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The Role of Teamwork Strategy during the Prewriting Stage in Developing Students' Written Productions

The Case of Master One Science of Language students at Mohamed khaider University of Biskra

A Dissertation Submitted to the Department of English Languages as Partial Fulfillment of the Requirements for the Master's Degree of in Sciences of Language

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Declaration

I, Ibtissam Zerari ,do hereby declare that this dissertation has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree .Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

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Dedication

In the name of ALLAH, most thankful and most compassionate, I dedicate this modest work, mainly to the dearest persons in my life my mother "Farida" and my father Abdrazak; for their prayers, patience, and understanding. To my fiancé Massoud Helal; who has encouraged me to follow my studies, I am forever grateful. To all my family: particularly my soul mate Hadjer and her sister Madjda for their support and encouragement and help. To my sisters: Sara, Donia, Linda and Amel for their advice and prayers. Also, to my friends: Ibtissam, Ahlam, Samar,Sawsan ,Omaima and all the people who have been always beside me in all the steps of my life.

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List of abbreviations and acronyms

1. **TW:** Teamwork

2. **L2:** Second language

3. **Q:** Question

4. **N:** Number

5. **%:** Percentage

6. **EFL:** English Foreign Language

7. **M1 :** Master one

Abstract

This research investigates the role of using teamwork learning as a strategy during the prewriting stage in developing EFL students' written productions , This study aims to determine whether the students writing proficiency would be enhanced by using this strategy, especially,when they start writing (the prewriting stage). To give consistency to the study, a questionnaire has been submitted to a sample composed of a group of Master one students of science of language, and an interview was addresses to a group of EFL teachers at Biskra University. The aim of the questionnaires is to obtain information about the role and the benefits given to Teamwork strategy by both the students and teachers in developing the students' writing skill. It aims also to explore EFL students' obstacles of getting started to write. In addition, the teachers' interview tried to investigate the participants' attitudes toward using the teamwork learning strategy to enhance writing in the classroom. The results have shown that teamwork learning is probably an effective strategy which increases students' writing proficiency. Moreover, the result of the questionnaire and the interview confirmed our hypothesis and asserted that students have a positive attitude toward using teamwork strategy to develop their writing, and it is a stategy that creates a motivational climate in classroom where students can participate and collaborate without fear of making mistake.

Key words: *Teamwork learning strategy, prewriting stage, EFL students, written productions.*

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General introduction

Writing is one of the four skills that are crucial in English as a second language. It is the most difficult one for students compared to the other skills because it requires many efforts and hard work to produce a good quality of writing. For the learners; writing efficiency needs strong ideas and appropriate information to give an academic and a good quality of writing, and for the teachers; it requires employing a variety of strategies to facilitate it and gives students an ideal method to get rid of the fear of writing, especially in the pre-writing stage. In order to that, teachers of Academic Writing try to use various methods, such as teaching academic writing through writing individually, in pairs, Home written tasks and teamwork...etc However, Teamwork strategy is considered as one of the most effective strategies, if students work in small groups together in classroom, they can improve students' writing skill and motivate them to interact with each other. Also, it can eliminate the hindrance of the pre-writing step. This research tries to shed the lights on the role of teamwork teaching strategy during the pre-writing stage in order to develop students' written production in classroom.

1.   Statement of the problem

Academic writing is considered as the most complex processes, we notice that writing efficiency became an impediment for EFL learners. This is related to how to produce a meaningful piece of writing and the important step before start to write that many students always take a long time and thinking to gathering information and ideas because of the lack of good knowledge of English vocabulary, grammar, spelling punctuation, the lack of creativity and practice or because the students are not motivated due to the teaching method used by teacher. In order to that, some students think that working together and using teamwork learning strategy is an effective way to improve their writing production and help them essentially in the prewriting stage. In

other hand, some teachers find difficulties to use individual tasks of writing in their classes, and that because class size, time although they are face those problems, they are not sure of the effectiveness of the teamwork teaching strategy as a way to develop student writing.

2. Research questions

The present study poses the following questions:

- Does teamwork help teachers to enhance students' writing?

- What is the benefit of teamwork strategy in the pre-writing stage?

- Does the use of the teamwork strategy during the writing process help students to improve their academic writing?

3. Hypotheses

The present research postulates the following hypotheses:

- The interaction of EFL students with each other in the classroom may enhance their writing skill more than working individually.

If teachers implement teamwork strategy efficiently during the prewriting stage, students will be able to write effectively.

4. Significance of the study

Writing efficiency is a fundamental skill that university students are responsible to learn and realize because it permits them being good writers and benefit them in the future. Thus, being good writers needs an effective strategy which helps students to write and get rid of the difficulty of how to start writing and choosing appropriate ideas, so for this issue why not applying teamwork as a strategy to develop students' written production in which

teachers are responsible to apply this technique with their learners and give them the chance to exchange each other's ideas, especially, in Academic writing module.

Teamwork is not just strategy like the other ones but it helps students to express their thoughts, brainstorm ideas and facilitate to them the prewriting stage because they find it difficult; also, this strategy develops students' communication.

Most of Master one teachers do not use teamwork (TW) strategy in their teaching process because they let students to write individually, In contrast; TW strategy gives much time for the teachers to play the role of a guide and a supervisor rather than being a resource or a controller and the members of team function as a resource and helper to their classmates which give them strong ideas and work about correct structure.

This study considered as a theoretical contribution to the knowledge related to the linguistic situation of Algerian university. This research attempts to investigate the role of teamwork strategy during the prewriting stage to develop students' writing of EFL students.

5. Aims of the study

This research aims to highlight the role of teamwork strategy during the prewriting stage in developing students' written productions.

Specific aims:

➢ To let students know the benefits and the importance of this strategy and how it contributes in improving the collaboration and the development of students levels in writing process.

➢ To show Teachers how this strategy affects positively in the progress of students level in writing and how TW strategy helps them in the prewriting stage

6. Structure of the study

The present study tackles both theoretical and practical parts. The theoretical part consists of two chapters. Each chapter discusses one of the variables. So, the first chapter is devoted for displaying the theoretical background of Teamwork learning strategy, while the second chapter will discuss the writing process and the prewriting stage. The practical part is divided into two sections the first one discusses the methodology of the study whereas the second one is devoted for the analysis of the interpretation of data.

Chapter One:

Teamwork

Learning Strategy

Introduction

Giving the students the chance to learn from one another and share ideas with their classmates is a crucial topic that needs to be taken into consideration. Exchanging ideas with members for that, teaching through Teamwork strategy would be interesting and effective for both teacher and learner because this strategy allows students to participate and help each other in classroom unlike in the traditional method of teaching in which the teacher plays a major role in class.

In this chapter, we will discuss teamwork as a learning strategy that can be applied in the classroom by both teachers and students as a way of facilitating written proficiency. We will present the strategy's definitions and theoretical underpinnings, and then we discuss various Teamwork elements to help readers understand it better. The various TW types will then be described.

1   Definition of Teamwork strategy

According to Slavin (1995), the history of Teamwork learning strategy can be traced back hundreds of years in the past starting from the early Twentieth Century. Also; teamwork strategy is essential to students' learning. He mentioned that cooperation in the classroom is considered to be a regular and systematic basis of the teaching process.

Scarnati (2001, p.5) defines Teamwork as "cooperative process that allows ordinary people to achieve extraordinary results". Moreover, many researchers have defined Teamwork teaching strategy as; the idea of pairing and grouping students for the purpose of reaching a learning objective. The term "Teamwork" refers to a one of the teaching strategies in which students of different performance levels collaborate in small groups to achieve a common objective.

Also, Merriam-Webster (2012) stated that teamwork is a work done by members and each one performs a specific task while putting aside personal importance for the success of the group" The students are accountable for both their own and one another's education. As a result, the success of one learner contributes to the success of other students.

Teamwork (**TW**) is a teaching strategy utilized in the classroom to develop students' communication and participation. To represent this, (Wallace, 1991, p. 45) states that "Team work is a method of instructing and realizing which is characterized as being any form of learning activity which is done by groups of learners working together Often distinguished in which the whole class works together about one task and this work is divided between the members equally from class work.

Klaus and Glaser (1968) suggest that Teams differ from small groups in that they frequently do a variety of tasks in addition to group problem-solving activities and have clearly defined roles because teamwork is characterized by the source of getting information during the classroom tasks through interaction with members of the team   .

According to Smith and Macgregor (1992), working in a team is the catalyst for all other learning processes in group work ,making it a potent instrument that offers meaningful experiences for both students and teachers .Teachers are seen as promoters of experiences where students discover functions in what they learn ,share with others ,and apply that information to their real lives rather than as the ones who have all the knowledge and whose sole goal it is to impart and duplicate that knowledge   .

Harris & Harris (1996) stated that a team is comprised of individuals who have a shared objective and work together to accomplish that objective. Individuals must

cooperate with one another in a team context to achieve shared objectives by utilizing each other's knowledge and talents.

kagan (1992, cited in (Richards & Rodgers, 2001) clarify that Teamwork is also defined as a form of cooperative learning that helps, supports and facilitates the students learning process through interaction with other. also; Cooperative learning is a part of group learning activity organized so that learning is dependent on the socially structured exchange between learners in groups and in which each learner is held accountable for his for his or her own learning and is motivated to increase the learning of others learners.

Richards, at.al (1985) defines team work as a learning activity which involves a small group of learners working together. The team may work on a single task, or on different parts of a larger task.

According to Brown (2001), the term "teamwork" refers to a variety of techniques in which two or more students are tasked with completing a task that requires cooperation and self-initiated language.

Meyers (1993) describe teamwork learning as "A methods of structuring lessons to ensure that students learn collaboratively, within a support system made up of other students". He also claims that because teamwork systems promote student attitudes and behaviors towards diversity, self-esteem, and race relations among students, students in these systems benefit from the support and encouragement of other people in their work group. He is saying that when students work together, the group members inspire them, which can boost self-assurance, maintain interpersonal relationships, and prevent prejudice.

According to Wadsworth, (1996) Teamwork is a constructivist model of learning; as a result, it requires the students to explore information and put students at the center of

learning process It does not ask teachers to teach the students, but instead to direct them to the sources of information. This way, the students create their own learning. On the other hand, it enhances the aim of Constructivism and enables teachers to ensure that each student has reached the target learning level.

Artz and Newman (1990) define teamwork as: "a small group of learners working together as a team to solve a problem complete a task or accomplish a common goal."

2 Principal Theoretical Perspectives of Teamwork

The three main theoretical perspectives that have guided teamwork research are as follows. Each of these theories provides evidence to support the following uses of teamwork in the classroom: Cognitive theory, social interdependence theory, and behavioral learning theory.

2.1 The social interdependence perspective

The social interdependence perspective on teamwork assumes that it is constructed in such a way that it shapes how individuals interact with one another.

According to Johnson, Johnson and Holudec (1998) Social interdependence occurs when each person's ability to achieve their goals is influenced by the actions of others. According to the theory of social interdependence, teamwork arises from the constructive interdependence of people's objectives. It determines how people will engage with one another. Such as positive interdependence occurs when people work together to achieve their goals as well as their own.

2.2 The cognitive development perspective

The cognitive development perspective is grounded in the work of Piagetian perspective, it suggests that when individuals work together, socio- cognitive conflicts

occurs and creates cognitive disequilibrium that stimulates perspectives- talking abilities and reasoning. Vygotsky theories present knowledge as a societal product. From the cognitive science point of view, Teamwork learning involves modeling, coaching and scaffolding. The learner must cognitively rephrase and restructure information for it to be retained in memory and incorporated into existing cognitive structures. An effective way of doing it; is to explain the material being learned.

Cognitive theory for teamwork learning has been rooted with Piaget's theory and Vygotsky's scaffolding theory. Lin (2009) claims that Piaget focuses on social interaction in the improvement of student achievement, and Vygotsky's scaffolding theory asserts that learners in group learn best if there is peer support while learning.

2.2.1 Piaget views

The work of Piaget focuses on the role of the learning in social interaction, his theory claims that interaction and asking for meaning increase students' comprehension and has a positive impact on language learning. (Mccafferty, et al 2006) stated that teamwork learning offers an effective learning environment that promotes students' communication and negotiation for meaning, because students working in group do not fear from teachers' feedback; that is to say, when students when they work in groups , they will learn from each other and they will improve their achievement.

2.2.2 Vygotsky view

Vygotsky Works concentrate on the benefits of teamwork learning and interaction with other during learning process, he states that observing others and practicing with peer support and dialogue help learners internalize the cognitive functions they are attempting to master, also; Ellsworth et al (1994) stated that He stressed on the importance of teamwork with more competent peers because what a student carries out jointly with another could be incorporated into their individual repertoire. He means that during

learning in cooperative group, students can develop their way of thinking and promote their understanding by interacting with others. That is mean all levels benefit from group.

2.3 The Behavioral learning

The Behavioral learning theory assumes that students will work hard on those tasks for which they secure a reward of some sort and will fail to work on tasks that yield no reward or yield punishment (Bandura, 1977; Skinner, 1968). This means that students interact with He means that rewarding is important in teamwork learning activity to encourage students to participate in group. He means that rewarding is important in teamwork learning activity to encourage students to participate in group and working as a team because rewarding creates a motivational climate between them. Slavin (1996) claims that group rewards enhance the achievement outcomes of teamwork learning when the group rewards or group goals are based on the individual learning of all group members.

3 Types of teamwork teaching strategy

According to Johnson, et al (1999), Team work can be classified into three general types: formal team learning, informal team learning, and base or home groups.

3.1 Formal teamwork

Johnson, et al. (1999) state that formal team learning is a kind of teamwork which teams are created to finish a particular task, such as carrying out a project, creating a report, writing formal paragraphs or preparing a paper for presentation.

Formal teamwork is last from one class period to several weeks, these are established for a specific task and involve students working together to achieve shared learning goals.

3.2 Informal Teamwork

Informal team learning is clustering students in a single class session, for example asking the students to turn to their neighbor and spend two minutes for discussing a question posed to the students. The informal learning group can be used to focus students' attention on the materials to be learned, set a conducive mood in learning, help set expectations as to be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned by the students and also before introducing the next session, and provide closure to an instructional session.

3.3 Base or Home Groups

Study teams or cooperative based group which is long-term groups with stable membership whose primary responsibility is to provide students with support, encouragement, and assistance in completing course requirements and assignments. In addition, study teams inform their members about lectures and assignments when someone has missed a session. Learning in the context of sharing, responding, and communicating with other students is a major teaching strategy in teaching context. Students who work individually often do not help progress significantly. Conversely, students who are working in groups often can solve complex problems with minimal assistance. The experience of working together not only helps students learn the materials, but also consistent with the real world.

4 The benefits of teamwork to improve teaching strategy

There are certain educational justifications for making group activities essential for students. Working on team improves student comprehension. Activities that ask students to explain and assess their knowledge help them learn from one another. Through debate and practice with peers, group work gives students the chance to clarify and improve their

grasp of subjects. Many students, but not all, understand the importance of being evaluated as a group member and developing personally while working on team.

Burns (1984) argued that while working in groups, explanations emerge from the entire group rather than from a single person. Group members can also share ideas and opinions with their peers before coming up with a final response, and they can discuss their findings in an informal manner. Some students are also motivated by working in a group and for the good of the group. For instance, group evaluation aids in the development of responsibility in some students.

According to Plamnek (2006), Affiliation with teamwork gives member a sense of belonging, interaction, and recognition of success, these steps help to lessen team members' feelings of isolation during the writing process.

Johnson & Johnson (1990) said that students need to collaborate actively in order to encourage one another's achievement by sharing resources, offering assistance when needed, and praising each other's accomplishments. Also, He said that some crucial cognitive processes and interpersonal interactions can only take place when students support one another's academic growth. This includes verbally demonstrating how to solve issues, imparting knowledge to others, confirming understanding, debating newly learned concepts, and making connections between recent and prior learning) .Doing this, we can make sure that teamwork learning is a system for both academic assistance (every student has a partner who is dedicated to helping them learn) and personal support.

The most successful kind of continuous interaction between students who are actively participating in the learning process as opposed to passively listening to the teacher lecture is; generating, trading, and discussing problems, particularly during the prewriting stage of the writing process; students may learn significant problem-solving

abilities. They also receive prompt feedback in response to their partners' queries and suggestions. The teacher can observe student thinking while they are working on a project and gauge how much they are learning from their responses.

New teachers are likely to teach using the teamwork teaching style they have been exposed to during their education in which the primary focus is on the assessment process involving Individual grades.

As group work is concerned, it requires that students present their final writing work to the entire class, and hence, answer in front of the group. Therefore, the fact of having so many writing tasks, playing the teachers' role, may be of great advantage and benefit for students as it is a sort of training.

5   Advantages of teamwork

Numerous studies shed light on many aspects of effective teamwork. Others have highlighted the impact of teams on overall student performance (Boyer, Weiner, and Diamond 1985), while some have focused on the benefits and drawbacks of group features (Feichtner and Davis 1984; McCorkle et al. 1999). These findings substantiate the claim that cooperation is an essential component of modern higher education. Work in a team, according to Boyer, Weiner, and Diamond (1985), gives students' access to a wide range of learning, working, and writing styles. As a result, students can better comprehend teamwork in general and concepts in particular. Additionally, researchers contend that since the culture is growing less independent, students need to learn how to get along with others and to negotiate on variations in task approaches and personality types.

According to Feichtner and Davis (1984), teamwork is a crucial strategy for students to learn how to get along with and build connections with others who are not exactly like them. The work that students do in other classes and at work can benefit them from this competence. Teamwork learning boosts individual accomplishment more than individual or competitive learning, according to a study by Johnson, Johnson, and Smith (1998). These research claims that additional benefits for students who work in teams include resilience in the face of difficulty, willingness to complete challenging tasks, the capacity to apply knowledge across activities, improved social skills, and intrinsic drive. Additionally, cooperation is linked to signs of mental health, such as excellent self-esteem. These are persuasive arguments for collaborative work and team projects.

Teamwork learning strategy can help students develop skills in communication; According to Brecke & Jensen,et al (2007) teamwork is the opportunity for groups to work together and for students to talk to one another. This method creates a positive learning environment for students and allows students to have more opportunities for communication.

Daniels (2005) said that teamwork learning strategy give students a framework of support for their language learning experience. From this framework, students will facilitate confidence in their language skills, so they will be comfortable in their learning environment and become more eager to speak out in class. They have to interact to succeed in the task and they are motivated to succeed through the task being interdependent (Jolliffe, 2007). When students use language for learning tasks, they must work together to complete a particular objective and make their ideas clear to others and extend themselves a bit to appreciate another's perspective on a problem Strickland and Feeley, (2003). It is an excellent way of conducting communicative language teaching.

6   Teamwork and Motivation

According to Lamb & Nunan (1996), Teamwork (TW) increases students' motivation through satisfying their needs and interests and building their self-confidence. In addition, TW creates an enjoyable, comfortable environment in the classroom. The self-esteem is strengthened during Team work learning activities because TW builds a strong social support system where students feel valued and connected to one another through written tasks.

Additionally, Slavin & Karweit (1981) claims that anxiety is reduced and self-confidence is strengthened because the lesson is focused on the entire team rather than a single student, and mistakes are used as a teaching tool rather than a platform for public criticism Thus, students become more motivated and feel more at ease using language. Since the desired outcome of any motivational strategy is participating by each learner, TW can be a very effective strategy for teachers to be used. Also; TW has been shown to motivate students to reach high standards and to think that learning new concepts is worthwhile and enjoyable. As a result, when working together, students would develop a high level of intrinsic drive.

7   Role of the teacher

The role of teacher in teamwork strategy differs considerably from the role of teachers in traditional teacher-fronted lesson. Johnson et al.(1994). The teachers apply highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangements of the classroom, assigning students to groups and roles and selecting materials and time is an important role for the teacher is that of facilitator of learning. In their role as facilitator, the teacher must move around the class helping students and groups as needs   arise.

Piaget (1926) claims that teachers need to assess learners' current level of cognitive strengths and weaknesses in order to apply appropriate teaching approaches. It means that Teachers in the classes provide broad questions to challenge students' thinking; they prepare students for the task will carry out, they assist students with the learning task, and they give few commands, imposing less disciplinary control (Harel 1992). The teacher may also have the task of restructuring lessons so that students can work on them cooperatively.

This involves the following steps. According to Johnson et al. (1994)

- Take the existing lessons, curriculum and sources and structure them cooperatively.

- Tailor teamwork learning lessons to your unique instructional needs, circumstances, curricula, subject areas .and students.

- Diagnose the problems some students may have in working together and intervene the increase learning groups effectiveness.

8   The role of students

Each student during working on team would take the role that goes with their personality. According to Rogers and Richard (2014) the primary role of the student is as a member of group who must work as a team with other members of group, they have to learn to work collaboratively. The students are also director of their own learning, they taught to plan, monitor and evaluate their own learning. This means that the students have various roles in group, they share and discuss with others to promote their learning, also by working in the group students evaluate and monitor their learning.

In order to promote cooperation between students, the student should have a role assigned by the teacher.

Conclusion

This chapter has mainly concentrated on teamwork as a strategy that has gained wide acceptance among researchers because of its advantages in promoting student responsibility, enhancing the affective climate in the classroom, and enhancing students' written productions during the prewriting stage by giving them opportunities to interact with one another. In the following chapter we will discuss the importance of using teamwork strategy during the prewriting stage to motivate students to write in class.

Chapter Two: Prewriting stage and the written production

Introduction

The Pre-writing stage has been considered very significant as it enhances the writing performance in that learners can have discussions with the teacher and/or their peers. But this stage is the most important one and the more difficult one because many learners care about it. The effectiveness of prewriting is decreasing the difficulties of writing since it helps students set goals, brainstorm, generate ideas, organize information, and construct texts; they can also outline and organize their ideas individually to prepare themselves for writing. This part will present the writing process and its stages, the definition of prewriting and its stages, its importance, the effects of prewriting stage on producing efficient writing production and the role of teamwork to develop academic writing in prewriting stage.

1. Definition of writing process

Among the four skills, writing is the most difficult skill to be learned. Brown (2001) supports the idea that writing is a form of thought. Before publication, writing can be planned and given an infinite number of modifications.

Students learning English as a second language should be proficient in writing. According to Nunan (2007), writing is a way of thinking that enables one to produce (invent) ideas, convey those ideas in clear, concise phrases, and organize those sentences into statements and paragraphs. This is a progressive activity that requires a number of steps to complete. According to Bryne (2007), since writing is a useful ability in language learning, it is thought to be the hardest talent to learn.

According to Harmer (2004), there are four stages in writing process such as planning "prewriting stage" plays an important and most significant part in writing, the author needs to gather specific information to elaborate on the whole ideas.

The process of "drafting" involves creating the initial rough of writing that a writer has previously planned. Before moving on to the editing phase, this step compels the writer to put his or her ideas into a first piece of writing as they have been planned, taking into account the purpose, audience or reader, and the content structure. A writer can advance at this level by reflecting and reworking the draft while gaining input from the teacher and peers. The first draft was checked for flaws and mistakes, then revised it to take the proper form. The final draft is what is referred to as in writing. A writer completes the process by enhancing or removing the plan and draft, and right after that he constructs the final version.

Writing is a process, or the step a writer must take to create something in its finished form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in. The following figure 01 present the models of writing process.(Harmer 1998); Drafting, Structuring , Reviewing ,Focusing, Generating ideas and Evaluating.
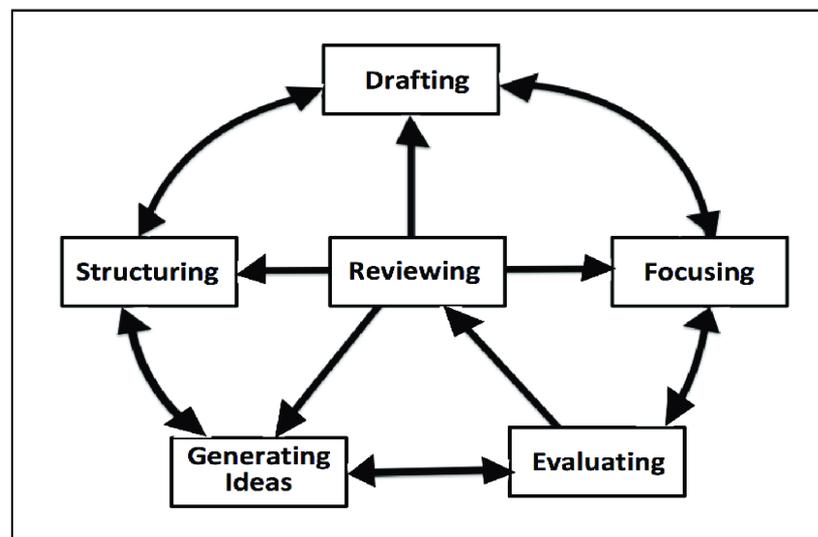
Figure 1 White and Arndet's process writing model (Harmer, 1998)

In the following figure we consider the connection among the stage during the writing process. So, we understand that the writer can shift from one stage to another during the practice in order to get piece of writing.

1.1 Stages of the writing process

In order to create an effective piece of writing, students must go through a number of stages. Prewriting, drafting, revising, and publishing are just a few of the many overlapping steps that make up the writing process. The following figure 02 present the Steps of the Writing Process diagram from "Teaching and Assessing Writing" by Alisha Adkins (2011).

Figure 2 Stages of the writing process diagram from" Teaching and Assessing writing" by Alisha Adkins, 2011

Prewriting, Drafting, Revising and publishing are steps in the writing process. As students work through these steps, they share their writing with others and strive to improve it. That's where the writing traits come in. The traits help students know what to do at each step of the writing process. As a result, the writing gets stronger .

2. Definition of Prewriting

According to Parson (1985, P, 105), prewriting is perhaps the most crucial step in the writing process. He states that "Students who are encouraged to engage in a variety of prewriting experiences have a greater chance for writing achievement than those who are enjoined to "get to work" on their writing without this kind of preparation.

Prewriting is everything students do to prepare for their first draft. Prewriting activities can include drawing, talking, thinking, reading, listening to tapes and records, role-playing, interviews, problem-solving and decision-making activities, conducting libraries, and more, according to Nemouchi (2008, P, 75). Therefore, those exercises aid students in both coming up with something to say about a certain subject and honing their writing abilities.

Prewriting exercises, according to Murray (1988), assist students not only come up with something to say about a certain subject but also improve their writing abilities, provide them chances to come up with ideas, and boost their confidence.

Prewriting lessons frequently center on writing exercises or verbal processes like responding to texts or the views of others. Prewriting is the initial stage of the writing process, according to Dawson (2005), prewriting is the point which we use to learn about and investigate our original notions about a topic. Prewriting enables us to brainstorm ideas that may eventually find their way into our writing and helps us get our ideas on paper, but usually not in an organized way. Additionally, Prewriting is not about structure; rather, it is about gathering data to help with writing while the writing is being composed.

The meaning and definitions above show that many educators agree that the prewriting stage is very important for writing class. Teaching prewriting activities in the classroom will give each student writer a repertoire of techniques for getting started on writing.

Prewriting exercises that are taught in the classroom will provide each student writer with a toolbox of methods for beginning a piece of writing.

1.1 The stages of prewriting

Prewriting, the first stage in the writing process, begins long before the writer converts thoughts into writing. Idea generation and recording are steps in the prewriting process. Prewriting is the creative phase rather than the more crucial step of planning, which is the fundamental difference between this stage and conventional planning.

Prewriting enables students to brainstorm ideas that may eventually find their way into writing process and helps them get ideas on paper, but frequently in an unorganized manner. Some of the most popular categories of prewriting strategies are listed below.

1.1.1 Free writing

According to Babaa (2009),the first objective of free writing is to free write the student from the constraints of structure and to encourage a period of free association of ideas. A second objective is to help students discover the many possible directions in which a topic may be developed. So free writing is not thinking and then writing; it is thinking as you write.

Free-writing is a process of generating a lot of information by writing non- stop. It enables one to narrow one's focus, yet compels one to write so quickly that there is no time for concept editing. Here are some illustrations of free-writing guidelines:

- Free-write for a number of (five to ten) minutes continuously on the assignment or broader topic. Even if the students have no clear ideas, they should force themselves to keep writing. Many ideas will be included in this free-writing; at this time, coming up with ideas is more important than using proper language or spelling.

- Once students have finished free-writing, they go back through what they have written and highlight the standout and most intriguing ideas. Then, start over with a narrower emphasis. The topic will get more focused, and in the process, they will come up with a number of pertinent points regarding it.

1.1.2 Brainstorming

The writer should decide what he is going to write about before starting, and then he should start planning what he is going to write. According to Boardman and Freedenberg (2002, P,12),"Brainstorming is to think about and write down a lot of ideas without worrying about if they are ordered, or even whether you will use them".Therefore, since the writer can record any idea that comes to mind, brainstorming is the most beneficial step. According to Brown and Hood (1989), "the writer brainstorms and generates ideas in mind as much as possible, while quickly putting them down without carrying about their utility, clarity, or accuracy.", Zemach (2005, P, 6), suggest that" Brainstorming is a way of gathering ideas about the topic, think of storm, thousands of drops of rain all coming down at once." After listing all of their thoughts, the students choose the most significant and pertinent ones that pertain to the subject. Burgers and Head claim that brainstorming is the process of "...generating as many ideas as possible, some of which will later be rejected or modified" (2005, P, 36). The learner will be able to better organize their ideas by brainstorming.

1.1.3 Clustering

Clustering is also called mind mapping or idea mapping. It is a tactic that enables investigation into the connections between concepts. In clustering, students first write the topic in a circle, and then write anything that have a relation with this topic and put them in circles. In other words, students in this strategy are looking for similarities among ideas. According to John (2001) clustering also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful for students to think in a visual way. In clustering, students should use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them. Diagramming or mapping is same as clustering; it helps the students to generate the ideas before they start to write. Clustering is a visual map of your ideas. It frees the writer from following strictly linear sequence, thus it may allow him to think more creatively and make new associations.

Buscemi (2002) explained that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagramming. It is another effective way to gather information for an essay. To cluster ideas, students must begin with a blank sheet paper. In the center, write and circle the word or phrase that expresses the broad written subject .Students are free to write ideas whether the ideas are related or not, then associating them.

According to Axelord and Charles (1985) Clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing (the next mapping strategy), clustering requires a brief period of initial planning. Students must first come up with a tentative division of the topic into subparts or main ideas. Based on the definition above, the writer concludes that clustering technique is a kind of prewriting activity which takes place in the classroom, it uses lines, boxes, arrows, and circles to show relationship among ideas, it helps students to find ideas and also enrich the ideas.

2.2 The importance of prewriting

The prewriting stage is crucial for helping writers set writing objectives, organize ideas, and choose article structures (Flower & Hayes, 1981). This is especially true for novice writers who frequently struggle to find the right words, remember grammar rules, connect their ideas coherently, and produce appropriate L2 writing. Therefore, if there is no planning process, writing quality may suffer. The prewriting stage also helps L2 writers save time by swiftly deciding which ideas are worth developing and improves writing performances, according to Saddler,et al (2004). Prewriting should be incorporated into standard L2 writing instruction because L2 writing can be one of the hardest ways for students to develop communicative competence (Chamot, 2005).

Writers spend a lot of time organizing and developing ideas during the prewriting phase. From that point on, the prewriting step serves a variety of purposes. The first is that prewriting approaches assist students in choosing a rhetorical strategy and in organizing how to put it into practice. The second goal is to provide a tone of raw material and notes that teach students some writing techniques for the first drafting. The third goal is to help students investigate a subject from various perspectives, come up with creative ideas, and recognize connections between ideas that are not immediately apparent. As a result, this stage of the writing process is the most beneficial since it allows students to express themselves and employ their imagination.

The prewriting stage is very important because within it students write everything that comes in their minds; students who use prewriting achieve better results in them writing than those who start directly. According to Carter (2007), prewriting is the stage during which many initial decisions are made.

2.3 The Effects of the prewriting stage on producing efficient written production

One of the most essential stages of writing is prewriting, during which writers can employ strategies, begin to think, and spend time researching a certain subject. Writing is not an easy undertaking; students must organize their thoughts through identifying and illuminating the various steps in order to produce their final work. Pitchard (2008) asserts that writers must focus on "purpose, audience, and the process of composing itself" in order to generate good writing. The prewriting phase facilitates writing for many students. Before starting, they are able to organize their thoughts and get them out of their heads. Students could reflect on a subject of their choice during planning time. Also, to produce an effective piece of writing, students must go through a number of sub-stages, such as brainstorming, free writing, and clustering. As a result, students should understand the value of prewriting. It is also very helpful and simple to take a moment to think about a topic. Teachers are also responsible for advising and encouraging students to use this stage.

2.4 The role of teamwork to develop academic writing in pre-writing stage

Most teachers and researchers state that in essence, working on team in the writing task and especially in the prewriting stage means that the student teams up with one or more peers to go through the writing process., teachers must also add that teamwork in the writing process in class is a means for students to get ready for future assignments where teamwork will be needed. Widdowson (as cited in Montero, 2005) notes when students collaborate, they are conversing and making decisions because of ongoing feedback. It is highly recommended that students practice writing abilities collaboratively in the classroom. In the setting of education; students must be the center of the class and interact as much as possible with their classmates.

Additionally, English teachers must promote peer and self-correction. According to Montero, (2005, p. 38). "Teamwork during the prewriting stage in the writing process presents not only a highly motivating learning experience for EFL students, but also a creative pedagogical tool for teachers" The advantages of this strategy, in the author's opinion, are numerous: It improves productivity, encourages individual engagement, boosts self-confidence, and makes the tasks enjoyable.

Conclusion

To sum up, students are not only evaluated on the basis of the final product, but on how they have improved when they write. Students should be aware that writing is a process that consists of many stages which are: prewriting, drafting, revising and editing; each one plays a great role in producing an efficient piece of writing. So students should focus on these stages especially the first stage (prewriting) because it helps students to come up with ideas, think in a new way, and organize thoughts so that students can create well written and organized essays and paragraphs.

Chapter Three:

Methods and

Procedures

Introduction

In the first and second chapters, we have presented a literature review about the role of teamwork teaching strategy during the prewriting stage in developing written productions. We give numerous viewpoints from different researchers and from various articles in these chapters. This chapter deals with the practical study of the research. The research design, participants, tools, and procedures are all explained in the first section. The second section focuses on the main study, which includes analysis of both students' questionnaire and teachers' interviews.

1. Research Design

The study in hand used the qualitative approach according to which qualitative designs and strategies are used. Thus, the researcher opted for a case study which used the qualitative approach to collect data in order to investigate the EFL students' and teachers' perceptions on Teamwork strategy during the prewriting stage in developing students' written productions.. As a result, based on the on the nature of the present study, the case study design is the most appropriate design for the research.

1.1 Participants

In order to test our hypothesis which investigates the use of teamwork learning as a strategy to enhance writing skill in classroom and to fit the objective of our study, we worked on a representative sample randomly selected from a population. Our sample contains 34-Master one students of science of language from the Department of English at Mohamed Kheider University of Biskra. The students answered the questionnaire in the classrooms.

We have also 4 teachers teaching Academic writing in the same department. We would have involved more teachers, students, and more questions but there are some teachers and students were not free because of the busy teaching and study schedules. Also; by fear of not assigning our work in time, that's why the number was restricted.

2. Research instruments

The researcher is going to analyze the data through qualitative analysis with teachers' interviews while students' questionnaires will be analyzed with counts, and percentages by using statistics with in order to see teachers and students' attitudes towards the role of Teamwork strategy during the prewriting stage in developing students' written productions.

3. Procedures

This research was conducted on the teamwork strategy using a descriptive design. By the questionnaires and the interview, we gave to students and teachers questions in order to know their attitudes concerning using this strategy in classroom to develop the writing skill.

3.1 Administration of students' questionnaire

The questionnaires were sent it to 34.Master-one students of science of language from the Department of English at Mohamed Kheider University – Biskra. We choose them randomly. The students answered the questionnaire online. To obtain correct answers, we talked with them via Facebook group and before they answer the questionnaire we explained it to them in case of difficulties in understanding some questions.

3.2 Administration of teachers' interview

Our interview consists of all teachers of academic writing in the Department of English at the University of Biskra. The interview was handed out to (6) teachers; however, only (4) teachers have accepted to be an interviewed. Thus, our sample contains total of (4) teachers. In the light of these circumstances, only 4 teachers have co-operated with our work and we feel very grateful to their comprehension.

3.3

The teachers' interview consists of fourteen (14) questions divided into two sections as follows:

Section 1: In this section, we ask teachers some questions in order to seek general Information about the teachers' teaching experience academic writing teaching experience.

Section 2: this section seeks information about some aspects of the writing skill such as: The prewriting stage during teaching writing skill links with teamwork strategy. In addition to that, teachers are required to state their views about the benefit of TW strategy for written productions. In addition to that, we ask them about their students' acceptance of the teamwork and their interactions, problems that face them in writing, and if the prewriting stage impede their students and if they focus on it. At the end teachers are required to say whether they think that Teamwork teaching strategy during the prewriting stage enhances students' writing productions or not and what is his role in these activities.

3.4 Description of students Questionnaire

The students' questionnaire consists of 17 questions that are divided into two sections. In the first section we have 3questions, asked to students in order to indicate their gender, their age and why they choose English. In the second section we have 14Q. At the

beginning, we ask them about writing skill, if they like it, their perception of the importance of writing. After that, students are asked if they like working on team, in Pair or individually. In the next question we asked them about the difficulties that they face them when they work with others, if they benefit from the group and whether the group work motivate them or not also the using of prewriting stage and the benefit of it to develop written productions, and . Finally, we asked them about their attitude about teamwork teaching strategy as a way to enhance their writing and whether this strategy has disadvantages.

1. Results

1.2 Analysis of teachers' interview

Question 01: It is concerned with how many years the teachers have been teaching the English language.

Teachers	Answers
Teacher 01	8
Teacher 02	6
Teacher 03	13
Teacher 04	30

Table 1Teachers' Experience

When we asked teachers how long they had been teaching English, we discovered that their responses ranged from 6 to 30 years. We asked this question to determine whether or not they have a long experience in teaching English.

Question2: Do you teach Academic Writing module?

Teachers	Answers
Teacher 01	yes
Teacher 02	yes
Teacher 03	yes
Teacher 04	yes

Table 2 Teaching academic writing

We asked teachers if they teach academic writing module, so they all response by yes they do. We ask this question to know if they thought this module because the important element in this dissertation turn around academic writing module and the written productions or tasks, also; we want to know the experience of each one with this module and the use of teamwork strategy during the sessions and the interaction of each student in this lecture.

Question3: Do you know what Teamwork teaching strategy is?

Teachers	Answers
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	Yes
Teacher 04	Yes

Table 3 Recognizing Teamwork Strategy

We ask with teachers that do they know what teamwork teaching strategy is. They all know the meaning of this strategy. We ask this question to know if the teachers understand the meaning of this strategy because this strategy is the based topic in this research, and in order to show the importance and the role of this strategy during the prewriting stage to develop the written production according to the opinions of each teacher.

Question4: Do you think that your students face problems when they work on Team?

Teachers	Answers
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	Yes
Teacher 04	No

Table 4 Problems that face students

The majority of Teachers' responses about if their students face problems when they work on team was yes because they think that working on team may lead to problems cause of many reasons for example; Absence of interaction, differences between level of students, selfishness toward work individually or other problems .However the minority respond by no cause they do not think that their student may face problems through working on team cause the teachers guide them and organize their work and divide each part to each one.

Question5: If yes, what are these problems?

Teachers / Problems	Teacher 01	Teacher 02	Teacher 03	Teacher 04
Absence of interaction				
Differences in students' level	√	√	√	√
Selfishness toward working individually				
Others				

Table 5 Possible problems happening during teamwork

The majority of teachers ensure that the most serious problems which may face students is differences in students' level; that is to say, teamwork does not show the level of each one but it is a collaborative work based on the exchanging of ideas and include different writing style that contributes to develop the written production during the prewriting stage also the high level of student is the one who stands out in the writing production.

Question6: Do you find teamwork strategy beneficial for students?

Teachers	Answers
Teacher 01	It gives the chance to exchange ideas so that the slow learners can be helped by the good ones to provide an acceptable piece of writing.
Teacher 02	It enhances collaborative learning; students can learn from each others
Teacher 03	Teamwork has proved to be beneficial to improve students' communication and interaction, exchanging ideas to do a task, help one another to correct mistakes (peer feedback).
Teacher 04	It is an opportunity for students to work collectively, interact and collaborate .they also exchange ideas and thoughts

Table 6 Benifits of Teamwork

Teachers think that using a Teamwork strategy is beneficial for students in a variety of ways, such as allowing students to share ideas and compete. It can assist the slower ones in producing good pieces of writing. It implies that a fast learner may help slow learners write better, benefit them by exchanging ideas, and provide them with relevant knowledge. Additionally, encourage group projects so that students can share their knowledge, students' ability to communicate, engage, and exchange ideas in order to complete a task and assist one another in making corrections (peer feedback) has been shown to improve with teamwork. Also, teamwork gives students the chance to cooperate, interact, and work together. Finally, they converse ideas and concepts.

Question7: Does Teamwork strategy develop your student writing during the prewriting stage?

Teachers	Answers
Teacher 01	Yes
Teacher 02	To some extent yes
Teacher 03	Yes, it does
Teacher 04	Yes

Table 7 Teamwork developing students' writing during prewriting stage

The majority of teachers agreed that teamwork is a good strategy to develop written production during the prewriting stage, and it is crucial for it to support learners in developing their capacity through writing in teams and collaborating with their classmates. According to teachers' opinions, It is true that this strategy helps students' writing during the prewriting stage. Additionally, all students struggle with the prewriting stage, which is thought to be the most challenging step in the writing process. However, when they work in teams, they support one another by giving each other a starting point for their ideas. Through interaction and idea sharing, they will produce a quality piece of writing.

Question8: Do you focus on the prewriting stage during the writing operation?

Teachers	Answers
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	Yes
Teacher 04	Yes

Table 8 Teachers' focusing on the prewriting stage

All of the teachers mentioned that they concentrate on the prewriting stage of the writing process since it is an important step that the teachers should be concerned about. Teachers play a crucial role in students' success by facilitating the writing tasks and instructing students on how to pass the prewriting stage successfully. Prewriting gives students the chance to generate ideas in a relaxed and unrestricted manner over the course of the period preceding the final draught and due date of an assignment.

Question9: Does the prewriting stage impede your students when they are going to write?

Teachers	Answers
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	Yes
Teacher 04	No

Table 9 Prewriting Stage impeding Students

The Prewriting stage is an impediment to students when they are going to write .According to the majority of master one teachers   prewriting stage does not impede students through the writing process because working on team facilitates this stage a lot and permits to students to start writing without any confusion and every member of the team gives a starting point, so this strategy decreases the impediment of prewriting stage. However, one teacher said that the prewriting stage impedes their students because the

teamwork contains different students' levels and thinking and the members of the team do not agree with each other about the same idea; Hence, this stage became difficult for them in choosing the suitable idea.

Question10: Do the students feel motivated when they work on team?

Teachers	Answers
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	No
Teacher 04	Yes

Table 10 Students motivation

Motivation is an essential feeling between the members of the team that make them work actively and facilitate communication between them and realize the intellectual compatibility between students. We have asked teachers if their students feel motivated when they work on team or not. Their answers were the more positive one because they control their student through written tasks and the students were highly motivated through work on team because teamwork include a motivational vibes that makes students feel less isolated and helps them to feel more engaged with their tasks .also teachers are the responsible for realizing this motivational climate between students through choosing interesting topic that get out the creativity of students and make the teamwork give a good piece of writing without a difficulties in the prewriting stage .While one teacher answers negatively that there is not motivation feeling between members because each one depends on the other writer which make them lazy.

Question11: Have you ever thought of implementing Teamwork strategy?

Teachers	Answers
Teacher 01	Yes, I often do it however there are some students who do not prefer this strategy they would like to work alone so as not to be blocked by the slow ones.
Teacher 02	Yes, but not always
Teacher 03	Yes, I had. I am actually using it sometimes with my classes
Teacher 04	Yes, This is the strategy that i use in academic writing

Table 11 Implementing Teamwork strategy

Teamwork is an essential strategy for learning process that teachers should implementing it on academic writing session because it contributed in developing students' writing process. Academic Writing Teachers said that they actually implementing this strategy in their module because it is useful for English learners and play a role in improving their written productions, However ; they find some students who do not prefer this strategy and they would like to work individually so as not to be blocked by the slow ones.

Question12: Do you consider your role in class is?

Teachers \ Roles	Teacher 01	Teacher 02	Teacher 03	Teacher 04
A source of knowledge	√			
A guide and facilitator of learning	√	√	√	√
A controller	√			

Table 12 Role of Teachers

Teachers play an important role in the class through writing process because they are the ones who are responsible about the organization of teamwork in the class. Teachers claim that they are a guide and facilitator of learning. because they are the ones who guide students about how to write and facilitate the learning process for them by many tools and techniques in order to give them useful information that may benefit them on the future. However one teacher said that she is a source of knowledge, a guide and facilitator of learning and a controller because she provides her students with information and control them while they are working on team and guide, facilitate learning to them.

Question13: Further suggestion concerning using Teamwork teaching strategy in classroom

We asked teachers for suggestion about teamwork teaching strategy in order to explore their opinion about this strategy and how they are going to implementing it in their classes.

o   Teachers suggest that they set objectives for their lessons before using teamwork strategy; teamwork needs an objective that the teachers want to reach through implement this strategy.

o   Teamwork has been a successful strategy to apply in the written module over the years. Shy, anxious as well as weak students feel more at ease to work on a task when they are surrounded and helped by their peers. The role of teachers is very important; they should not be too present not too absent (they would work at an observer and guide, however; the strategy should be well implemented and controlled by the teachers so as all learners benefit from it.

Question14: If you would apply this strategy what are the problems that you may face when you use it?

The problems that may occur when implementing teamwork in Academic writing session is that students sometimes take advantage of being in groups to make noise and do not write what they should write. Time may impede the teamwork especially because talkative students waste time and less motivated students that make the session boring and affect their classmates .also, noise (when students are grouped, they have tendency to get excited, get over the topic and discuss irrelevant topics) ,the difference of level and background within a group , negative leadership of one member who would tend to impose his/her ideas and ignore others' opinions. And passivity, laziness, reluctance to participate of some members in a group who would tend to let one do all the job.

1.3   Analysis of Students' Questionnaire
1.3.1 Section one: Personal Information

Q1. Gender

Options	N	%
Male	7	20,6%
Female	27	79,4%
Total	34	100%

Table 13 Students' gender
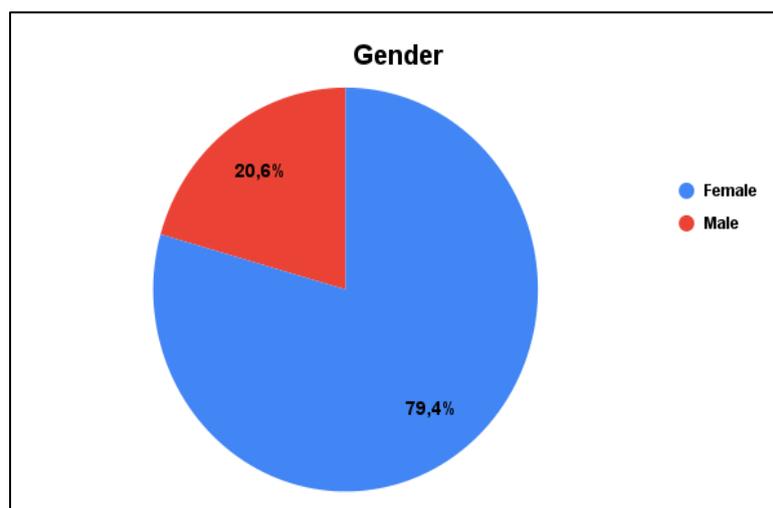
Graphic 1 Students' gender

 From the table, we noticed that the female number (79.4%) is more than male number (20.6%).This expects that girls are more interested to learn foreign languages and collaboration than males.

Q2. Age

Option	N	%
From 19 to23	28	81.8%
From23 and more	6	18.2%
Total	34	100%

Table 14 Students' age
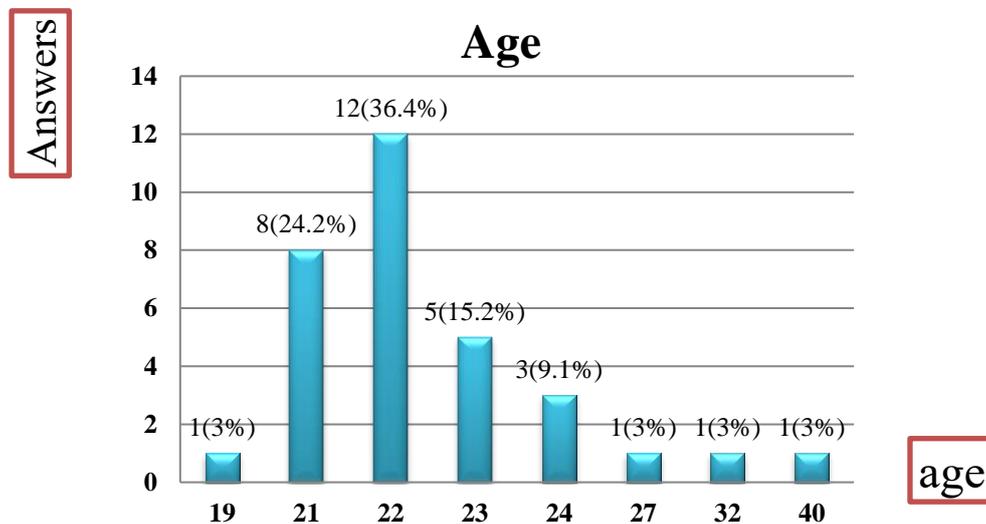
Graphic2 Students' Age

From the table, we noticed that the majority of students' age (78, 33%) is 20 years and more, and the students aged from 18 to 20 years are (21, 66%).

Q3. You choose English because:

Options	N	%
You like it	28	(82.6%)
You are imposed to learn it	6	(17.4%)
Total	34	100%

Table 15 Students choosing English
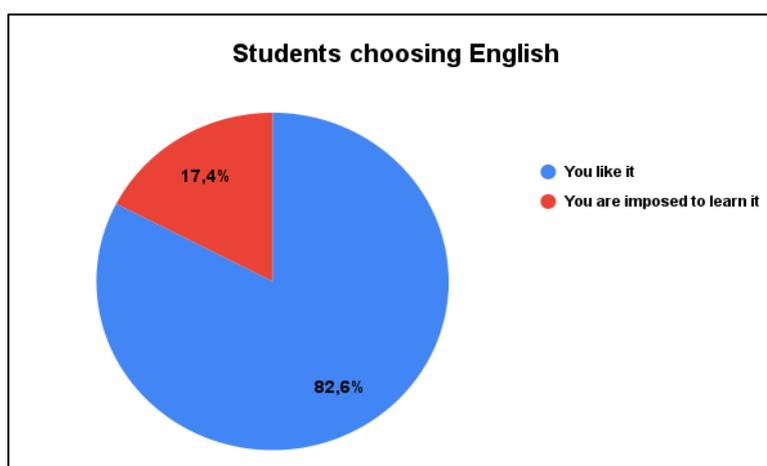
Graphic3 Students choosing English

There are different opinions for the reason behind why the students choose studying English. We found that the majority of students (81.0%) pick English because they like it and want to learn it more, However, (19.0%) are forced to learn it for a variety of reasons, such as because they want another field of study or because it is imposed by their parents.

Section two: Teamwork strategy during the prewriting stage to develop written productions

Q1: Do you like writing in English?

Options	N	%
Yes	18	(52.4%)
No	2	(4.8%)
Some how	14	(42.9%)
Total	34	100%

Table 16 Students interest in writing
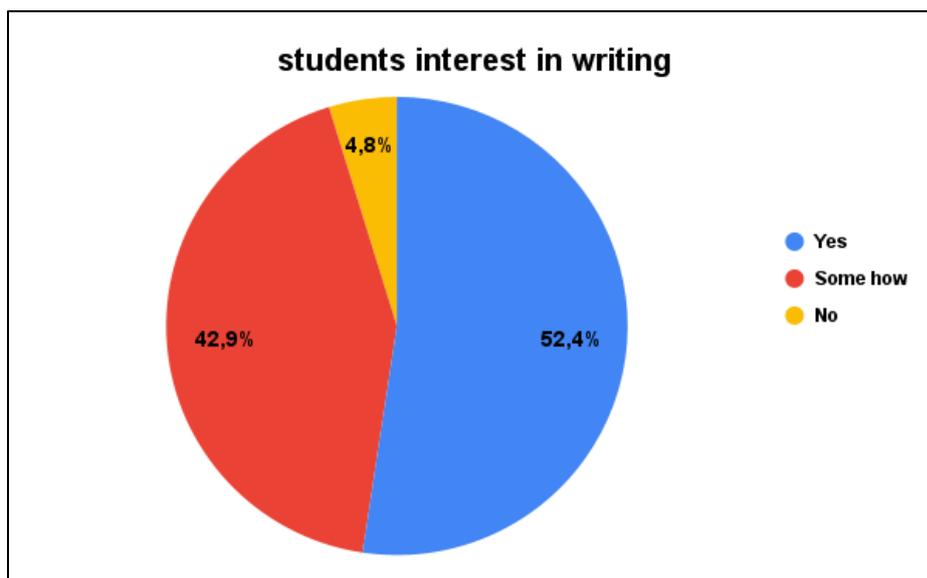
Graphic 4 Students interest in writing

We asked the students if they like writing. The results shows that (52.4%) of students like to write in English. (42.9%) from them said somehow, this means that they like to write but not so much. And (4.8%) state that they do not like it; it means that the majority of students have a desire to write.

Q2: Do you think that learning to write:

Options	**N**	**%**
Important	13	(38.1%)
Very important	21	(61.9%)
Not important	0	(0%)
Total	34	100%

Table 17 Importance of learning to write
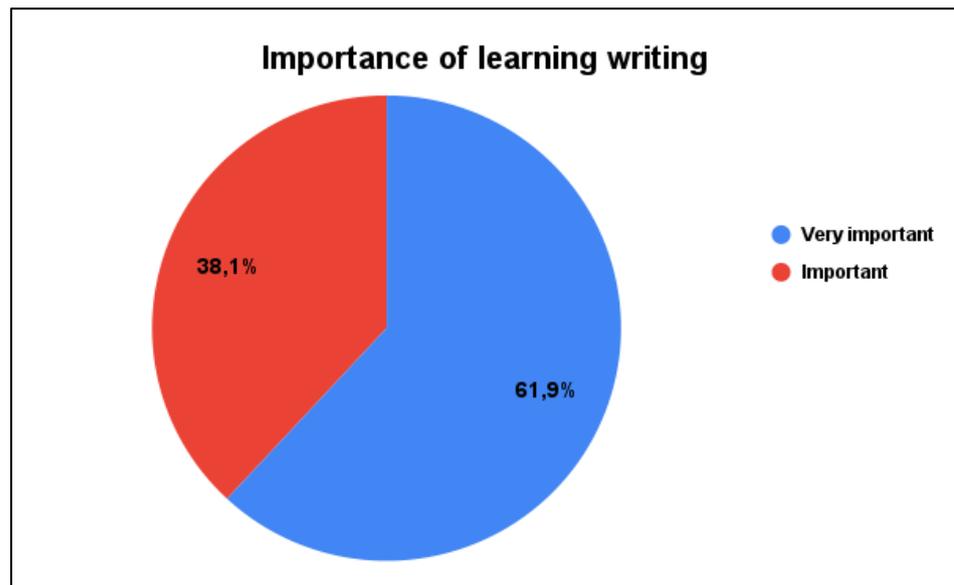
Graphic 5 Importance of learning to write

The result shows that all the students answer positively the question. We have (61.9 %) of students find that writing skill is very important skill, and (38.1%) find it important, while no one states that writing is not important. This result demonstrates that the students are aware of the importance of writing skill.

Q5. Did you like to write?

Options	N	%
Individually	24	(70.6%)
In pairs	6	(17.6%)
In groups	4	(11.8%)
Total	34	100%

Table 18 Students' preference of writing process
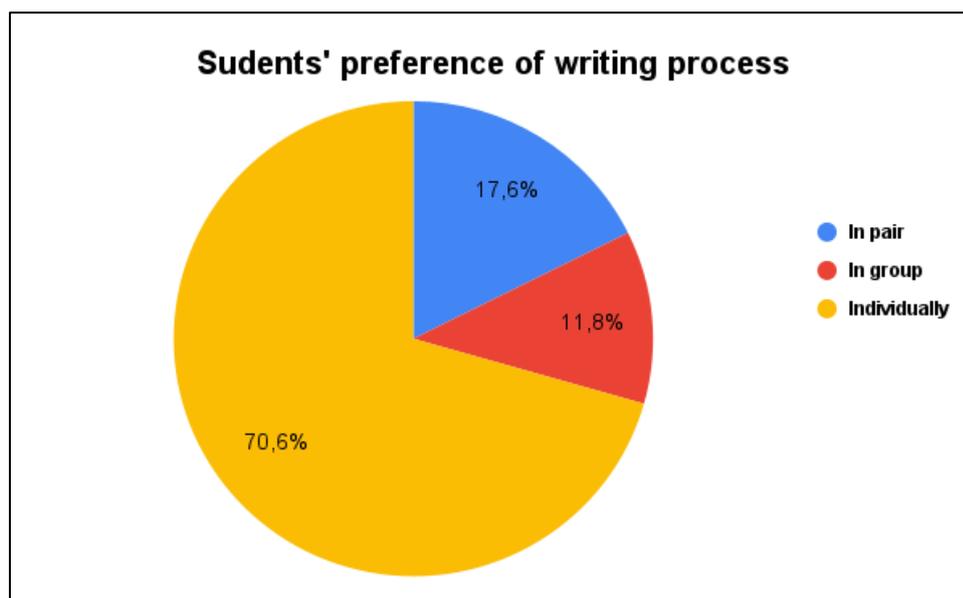
Graphic 6 Students' preference of writing process

By this question we give students choices to say whether they prefer individual work, Pair work, or group work (teamwork). Our aim is to know the type of instruction students' prefer. 4 (11.8%) of students indicated that they prefer having group work instead of other types of tasks. however, 6 (17,6%) of students, are like working in pairs and 24 (or 70.6%) prefer to work individually.

Q6. Justify Why?

We ask this question in order to know the reason why students prefer to work in group, in pairs or individually. The ones who prefer to work in group and pairs, they said that working on team enable them to share ideas because they love sharing ideas and it will be a creative work. In addition; working on team ameliorates the understanding of academic discourse; for example the writer can find where the reader can stumble when he reads his/her paper to his partners, besides; The exchanging of the ideas between the team may help students to write valuable information and find the mistakes through the analysis of paper .Also working in pairs or on team beneficial in the writing tasks, which contain a

variety of ideas. In contrast, the others who like to work individually indicate that by working alone, they can develop their writing because in working in group cannot enable them to use their capacities and the noise disturbed them. Also, sometimes their ideas cannot be interrelated or accepted by other members of the team. When the students write alone, they can control and hold their ideas and finish writing in short time.

Q7: Do you face difficulties when working on team or in group?

Options	N	%
Yes	6	(17.6%)
No	18	(52.9%)
Somehow	10	(29.4%)
Total	34	100%

<p align="center">Table 19 Difficulties of Teamwork</p>
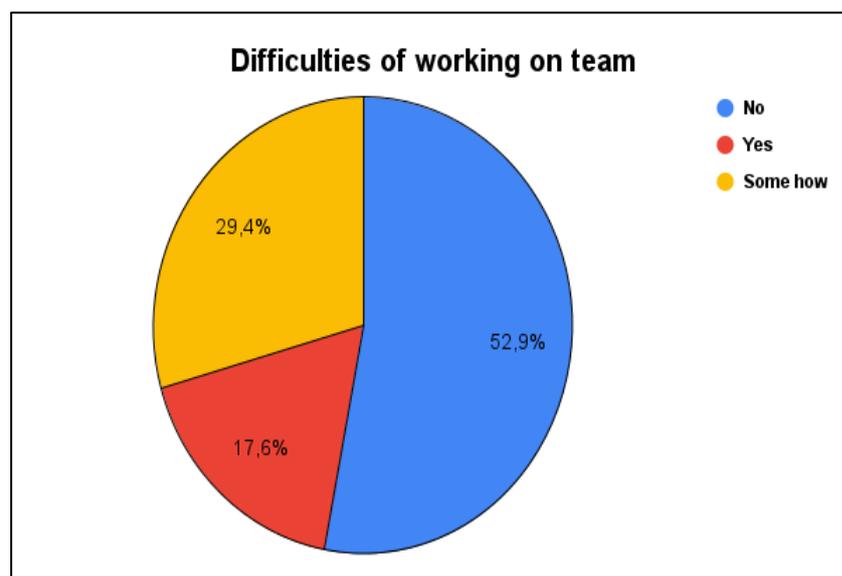
<p align="center">Graphic 7 Difficulties of Teamwork</p>

From this question we want to know if students find difficulties when they work in a group. We have 18 students, these are translated into (52, 9%) who has indicated that they do not have difficulties when they work on team and that may be because they like

teamwork and share their thoughts with others. (10) students translated to (29, 4%) said somehow, while (6) students (17.6%) have some problems in working with others.

Q8. What are these difficulties?

For the students who said yes, we ask them to explain the problems that they face when they work in group. They said that the members of the group do not accept my suggestions most of time they cannot concentrate, they cannot work seriously because students in group talk at the same time and talk about other topics rather than the given subject and also there is the noise problem.

Q9: To what extent do you Agree or Disagree that teamwork teaching strategy is beneficial?

Options	N	%
Agree	22	(64.7%)
Strongly agree	7	(20.6%)
Disagree	4	(11.8%)
Strongly disagree	1	(2.9%)
Total	34	100%

Table 20 Benefit of teamwork
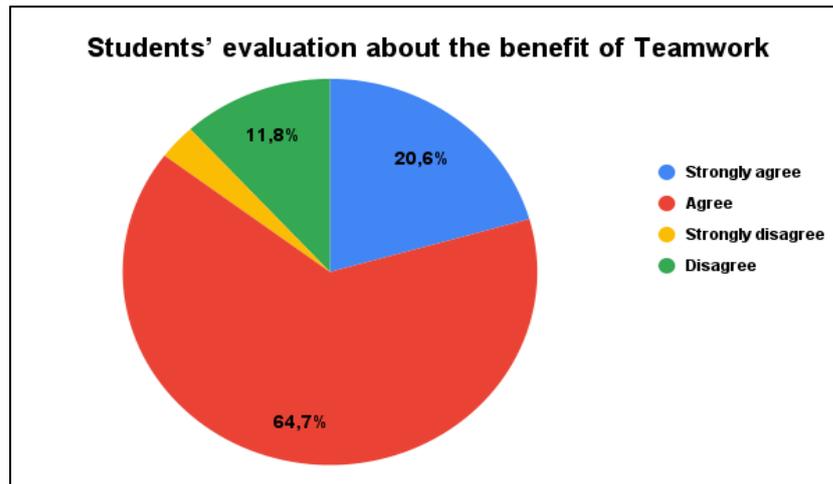
Graphic 8 Benefit of Teamwork

We ask students about if they agree or disagree with the benefit of teamwork. We want to know whether students find teamwork strategy beneficial on not.

We have 22 students, translated into (64.7%) who has indicated that agree with the benefit of teamwork strategy that may be because they find teamwork beneficial through their previous experience with it. (7) Students translated to (20.6%) strongly agree, while 4 students (11.8%) who indicated that they disagree with working with others motivating them. and 1 student (2.9%) said that he strongly disagree.

Q10: Do you think that working with other motivating you?

Options	N	%
Lot	13	(38.2%)
Little	18	(52.9%)
Nothing	3	(8.8%)
Total	34	100%

Table 21 Students' reaction about teamwork
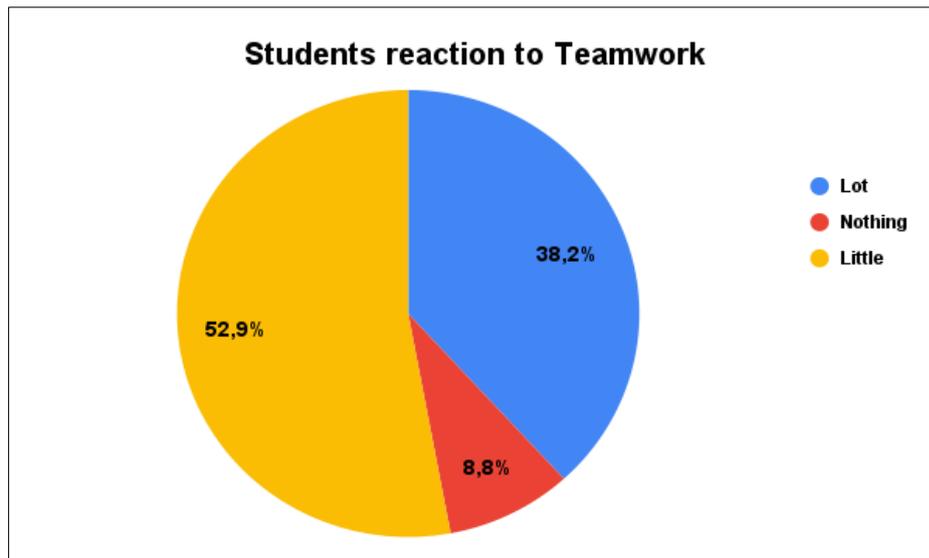
Graphic 9 Students'Reaction about Teamwork

From this question we want to know students' reaction towards teamwork strategy if it is motivational or not. We (38.2%) who has indicated that they feel motivated a lot when they work on team and that may be because they like working with others and other exchange each other's ideas. And (52, 9%) who said little motivation with others because depend of the paragraph topic, while (8.8%) do not feel motivated ever because they answer by nothing.

Q11: Do you using steps of prewriting before start to write a paragraph to collect information?

Options	N	%
Yes	21	(61.8%)
No	5	(14.7%)
Somehow	8	(23.5%)
Total	34	100%

Table 22 The use of the prewriting steps
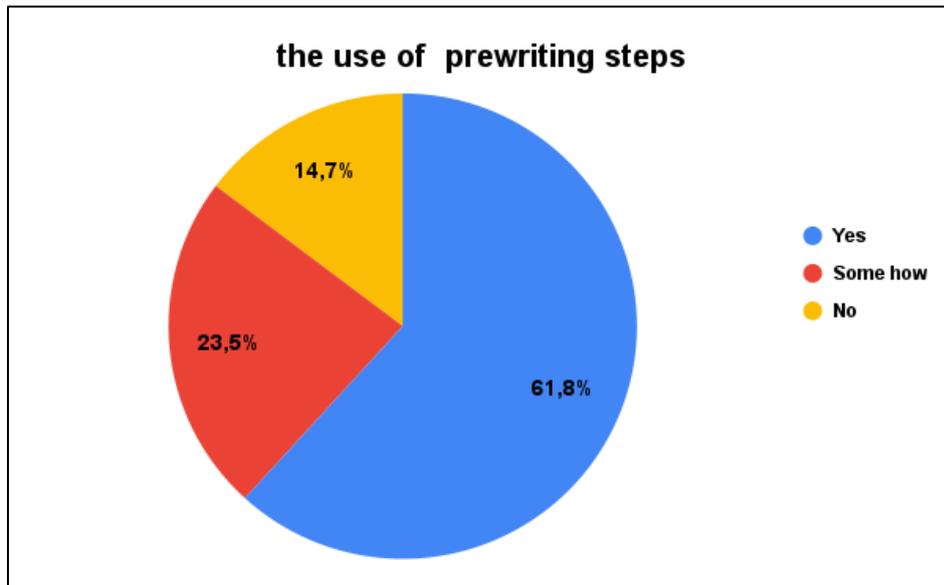
Graphic 10 The use of prewriting steps

From this question we want to know if students use the prewriting steps or not when they work on team. We have (61.8%) who has indicated that they use the steps of prewriting when they work on team because they indicate that it is essential for the writing process. and (23, 5%) of students said somehow, while (14.7%) of students do not use this steps because they start directly to write without free writing; brainstorming, clustering.

Q12: Do you think that writing in teamwork is a beneficial strategy to enhance your written productions during the prewriting stage?

Options	N	%
Very beneficial	6	(17.6%)
Beneficial	13	(38.2%)
Somehow beneficial	12	(35.3%)
Not beneficial	3	(8.8%)
Total	34	100%

Table 23 Benifit of teamwork during prewriting stage
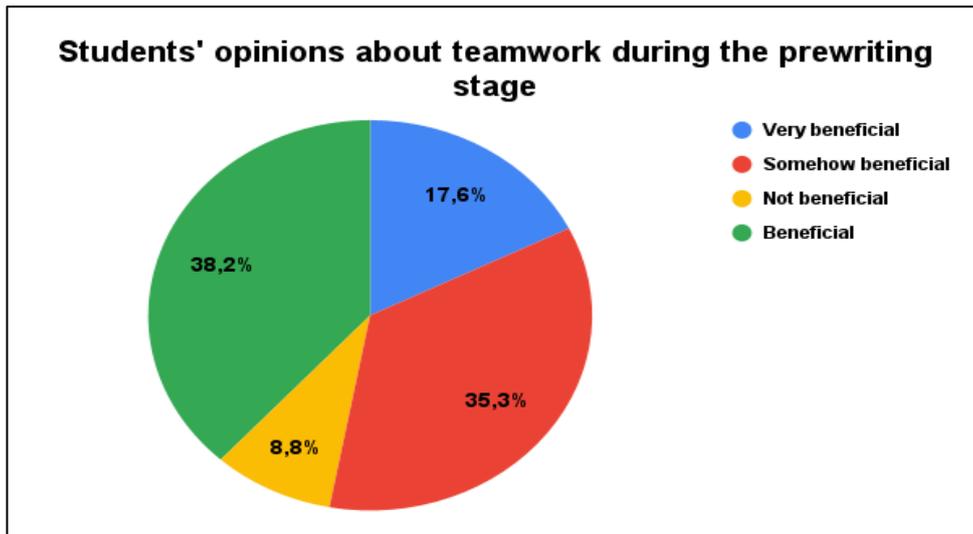
Graphic 11 Benefit of teamwork during prewriting stage

The result point out that (17, 6%) of students find teamwork during the prewriting stage very beneficial, and (38.2%) find it beneficial. on the other hand, we find that some students (35.3%) who stated that they somehow benefit from teamwork; however, (8.8%) indicate that they did not benefit from others.

Q13: Explain why?

The purpose of this question is to find out what the students think about the benefits of teamwork during the prewriting stage and the justifications for their responses. The students who find working in teams to be beneficial or very beneficial claimed that teamwork helps them get knowledge and their peers assist them uncover ideas. They also mentioned that they learn from one another, correct one another's errors, and work together to generate ideas. But the students who said it was not beneficial claimed that when they write individually, they are more creative and can concentrate better, and the students won't rely on themselves. Additionally, the group who claimed that working in a team was somehow beneficial because they could work on both.

Q14: In your opinion, what are the difficulties that are facing you in the prewriting stage while working in group?

The aim of this question is to know the difficulties that are facing students in the prewriting stage while working in group .The students state that when they work in group they will face difficulties in some conflict in misunderstanding each other about the decisions of choosing the starting point .Also lacking words or vocabulary is the most important obstacle that most of the learners may face and the discussion with group members can be difficult sometimes when the ideas are contradictory.

Q15: Do you think that there are disadvantages of working on team?

Options	N	%
Yes	20	(58.8%)
No	14	(41.2%)
Total	34	100%

Table 24 Disadventages of teamwork
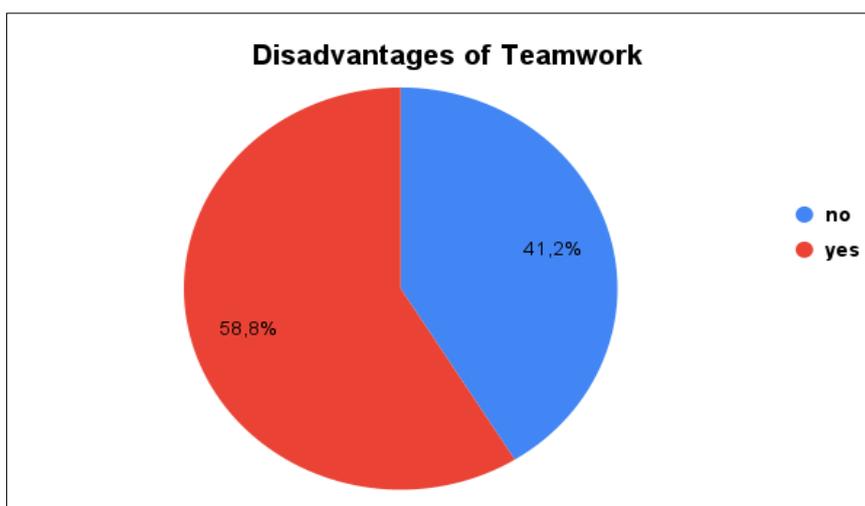
Graphic 12 Disadventages of Teamwork

High percentage of students (58.8%) claims that teamwork strategy has disadvantages, while (41.2%) state that teamwork strategy does not have any disadvantages.

Q16: If yes explain?

This question is aimed to discover the justification or the explanation of the category who said "yes" about whether there are disadvantages of team work or not, Students said that the big number of team members make noise, Waste time and rely on codependency, Moreover; the students cannot control the time because of the exchanging of different ideas, sometimes the discussion may take too much Time, also the difficulties in acceptance of each others' opinions. Sometimes some of the team members impose their ideas and the students cannot know their levels on writing when working on team, also the members may overstradow the others, it is not guaranteed that all members put the same efforts in the teamwork ;so, students cannot express their efforts and abilities.

Discussions and recommendation

1. Discussion

From the analyses of the questionnaires and the interview, we are going to discuss the findings, make the conclusion of this research and recommendations, in addition to the limitation of the present study.

1.1 Teachers' Interview discussion

The design of the interview was done to answer a specific assumption related to the concept of teamwork teaching strategy in M1 classes. Teachers were chosen as a sample to ensure the results, which we are going to obtain. All the data collected from them are showed that Teamwork teaching strategy is too beneficial for students to build up and improve their writing proficiency during the prewriting stage, but unfortunately they are not taking advantages of that right and duty at the same time.

Teachers show TW as a strategy which encourages students to engage in writing process, higher order thinking , openness to different ideas, interaction and acquire

different knowledge, also; learn how to ignore the impede of start writing, but students are not ready to make the first move to acquire knowledge from their classmates and benefit from working on team to improve their writing skill and get rid of the dread of beginning of writing. However, teachers argue that implementing teamwork in the teaching process is essential for student because it contributes in developing the writing process especially during the prewriting stage. Also; teachers have an important role in the development of student writing because they contribute as guider, facilitator of learning and controller students' work in order to show their students improved and pass all the obstacles. At the end of the procedure, actually, when this collaboration between members of team and the organization of teachers happens, undoubtedly, we will get very successful piece of writing.

1.2 Discussion of students' questionnaire

The analysis of the students' questionnaire reveals these notes:

We see that the majority of students like to write in English, and they show writing is an important skill for EFL learners, this means that students interest in writing process. Such a finding is very encouraging, and the teacher has to get students more motivated and care about to write in English. From the analyses of students' questionnaire, the students showed different views about the way they prefer of classroom arrangement. For that, the teacher should choose the appropriate arrangement in order to provide learner with a Varity of opportunities to interact with each other in classroom.

Concerning the values of TW and its motivational factor, it seems that most students see the efficiency of this strategy and they said that it is the best technique to develop written productions and the prewriting stage. Many students confirm that Team

work (TW) has an important role in motivating and improve students writing in classroom. They state that through group work, they will have the opportunity to stand out their creativity, promote interaction; they improve their language and gain new terms and useful ideas

From the analyses of the questionnaire, we find that some students state some disadvantage of working on team like: they have different ways of thinking, noise, students did not care…

2. Limitation of study

The present study will carried out in University of Mohamed Khider Master one of science of language student in Department of English where Academic writing is taught.

Our study has some limitations such as the time because we do not have enough time to deal with larger sample of students and teachers and to use the appropriate tools.

Another limitation consists in the number of participants of the study. The results obtained cannot be generalized to all learners. It would be better if the setting included a larger number of students from different levels, not only M1 students. There some category who still fanatic towards work individually and do not accept collaboration with their classmates. In addition; teachers were not helpful enough and give me useful information can work with also, they try to change my research tools and I cannot apply classroom observation with them.

3. Recommendations

This research attempted to provide a deeper understanding of the effects of using Teamwork teaching strategy during the prewriting stage to develop Master one EFL students' writing productions. According to what we have seen, the following recommendations are made for further research:

For Teachers

- Teachers should inform students about the crucial role of writing skill and focus on the prewriting stage, and they should encourage them to write more. Also they should find various effective learning strategies to develop writing in classroom.

- Teachers should make students aware of the values of Teamwork and that by stating the benefits and the effectiveness of this strategy to promote learning and enhance students writing.

- The teachers should emphasize the right decision of conducting TW in classroom; otherwise, the advantages of teamwork teaching strategy would not obtained

- In this study we ask students about work on team and their opinions about the benefit of this strategy and the motivational vibes that exist in working with their classmates. For that we recommend that future experimental studies in this domain must have a long time (at least for a few weeks).

- We have carry out this study in acceptable samples to be more representative to get more reliable and consistent results.

For students

- Students should master using TW strategy and try to accept their classmates' opinions during the group work to improve their writing productions.

- Students are recommended to focus on the prewriting stage and learn how to depend on the team members to get strong ideas and attractive information in order to enhance their writing proficiency.

- Students should get rid of the selfishness toward working individually and learn how to share ideas with their classmate and work collaboratively to reach their goal which is developing their writing productions and benefit from teamwork during the prewriting stage.

- Students should encourage slower learners to participate and interact with the team so that everyone feels motivated and the job is not just dependent on one person.

General Conclusion

Writing is a complex and difficult skill; it is one of the four skills that are given emphasis in EFL learning. Many students find it hard to master, and this is mostly because teachers do not use the essential techniques to help students write effectively and to foster an environment where they can connect and communicate with one another effectively. For this reason, it seems that TW is the most successful strategy for encouraging and motivating students to write.

Through this work, we attempt to investigate the effectiveness of the strategy of TW as a way to help students to enhance their writing in English. We have three chapters, two chapters are theoretical part concerning the literature review and the second part is the practical part and we have two tools used: a questionnaire and an interview aimed at collecting data about students and teachers 'attitudes and opinion toward using TW in classroom as a way to enhance written productions especially during the prewriting stage. The findings gathered in this study confirm that writing is an important skill that students should acquire and care about it and focus on the prewriting stage for the development of their language proficiency. The results have also shown that TW strategy is very effective which can promote students interaction and enhance their writing. Moreover, the results of the questionnaires and the Interview confirm our hypotheses that if students interact with each others in the classroom, they will be able to enhance their written productions; also it has been proven that students and teachers have a positive attitude toward using teamwork in the writing process.

This study attempts to provide students with useful instructional strategy to develop their writing proficiency and provide teachers with a good strategy to create a good atmosphere for students to learn and interact with each other without hesitation.

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Appendices

Appendix 1. Teachers' interview

Teacher interview

Dear teachers,

This interview aims at exploring "The role of teamwork strategy during the prewriting stage in developing students' written productions" Your most appreciated contribution is expected to be honest and straight forward.

Please read all of the questions before answering.

Part One : General information

1. How long have you been teaching?

    ……………………………………………………………………………………

2. Do you teach Academic Writing module?

    …………………………………………………………………………………

Part Two: Teamwork teaching strategy

1. Do you know what Teamwork teaching strategy is?

    …………………………………………………………………………………

    …………………………………………………………………………………

2. Do you think that your students face problems when they work on Team?

            Yes   No

3. If yes, what are these problems

        a) Absence of interaction

        b) Differences between level of students

        c) Selfishness toward work individually

        d) Other problems

4. Do you find teamwork strategy beneficial for students?

………
……………………………………………………………………………………………………..

5. Does Teamwork strategy develop your student writing during the prewriting stage?
……………………………………………………………………………………………………..
…………………………………………………………………………………………………….

6. Do you focus on the prewriting stage during the writing operation ?

Yes   No

7. Does the prewriting stage impede your students when they write?

Yes   No

8. Do the students feel Motivated when they work in group?

Yes   No

9. Have you ever thought of implementing Teamwork strategy?
………
……………………………………………………………………………………… ………...

9. Do you consider your role in class is?

- ⁻   A source of knowledge
- ⁻   A guide and facilitator of learning
- ⁻   Controller

10. Further suggestions concerning using teamwork teaching strategy in classroom

………
………

11. If you would apply this strategy what are the problems that you may face when you use it?
....
....
....

Appendix 2. Questionnaire for students

Questionnaire for students

Dear students

This questionnaire is an important tool in the role of teamwork teaching strategy during the prewriting stage in developing written productions. I will appreciate if you answer the questions in order to give your opinions and attitudes.

Please tick the appropriate box or write full statements based on your own teaching experiences.

Last not least I would like to thank you for your collaboration and help and your time.

Section One:

1. Gender:

       Female ☐   Male ☐

2. Age …………………….

3. You choose English because:

      a. You like it ☐

      b. You are imposed to learn it ☐

Section two:

1. Did you like writing in English

     Yes ☐

     No ☐

     Some how ☐

2. Do you think that learning to write?

Important	☐
Very important	☐
Not important	☐

3. Did you like to write

Individually	☐
In pair	☐
In group	☐

4. Why?

………

……………..…………………………………………………………………………………………

5. Do you face difficulties when working on team or in group?

Yes	☐
No	☐
Some how	☐

6. What are these difficulties?

……………………………………………………………………………………………

……………………………………………………………………………………………

7. To what extent do you agree or disagree that teamwork teaching strategy beneficial?

Strongly agree	☐
Agree	☐
Strongly disagree	☐
Disagree	☐

8. Do you think that working with other motivating you?

Lot	☐
Little	☐

Nothing ☐

9. Do you using steps of prewriting before start to write a paragraph to collect information?

Yes ☐

No ☐

Some how ☐

10. Do you think that writing in teamwork is a good strategy to enhance your written productions during the prewriting stage?

a) Very beneficial ☐

b) Beneficial ☐

c) Somehow beneficial ☐

d) Not beneficial ☐

11. Explain why ?

………………………………………………………….....................

…………………………………………………………………………………

12. In your opinion, what are the difficulties that are facing you in the prewriting stage while working in group?

……………………………………………………………………………

……………………………………………………………………………

13. Do you think that there are disadvantages of working in group?

Yes ☐

No ☐

14. If yes explain?

……………………………………………………………………………

…………………………………………………………………………

ملخص

يهدف هذا البحث إلى دراسة دور إستراتجية العمل كفريق في فترة ما قبل الكتابة لتطويرالانتاج الكتابي للطلاب. و لإعطاء مصداقية لهذه الدراسة، قمنا بإجراء مقابلة مع بعض الاساتدة الكتابة الاكادمية إلى جانب تقديم استبيان للمجموعة من طلبة اولى ماستر من نظام ل.م.د اختصاص علوم لغة (انجليزية) ، في جامعة محمد خيضر –بسكرة. –الهدف من المقابلة و الاستبيان هو جمع معلومات حول دور و أهمية هذه التقنية في تطوير الكتابة في أقسام اللغة الانجليزية.النتائج المتحصل عليها وضحت لنا ان العمل كفريق تعاوني هو التقنية المناسبة لتطوير مهارات الطالب الكتابية خاصة في مرحلة ما قبل الكتابة ، إلى جانب ذلك أثبتت النتائج المتحصل عليها صحة الفرضية الأساسية ، و هذا يعني أن الطلبة لهم موقف ايجابي حول استعمال هذه التقنية و أن العمل الجماعي هو أحسن تقنية تسعى إلى تطوير الكتابة عند الطلبة و خلق جو تحفيزي في القسم أين الطالب يستطيع المشاركة من غير الخوف من الوقوع في أخطاء و التخلص من عائق مرحلة الأولى في الكتابة.