Introduction

- Few Studies have investigated this issue.
- A study conducted by Al-Buainain (2007), that Arabic learners find difficulty when they write, and the most common errors they make include grammatical, syntactic features, namely verbs, relative clauses, articles, fragments, noun modifiers, and prepositions.
- This study investigates the effectiveness of (Group work VS individually) in improving essay writing in structure and lexis.
- The role of peer feedback in group work to improve essay writing
- This study opens room for further study that group work is helpful in improve essay writing.

Research Questions

To what extent is group work effective in improving use of structure and lexis in essay-writing as opposed to working individually?

Rationale

- Few studies have investigated this issue. Therefore, this study investigates the effectiveness of group work vs. individually to help Saudi learners improve writing in structure and lexis.
- Saudi students find difficulties in essay writing, especially in high education learning process.
- English writing is very important for Arabic learners as a main requirement to learn in high education (Al-Khuwaileh and Shoumali, 2000).

Ethical Considerations

The Research proposal is approved by the Limerick University’s Ethical Review Committee.

Literature Review

- Group work is more effective in essay writing (Chan, 2012)
- Collaborative learning is a significant factor in students' education, as it promotes interactive learning and learner's reliance in classrooms (Foote, 2009).
- The socio-cultural theory proposes that collaborative writing activities push students to mull over their language employment as well as work collectively towards a solution for their language-allied problems (Dobao, 2012).

Methodology

- Participants: 56 L2 students at Imam University, College of Languages and Translation, Saudi Arabia
- Males (age: 18-23) in Level 3
- The two groups were given an essay that had some errors using pre/post test error correction texts. These were both structural errors (in which case I am showing students’ improvement in this area) and lexical errors (which monitor lexical acquisition/understanding).
- The two groups were given a title to write about. Short essay (200-250 words) , pre/post test to evaluate their proficiency in writing
- The researcher carried out an empirical study and collected data which will were analysed.

Data Collection

- 12 Week Plan to collect Data
- There are two different groups. The research group are taught writing using group work and the other individually.
- Recording group work in class
- Pre/post error test in writing
- Pre/post essay writing test
- Semi-Structured Interview

Data Analysis

- Qualitative and Quantitative Analysis
- Tests analysed Quantitatively
- Questionnaires
- Quantitative data from questionnaires analysed using SPSS software
- Interviews analysed qualitatively using techniques for qualitative data analysis (e.g. thematic analysis)

Case Study & Surveys

- Test Validity: Distributed & corrected by experienced volunteers
- Test Reliability: pre and post test
- Questionnaires: L2 learners & teachers

Conclusion

- The study initially showed a significant difference between group work and individual work in improving academic writing.
- It opens room to provide a direction towards the effective means of learning to write essays in English as a second language.
- The results of this study encourages further research in group work to help L2 learners improve essay writing.

References


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