pair and group work, promoting free writing, providing regular feedback, and fostering meaningful and respectful relationships with students. Additionally, some teachers mentioned the use of classroom games to facilitate peer interaction. These strategies collectively serve as conclusive evidence of the positive impact of group work as a motivational factor for enhancing the writing skills of English as a Foreign Language (EFL) students.

2.3. Discussion of the Main Findings

2.3.1. Discussion of the Findings from Students' Questionnaire

The students' questionnaire seeks to investigate the effect of group work on students' motivation towards writing skill. In light of the finding obtained from the questionnaire, we can say that the results are in the direction of our hypothesis. The most important findings from the survey of the students are also highlighted in this discussion.

The first part of this questionnaire is about background information, designed in order to reveal some background information about the learners. The findings show that students had a good level of competency in the English language and that they choose to study it in the first place. Besides, the data shows that mastering writing skills helped them to improve their language learning, which they prefer to practice both outside and inside the classroom.

The second part, entitled writing skill, focused on the most important aspect of writing. The results confirm that first-year students consider writing as an important skill, while they have a good level of it. Although the majority of students are interested in writing, according to the data, they still have difficulties in mastering it because of challenges like poor grammar, a limited vocabulary, and other issues. Concerning the way learners have been taught the written expression module, learners indicated satisfaction with the teaching strategy.

The third part is about group work, and it is devoted to discussing the effect of group work on EFL learners' learning. Fortunately, the highest rate of students emphasized that their teachers use various strategies to teach them the written expression module. They also reveal that group collaboration, which the majority of students' view as an effective method for writing tasks, is one of the techniques that instructors occasionally employ. Moreover, to teach using this strategy, learners stated that the teachers arrange them according to some basics like gender, class number, level, and

relationships of the students. Taking all these into consideration, and relating to their assumptions about group work, this strategy effected positively the improvement of students' writing skill, social skills, and other beneficial proficiencies that would help each student in his/her academic path.

The last part, "motivation," demonstrates that most students identified their own intrinsic motivation as the primary inspiration for their work. In addition, students thought that group work, along with other strategies like reading books and participating in discussions, was a motivating aspect that may improve their writing skills. This strategy primarily helps motivate English language learners. As they asserted in their answers, students maintained a positive perspective, leading to a favourable attitude towards this strategy. They supported the notion of employing group work as an effective approach in enhancing written expression skills during classes.

2.3.2. Discussion of the Findings of Teachers' Questionnaire

The results derived from the examination of the teachers' questionnaire significantly bolster our original ideas. Upon reviewing the responses provided by the participants, it was discovered that there is a strong positive correlation between their answers and the hypothesis put forth. This correlation provides substantial support for our initial beliefs. The analysis of the data gathered from the FL classroom reveals that a majority of teachers acknowledge the beneficial impact of utilizing group work. They attribute this approach to a positive enhancement of their students' motivation levels and a notable improvement in their writing skills. These findings highlight the valuable role that group work plays in the classroom, leading to increased motivation and enhanced writing abilities among students. The collected results provided strong evidence to address the aforementioned research questions concerning the correlation between students'

submissions and teachers' responses, particularly in the context of utilizing group work in written classes.

The first part of this questionnaire is about background information, designed in order to reveal some background information about the teachers. The findings indicate that the participating teachers have an average teaching experience of approximately three to five years in the field of English language instruction. Furthermore, the remaining questions in the questionnaire were designed to assess teachers' perceptions regarding their students' proficiency levels and the significance of writing skills in the development of their second language (L2). These inquiries aimed to gather valuable insights into how teachers perceive their students' abilities and the importance they place on nurturing effective writing skills in the L2 learning process.

The second section of the questionnaire, titled "Writing Skill," aimed to capture the teachers' perspectives regarding their students' proficiency in writing, the challenges they encountered, and the strategies employed when teaching the written expression module. Based on the gathered data, the teachers generally held a positive view of their students' writing abilities. They perceived their students' level of writing skills as good overall. However, they also identified specific challenges, with the most prominent issue being the students' lack of vocabulary, which basically was mentioned previously trough students' answers, which provides the first research question. Additionally, the teachers mentioned utilizing a variety of strategies to teach the written expression module, indicating their efforts to address this challenge and enhance their students' writing skills.

The third section of the questionnaire, named "Group Work," revealed a prevalent positive perspective among the teachers regarding the effectiveness and frequency of utilizing group work to enhance student motivation and classroom interaction. This held a

positive teachers' and learners' attitude through using GW during written classes. The majority of teachers expressed their support for this approach. They mentioned classifying students based on class numbers and assigning them to work either in pairs or groups. Which is related to students' answers, that provided the sane standpoint of teacher' assumptions. Working individually was mentioned by only a few participants, indicating that the use of collaborative group work was more commonly employed as a teaching strategy to foster motivation and interaction among students.

In the final section, the focus shifted towards motivation. It was mentioned that teachers take into account the motivational level of their students during written expression sessions, recognizing that they are already somewhat motivated. They believe that implementing group work is an effective strategy for enhancing students' motivation. This belief was further supported by the data collected, which revealed an increase in students' motivation following the implementation of group work. Additionally, the aim of developing students' acquisition was accompanied by the mention of various motivational strategies.

The findings obtained from the teachers' responses effectively addressed the research questions posed in relation to the stated problem.

2.3.3. Recommendation for Further Researches

➢ We suggest that further research be conducted using other research means such as the experiment, and interviews.

Conclusion

In conclusion, this practical part of the dissertation focused on exploring the role of group work as a motivational factor for enhancing students' writing skills. Through the

analysis of the findings and the gathered data, a standpoint emerges positively group work as an effective strategy.

The results revealed that a significant portion of students, expressed a preference for working in groups when it comes to improving their writing skills. This preference suggests that group work has the potential to foster motivation and engagement among students in the writing process. The collaborative nature of group work provides opportunities for students to exchange ideas, receive feedback, and learn from their peers, which can enhance their writing abilities.

It is evident that group work holds a positive potential as a motivational factor for enhancing students' writing skills. Its implementation can create an environment that fosters active participation, collaboration, and a sense of ownership among students.

General Conclusion

In conclusion, this dissertation aimed to investigate the effectiveness of incorporating group work as a motivational factor for enhancing students' writing skill. The objectives of this study were achieved through the utilization of two questionnaires, one administered to students and the other to teachers, consisting of a combination of open-ended and close-ended questions.

Both questionnaires provided valuable insights into students' attitudes, preferences, and experiences regarding group work in the context of written expression classes. In addition, they offered valuable perspectives on the implementation of group work as a motivational factor for teachers. The findings indicated that a significant number of students held a positive standpoint towards group work, perceiving it as a beneficial strategy for improving their writing skills. The collaborative nature of group work was seen as a motivating factor, allowing for idea exchange, peer feedback, and shared learning experiences. The teachers' responses further supported the positive standpoint towards cooperative writing, highlighting the benefits of collaboration, peer learning, and increased student engagement.

This dissertation contributes to the literature by highlighting the positive standpoint towards cooperative writing as a motivational factor for enhancing students' writing skills. By recognizing and implementing effective strategies and practices, educators can create a dynamic and engaging learning environment that fosters student motivation, collaboration, and writing proficiency.

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Résumé

L'objectif de la présente étude est d'explorer l'utilisation du travail de groupe comme stratégie de motivation pour améliorer les compétences en rédaction des étudiants de l'EFL (anglais langue étrangère). Il vise à mettre en lumière les différents avantages associés à cette approche novatrice de l'acquisition d'une langue seconde. En outre, l'étude vise à mettre l'accent sur l'importance des compétences en rédaction dans le développement d'une langue seconde et à identifier les défis rencontrés par les étudiants au cours du processus d'apprentissage du module d'expression écrite. En outre, il vise à proposer de nouvelles stratégies pour améliorer les compétences des étudiants et les facteurs de motivation pour l'amélioration de la langue. Pour atteindre ces objectifs, une étude de cas a été menée auprès d'étudiants de première année de l'Université Mila. Les résultats de l'étude révèlent que la majorité des étudiants avaient une opinion positive de l'utilisation du travail de groupe pour améliorer leurs compétences en rédaction. Ainsi, les résultats des questionnaires des étudiants répondent efficacement aux questions de recherche. En conclusion, des recommandations ont été formulées pour appuyer la mise en œuvre du travail de groupe comme moyen d'améliorer la motivation des étudiants pendant les cours d'expression écrite

ملخص

الهدف من هاته الدراسة هو استكشاف أهمية العمل الجماعي كاستراتيجية تحفيزية لتعزيز مهارات الكتابة لطلاب اللغة الإنجليزية كلغة أجنبية. في السعي الى القاء الضوء على المزايا المختلفة المرتبطة بهذا النهج المبتكر لتبني اللغة الثانية. علاوة على هذا، تهدف الدراسة الى التأكيد على أهمية مهارات الكتابة في تطوير اللغة الثانية وتحديد التحديات التي يواجهها الطلاب أثناء حصة التعبير الكتابي. بالإضافة الى ذلك، تهدف الدراسة الى اقتراح استراتيجيات جديدة لتعزيز كفاءة الطلاب ووضع عوامل محفزة لتحسين اللغة. ولتحقيق هاته الأهداف، أجريت دراسة شملت طلاب السنة الأولى للمركز الجامعي عبد الحفيظ بو الصوف. تكشف نتائج الدراسة أن أغلب الطلاب لديهم وجهة نظر ايجابية فيما يتعلق باستخدام العمل الجماعي في تحسين مهاراتهم الكتابية. وبالتالي، فان النتائج التي تم الحصول عليها من استبيانات الطلاب تعالج بشكل فعال أسئلة البحث. وفي الختام، قُدمت توصيات لدعم تنفيذ العمل الجماعي كوسيلة تعزيزية لتحفيز الطلاب خلال حصص التعبير الكتابي.

Students' Questionnaire

Dear Participants,

Please participate in this research by completing the following survey. This research investigates the effect of group work on first year EFL's learners' motivation to write in written comprehension classes. Based on you current knowledge, this survey may take from 5mins to 8mins, at the maximum 10mins. Thank you in advance for your participation and time.

Q1: Was it your choice to study English?

☐Yes

☐No

Q2: How do you consider your level in English?

☐Advanced

☐Excellent

☐Good

☐Average

Q3: Does written expression module help you to develop your English language?

☐Yes

☐No

Q4: Where do you usually prefer to practice writing?

☐Inside classroom   ☐Outside classroom   ☐Both

Part One: Writing Skill

Q1: is writing skill important to you?

☐Not important

☐Slightly important

☐Important

☐Very important

Q2: How do you describe your ability in EFL writing English?

☐Advanced

☐Excellent

☐Good

☐Average

Q3: How much do you feel interested in EFL writing in class?

☐Not Interested

☐Slightly interested

☐Interested

☐Very interested

Q4: Indicate how far you agree with the statement; "writing is an important skill to develop

learning English"

☐Strongly Disagree

☐Disagree

☐Neutral

☐Agree

☐Strongly agree

Q5: Which of these makes the biggest writing challenge for you? Justify.

☐Lack of Vocabulary   ☐Grammar

☐Spelling   ☐Punctuation

Please, justify.

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………….

Q6: Are you satisfied with the way you are taught written expression module?

☐Yes

☐No

Part Two: Group Work

Q1: Does your teacher use various strategies to teach you written expression module?

☐Yes

☐No

Q2: Is group work one of the strategies that your teacher uses inside classroom to teach you written expression?

☐Yes

☐No

Q3: How often does your teacher ask you to work in groups?

☐Always

☐Often

☐Sometimes

☐Rarely

☐Never

Q4: During written expression session do you prefer to work:

☐Individually   ☐ In Pairs   ☐In Groups

Q5: On which basis does your teacher group you?

☐Gender

☐Relationships

☐Number class

☐Level

Q6: Do you think that group work helps you to:

☐Write English correctly

☐Write ideas easily

☐Respect others' ideas

☐Enrich your vocabulary

☐Learn social skills

☐All of them

Part Three: Motivation

Q1: Do you feel motivated in learning written expression?

☐Yes

☐No

Q2: You get motivated in writing trough:

☐Internal motives

(eg. Personal needs, you want to be fluent in English, or achieve a specific goal of your own)

☐ External motives

(eg. your parents wanted you to learn English, or the need to gain a qualification in the language)

Q3: What are some effective strategies that would enhance your motivation to write?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

………

……..

Q4: Does group work play a role as a motivational factor for enhancing your writing skill?

☐ Yes

☐ No

Q5: To what extent can group work enhance your motivation to write?

☐Not motivated

☐ Slightly motivated

☐ Motivated

☐ Very motivated

Success is how high you bounce when you hit bottom.

George S. Patton

Teachers' Questionnaire

The following teachers' Questionnaire aims to collect data around Teachers' perceptions about *"The use of group work as a motivational factor for enhancing EFL students' writing skill.* This questionnaire consists of four parts each part aims to seek specific learning dimensions.

Hopefully that, you will help us in gathering the necessary data,

Background Knowledge

Q1: How long have you been teaching English in university?

……………………………………………………………………………..

Q2: How do you consider your students' level in L2?

Advanced

☐Good

☐Excellent

☐Average

Q3: Does written expression module helps your student to develop their L2?

☐Yes

☐No

Part One: Writing Skill

Q1: How do you consider your students' level in writing skill?

☐Advanced

☐Excellent

☐Good

☐Average

Q2: Do your students show any interest to learn EFL writing in class?

Yes

☐No

Q3: Which one of these makes the biggest challenges for your students to learn and acquire?

☐Lack of vocabulary

☐Spelling

☐Grammar

☐Punctuation

Q4: Do you use various strategies to teach written expression module?

☐Yes

☐No

Part Two: Group Work

Q2: Do you usually use some effective strategies for increasing your students' motivation during written expression classes? If yes, mention some

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………

Q2: Do you usually use group work as a strategy during teaching written expression module?

☐Yes

☐No

Q3: How often do you use the previous strategy?

☐Always

☐Often

☐Sometimes

☐Rarely

☐Never

Q4: During written expression session, you usually ask your students to work in:

☐Groups

☐Pairs

☐Individually

Q5: On which bases you classify your students?

☐Gender

☐Relationships

☐Number Class

☐Level

Q6: In your point of view, do you consider that group work can play as a motivational factor for enhancing students' writing skill?

☐Yes

☐No

Part Three: Motivation

Q1: How do you consider your students' motivation during written expression module?

☐Not motivated

☐Slightly motivated

☐Motivated

☐Very motivated

Q2: How do you consider you students' motivation level and classroom interaction during and after using group work?

☐Extremely high

☐High

☐Intermediate

☐Low

Q3: How could you as a teacher apply motivational strategies in developing writing skill