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A COMPARATIVE STUDY OF THE WRITING PROCESS OF GOOD ACHIEVERS IN EFL COMPOSITION ACROSS THREE LANGUAGES: THE CASE OF 3rd YEAR PUPILS AT Dr BENZERJEB SECONDARY SCHOOL-TLEMCEN

Thesis Submitted to the Department of English in Candidacy for the "Doctorate" Degree in Applied Linguistics and TEFL

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Declaration

Ihereby declare that the present workentitled 'A Comparative Study of the Writing Process of Good Achievers in EFL Composition across Three Languages: The Case of 3rd Year Pupils at Dr Benzerjeb Secondary School-TLEMCEN' is the result of my own investigation, except where otherwise stated. This work contains no material previously published, nor material which has been submitted to a university or any other institution for a degree, diploma or other qualifications.

Mrs MalihaYamina ABI-AYAD KALFAT

Signature

Dedication

In loving memory of my grandmother

&

In memory of Mr Abderrezak BENZIANE

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ABSTRACT

The vast majority of third-year EFL secondary-school Literary and Philosophy stream learners display serious deficiencies in writing in English (FL2). In order to gain insights into the way such learners proceed as they engage in a writing task, the present work aims to provide some evidence of the use of effective language learning strategies by good achievers, through an instrumental case study involving five Algerian EFL successful learners enrolled in a Literary and Philosophy stream. The study aims at looking into these students' writing processes through identifying the strategies employed by good achievers in EFL composition and comparing these strategies used across three languages: Arabic, French, and English. The present work also attempts to state whether achievement in FL2 writing implies achievement in L1 and FL1, making use of triangulation methodology (both qualitative and quantitative): task-production, think-aloud technique, and semi-structured interviews conducted with 3rd year secondary-school learners and EFL teachers. The qualitative analysis revealed the following results: while the informants went through the three stages of the writing process (pre-writing, writing, and post-writing), employing similar metacognitive, cognitive and affective strategies across the three concerned languages, learners nonetheless appeared to use more of these strategies in the two foreign languages, the frequency such strategies were used varied considerably as learners appeared to use more cognitive ones in FL1 and FL2. The quantitative analysis of learners' task production revealed that learners had the best proficiency level in L1 writing, FL2 coming in the second position, and lastly FL1. As a result of the research findings, it proves essential to reconsider the teaching of EFL writing, emphasising the writing process through explicit strategy instruction and more training at an early stage for a more efficient writing pedagogy.

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List of Acronyms and Abbreviations

BA: Bachelor of Art

BAC: Baccalaureate examination (Entrance examination for the university)

BEM: Brevet de l'Enseignement Moyen.

CALLA: Cognitive Academic Language Learning Approach

CBA: Competency-Based Approach.

CLT: Communicative Language Teaching.

CWE: Comprehension Written Expression

DA: Dialectal Arabic

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Language.

FL1:   First Foreign language

FL2:   Second Foreign language

ICT: Information and Communication Technology

L1:   Learners' first language or mother tongue

L2:   Second Language

LMD: License, Master, Doctorate

LLS: Language Learning Strategies

MSLQ: Motivated Strategies for Learning Questionnaire

MSA: Modern Standard Arabic

MT: Mother Tongue.

TEFL: Teaching English as a Foreign Language

1 YMS: 1st Year Middle School

2 YMS: 2nd Year Middle School

3 YMS: 3rd Year Middle School

4 YMS: 4th Year Middle School

1 YSS: 1st Year Secondary School

2 YSS: 2nd Year Secondary School

3 YSS: 3rd Year Secondary School

General Introduction

Writing, which is undoubtedly one of the most difficult skills learners encounter when learning a language (be it first, second or foreign), plays a significant role in the educational life of Algerian learners since it is the skill upon which most of students' tasks and examinations are tested. Yet, it has been observed over the last few years that it is the skill in which learners, and more particularly EFL students, display a low performance, making language teachers, namely EFL ones, complain about such a growing problem.

Despite much effort deployed to improve learners' level of proficiency and a long formal exposure to English learning (at least 7 years, i.e. four years at the middle school and three years at the secondary school), third-year secondary-school learners exhibit important writing deficiencies which obviously affect negatively their written performance. Yet, such a problem is not limited to English (FL2) only, but to the other two languages as well, i.e. Arabic and French (L1 and FL1 respectively). Regarding such a disheartening outcome of a quite lengthy experience of foreign language teaching/learning, one has to question the suitability of the current instructional practices and writing pedagogies.

It is then believed that writing is the skill which has received little importance on the part of learners in language teaching developments over the past decades due to the number of difficulties encountered in EFL writing. Though EFL teachers display a strong awareness of the importance of writing in the field of education, they nonetheless are still in quest of interesting ways of teaching it, attempting to gain insights into the challenges that students encounter in writing in the target language.

The present study is concerned with both the theoretical and practical aspects of writing in the foreign language, promoting and monitoring writing in the Algerian 3rd year secondary-school classes, and evaluating the efficiency of the use of specific writing strategies in the classroom relative to its impact in developing

foreign language writing proficiency. Considering the fact that writing strategies play a significant role in composing and writing efficiently requires investigation into the cognitive processes and writing strategies that Algerian EFL secondary-school learners employ when composing. Thus, the ultimate aim of this dissertation is to uncover successful learners' composing strategies, while attempting to provide a plan of action for learners' writing proficiency enhancement as well as development of effective instructional practices. Bearing in mind such objectives, the following questions have been put forward:

1. What are the strategies used in English writing by EFL good achievers at the 3rd year secondary-school level?
2. Are the same writing strategies used by these learners in Arabic (L1), French (FL1), and English (FL2)?
3. Is there a correlation between achievement in writing in FL2 and achievement in L1, and FL1 writing?
4. How can the writing strategies of good achievers be exploited in the teaching of writing in the secondary-school EFL classroom?

In order to identify what is actually behind successful writing, it seems thus necessary to explore and understand the composing process of good achievers. It is believed that besides linguistic competence, a good writing process requires strategic competence as well. Consequently, the following hypotheses have been formulated in relation to the research questions:

1. Successful learners use several metacognitive strategies in EFL composition such as planning, brainstorming, self-monitoring, and revising, to plan, monitor, and refine their writing, as well as cognitive ones such as approximation, circumlocution, rereading and elaboration, to translate their thoughts into ideas, express themselves properly, reach meaning and overcome difficulties when composing.
2. Learners use the same writing strategies when composing in Arabic, French, and English.

3. Achievement in FL2 writing implies being able to compose successfully in L1 and FL1.
4. It would be advisable to integrate explicit teaching of the strategies used by successful writers in EFL secondary-school classroom and train learners to transfer these strategies from one task to another and from one language to another.

The main objective of this research is to closely examine learners' writing process, through highlighting the contextual variables that have shaped 3rd year secondary-school pupils' writing behaviour and offer suggestions to help unsuccessful learners overcome the difficulties they experience in developing clear, effective writing in English. For this purpose, a case study of five EFL third-year (Literary and Philosophy stream) secondary-school learners is undertaken to verify the hypotheses. Thanks to this small sampling, the present study allowed the researcher to examine in depth the writing process of each learner in the three languages. For this purpose, three research instruments are used: essay-writing as a production task to investigate learners' writing strategies, the think-aloud protocol, and a semi-structured interview conducted with both learners and EFL teachers to inquire about the way learners' composing process is undertaken, the content and the way the writing lesson takes place, and learners' proficiency level in writing.

After investigating and discovering what the most effective writing strategies are, it is important to note that instructing unsuccessful learners such strategies will eventually result in better writing performances, enabling poor learners to progress faster. Put differently, if the most commonly engaged strategies might be identified, specific activities would be devised thus, reducing the time devoted to develop materials, syllabus and curriculum. A better understanding of writing strategies would likely enable the development of programme to help learners identify their own strategies and enhance their writing performance. Consequently, learners need to be trained and provided with developmental activities contributing in raising their strategic competence; this will help them become more efficient, successful and

autonomous in EFL writing, and give them the much needed boost to maximize their writing performance.

The present work has been structured into five chapters. Chapter one comprises three main parts. The first part deals with writing as a language skill and a skill in its own right, and illustrates most of the theoretical points concerning it. This part first defines the writing skill and highlights both the elements shaping it (purpose, audience, content and tone) and its complexity with all that it requires from writers (graphological and rhetorical devices), such elements mainly intended to help establish discourse unity (cohesion and coherence). This part also endeavours to deal with writing as a process and the three main parts involved i.e. pre-writing, writing, and post-writing. While the second part attempts to highlight language learning strategies, their taxonomies and characteristics, studies done in the field under consideration, the third and last part tackles the good language learner's characteristics, his strategic competence and the writing process of successful learners. The present chapter serves as groundwork for the following chapters.

Chapter two is devoted to an overall description of the educational context with regard to third-year learners and the objectives set for the English language at secondary-school level. While this chapter endeavours to describe the teaching/learning of writing at the third level of secondary education, providing a clear picture of learners' educational background and language proficiency, it also deals with writing skill development within the three main levels of education (primary, middle and secondary), the approach, syllabus, and materials used.

Chapter three is concerned with the first part of the empirical phase. It first states the research purpose and objectives, and the research methodology used through a case study involving five EFL successful secondary-school third-year learners. This part also aims at describing the participants' profile (both language teachers and learners), the research analytic tools used in a triangulated methodology: good achievers' essays produced across three languages (Arabic,

French, and English), the think-aloud technique aimed at examining students' effective strategic use, and a semi-structured interview conducted with EFL teachers and learners, as well as the reasons for such a choice. The empirical phase also seeks to describe the research procedure (piloting the think-aloud technique, the study proper and the interview procedure), the analysis of data procedure (both qualitative and quantitative) and the identification of writing strategies: metacognitive, cognitive, and affective strategies.

Chapter four is devoted to the second part of the empirical phase of the study. This part aims at collecting data so as to make the research more valid and reliable. Such investigative phase is carried out through the following analytic tools: a semi-structured interview conducted with third-year Literary and Philosophy stream learners, and a second one with EFL secondary-school teachers. At this level, the research investigates the writing lesson and the way it is conducted as well as the writing process undertaken in EFL composition. The obtained results are likely going to shed light on the existing problems and help suggest remedies in the subsequent chapter.

Chapter five, which has been framed out of the results obtained in the fourth chapter, provides alternative remedies to the writing process with regard to strategy instruction and training through the recommendations and suggestions of pedagogical perspectives which are hoped to contribute to the improvement of the prevailing conditions for third-year Literary and Philosophy stream students. The concern of these perspectives is first and foremost the reconsideration of EFL writing instructional practices (teaching/learning), with a focus on the writing process and explicit writing strategy instruction because it is strongly believed that students' deficiencies are not merely due to their linguistic competence, but mainly because of their unawareness of composing strategies resulting in lack or ineffective strategic use.

A great number of Algerian EFL secondary-school teachers feel that writing has been inadequately dealt with in language teaching developments over the past

few years and believe that this is particular to the foreign language. It should be noted, however, that the same is true to teachers of Arabic and French who confirm the fact that their learners underachieve when it comes to writing. A large number of teachers assert the importance of such a skill in the academic context, doing their best to help students improve their learning and become more effective writers, stating being in the constant quest of interesting ways to teach this skill, attempting to find solutions to remedy the problem.

Experience indicates that both curriculum and classroom practices still often lag behind in spite of the basic knowledge one has concerning development of foreign language literacy. In many cases, new curricula and new textbooks, and more importantly teacher training will remain essential factors in the successful implementation of process writing and writing-to-learn activities for the development of foreign language proficiency. Experience seems to indicate that writing can have a significant positive effect on student learning if it is applied widely and consistently throughout the curricula. The recommendations (presented in the fifth chapter) related to writing instruction are shaped to put special emphasis on strategy integration in the writing course. The purpose of the strategy-based approach is to help learners develop both their thinking and linguistic skills thanks to strategic use becoming an inherent part of their learning process leading to strategic competence in writing. Such a dimension requires from teachers a totally different perception of teaching/learning this skill and the way learners proceed as they engage in essay writing, attempting to gain insight into the difficulties learners encounter and the strategies they use, highlighting two major issues: which strategies can be taught at the third-year of secondary education, and how to teach them, taking into account a number of parameters regarding the learner himself. Such a consideration will probably help students get more motivated, more involved, becoming more autonomous and effective writers.

CHAPTER ONE

Writing and Learning Strategies

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1.1 Introduction

The purpose of the present chapter is to provide essential information about the nature of the writing skill through the presentation of the different components, processes, approaches and sub-skills which any writer needs for the production of a good piece of writing. This chapter is divided into three main parts. The first part deals with writing as a sophisticated language skill. Writing is, indeed, a complex activity in which the writer has to show control over a number of variables such as the graphological and the rhetorical elements, cohesion and coherence. This part also provides the reader with some characteristics differentiating writing from speaking despite the fact that the differences between the two forms are not absolute.

The second part endeavours to provide the reader with the background and a deep comprehension of language learning strategies. It first gives various definitions and taxonomies of such strategies presented by several researchers through several studies. It also deals with the characteristics of the strategies under consideration, stressing their importance in foreign language learning. The findings and suggestions of the previous researches done on language learning strategies put forward by various key figures are also used to provide support for further research on the topic.

The third and last part of this chapter highlights studies related to the good language learner, outlining his characteristics and providing additional information concerning the writing strategies used by good learners. Furthermore, this section outlines the complex steps and processes which proficient writers go through, stressing the fact that writing is not a linear process but a recursive mental one in which writers manage to use a number of variables simultaneously to achieve their composing task.

1.2 Writing Defined

Whether first, second or foreign language through which new ideas and concepts are transmitted, writing is an integral and important skill in any academic environment. Writing is the transformation and representation of human thoughts and information through written language (visual form). It requires more than the act of putting words together. It is rather a highly sophisticated thinking process involving the arrangement and manipulation of a number of activities and variables simultaneously through the application of grammatical rules, lexical items, graphological elements, and rhetorical patterns that are needed to produce any piece of writing. In this respect, Flynn and Stainthorp (2006: 54) state that: ''writing is an example of human information processing in action. It is a highly complex task that requires the orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system''. The ability to write and the simple creation of text according to Berninger et al. (2002, qtd. in Westwood 2008: 58) involve ''on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes involved in planning, sequencing and expressing the content''. Differently stated, writing is not just a graphic representation of speech; more than this, it is goal-directed and the act of communicating ideas through a purposeful selection and organization of thoughts.

It is generally argued that writing is not only difficult but also a challenging mental recursive process during which writers have to undergo and manage other subprocesses (planning, constructing, organizing, evaluating, reviewing, reconsidering and refining their style) in order to transmit their message (Saddler et al. 2004: 3 qtd. in Westwood: 2008: 57). As a matter of fact, writing is believed to be "the most difficult skill to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor[1] processes'' (Westwood 2008: 56).

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[1]Psychomotor represents the relationship between cognitive functions (mental activities) and physical movements of the body.

To sum up, it is possible to say that writing requires a certain outline and sequence of what is to be written, presented and arranged in a certain way. More importantly, it is a step-by-step activity that demands not only knowledge but the application of certain rules and norms of the language as well which writers need to take into account to direct and give sense to their writing.

1.3 Elements Shaping Writing

Since writing is most of the time used for a wide variety of settings and contexts, it can be produced in many different ways. Nonetheless, be it an essay, a poem, an advertisement, a newspaper article, a scientific experiment, a novel, etc., writing should consist of four variables: purpose, audience, tone, and content structure. In this respect, Sturm and Koppenhaver (2000, qtd. in Westwood, 2008: 56) explain that writing ''involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organisation, purpose, audience, clarity, sequence, cohesion and transcription''. It is then assumed that before undertaking any piece of writing, writers need to have a clear purpose for writing, develop audience awareness (i.e. the readers), as well as the tone and content of writing. Consequently, writers need to take into account these four components which will be discussed hereafter.

1.3.1 Identifying Purpose

Purpose is the fact of identifying and considering the reason (or reasons) for writing, what is aimed at as well as the intent the writer wants to accomplish through his/her writing. In this respect, Harmer (2014) explains that effective writers generally produce their writing with an aim in mind to accomplish their purpose. Purpose also guides writers through different stages of their writing and makes them decide about the style, content, and structure of the text. Hedge (1988) argues that purpose is not only indispensable for making writers keep in mind what they want to write about and the shape it should have including the type of writing (narrating, describing, exposing or arguing) and the language being used, as well as the ideas and thoughts writers want to include and convey through their message,

but has great importance in stimulating motivation as well. In so doing, writers also need to give meaning, sense, taste and direction to their writing by identifying, clarifying, and specifying their point (e.g. whether they want to detail an experiment, establish a principle, or make an evaluation), showing how the message should be developed, having a sense of continued achievement (Abi-Ayad, 1997). It is only by having a purpose in mind that writers would likely focus on one main central idea, thus creating good flow of ideas.

Accordingly, each writing genre carries out a purpose, and different purposes have different writing types, such types being different from each other and characterized by numerous features used for a particular purpose. Indeed, any specific writing genre requires the use of certain writing styles, that is, using a variety of language according to the writing contexts (Swales, 1990; Harmer, 2014). In addition to style and genre chosen for a particular purpose, audience awareness helps writers consider the reader as well as the content to be included.

1.3.2 Developing Audience Awareness

Audience, the person or persons to whom writing is addressed, plays an important role in the development of any piece of writing in the sense that writing is an act of involvement which makes writers think carefully about who they want to reach through their writing (Winch and Wells, 1995). After considering the purpose, Harmer (2014) states that writers construct their pieces of writing on the basis of what the readers (members of a discourse community) are familiar with. It results that, in order to write appropriately, writers need knowledge of the audience (taking into account its relevance) with its socio-cultural dimension (background and setting), taste, interests, needs as well as expectations, that is, whether a teacher, classmates, or a specific group of people (Abi-Ayad, 1997). Put differently, audience awareness enhances writing and helps writers adjust their writing according to the age, demands, needs, and educational/cultural background of the reader. Writing with a reader in mind proves important in the sense that it may affect the style of writing (Byrne, 1988). In this respect, Brookes and Grundy (1990: 14) posit it this way:

… the audience is of considerable importance. A consciousness of readership affects the way we write as well as the information we include. Our writing style, therefore, involves a sensitivity to our readers and their knowledge, beliefs, and expectations as well as being a reflection of ourselves.

Brookes and Grundy explain that audience awareness affects one's writing by taking into account the style used, the information included, also the way it is presented making skilled writers position themselves as readers. In so doing, writers may ask themselves questions (about what the readers know and expect about the topic) while composing; a fact that enables them produce clear, coherent, highly structured as well as well-written texts (Richards, 1990). As stated by Abi-Ayad (1997), audience awareness makes writers decide about the linguistic choices (i.e. level of language appropriate for a particular group).

Because audience unawareness may negatively affect one's writing and what writers produce is most of the time influenced by a real or even imagined reader, different researchers stress the fact that learners always need to be informed and reminded at different stages of the composing process that their writing will be probably read by someone (Rivers, 1981; Flower and Hayes, 1981; Byrne, 1988; Nunan, 1992). In this respect, Harmer (2014: 39) explains that: "…effective writing takes place when students are writing real messages for real audiences".

In sum, because any piece of writing carries a message, writers need to make the audience receptive to their writing. Keeping in mind who the audience is, writers would eventually take into account the tone being used throughouht their writing because what writers want to say is as important as how they say it. The next subsection explains how to select an appropriate tone to match the audience and purpose.

1.3.3 Selecting Appropriate Tone

Integrated within meaning to demonstrate how writing is presented to the reader, tone is a determinant factor upon which learners' writing may be judged either clear or ambiguous. Tone is related to purpose and audience referring to the writer's attitudes in how something is said or presented in writing and then the act of presenting facts by well-structuring sentences and selecting appropriate vocabulary to express oneself. In this respect, Harmer (2014) explains that the choice of language depends on what learners are writing for. While tone in speaking reveals speakers' feelings, emotions or state of mind represented through voice, body language and facial expressions, tone in writing is demonstrated through word choice, sentence structure, language style, be it formal or informal, and punctuation which help to compensate for the absence of the writer or of direct interaction between interlocutors (i.e. speakers and listeners). Besides tone, choosing content proves necessary and highly motivating when producing or interpreting a piece of writing.

1.3.4 Choosing Content

Purpose, audience, and tone shape the content of any piece of writing. Deciding about the content implies deciding what information or ideas to include in one's writing and in what sequence, i.e. how writers select, organize, and arrange the facts and ideas to be included. Choosing information and content in any piece of writing helps the reader interpret his/her reading by following and managing the flow of ideas. It is, then, believed that modifying the content on the spot may be confusing for the reader while changing it too slowly may be boring for him/her. In effect, the content proves to be important because it constitutes the piece of writing, confirms the purpose and also the point(s) one wants to tackle, or explains the argument(s) s/he intends to provide.

It proves then necessary for writers to know how best to sequence the information, facts, ideas, or arguments they decide to include because ''the ability to generate ideas and organize appropriate content for writing also needs some

measure of creativity and imagination'' (Rife, 2006 qtd. in Westwood 2008: 57). In such a way, writers also need to respect the accepted textual form according to the writing genre they are tackling because, whether consciously or unconsciously, readers will expect a particular layout and schematic structure of the discourse depending on the context of the communication (Abi-Ayad, 1997). It is assumed that writing well not only requires having a good command of the language system but on making appropriate choices as well (how to use the language). It is then believed that absence or inappropriate use of such language components will lead to an unsuccessful piece of writing (Tribble, 1996).

With regard to EFL learners, they seem to face difficulties concerning the selection and organization of ideas, giving too much importance to the language used. Since the content is rarely provided, it becomes problematic for both non-native speakers and foreign language learners to deal with the selection and organization of ideas. As a result, writing effectively requires providing learners with relevant content demonstrated in a visible and intelligible manner.

1.4 Complexity of Writing

Many EFL teachers believe that since writing is the skill which receives little attention (by learners), it is consequently the one in which learners display low proficiency level. In this respect, Hedge (1988: 6) states that ''many teachers feel that writing has been the poor relation in the language teaching developments of the last ten years'' because, as stated by Byrne (1979: 01), writing is neither "easy nor spontaneous" since it requires "conscious mental effort in the transformation of one's thoughts into language". Writing appears to be a really demanding activity since it is a thinking process (cognitive activity) in which writers translate their thoughts and ideas into written language.Writing, indeed, requires more than the act of putting words and sentences together. On the contrary, it is a very complex skill requiring both physical and mental activities on the part of the writer (Byrne, 1979).

Likewise, Westwood (2008: 56) states that: "…writing in different genres and for different purposes relies heavily on possession of adequate vocabulary,

knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language''. He adds that "writing can be extremely demanding for students because it calls upon many experiential, cognitive, linguistic, affective and psychomotor memories and abilities'' (p.56). More than this, such a skill requires time to develop since a number of elements are weaved together to form the final product.

Unlike speech, the conventions of writing are not flexible and writing has its own internal structure based on the letter, not the sound (Sadiqi, 1990). Since writing is static, it does not allow deviations from established standards. In this respect, Byrne (1979) adds that grammar mistakes can be tolerated in speech because of the spontaneous nature of the medium. In writing, on the other hand, expressing oneself in a clearer and more grammatical manner proves indispensable in order to compensate for the absence of certain features of spoken language, such as immediate feedback between interlocutors since the writer is isolated or absent and cannot receive feedback from his/her audience. Immediate feedback helps writers review and refine their writing. Because in oral communication the audience is present, writing a language comprehensibly appears to be quite complex in that the writer has to attend to making things explicit and unambiguous, using specific discourse elements differentiating between speech and writing (see sections 1.4.1 and 1.4.2). For this main reason, writing has always been considered the most sophisticated and consequently the most difficult of the four basic skills to master, for all language users, whatever the language in question (first, second, or foreign language) (Hedge, 1988; Westwood, 2008). According to Richards and Renandya (2002: 303), such difficulty "lies not only in generating and organizing ideas but also in translating them into readable texts". For her part, Hedge (1988) explains that writing is not a linear process but a recursive one in which writers move forwards and backwards to plan, draft, revise and edit. That is, at any stage of the writing process, they may replan, redraft, revise and reedit until they feel satisfied with the final version (product).

While often described as "a demanding and troublesome component in the learning environment", writing is an important dimension of academic life (Murray and Moore, 2006: 04). They add that it is the skill most required for future professional and academic success; this is why it is more highly valued than oral language in the EFL teaching/learning environment. For instance, writing serves as an important tool of assessing proficiency in major examinations such as the Baccalaureate exam (in the Algerian context), and other sub-tests such as those assessing learners' proficiency level throughout the whole academic year. Good writing according to Raimes (1983: 06) requires the acquisition of a wide range of linguistic skills including grammatical accuracy, lexical knowledge, syntactic expression, style, rhetoric and a range of writing strategies such as planning and organization (see figure 1.1). Writing instructors are not only responsible for emphasizing accuracy in formal language but also have to attend to the establishment of meaning by providing their learners with meaningful contexts and authentic purposes for writing, this making the teacher's task a complicated one.

While grammar mistakes can be tolerated in oral communication (Byrne, 1979), a piece of writing that is full of errors will prove difficult to read if writers have failed to use the writing conventions so essential to provide clarity of meaning (e.g. correct grammar, punctuation, spelling). Writing comprehensibly not only requires knowledge of the language structure but that of the graphological devices as well. The following sections present the different elements writers need for the production and presentation of their writing. Although the graphological elements such as handwriting, punctuation, spelling and layout seem to be simple and evident to use and master, being of vital importance in composing, learners nonetheless fail to make use of such components, so essential for the production of a good piece of writing.

CONTENT

SYNTAX

Relevence, clarity,
originality, logic, etc.

Sentence structure,
sentence boudaries,
stylistic choices, etc.

THE WRITER'S PROCESS

Getting ideas, getting started,
writing drafts, revising.originality,
logic, etc.

GRAMMAR

Rules of verbs, agreements,
articles, pronouns, etc.

Clear, fluent,
and effective
communication
of ideas

AUDIENCE

The reader(s).

MECHANICS

Handwriting, spelling,
punctuation, etc.

ORGANIZATION

PURPOSE

The reason for writing.

Paragraphs, topic and
support, cohesion and
unity.

WORD CHOICE

Vocabulary, idiom, tone.

Figure 1.1 Producing a Piece of Writing (Raimes, 1983: 06)

1.4.1 Mechanics of Writing

Used to clarify meaning and provide legibility, graphological elements play an important role to guide both writers and readers to produce or interpret written texts. Researchers like Ourghi (2002) and Harmer (2004) argue that punctuation, spelling, and the construction of well-formed sentences, paragraphs, and whole texts are features and "mechanical" components specific to writing used to enhance clarity. In other words, these features allow writers to specify the way their writing would be interpreted, such devices helping the reader understand precisely what the writer intends to convey. Making writing sound exactly the way it sounds to the writer, conventions also orientate the reader by telling him when to go, when to carry on, when to finish, when to accelerate, when to slow down, and so on (Harmer, 2014).

Different writing purposes frequently require the use of specific formats, graphic, layout, appropriate punctuation, and specific terminology (Harmer, 2001).

1.4.1.1 Spelling

Spelling, the fact of forming words with correct letters arranged in the right order is, according to Harmer (2001), the representation of the sounds of human speech by means of standardized writing rules. In Westwood's words (2008: 62) ''learning to spell in a language like English is not an easy task''. Indeed, while there seems to be a close interrelationship between sounds and spelling in several languages, this is not the case in English where spelling is most of the time irregular, the reason why many EFL learners find it difficult to learn and generate the appropriate spelling of what they want to write (Saddler, 2006; Thomson & Snow, 2002 qtd. in Westwood: 2008: 62; Harmer, 2014). Just as any language has its own specificities, English spelling is complex but not completely random. In this respect, Browne (2009: 132) states that: "… the English writing system is not completely alphabetic. In alphabetic systems each speech sound or phoneme is consistently represented by a single grapheme, that is a letter or a combination of letters".

If English spelling appears to be somehow difficult it is because its vocabulary consists of many words derived from other languages and which have been adopted with their original spellings. Likewise, Harmer (2014) explains that one of the reasons that makes spelling difficult for native and non-native speakers alike is that the correspondence between the sound and the way the word is spelt is not always systematic and evident. For instance, a single sound may have many different spellings, e.g. /k/ car, ache, kid, pick, and the same spelling may have many different sounds; e.g. –s- sister, paradise, insurance, pleasure. Moreover, the sound /ʌ/, for example, can be realized in a number of different spellings (e.g. brother, country, cut, blood). Harmer (2014: 10) also adds that: "the letters *ou*, on the other hand, can be pronounced in a number of different ways (e.g. enough /ɪnʌf/, through /θruː/, though /ðəʊ/, trough /trɒf/, journey /dʒɜːni/)". Harmer (2014) and

Ourghi (2002) explain that homophones (words that sound the same but are spelt differently) like through and threw, sun and son, may also be confusing for learners. Browne (2009: 132) adds that "the phoneme represented by the letters *ough* in *through*, for example, may also be represented by *ou* as in *you*, *u* as in *prudent*, *oo* as in *boo, oe* as in *shoe, ue* as in *clue*, or *ew* as in*chew*". Spelling of English words depends on the sounds that come before or after them and also on their etymology and historical developments (Harmer, 2004). It should be borne in mind that just as some sounds are spelt in a variety of different ways, a number of spellings have a variety of different sounds (Browne, 2009).

Even though word pronunciation can vary greatly, no indication of the way words are spelt is provided. This occurs more particularly with what is referred to as 'function words' (grammatical words). To illustrate this, Harmer (2001) says that <u>was</u> sounds like this, /wɒz/ when emphasized. However, when it occurs in a sentence like *I was robbed* the vowel sound changes from a stressed vowel /wɒz/ to an unstressed vowel /wəz/, e.g. /aɪwəzrɒbd/.

(Harmer, 2001 qtd. in Abi-Ayad, 2009: 13)

Harmer (2014: 46) adds that: "English spelling rules do often have exceptions, these usually applying to only a small number of individual words". Harmer explains that besides spelling rules, users of the language need to be aware of these few exceptions which most of the time apply to a restricted number of English words. Although incorrect spelling does not actually interfere with comprehension, it can nonetheless affect the reader's judgement especially in the case of test and exam assessment (Abi-Ayad, 1997).

Learners need to develop an awareness of the mechanics underlying correct writing, this latter being only effective if it is constrained by rules and conventions (Ourghi, 2002). Harmer (2014: 10) explains that: "accurate spelling entails an understanding of spelling rules, getting to be familiar with the morphology of the language" (i.e. how words are formed), and be "aware of the phonological" (i.e.

how sounds correspond to letters), "visual" (i.e. how words appear), "morphemic" (i.e. the meaning of words and how spelling changes when the words take on different grammatical forms), and "etymological knowledge" (i.e. origins of words and their meaning) (Westwood, 2008; Browne, 2009). In order for learners to have control of the mechanics underlying correct writing, showing ability to spell and punctuate according to the conventions of the language so as to overcome their spelling difficulties, students need to read extensively, using the dictionary for checking the spelling form, dealing with copying exercises and dictations. Mentioning that such activities prove very useful in that they require careful observation and memory is worthwhile.

1.4.1.2 Punctuation

Punctuation is the fact of using spacing and other conventional signs (punctuation marks) such as the full stop or comma to regulate writing by creating sense and clarity. It is the system of signs and symbols permitting to writers to construct and regulate their writing and showing readers how such writing is to be read and interpreted. Said differently, punctuation plays a significant role while reading or producing a piece of writing in the sense that it helps organize and structure one's writing. Punctuation helps to establish the structure and logic of writing. By affecting meaning and helping to interpret reading passages, Harmer (2014) explains that punctuation has different functions such as clarification of grammatical structures, thus, making the relationship between groups of words clear to avoid ambiguity and creating stress in sentences. Punctuation is also important to interpret and avoid ambiguities while interpreting written discourse. For example: "woman, without her man, is nothing" (emphasizing the importance of men), and "woman: without her, man is nothing" (emphasizing the importance of women) have very different meanings. In other words, because some features of spoken language such as intonation, facial expressions, pauses, intonation and volume are absent in writing, punctuation marks such as spacing and conventional signs represent them in the written mode, helping understand how a text is constructed and how it should be interpreted. Harmer (2004) explains that the full stop, for

instance, clearly indicates where a sentence ends and makes readers stop and read a particular group of words as one complete thought. He adds that other marks of punctuation, such as the colon and semi colon, especially in longer units, show that there is a relationship between a word or group of words and those that follow. Besides indicating where a sentence starts and ends, punctuation also serves to demonstrate its speech function, that is, whether it is a statement, question, exclamation or quotation (Abi-Ayad, 1997).

Though punctuation principles differ from language to language, EFL learners need knowledge of the graphic system (to spell and punctuate according to the conventions of the target language) for their reading, also to be able to write comprehensibly (Abi-Ayad, 1997; Ourghi, 2002). It is then believed that learners with no control over the mechanics of writing would still have trouble having their message across. In this respect, to overcome the problem of punctuation, teaching aspects of the system from the very beginning in addition to regularly assigning punctuation activities seem highly beneficial.

1.4.1.3 Handwriting

Handwriting is the representation or production of one's writing by hand. Being a personal issue and having no direct interference with content and meaning, bad handwriting (i.e. badly-shaped letters) may be problematic for both readers and writers in all situations (e.g. whether the piece of writing is the product of some creative task, or more formal writing to be assessed in a test or exam) in the sense that it may strongly influence and negatively affect the reader's opinion concerning his/her writer (Harmer, 2001). The quality of any piece of writing is judged not only on the content, the language, the use of punctuation and spelling, but also on handwriting. While Harmer (2014: 44) states that: "handwriting can be particularly difficult for some students", he also explains that handwriting may be problematic (e.g. producing the shapes of English letters) for learners whose native language orthography is different from that of English (case of Chinese or Japanese characters and Arabic or Indonesian scripts) mainly because learners are

"accustomed in their L1 to writing from right to left" (Harmer, 2014: 45). Considering the challenge that handwriting presents for some learners, showing them ways to improve in this area would certainly help solve such areas of difficulty (Abi-Ayad, 2009). It has then been observed that explicit instruction in handwriting and spelling not only improves those skills but results in better quality and amount of written work as well (Graham et al., 2005 qtd. in Westwood, 2008). Besides spelling, punctuation and handwriting, good writing also requires layout. Therefore, the following section defines layout and the role it has when producing, recognizing and reading a piece of writing.

1.4.1.4 Layout

Layout in writing refers to the representation and arrangement of texts, facilitating their reading and comprehensibility. Accordingly, any piece of writing takes a specific form or shape depending on whether it is a postcard or a letter, a paragraph or an essay, an application form, a newspaper article, an e-mail, an advertisement, a poem, a recipe, a medical report, etc., on the information it contains, and the message it is intended to convey. In this respect, Harmer (2004: 256) states that different writing genres possess or have at their disposal varied punctuation and layout conventions most of the time non transferable from one language to another or even from one writing genre to another. While essays are arranged into paragraphs, newspaper articles have a specific layout (columns) and kinds of "small ads" in magazines follow conventional formats. Harmer adds that business and personal letters, for instance, are different from each other, and e-mails have conventions all of their own (Harmer, 2004). In addition to appropriate punctuation, correct or accurate spelling and good handwriting, writing successfully also requires from learners knowledge and mastery of these different layouts which, once used appropriately help learners write more efficiently, and have their message across. It should be pointed out that inappropriate layout may affect the legibility and comprehension of any piece of writing (Harmer, 2014).

Although the graphic conventions, without which writing would be a mess, are not the text itself, they nonetheless ensure that communication is efficient. Expressing what has been written the way one wants it to sound is worthwhile because whatever the ideas, they deserve to be understood exactly according to the desired meaning and information one wants to convey (Abi-Ayad, 2009). For this main purpose, both the rhetorical and graphological elements prove essential. Learning to write not only requires awareness of such conventions, without which a text would be difficult to read due to lack of coherence, but also the ability to use them in one's writing. In addition to graphological elements, rhetorical ones such as logical, grammatical, and lexical devices prove to be necessary for the production of good pieces of writing in the sense that they help writers be fluent, logical, and coherent in their writing.

1.4.2 Rhetorical Devices

Rhetorical devices make one's speech or writing more interesting and lively and help the speaker or writer keep his/her listener's/reader's attention. Rhetorical devices are not only necessary for the production of texts (pieces of writing), but for analysing them as well. Obtaining clarity and coherence in writing depends on identifying the relationship among the different parts of the text; that is, between words, ideas, sentences, and paragraphs because the entire meaning of any piece of writing is expressed in written language. Therefore, to avoid any sort of confusion or ambiguity, writers need to pay attention to the linguistic items used so as to ensure that the different parts the message conveyed relate to each other. In this respect, Halliday and Hasan (1976) explain that cohesive devices help the writing flow naturally, providing content and easiness in reader comprehension. Moreover, it is only by linking individual sentences and parts of sentences that the reader can understand the flow of ideas without any difficulty (Richards et al., 1985). The rhetorical elements presented here fall into three categories: logical, grammatical, and lexical elements.

1.4.2.1 Logical Devices

Also referred to as linkers, logical devices are specific items used to define the link between the different parts of a text; that is, relating what proceeds to what follows (Byrne, 1988). Connecting devices help writers develop the most essential ideas underlying their writing in a tightly connected structure, in a way that allows the reader make the same connections writers make. Pincas (1982) states that such devices cannot be used interchangeably because they have specific meanings; as a result, one has to use them according to the particular type of writing tackled. She adds that, despite a good command of English and a certain proficiency in grammar exercises, learners fail to achieve cohesion in writing due to their inability to handle cohesive ties properly, limiting themselves to the only linking word 'and', e.g. 'I would like to live at the coast and it is very beautiful and you can see beautiful views and you can enjoy yourself...' (Pincas 1982: 56 qtd. in Abi-Ayad 2009: 19). Among the numerous logical devices, the most commonly used are the following:

Table 1.1 Logical devices

Addition	Contrast	Result	Similarity	Illustration	Temporal
Again	But	So	Similarly	For example	First
Also	Yet	Then	Likewise	For instance	Then
And	Instead	Thus	Like	In this case	Next
Too	However	Therefore	In the same way	That is	Later
Moreover	While	Accordingly		Such as	After that
Besides	Whereas	Consequently			Finally
Furthermore	Nevertheless	As a result			At last
In addition	On the other hand	As a matter of fact			
	On the contrary				

1.4.2.2 Grammatical Devices

Harmer (2014) states that tying words and sentences together in a piece of writing, grammatical devices also establish grammatical cohesion which may be achieved in different ways, using words not having their own meaning, yet gaining it from other items referring to it (e.g. pronouns and possessive reference, article reference, demonstratives, tense agreement, substitution, and ellipsis). In this respect, Halliday and Hasan (1976: 04) state that: "cohesive relationships within a text are set up: Where the INTERPRETATION of some elements in the discourse is dependent on that of another. The one PRESUPPOSES the other in the sense that it cannot be effectively decoded except by recourse to it". Halliday and Hasan state that discourse interpretation depends heavily on its interrelated elements which should be tackled in their context and not separately.

Such writers point out that endophoric (i.e. anaphora and cataphora reference) relations do form cohesive ties (Abi-Ayad, 1997). They are of two kinds: those that look back in the text for their interpretation which Halliday and Hasan (1976) call anaphoric relations, and those which look forward, called cataphoric relations. Anaphoric reference can be illustrated by the following examples: (1) Growing pressure on people in their 50s and 60s... *their* is used to refer back to *people* (Harmer, 2014: 23). (2) *The minister of education* has taken new measures.*She*will*expose her programme tomorrow. The pronoun s*he* in the second sentence can be decoded without major difficulty since it refers back to (is anaphoric to) *the minister of education* in the first sentence. The anaphoric function obtained thanks to using the pronoun s*he* gives cohesion to both sentences to constitute a text. Consequently, if taken out of context, the item s*he* cannot be understood except by reference to a person.

Cataphoric reference is the reverse of anaphoric reference. Cataphoric reference looks forward in the text with the major purpose of holding the reader's attention. Cataphoric references frequently occur in the opening sentences of texts, making use of definite articles and pronouns (Harmer, 2014). For example, the

meaning of the sentence below is completed only after the last part has been reached: When he arrived, John noticed that the door was open. It should be pointed out that such references can also operate between paragraphs. Harmer (2014: 24) adds that ellipsis may also be used in such cases, explaining that most of the time writers substitute a short phrase for a longer one which has preceded it (e.g. He shouldn't have *cheated in his exam* but *he did so* because he was desperate to get into university). It appears from the example that 'he did so' substitutes for 'cheated in the exam'.

1.4.2.3 Lexical Devices

Also called linking words, lexical devices establish links between words themselves. Appropriate vocabulary (word choice) is necessary to create unity in a piece of writing (Pincas, 1982). Such devices may appear under the form of word repetition, (e.g. Growing pressure on *people* in their… It found a shortage of young *people*…This would shrink the number of retired *people* who are able to care for their grandchildren.), through 'lexical set chains', that is, as Harmer (2014: 22) explains, words in the same topic area (e.g. Growing pressure on *people* in their 50s and 60s to stay in paid work is set to divert *grandparents* from helping their working *daughters* and *sons* with childcare…).

In order to implement effective classroom practices, it seems relevant to familiarize learners with such devices and how to use them accordingly. Learning to write requires both awareness of these features and ability to use them depending on the type of writing. Besides graphological and rhetorical conventions, other components are required for the production of a good piece of writing; these are cohesion and coherence.

1.4.3 Discourse Unity

The organizational structure of a good piece of writing depends first and foremost on two equally important features which are cohesion and coherence. After being used interchangeably for a long time, such features became distinct components of written language thanks to Halliday and Hasan's work (1976) and appear to be key elements when interpreting discourse (be it spoken or written). While cohesion is considered to be the property of the text, coherence may be achieved through the reader's interpretation of discourse (Hoey, 1991 qtd. in Ourghi, 2002). In this respect, Kane (2003: 95) argues that: "paragraph unity involves two related but distinct concepts: coherence and flow". The connexion, which is the ties or markers linking between individual clauses and relating discourse units in a text, has been defined as cohesion. While cohesive devices allow ideas to flow logically, they nonetheless do not establish coherence. The latter can be discussed in terms of cohesion, yet the reverse is just not possible. Coherence acts as an overall framework that leads the writer to build unified and meaningful discourse, a coherent text being easily distinguishable from random sentences. Kane (2003) stresses the fact that both of cohesion and coherence prove necessary if a paragraph is to be truly unified. What is then clear is that the role of cohesion in the establishment of coherence proves indispensable.

1.4.3.1 Cohesion

Cohesion is a basic component for the production of a good, logical, and clear piece of writing. Meaning to "stick together" and compared to the "glue" that holds a piece of writing together (Harmer, 2014), cohesion contributes to achieving unity or connectivity in discourse through the use of various semantic or linguistic ties. In this respect, Kane (2003: 95) states that cohesion or ''flow means that the sentences link up so that readers are not conscious of gaps. It is a matter of style and exists in specific words and grammatical patterns tying one sentence to another''. Differently stated, cohesion helps create and reinforce connections between words themselves, sentences and ideas (Abi-Ayad, 1997; Ourghi, 2002). Cohesive ties or

linguistic devices help create "textual connectivity" or texture in that they prove essential, if not indispensable, for the construction of well-structured texts (Halliday and Hasan, 1976).

Researchers like McCarthy (1991), Nunan (1993), Ourghi (2002), and Harmer (2014) argue that cohesion in writing can be achieved thanks to using markers of various kinds such as transitions, repetition of key words and phrases, pronouns, and references. In this respect, cohesive cues or rhetorical devices are believed to explicitly link together all the propositions (whether oral or written), thus resulting in cohesion in writing (or speech). Cohesion refers to the grammatical relationships (i.e. reference, ellipsis, substitution, etc.) and lexical links (i.e. use of repetitions, synonyms, antonyms, etc.) that tie different parts of a sentence, one part of a text to another and also larger discourse units: from paragraph to paragraph (Richards et al., 1985; Nunan, 1993). These include the use of synonyms, lexical sets, pronouns, verb tenses, time references, grammatical references, etc. For example, 'it', 'neither' and 'this', all refer to a previously mentioned idea; 'first of all', 'then' and 'after that' help to sequence a text; 'however', 'in addition' and 'for instance' serve to link ideas and arguments in a text (Nunan, 1993).

In addition to transitional words, using reference items also helps making writing cohesive. Ourghi (2002: 128) explains that "reference items in English include pronouns (e.g. he, she, it, him, her, they, etc.), demonstratives (e.g. this, these, that, those), the article 'the' and items like such as". Reference includes three main types: anaphoric, cataphoric, and exophoric[2] (McCarthy, 1991). Ourghi (2002) explains that reference words are generally used to point back to a previously mentioned idea, both emphasizing it and finding the referent of a pronoun. Learners have no difficulty in decoding the items he/she or them since they refer to small units of text. However, because the items 'it' and 'this' refer to larger units/stretches of discourse, finding a referent becomes troublesome for the majority of learners

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[2]Exophora contrasts with endophora Exophoric relationship refers to a pronoun, a word or a phrase referring to something or someone not really in the text.

(Ourghi, 2002). Third and no less important than the first two ways to achieve cohesion is repetition of key words (Abi-Ayad, 2009). To maintain cohesion, repeating important key words to provide ease in reader comprehension, getting him to follow the movement of ideas, proves of great help.

Yet, it may be fair to argue that reformulation, use of certain lexical items and conjunctions, and frequent repetitions can affect cohesion lexically or grammatically (use of pronouns, articles, tenses, substitution and ellipsis). Such elements being acceptable in some languages but not in others can be troublesome for EFL learners whose first language is Arabic, this language making a large use of the definite article (Ourghi, 2002). For this reason, it seems essential to mention that the majority of EFL learners encounter various problems related to the use of articles, tense agreement, and overuse of repetition. Though the terms cohesion and coherence are used almost interchangeably, in reality they have different meanings when applied to discourse.

1.4.3.2 Coherence

Coherence, which refers to the "overall consistency" of a text, its purpose, content, tone, style and form, is "the relationship which ties the meaning of utterances in discourse and that of sentences in a text" (Richards et al., 1985), implying the overall connectedness of ideas in a piece of writing (i.e. discourse unity is established thanks to the different connections used to make ideas move easily from a sentence to the other). Coherence in writing according to Kane (2003) means that ideas fit together, that is, implying relevance of ideas (all the included ideas should relate to the same topic) and effective order of ideas (the included ideas should be arranged in a logical way demonstrating their importance). Differently stated, coherence can be seen as the way sequence of ideas and meanings relate to each other, and requires complex structure involving several dimensions: clear organization and logical sequence of ideas, continuity of thought (allowing no irrelevance), appropriate emphasis on ideas and a sense of completeness. Although a text may be formed of linguistic elements (words and

sentences), it cannot be said to be coherent unless it contains larger discourse units with interrelated meaning (Abi-Ayad, 1997).

While discussing the importance of discourse conventions, Nunan (1993), explains that cohesive devices help differentiating between coherent discourse (be it oral or written) and random utterances or sentences. Yet, just as Widdowson (1978) states that cohesion is neither necessary nor sufficient for the establishment of coherent discourse, Nunan (1993) adds that cohesion alone does not imply coherence. Interpreting discourse is a matter of readers/listeners using their content knowledge to relate the discourse world to culture, events, and behaviour, beyond the text itself (Nunan, 1993; Ourghi, 2002). Put differently and according to Ourghi (2002), coherence may be achieved by readers' perceptions of texts, interpreting what the writer's intent is. In kane's words (2003) coherence belongs to the substructure of the paragraph, to relationships of thought, feeling, and perception.

Since coherence in writing is much more difficult to sustain than coherence in speech, it results that what matters most is the reader's effort to arrive at the writer's intended message (Abi-Ayad, 2009). To achieve a good piece of writing, some essential, well-defined types of knowledge are needed: purpose and audience, mastery of the language system, knowledge of discourse conventions, and composing strategies employed in the writing process discussed hereafter.

1.5 The Writing Process

The process-approach is associated with a new range of classroom tasks characterised by the use of journals, creative writing, peer collaboration, revision and attention to content before form. The main concern of this approach is how writers generate ideas, record and refine them in order to form a text. According to Zamel (1983), process approach researchers explore writing behaviours by focusing on studying and understanding the process of composing. In this respect, Flower and Hayes (1981) establish a model of writing processes: planning, writing, and reviewing (see figure 1.2). They point out that such processes are not linear but recursive and interactive, and that the acts can be reviewed, evaluated, and revised,

even before any text has been produced at all. Writing is, indeed, a recursive and dynamic process that Camps (2005: 14) defines as ''a sequence of a series of cyclical, recursive, and progressive stages with the purpose of producing a final piece of written work''. Camps emphasises the idea that writing is a series of interrelated, cyclical and gradual stages in which writers' purpose is to compose and then produce the final version of their writing (product).

In spite of all that has been said, the process approach has been criticized because it proves deficient in the sense that it completely puts aside writing as a product. In this respect, Badger and White (2000) state that it gives insufficient importance to the kind of texts writers produce and why such texts are produced, and that teachers offer learners insufficient input, particularly, in terms of linguistic knowledge to write successfully. For this reason, Bizzel (1992) suggests that teachers need to focus on the conventions of academic discourse, emphasising the relationship between discourse, community and knowledge.

The traditional product approach has for a long time had as its main concern writing as a product to the expense of the writing process and the cognitive processes writers employ in the composing process. Such an approach takes into account the final product of writing and completely neglects the processes writers go through while composing. The writing process is not a linear but a recursive one in which meaning is negotiated (Flower and Hayes, 1980). In this respect, Zamel (1983:156) says that: "writers discover and reformulate their ideas as they attempt to approximate meaning". While composing, writers go through different processes of planning, drafting, and reviewing simultaneously to negotiate and discover meaning (Flower and Hayes, 1980; Zamel, 1983). According to Zamel (1982) writers plan, for instance, from the beginning to the end of writing, amending and reformulating their plans throughout the whole composing process. Bereiter and Scardamalia (1987) and Flower and Hayes (1980) are the researchers who, among others, attempted to understand the composing processes and to establish writing models. Grabe and Kaplan (1996) consider Flower and Hayes' (1981) model as a significant one to understand and study the composing processes of writers. In this

respect, Flower and Hayes (1981: 366) state that: ''writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing''.

It is believed that the introduction of Flower and Hayes' theory in 1981 of the cognitive processes involved in writing paves the way for further research to study how the composing process actually takes place. In so doing, Flower and Hayes (1981) also identify three aspects of the writing activity: the task environment (rhetorical situation); the writer's long-term memory (audience knowledge, topic, and writing plan); and the writing processes (planning, translating, and reviewing embedded in self-monitoring). After five years of protocol analysis in which learners (writers) were given a set prompt (like write an article for Seventeen magazine), Flower and Hayes (1981: 366) came up with the following results:

1. The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing.
2. These processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other.
3. The act of writing is a goal-directed thinking process, guided by the writer's own growing network of goals.
4. Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals which embody the writer's developing sense of purpose, and then, at times by changing major goals or even establishing entirely new ones based on what has been learned in the act of writing.

The process approach in teaching focuses on the process of writing, as opposed to the end product, which has always been a key to the product approach. It is agreed that a good piece of writing is not the result (product) of only one draft but the result of many stages and processes writers undertake while composing. Therefore, the more learners write, the better is their writing likely to become. In

this respect, Lewitt (1990: 04) says that: "writing, and writing, and then more writing teaches writing". This means that after completing their writing, authors read, reread, rearrange, rewrite, re-evaluate their written texts (e.g. adding new ideas or omitting others, modifying and refining their writing), this helping them produce a good piece of writing. Such an approach is more in favour of fluency rather than accuracy, also emphasising quantity over quality while writers are producing their first drafts. For his part, Byrne (1988: 102) adds: "We may even write several versions of a text before we are satisfied with the result".

The process approach considers writers as independent producers of texts and stresses the need to assist and equip learners with the necessary linguistic tools, and provide them with the opportunity and time to develop their abilities to plan, define a problem, propose and evaluate solutions. In this respect, Hyland (2003) states that giving feedback proves necessary in assisting learners during their composing process making them move through its stages. In such a way, various means of providing feedback (teacher-learner conference, peer response, and reformulation) are used. Besides these mental activities, writing is also composed of three sub-processes which are dealt with hereafter: the pre-writing, writing, and post-writing stages.

1.5.1 The Pre-Writing Stage

The pre-writing stage, being the first stage of the writing process, that is "before words emerge on paper", comprises other sub-processes such as planning, brainstorming, organisation and goal setting (Flower and Hayes 1981: 366). It is everything writers do to discover and define a topic, generate and organize ideas related to it. According to the Flower and Hayes' model (1981), generating ideas consists in retrieving relevant information from the task environment and long-term memory. During this phase, learners brainstorm to generate as many ideas as possible, select the most appropriate ones, organise them and develop an outline or a plan. Organising in its turn involves selecting thoughts retrieved by the generating process and structuring it into writing (Flower and Hayes, 1981). In this respect,

Chien (2008: 46) states that organizing "includes structuring information in a cohesive and coherent way, through knowledge of the long-term memory and task environment for the documentation". Flower and Hayes (1981), for their part, explain that goal setting consists in using some of the generated ideas to assess the text with reference to the desired goal. Setting goals will make writers develop plans, thinking about the method or means by which they will reach their goal. As their previous goal changes, writers will re-organise and adjust plans to fit their deepening understanding of the task at hand, i.e. writers go through different processes making a series of decisions and choices while producing their texts (Chien, 2008).

1.5.2 The Writing Stage

Also referred to as 'translating', the second stage of the writing process is, according to Flower and Hayes (1981: 373), "the process of putting ideas into visible language". Said differently, it is the act of composing and implies the transformation of one's thoughts into language, i.e. transformation of these thoughts and ideas into words, sentences, and then language to construct clear, cohesive and coherent texts. Flower and Hayes (1981) also state that a distinction can be made when writers move from planning to translating, explaining that translating may make writers clarify, develop, review and modify their message moving forwards and backwards as these processes and stages often alternate with each other.

1.5.3 The Post-Writing Stage

Devoted to evaluate either what has been planned or produced, post-writing is divided into two phases: revision and proof-reading. While revision which literally means "to see again" involves four steps that can be considered as questions writers ask about their work concerning the addition of details, omission of unnecessary information, substitution of items for others, and rearrangement of paragraphs, proof reading brings about accurate punctuation and spelling, verbs that agree with their subjects, pronouns that have clear reference and so on. Reading and editing make writers check correctness and clarity that is, with the aim of correcting

anything that would hinder comprehension or prohibit the text from meeting the objectives. In so doing, writers correct grammatical errors and change the contents of their writing. In this context, Flower and Hayes (1980: 209) add that when the evaluation of a plan or a text is not satisfying, reviewing generally brings about revision. Flower and Hayes (1981) state that reviewing occurs "self-consciously" when writers feel the necessity to evaluate the written text. In other words, Flower and Hayes (1981) and Hayes (1996) explain that it is an activity in which writers decide to devote time to systematic verification of the text, for instance, when noticing errors or illogical aspects during the act of translating.

It is assumed that writers continuously monitor the whole composing process thinking, coordinating, examining, and evaluating the mental activities to ensure the quality and progress in writing (Flower and Hayes, 1980; 1981). It is also argued that to improve their writing proficiency level, learners should actively set, regulate and monitor their own progress towards those cognitive goals associated with writing; this process is referred to as "executive control" (Hayes, 1996 qtd. in Chien, 2008).

In sum, the Hayes and Flower writing process model "appears to do what it is supposed to do, which is to serve as a frame for working out more detailed and possibly more controversial accounts of how the mind copes with writing tasks" (Scardamalia and Bereiter 1986:122, qtd. in Chien 2008: 47). Chien (2008:47) adds that such a model has a significant role, setting up a theoretical one (model) that "sparks widespread discussion by researchers of empirical L1 and L2 writing process study, …establishing interdisciplinary links among composition studies, cognitive science and psychology, and paying attention to the different sub-skills of the actual strategies that writers might make use of collectively". Chien explains that Flower and Hayes' model (1981) has helped gain more insights into the writing processes writers go through while composing, taking into account the cognitive aspect. While paving the way for more studies and investigations in the field of second and foreign language learning, such a model has also strived to bring about changes concerning the teaching instruction and the teaching of composition.

It is then assumed that writing is a complex task to complete in which writers need to be self-regulated and monitor the difficult cognitive processes. More than that, Hayes (1996, qtd. in Chien, 2008) argues that writers who are conscious of the strategies they use can differentiate between those that are appropriate or not for particular writing tasks, and are thus capable of monitoring their writing, and that the understanding and control of cognitive processes forms the writer's metacognition. Therefore, for a better understanding of the writing process, we need to know what these strategies are, the different studies done in this field, as well as the role and importance such strategies have in the learning process.
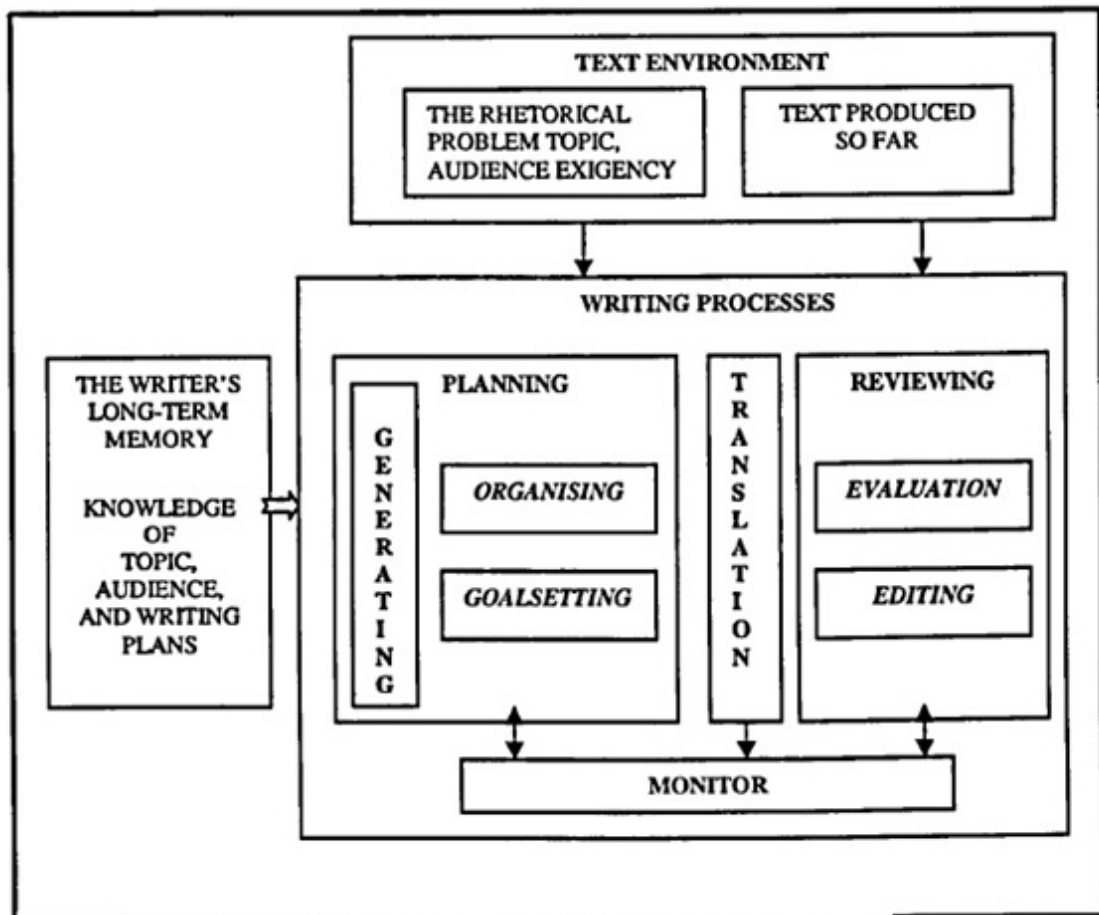
Figure 1.2 The writing process model (Flower and Hayes, 1981)

1.6 Language Learning Strategies

The different approaches and methods adopted for language teaching/learning through time have led researchers to shift their attention from teachers and their teaching methodologies/techniques to learners and their learning processess. As a matter of fact, learner centredness has even become so important that changes in language learning have brought language learning strategies to the center of attention for researchers and educators (Zare, 2012).

Language learning strategies have received a particular attention since the late 1970's because various studies on second and foreign language learning show that learning strategies are important in the process of language learning and influence the student's ability to learn in a particular context (Oxford, 2003; Brown, 2007; Zare, 2012). As a result, great emphasis is on learners and their learning process. Therefore, while this section defines language learning strategies and presents some of the studies and their results among EFL/ESL learners, it also highlights the importance of these strategies in second/foreign language learning and teaching. In addition, it tackles the factors influencing strategy use and demonstrates the relationship between learning strategy use and language learning achievement.

1.6.1 Definitions of Language Learning Strategies

Different definitions as well as different terminologies have been used by scholars in the field of second and foreign language teaching to refer to learning strategies. Wenden and Rubin (1987), for instance, use the term "learner strategies" while others such as O'Malley and Chamot (1990) use "learning strategies". Oxford (1990), for her part, prefers to use "language learning strategies", henceforth LLS.

Learning strategies are any sets of tools, procedures, operations, steps, plans, and routines used by learners to facilitate the obtaining, acquisition, storage, retrieval, performance and use of information for active, self-directed involvement that is necessary for acquiring language and developing an L2 communicative

ability (Rubin, 1975; Wenden and Rubin, 1987; O'Malley and Chamot, 1990). Likewise, Tarone (1983: 67) defines language learning strategies as "an attempt to develop linguistic and sociolinguistic competence in the target language… to incorporate these into one's interlanguage[3] competence".

In the same line of thoughts, Rubin (1987: 22) states that learning strategies "are strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Therefore, since LLS imply thinking, monitoring, and evaluation of the learning process, they are believed to have an important role in language learning in the sense that they influence the learning process and are directly involved to improve language learning (Weinstein and Mayer, 1986; Mayer, 1988).

From another angle and as far as strategy use is concerned, Stern (1992: 261) explains that: "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". According to Stern, depending on the tasks they embark in, learners consciously and intentionally employ learning strategies to reach their goals. Likewise Richards et al. (1992, qtd. in Zare 2012: 163) argue that learning strategies are "intentional thoughts and behavior used by learners during learning so as to better help them understand, learn, or remember new information". It is, then, assumed that learners use specific intended thoughts (mental activities) or behaviors (actions) represented by language learning strategies so as to facilitate the manipulation of information during the learning process. Yet, while it has been demonstrated that language learners use LLS consciously, others do it unconsciously when processing new information or performing certain tasks. All of Richards et al. (1992), and Stern (1992) explain that if learners consciously choose

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[3]Interlanguage is a mixture of two languages, that is containing features of one's first language and the language being learned.

and use specific LLS depending on the learning context, it is because they are already aware of the importance and usefulness of such strategies.

To sum up, such definitions demonstrate that LLS are those specific steps, behaviours, actions, thoughts or techniques reflecting what learners think or do during language learning (unobservable cognitive processes) which learners consciously and intentionally use to facilitate and improve the learning process, and then gain proficiency to develop EFL/ESL skills. LLS are also believed to be among the main factors that seem to influence the learning process positively if employed appropriately. Said differently, they help determine how students learn, and how well they learn a second or foreign language.

Later, the cognitive aspect of LLS was focused in research (Williams and Burden, 1997). They state that the cognitive psychologist's point of view proposes information processing as an approach to how language is learnt. Such an approach considers language learning as a dynamic creative process and learners as active users and constructors of knowledge. Then research on EFL learning has shifted its focus from teaching methodology to learners themselves.

1.6.2 Using Language Learning Strategies Effectively

Regarding the effective use of learning strategies, Oxford (2003) argues that a given strategy can neither be evaluated good nor bad unless used and considered in its appropriate context. Said differently, Oxford (2003:08) explains that a strategy becomes useful if the following conditions are present: "(a) the strategy relates well to the EFL task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies". As a matter of fact, Oxford (1990) adds that fulfilling such conditions, LLS make the learning process easier, more interesting, more enjoyable, and more transferable from one situation to another, one task to another, one discipline to another and one learner to another. Learning strategies can also help students become lifelong learners, gaining more independence and autonomy (Allwright, 1990; Little, 1991 qtd. in Oxford, 2003).

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It is assumed that strategies are the primary determinant of learning outcomes. Yet, Nyikos and Oxford (1993 qtd. in Oxford 2003: 08) argue that "most of the time EFL learners are not always aware of the power of consciously using learning strategies for making their learning quicker and more effective". EFL learners appear to ignore how best to select and use the most suitable or appropriate strategies. Consequently, Oxford (2003) explains that it is the teacher's task to raise learners' awareness of these learning strategies, enabling them to use a wide range of appropriate ones.

1.6.3 Research into Language Learning Strategies

Research into LLS began in the 1960s. Many scholars like Tarone (1977), Naiman et al. (1978), Cohen and Aphek (1980), Wenden (1982), and O'Malley and Chamot (1990) investigated the strategies employed by language learners during the process of foreign language learning. In 1966, Carton published his study entitled 'The Method of Inference in Foreign Language Study', such a study being the first attempt on learner strategies. Other studies attempted to outline the strategies used by good language learners (see section 1.8.2). In this respect, Rubin (1975) conducts research emphasizing those strategies of successful learners and states that once identified, such strategies could be taught to less successful learners. It is then believed that a better understanding of the strategies employed by successful learners would likely help both teachers and learners understand how to teach/learn languages more effectively using such strategies (Rubin, 1975). Later, Rubin (1981) classified strategies in terms of processes contributing directly (e.g. clarification/verification, monitoring, memorisation, guessing/inductive inferencing, deductive reasoning, and practice) or indirectly (e .g. strategies that create opportunities for practice and use of production tricks) to language learning. For this reason, Rubin (1975) and Stern (1975) have been named the pioneers of research into strategies used by language learners. Their taxonomy has later been reformulated by other researchers and much work has been done to demonstrate and classify LLS, their role and importance in language learning and then identify the most effective ones in order to establish LLS use associated with achievement and

successful language learning (Ting, 2006). As a matter of fact, the main concern of all researches on LLS shifts to "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language" (Wenden and Rubin 1987:19). In 1990, Oxford published her famous book 'Language Learning Strategies: What Every Teacher Should Know' which included the 'Strategy Inventory for Language Learning' or 'SILL', a questionnaire which was much used during the 1990's and early 2000's.

From another angle, different researchers like Graham et al. (1995) examine the effects of training students to learn by employing strategies. As a result, such studies reveal that students who learn the new strategies and how to use them surpass those (students) who do not learn them (strategies). Other researchers like Brown et al. (1996) and Guthrie et al. (2004) investigate and experiment strategy instruction in school curricula which initiate and teach learners several cognitive strategies and compare them to a traditional school curriculum not really emphasizing strategy instruction. The results reveal that appropriate instruction helps improve students' learning, and increase their performance in reasoning and problem-solving. In another study where researchers compared high-performing schools with low-performing ones, results show that the former integrate and help students learn effective strategies more than low performing schools, and that proficient learners tend to use more appropriate strategies than less successful learners (Langer, 2001).

1.6.4 Features of Language Learning Strategies

Although terminology and definitions concerning LLS differ from one researcher to another, scholars have agreed and put forward a number of characteristics of language learning strategies. Wenden and Rubin (1987) advocate learner autonomy through strategy use. Other researchers insist on the transferability of learning strategies from one language skill to another (Pearson, 1988; Skehan, 1989 qtd. in Ting, 2006). Wenden (1987) states that while some

language learning strategies are observable, others are not. They are problem-oriented and task specific, contributing directly or indirectly to learning in the sense that they are behaviours permitting change. Lessard-Clouston (1997) views language learning strategies as learner-generated deliberate steps or decisions taken by language learners to rise language learning and help improve language competence. He adds that LLS may be visible (behaviours, steps, techniques, etc.) or unseen (thoughts, or mental processes), involving both information and memory (vocabulary knowledge, grammar rules, etc.) so as to boost learning and improve competency.

Likewise, Oxford (1990: 09) explains that while language learning strategies may "be observable or not", they are "action-based and problem-oriented", "flexible and often used consciously". They may be "taught and allow learners to be more self-directed". Whether actions or mental processes, strategies according to Oxford are flexible, most the time consciously used, and depend on the task to be performed or the problem to be solved, permitting autonomous learning. She adds that LLS support learning directly and indirectly and are influenced by a variety of factors. They involve many aspects, not just cognitive, and contribute to communicative competence (Oxford, 1990).

1.6.5 Language Learning Strategies Taxonomy

Attempts have been made by researchers like O'Malley and Chamot (1990), Oxford (1990) and Rubin (1981) to classify the different interrelated language learning strategies for research purposes. Various systems have been used to group individual strategies within larger categories. O'Malley and Chamot (1990), for their part, classify language learning strategies under three categories: metacognitive, cognitive, and socioaffective.

1.6.5.1 Metacognitive Strategies

Metacognitive strategies according to Wenden (1991) are mental activities or processes which learners use to regulate and monitor their learning. O'Malley et al.

(1985) explain that 'metacognitive' expresses an 'executive function'. According to them, metacognitive strategies involve planning for learning, thinking, reflecting on the learning process while taking place, observing one's comprehension and monitoring production, identifying and correcting one's mistakes, and evaluating learning after a task is completed (O'Malley et al., 1985 qtd. in Harden, 2013). In other words, metacognitive strategies involve awareness and reflection about learning, knowledge of one's cognitive processes, and control or regulation of learning (O'Malley and Chamot, 1990). Metacognitive strategies such as identifying one's own learning style preferences, interests and needs, planning for an L2 task, selecting and organizing materials, monitoring mistakes, evaluating and assessing task success, and evaluating the role and effectiveness of any type of learning strategies, are used to conduct and control the whole learning process (Oxford, 2003; Hardan, 2013). As far as writing is concerned, metacognitive strategies are believed to be related to the direct application and performance of a writing task comprising three main kinds: planning, evaluating and monitoring (Wenden, 1991 qtd. in Congjun, 2005).

a) Self-monitoring

O'Malley and Chamot (1990: 26) define self-monitoring as "checking the accuracy and/or appropriateness of one's oral or written production while it is taking place". Such strategies prove necessary for learners to identify errors, monitor and evaluate written texts for semantic, syntactic expression and coherence (Jones and Christensen, 1999 qtd. in Gimeno, 2003). The importance of self-monitoring is emphasised by McDonough (1999: 13) who claims that: "monitoring and other self-evaluation strategies contribute heavily to the ability to be an autonomous learner". Such strategies, in fact, prove necessary in promoting autonomous learning.

b) Self-evaluation

Self-evaluation is the strategy which helps students assess their learning process by checking their learning outcomes or language production in comparison

to the established standards after the task has been performed (O'Malley and Chamot, 1990). This strategy implies assisting learning by helping students decide on the way they perform their task, how well they have accomplished this learning task and whether they need to reconsider any of its aspects.

1.6.5.2 Cognitive Strategies

Cognitive strategies are those learning techniques applied by students, involving the manipulation of the material either mentally or physically, or through the application of a specific technique to a learning task (Dickinson, 1996 qtd. in Gimeno, 2003). Differently stated, cognitive strategies are mental operations, actions or steps used by learners to acquire new information and apply it to specific learning tasks. Cognitive strategies require learners to participate actively in a particular learning task making conscious effort to promote learning. In this respect, Oxford (2003: 12) argues that cognitive strategies help learners actively participate in the learning process through "reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (structure knowledge), practising in naturalistic settings, and practising structures and sounds formally". For his part, Brown (2007: 134) states that: "cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself". Brown explains that such strategies are more restricted to learning particular tasks, requiring direct use of the learning material. Moreover, they are auxiliary strategies that help implementing the metacognitive strategies and are used to deal with the obstacles or difficulties encountered along the way. Unlike the metacognitive strategies, the function of cognitive ones is more restricted in scope (Harden, 2013).

Cognitive strategies encourage students to increase confidence of their learning ability by developing skills which enhance academic success (Gimeno, 2003). Oxford (2003: 12) adds that such strategies were significantly related to L2 proficiency in studies by researchers like Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994). She explains that

while three of these studies were done in EFL settings: Ku (Taiwan), Oxford, Judd, and Giesen (Turkey), and Park (Korea), the other two were considered with Kanji learning by native English speakers (Kato, 1996) and the learning of various foreign languages by native English speakers (Oxford & Ehrman, 1995).

a) Elaboration

Elaborating is the fact of consciously retrieving and using previous knowledge for information integration and relating it to what is being learned.

b) Inferencing or induction

Inductive language learning is "the ability to infer or induce the rules governing a set of language materials, given samples of language materials" (Caroll, 1981: 105 qtd. in Gimeno, 2003: 26). Inductive language learning is also viewed as the "use of available information to derive explicit linguistic hypothesis" (Bialystok 1983: 105). As a cognitive strategy, inferencing is directly related to grammar learning employing the previously acquired knowledge to infer meaning of new items, predict results, draw conclusions, or even compensate for the missing information (Naiman et al. 1978; Rubin 1981; O'Malley and Chamot 1990).

c) Deduction

It refers to learners' application of rules to perform a task, understand or produce the correct L2 item (O'Malley et al., 1985a; O'Malley and Chamot, 1990).

d) Repetition

For O'Malley et al. (1985a) repetition is the fact of reproducing a language item (orally, mentally, or in writing), using and practising it several times until it becomes part of learners' existing knowledge.

e) Translation

It implies using learners' first language (L1) to understand or produce L2 while performing a particular task such as reading an instruction, expressing an

idea, or giving explanations (O'Malley and Chamot, 1990).

1.6.5.3 Affective Strategies

Hardan (2013) states that affective strategies help learners control emotions, feelings, attitudes and motivation while performing their tasks. Oxford (2003: 14) argues that affective strategies, such as identifying one's temper, attitudes and anxiety level, talking about feelings, monitoring emotions, "rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency" in research by Dreyer and Oxford (1996) among South African EFL learners, and by Oxford and Ehrman (1995) among native English speakers learning foreign languages. Yet, Oxford explains that in other studies, such as that of Mullins (1992) with EFL learners in Thailand, affective strategies do not appear to be of great help. As a matter of fact, seeking for progress makes learners totally neglect the affective side of the learning process. It is believed that their use of cognitive, metacognitive, and social strategies is related to higher second language proficiency and self-efficacy. In addition, it is only gradually (i.e. through time) that learners might no longer feel the need to employ affective strategies as they reach a certain proficiency level (Oxford, 2003).

1.6.5.4 Social Strategies

Oxford (2003) states that social strategies such as asking questions for verification, asking for clarification of a confusing point, and asking for help when performing a language task help the learner work with others and understand the target language. Oxford (2003) adds that social strategies were much related to second language proficiency in studies by Dreyer and Oxford (1996) and Oxford and Ehrman (1995). Brown (2007) explains that socioaffective strategies are closely related to social-mediating activity and interacting with others. He adds that such strategies include those of cooperation and questions for clarification.

1.6.6 The Importance of Language Learning Strategies

Research into LLS has been concerned with identifying what good language learning strategies might be, the role they play and the effect they have on language learning. In this respect, good learners are believed to employ a number of appropriate and positive strategies (Rubin, 1975; Stern, 1975 qtd. in Ting, 2006). Likewise, Oxford (1990) argues that LLS are essential techniques for language learning in the sense that they help learners being self-directed and actively participate in the learning process to improve and develop competence. It is then assumed that it is the second and foreign language teacher's role to help learners understand good LLS and train learners to identify, develop, and use them in appropriate contexts (Graham, 1997). The ultimate purpose of studying learner strategies is to make researchers and teachers identify which strategies are most effective (taking into account learners, their learning context, and the task to be performed) and thus help learners adopt and develop more productive learning procedures (Horowitz, 1987 qtd. in Ting, 2006). By the same token, Lessard-Clouston (1997) inquires about the learners and the context in which what types of language learning strategies appear to be effective and appropriately used. He argues that training learners to use LLS make them (students) become better language learners.

Oxford (1993) stresses the importance of further research in different learning environments regarding learners' language learning strategy use, arguing that more repeated investigations would inevitably make more evident information concerning learners and their learning process. Oxford suggests that more work and research need to be done and repeated so as to obtain much reliable information among language learners. Consequently, LLS are claimed to be important for the following reasons:

- Oxford (1993) and Thompson and Rubin (1993) state that the appropriate use of language learning strategies frequently helps improve proficiency and implies achievement in the learning process.

- O'Malley and Chamot (1990) explain that cognitive (e.g. translating) and metacognitive (e.g. planning and organising) strategies are most of the time used together, combined, complementary, supporting each other. It is then believed that appropriate combinations of strategies frequently influence positively the learning process rather than single ones, used in isolation.

1.6.7 Variables Affecting Strategy Choice

Studies on language learning strategies have shown that several factors such as age, gender, nationality/ethnicity, learning style, personality traits, motivation, learning context, type of task, language proficiency, year of study, learners' level of education, attitudes and beliefs, purpose of language learning, and degree of awareness may influence the choice of learning strategies (Oxford, 2003; Zare, 2012). Older learners employ different strategies than younger ones. Advanced learners who are more aware of their learning process, the strategies and their roles for particular tasks, tend to select and use more appropriate strategies. Teacher's expectation appears to be a variable influencing strategy choice in the sense that both teacher's instructions and testing methods may result in particular strategy choice and use (Oxford, 2003). Other studies have shown that gender greatly affects choice of strategies in the sense that differences exist between male and female language learners in which females demonstrate a more and wider range of strategies than males (Oxford, 2003; Zare, 2012). Besides, motivation appears to be an important variable influencing the learning process since many studies have demonstrated that highly motivated learners seem to use more learning strategies than less motivated students (Oxford, 1990; Oxford, 2003). In other words, learning a language to improve international communication for instance will make students use different strategies more than when learning it to sit for an exam.

1.7 The Good Language Learner Strategies

Studies in the field of second and foreign language learning stress the importance of learning strategies and the significant role learners have in the process of language learning. In this respect, the focus of research presently shifts from teachers and their teaching methods to learners and their learning strategies/techniques, and processes (Reiss, 1985; Lee, 2003; Chamot, 2005 qtd. in Zare, 2012). As a result, both learners and the strategies employed in language learning have received more attention and a more prominent place in research over the past decades (Zare, 2012).

1.7.1 Studies on the Good Language Learner

Several aspects of research have highlighted the importance of cognitive strategies in learning and thinking. One of the most important aspects of research on language learning strategies demonstrates that proficient or expert learners employ more strategies than less proficient ones or novices (Naiman et al. 1978; O'Malley et al., 1985; Hamzaoui, 2006). Other significant differences in strategy use also exist among reasoners and problem solvers.

Thinking, reflecting, monitoring and even evaluating the learning process prove to be important procedures to understand the behaviour of successful learners because several studies demonstrate that the strategies employed by good or expert language learners differ from those of unsuccessful and novices. In this respect, Naiman et al. (1978) say that good language learners appear to use a larger number and wider range of strategies than poor ones. For their part, O'Malley and Chamot (1990) explain that successful learners are aware of the strategies they use, why and how they employ them. Said differently, successful learners possess declarative, procedural and conditional knowledge of language learning strategies. Likewise, Oxford (2000: 125) states that it is their knowledge and ability to identify and select the most effective strategies and employ them in appropriate contexts that distinguishes expert or successful learners from unsuccessful or novices. Oxford (2000), Chamot and Kupper (1989), explain that unlike unsuccessful learners,

successful ones are aware and tend to select the most appropriate and useful strategies and know how to employ them in different contexts, combining and adapting them to the requirements of the language task. Among second language teaching researchers who recognise strategies used by good language learners, Rubin (1975) argues that these learners are creative, willingly and accurately guess, want to communicate, learn from their mistakes, use their linguistic knowledge, take into account both form and content of the language produced, look for and use opportunities to use the language in context (appropriate and concrete situations), and monitor the language produced. Likewise, Oxford (2003: 126) adds:

> Appropriate use of language learning strategies, which include dozens or even hundreds of possible behaviors (such as seeking out partners of conversation, grouping words to be memorized, or giving oneself encouragement), results in improved L2 proficiency overall, or in specific language skill areas.

Oxford states that L2 learners know the strategies they employ and also why they use them. They select among all these strategies the most appropriate ones that best fit their learning situation and adjust them according to the tasks being learned or performed. Accordingly successful learners tend to plan, organise, control or monitor their work and reflect on it. They are aware of the knowledge and skills they possess and use the appropriate strategies to acquire or implement them (skills). In this respect, Nunan (1990) explains that good language learners frequently possess and use some strategies to help them in their tasks even if they are unable to identify them by name. Nunan (1990: 171) adds that: "knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective". Being aware of the learning strategies, their role and importance in the learning process results in efficient learning because these learners are, according to Lindner and Harris (1992), goal-directed and self-oriented, employing a variety of strategies to increase academic performance.

Other researchers like Naiman et al. (1978) argue that successful L2 learners think in the language and take into account the affective side of language learning. For this reason, it has been argued that: "some non-L2 strategy research has concentrated on the emotional and social side of learning. Results show that a number of the best learners use affective and social strategies to control their emotions, to stay motivated, to cooperate and to get help" (Dansereau, 1985; and McCombs, 1988 qtd. in Oxford 2000: 125). Said differently, besides self-monitoring, good language learners take both the social and affective sides of the learning process into account, using some strategies to be and keep motivated, decrease anxiety, and receive help when necessary.

With regard to learners' knowledge concerning strategy and strategy use, Nyikos (1987, qtd. in Oxford 2003: 126) states that: "unsuccessful learners may sometimes be unaware of the strategies". However, recent research proves that L2 unsuccessful learners are aware of the strategies they use and why they use them. Yet, according to Vann and Abraham (1990, qtd. in Lessard-Clouston, 1997), such learners prove to ignore how to use these strategies, employing them without careful orchestration and without relating their purpose to the task being completed. It is believed that, as opposed to successful learners, unsuccessful ones lack metacognitive awareness of what strategies to use and how to employ them to complete their tasks (Vann and Abraham, 1990 qtd. in Lessard-Clouston, 1997). Likewise, Stern (1975) and Galloway and Labarca (1991), explain that these learners do not construct "a well-ordered L2 system", but instead retain an "untidy assemblage of unrelated fragments". Language proficiency or lack of it explains part of the difference in strategies used among language learners as well. Besides, other studies investigate the relationship between learning strategies and learners' achievement and the results indicate that successful language learners use several and more appropriate learning strategies than less proficient ones (Wenden and Rubin, 1987; O'Malley and Chamot, 1990).

1.7.2 Characteristics of the Good Language Learner

It is with the increase of SLA in the 1970's that scholars and researchers conclude that no single method or approach proves to be the 'right' one for language teaching (Brown, 2007). Besides teaching methods, learners appear to be successful in their learning process whatever the method, approach or even teaching techniques in question. In this respect, Brown (2007: 132) states that: "certain people appeared to be endowed with abilities to succeed; others lacked those abilities". It is, indeed, these abilities that help learners achieve their tasks in the learning process and differentiate successful learners from unsuccessful ones. Likewise, Wenden and Rubin (1987) argue that most language learners use some of these learning strategies in second or foreign language learning, yet, stressing the fact that successful language learners employ more strategies than unsuccessful ones, also indicating that good learners are actively involved in language learning and are able to solve problems regarding their own learning. Different studies explain how and what good language learners do to acquire the target language. In this context, Zare (2012: 162) states that researchers like Rubin (1975), Stern (1975), and Rubin and Thompson (1994) describe "good" language learners in terms of personal characteristics, styles and strategies, and believe that good language learners:

- Are responsible for their own learning and have their own way to learn, classify and organise knowledge about language,
- Are creative and try to practise the language using what they have already learned (i.e. grammar and vocabulary),
- Look for opportunities to practise using the language inside and outside the classroom,
- Learn to live with uncertainty by not being confused and by continuing to talk or listen without understanding every word,
- Use memory strategies to retrieve what has been learned,
- Learn from their errors,

- Use previous linguistic knowledge, including that of the first language, in learning a second language,

- Use contextual cues for comprehension,

- Learn to make intelligent guesses,

- Learn chunks of language as wholes and formalised routines to help them perform "beyond their competence",

- When speaking, for instance, learners use certain tricks to keep conversations going,

- Learn certain production strategies to fill in gaps in their own competence,

- Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation,

<div align="right">(Zare 2012: 162,163)</div>

Brown (2007) adds that when they come to class, good language learners are ready to learn, taking risks when accessing new information, setting their learning goals and being prepared to study by previewing what comes next. Such learners also appear to take into account all the aspects of learning and the variables affecting it, paying attention to the physical context while selecting a suitable place to study in (Nunan, 2000; Brown, 2007).

Studies on the good language learner prove that successful learners are motivated, feel confident and estimate themselves able to learn (Oxford, 2009). They are, in fact, aware of their own learning style and learning process. In so doing, learners tolerate ambiguity and making mistakes by looking for clarification and correctness and are, therefore, aware of the most effective learning strategies (Thompson, 2005; Oxford, 2009). Besides, working collaboratively makes learners exchange information and knowledge and more importantly discover new techniques for a better learning process (Thompson, 2005). Good learners possess strategies of how to retain, remember, retrieve and even use new information in appropriate situations, looking for opportunities to use and practise the target language. Most of successful language learners are willing to learn, take risks, tolerate ambiguity, and possess some organisational skills. Yet, even if not all good

language learners possess all these qualities, they may learn and develop them over time and then use them in appropriate ways and concrete situations (Oxford, 2009).

In this regard, after a study conducted to examine the behaviour of 44 non-native English speaking EFL teachers from different Asian countries, Nunan (2000, qtd. in Thompson, 2005) finds that motivation, willingness to take risks, looking for opportunities to practise the language learned whether in or out of classroom settings as well as performing tasks related to learner centeredness prove to play significant roles in influencing the learning process of such learners and determining their outcomes. Likewise, McDonough and Shaw (2003:56 qtd. in Thompson 2005: 05) argue that: ''Success is thought to be based on such factors as checking one's performance in a language, being willing to guess and to 'take risks' with both comprehension and production, seeking out opportunities to practise, developing efficient memorizing strategies, and many others''.

Being aware of the characteristics, techniques, and strategies of a good language learner facilitates both the teacher's task (teaching) and students' language learning and helps learners enhance their learning efficiency (Zare, 2012). Oxford (1990) and Nunan (2000) explain that the attitudes, skills and strategies learners possess determine learners' ability to understand the complexities of language. In addition, with this knowledge and awareness, students' language learning can be improved through training. However, Nunan (2000) states that having no opportunity or even being deprived of using the language is the main reason which hinders the learning process and makes learners have difficulties when learning a language.

For her part, Hedge (2000: 76) focuses on 'self-directed learners' and states that:''autonomous ones who possess and use effective strategies will likely be more successful than learners who blindly follow the teacher, becoming totally dependent, with no attempt to process the new information''. Hedge explains that possessing and constantly making use of effective strategies, autonomous learners tend to be better than those who most of the time depend on their teacher without looking for opportunities to practise the language. Likewise, Holden (2002:18 qtd.

in Thompson 2005: 06) argues that: "autonomous learners are both cognitively and meta-cognitively aware of their role in the learning process, seek to create their own opportunities to learn, monitor their learning, and attempt actively to manage their learning in and out of the classroom". Holden explains that autonomous learners are aware of the role they have in the learning process, look for and have their own ways of learning by monitoring it in and out-of-classroom settings. Successful language learners in this context appear to be aware of their own abilities and independently look for opportunities to use the language to reach their goals. Differently stated, it has then been observed that good language learners are those learners who, being aware of both their abilities and learning processes, autonomously embark in their learning process deploying systematic efforts both in and out-of-class settings to reach self-determined goals (Brown, 2002 qtd. in Thompson, 2005).

1.7.3 Writing Strategies of the Good Language Learner

In a research conducted to identify the writing strategies of successful language learners (since it is assumed that different aspects and traits distinguish successful writers from unsuccessful ones), and after the analysis of both interviews and think-aloud procedures, writing strategies were identified and classified into seven categories: planning, monitoring, evaluating, resourcing, repetition, reduction, and using L1 (Victori, 1995 qtd. in Congjun, 2005). In this context, Victori (1995) explains that planning helps the writer outline and state what ideas will be included by giving objectives for organization and procedures. While monitoring serves to check and verify the composing process and also identify oncoming problems, evaluating is used to reconsider the plan or outline, written text, previous goals and objectives, planned thoughts, language used, as well as modifications of the text. Besides, resourcing strategies, according to Victori (1995), help the learner use other existing external sources of information about the target language, such as consulting the dictionary or other reference documents (e.g. lectures) to check or confirm doubts (lexicon, grammatical, or spelling), or to look for alternatives (synonyms, definitions). Repetition strategies such as repeating

chunks of language while composing, are used either when reviewing the whole text or when translating new ideas. Victori (1995) argues that reduction strategies are used to deal with a problem or a language item such as an idea, a word or a sentence, attempting to solve it with the aim of avoiding it, either by removing it from the text, substituting or paraphrasing it. Finally, using L1 consists in employing the mother tongue with different purposes: to generate new ideas, to evaluate the ideas written in the target language, or to compare language items in both L1 and L2 (adapted from Congjun, 2005).

With regard to writing, several studies investigated the composing processes and strategies of second language successful learners (writers). Consequently, researchers conclude that learners have almost the same composing process and that the same taxonomy of writing strategies is identified among these learners. In addition, several factors seem to influence good writing. Such factors, according to Angelova (1999), are language proficiency, L1 writing competence, use of cohesive devices, metacognitive knowledge about the writing task, writing strategies and writers' personal characteristics. In this respect, Victori (1995) and Arndt (1987) add that writing strategies are among the factors that influence writing and are believed to distinguish successful writers from unsuccessful ones. Furthermore, many researchers like Hsiao and Oxford (2002) argue that strategies have a significant role in the writing process in the sense that they help learners gain more autonomy, self-regulation and then proficiency. Therefore, it seems necessary to explore explicit classification of writing strategies so that learners can easily know, have access to and learn why and how to use them so as to facilitate the task and enhance their writing proficiency level.

Many educationalists agree that successful learners tend to use several strategies that help them monitor, direct and achieve the task at hand. These strategies involve setting and resetting goals, planning, generating ideas, exploring their relationships, and relating them in some kind of analytic framework to reach a specific reader (audience). Second language successful writers spend more time thinking and planning. In this respect, Raimes (1985), and Sasaki (2000 qtd. in

Congjun, 2005) state that successful writers do more global planning and are able to adjust it throughout the whole composing process. Said differently, the plan or outline learners prepare at the beginning of their writing process changes; that is, the more learners advance in their writing the more they modify their planning and adapt it according to these modifications. Cumming (1989: 23) states that: "poor writers spend less time thinking and planning and work in small planning units, writing a phrase at a time and asking themselves what to do next". Cumming explains that unlike successful learners, unsuccessful ones spend shorter time making a less global planning. In this respect and as far as fluency is concerned, Cumming and Silva (2008: 68) explain that: "as opposed to skilled writers, poor ones think on smaller pieces of text, stop composing to translate their generated ideas into English and later stop to refine English expression". It is assumed that because of their local planning and as apposed to skilled writers, unskilled ones frequently stop and think.

In terms of reviewing and revising, Raimes (1987), and Victori (1995) state that good or successful writers seem to review more often and more thoroughly and hence devote more time to this stage. When reviewing, good writers not only pay attention to linguistic concerns and accuracy but also consider change of focus or meaning (Victori, 1995). In other words, Porte (1996: 107) explains that: "learners make revisions that affect the global aspects" of their writing. Sharples (1999) adds that poor writers usually devote and restrict their reviewing strategies to the surface level editing (at word level). In other words, these learners (writers) focus on individual words and phrases (Hamzaoui, 2006; Eysenck and Keane, 2010).

1.8 Conclusion

While this chapter has dealt with writing as a language skill, attempting to demonstrate its complex nature with all that it requires from writers, it has also tried to make a comparison between both of the two language productive skills, i.e. speaking and writing. As a matter of fact, evidence shows that writing involves not only a graphic representation of speech but the development and presentation of thoughts in a structured way as well. Therefore, writing like the other three basic skills, has to be integrated within any foreign language course and consequently cannot be neglected as is frequently the case. The present chapter has also demonstrated what the writing process actually requires from writers. Composing is a recursive mental activity in which writers make use of a number of variables such as mechanics of writing, the graphological and rhetorical devices, mastery of grammatical rules and structures, in addition to the different stages and strategies which may be interrelated and used simultaneously.

The second part of the chapter has been a description of language learning strategies.This part has gone through different researches done in the field under consideration, defining language learning strategies, showing their characteristics and importance in the whole learning process but more particularly in the composing one.

The concluding section of this chapter aimed at describing the good language learner, his characteristics, and the different strategies employed in writing. The main purpose of the following chapter will be an attempt to describe the EFL teaching/learning situation in Algerian secondary schools with regard to the teaching of writing at third-year Literary and Philosophy stream level. Chapter two will also tackle the teaching of writing as a language skill in L1, FL1, and FL2 from primary level to secondary education.

CHAPTER TWO

ELT and Writing in the Algerian

Pre-University Education

CHAPTER TWO

ELT and Writing in the Algerian Pre-University Education

2.1 Introduction

Chapter two is devoted to an overall description of the ELT situation in the Algerian pre-university educational context. The present chapter deals with EFL teaching/learning at both middle and secondary-school levels with regard to the educational reform, the approach, objectives, and teaching load. Since the main concern of the present research is to highlight the teaching of writing at the third level of secondary education, the chapter also strives to describe the teaching objectives, syllabuses, teaching methodology, and materials used.

Because the teacher is still an important participant in the teaching/learning process, and since this latter has a great impact on learners' involvement in that process, the teacher's profile with regard to his/her education and training as well as roles will be discussed. Learners' profile (age and previous learning experience) will also be tackled.

This chapter deals with the teaching/learning of EFL writing, the writing lessons and the different tasks and activities proposed at the third level of secondary education. It also endeavours to provide information about learners' writing experience across the three concerned languages: Arabic, French, and English (as stated in the general introduction) from primary to secondary education.

2.2 ELT at Pre-University Level

EFL teaching is becoming a necessity in education around the world. Besides being used for educational purposes such as to sit for exams, English is used for communicative, economic and political reasons. It was first introduced in Algeria during the French colonization where French was the dominant language used in schools and almost all the different institutions. Since then, there have been several changes in the Algerian Educational System in general, but more particularly in the field of EFL teaching. As a matter of fact, EFL teaching/learning in Algeria has witnessed different changes at the level of the approaches, methods, syllabi, textbooks, etc. It should be noted that due to the educational reform implemented in2002, pre-school becomes compulsory, primary education extends over five years instead of six, and middle-school education four years instead of three. Besides this reorganization of the educational system, it is believed that the main concern of the educational reform is pedagogical, also stressing the need to reconsider teacher education and training, and that the reason behind it is to improve and modernize ''the goals of teaching so as to adjust them to the contemporary reality and to offer an efficient instruction for learners'' (Perrenoud, 2000 qtd. in Aimeur, 2011: 38). Differently stated, the educational reform proves necessary for the Algerian society to cope with the demands and challenges of the 21st century. Such challenges are both internal, making the Algerian school transmit some values permitting learners to interact with each other in a more tolerant and cooperative way in accordance with the needs of today's Algeria, and external, interacting with the external world by participating and contributing in the development of economy, science, and technology (Roegiers, 2006 qtd. in Aimeur, 2011).

Regarding English, it is given much more importance and is presently taught as a second foreign language (FL2), French being the first foreign language (FL1). In this respect, Bellalem (2008: 61) states that: "The teaching of [foreign languages]...has to be perceived within the objectives of 'providing the learner with the skills necessary to succeed in tomorrow's world'...It is helping our learner to catch up with modernity and to join a linguistic community that uses [these foreign

languages]... in all transactions''. Besides of being functional (developing learners linguistic skills to cope with science and technology of the modern world), the objective of foreign language teaching is social that is, enabling learners to know and communicate, exchange ideas and experiences with people from other countries and cultures.

English is introduced in the very first year of the middle school (1 YMS) usually at the age of eleven with a teaching load of three hours a week for each of the four levels. It should be noted that some modifications concerning the teaching load occurred recently. Indeed, in September 2014, EFL teaching sessions were reduced to two hours and a half a week for the first and second year middle-school classes, and expanded to three hours and a half for the third and fourth ones. As far as secondary-school education is concerned, the teaching load remains the same with three and four hours a week for scientific and literary streams, respectively. In the Algerian context, when first-year middle-school learners start learning English, their educational background comprises five years of Arabic and three years of French. Therefore, it may be fair to argue that secondary-school new entrants already have some experience in foreign language learning (both FL1 and FL2). However, unlike Arabic and French, the learners' social and cultural background does not actually provide them with opportunities to use the target language outside the English class. It is worth mentioning that changes at the level of the approach, syllabus, and materials started taking place by 2003. As a result of such changes, the Competency-Based Approach (henceforth CBA) has come to replace the Communicative Approach (CA) or Communicative Language Teaching (CLT).

2.2.1 The Competency-Based Approach

CLT has been the dominant mode of instruction in the Algerian school system for many years and under its influence language was no longer perceived as a school subject but as a means of communication. Consequently, bridging the gap between linguistic and communicative competences with a shift of focus from form to function became the teachers' main concern, fluency given precedence over

accuracy. It is not effective to know the linguistic forms and the vocabulary of a language if one does not know how to put them to effective use (Harmer, 2001). It should be noted that in such situations, mainly because the communicative approach is tolerant towards learners' mistakes, particularly in grammar, learners are bound to make mistakes whenever they produce any piece of writing because they write in a way that does not conform to a predetermined pattern. Like the previous adopted approaches, the communicative approach has proved to be deficient in some respects and falls short of what teaching is trying to achieve. In this respect, Harmer (2001: 86) says that: "CLT has sometimes been seen as having eroded the explicit teaching of grammar with a consequent loss among students in accuracy in the pursuit of fluency".

With the introduction of the new teaching approach (CBA) teaching institutions and language teachers all around the world began to rethink their teaching syllabuses and classroom materials by reconsidering and reflecting on their teaching practices and methodology, giving guidance, facilitating learning, always keeping in mind learners' needs, styles, and strategies, and promoting learners' autonomy. The Communicative Approach led to believe that learners' difficulties were not due to a defective knowledge of the language system, but to unfamiliarity with and lack of English use. For this reason, the need was stressed to provide learners with the necessary conditions for language learning, and have them to shift from knowledge acquisition to knowledge use, i.e. skills (Arab et al., 2007). In this context, different scholars like Allen and Widdowson (1979) believe that courses and syllabuses should be designed and structured in such a way taking into account learners' needs and competencies. Considered as the 'right method', the Competency-Based Approach has been put forward (CBA has been adopted in Algeria since 2002 for the teaching of different school subjects and can be distinguished from the other previous approaches adopted by the Algerian educational system thanks to its project work integration). In this respect, Richards and Rodgers (2001) consider CBA as an extension of CLT because its main purpose is to develop learners' communicative competence. For Richards and Schmidt (2002: 94, qtd. in Montazeri et al., 2014) CBA is "an approach to teaching that

focuses on teaching the skills and behaviours needed to perform competencies. Competencies refer to the students' ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life". To join Richards and Schmidt's view, CBA is considered as a 'know how to act process" making use of different skills, capacities, and a considerable amount of knowledge giving learners the opportunity to interact or communicate in different situations even in those which have never occurred before (Ministry of Education, 2003: 04). Put differently, CBA seeks to teach and prepare learners for different situations they will encounter in their daily life, stressing the need to equip learners with linguistic, cultural as well as methodological knowledge and aims at enabling them to act in different situations both in and out-of-class settings. Its objective is, therefore, to help learners harmoniously integrate in the modern world by joining a linguistic community using the English language in different situations and for varied purposes; that is to perform tasks in real-life situations so as to meet the demands of present-day society (Montazeri et al., 2014). It is then perceived as learners' ability to comprehend what is expected from them to communicate and interact (perform tasks) appropriately in different contexts and eventually what should be done to solve problems. In this context, Arab et al. (2007) explain that learners will be able to develop capacities and competencies through which they can be accommodated to the society they live in by having a notion of share, cooperation, exchange of ideas and experiences (scientific and cultural). This will allow learners to have access to science, technology, the universal culture and other essential elements of modernity and globalization, developing a critical mind, being tolerant and open-minded (Montazeri et al., 2014). In Aimeur's words (2011: 23) CBA ''includes the selection of competencies, instruction targeted to those competencies, and evaluation of learners' performance in those competencies''. Differently stated, CBA according to Larson and Weninger (1980, qtd. in Aimeur, 2011) is composed of three elements:

- The skills learners are supposed to acquire need to be precisely defined and identified.

- Learners should be provided with the different opportunities and activities to perform such defined skills.

- Once instruction is received learners' skills performance needs to be assessed.

More importantly, CBA has altered both teachers' and learners' roles in any teaching/learning situation. While the traditional approaches to language teaching were more concerned with pouring knowledge into passive agents (learners), learners within CBA are viewed as active participants and become directly involved in the learning process. As a matter of fact, learning is no more considered as the conveying or transmission of knowledge and information from teacher to learners. It is rather viewed as the active participation of the learner in the learning process in which s/he employs the newly acquired knowledge (Arab et al., 2007). Favouring leaners' centredness and autonomy, also authentic and updated classroom materials, and appropriate learning tasks in accordance with the demands of the present daily life, the main principle of CBA appears to first explicitly identify the educational goals and learning outcomes so as to set up an appropriate teaching/learning process providing learners with the necessary skills and competencies to perform their tasks. The fundamental principles developed in a competency-based language classroom are summarized as follows:

- Learning tasks and instructions should pay attention to learners' needs, interests, and competences.

- Opportunities should be given to learners to actively participate in communicative use of the target language.

- Teaching instruction should have as its focus various language forms, functions, stuctures, skills, and strategies to enhance language learning.

- Appropriate feedback related to learners' progress and opportunities to manage learning should be given to learners so as to enable them become autonomous individuals capable of coping with the demands of the world.

(Aimeur, 2011; Montazeri et al., 2014)

While in a traditional educational system the unit of progression is time and is teacher centred, in a Competency-Based-teaching system the unit of progression is mastery of specific knowledge and skills and is learner-or participant-centred, stressing the importance of what people do with a language and the skills they need to do so (Basturkman, 2006 qtd. in Montazeri et al., 2014). For her part, Aimeur (2011: 39) stresses the fact that such an approach "aims to form autonomous individuals capable of coping with the changing world and to enable them to utilize the skills acquired in the school environment for solving real-life problems''. It is then more in favour of and focuses on what learners produce (output) rather than on what they receive (input).

2.2.2 ELT in the Middle School

ELT at middle-school level is aimed at equipping learners with the necessary knowledge and a basic command of the English language, developing language awareness, learners' skills and strategies. This four-year EFL instruction is also hoped to initiate learners to collaborative and team work in which middle-school learners take part in different tasks and projects where collaboration and problem discussion/solving are favoured (Arab et al., 2007). The academic year 2002/2003 witnessed a new teaching methodology, new syllabuses, new textbooks as well as new teaching objectives (linguistic, methodological, and cultural) aiming at:

- Teaching and developing grammar (learners are trained to discover and internalize the rules of English), learning phonetics (learning and improving pronunciation and intonation), learning vocabulary (increasing learners' lexical storage), and developing the four language skills: listening, speaking, reading and writing (learners are trained in such a way to develop and communicate in a more autonomous and creative way).
- Promoting learners' autonomy through learning strategies
- Developing learners' metacognitive awareness
- Making learners monitor and evaluate their learning process
- Considering and identifying learners' needs and interests
- Considering English as a real tool of communication

- Providing opportunities or situations for practice/communication
- Using and selecting appropriate teaching aids

After a four-year experience of EFL learning at middle-school level, learners are supposed to have acquired a considerable knowledge of the target language having attended several EFL teaching classes during which they are expected to have acquired important knowledge of the English (e.g. people, culture, civilization), language structure and vocabulary necessary to express the main functions of the language (e.g. description, narration, etc). Learners are also expected to have become familiar with the English sounds, have been exposed to and learned considerable vocabulary. In so doing, learners are able to manipulate the four language skills (i.e. listening, speaking, reading, and writing) and master the basic characteristics of language such as:

- Listening to and understanding oral messages
- Improving pronunciation by identifying and distinguishing different sounds
- Producing simple oral messages
- Reading and understanding simple passages while dealing with activities of comprehension
- Producing simple personal letters
- Filling simple forms and writing elementary application letter
- Taking notes and writing simple summaries of medium-length texts
- Using appropriate vocabulary and mastering different grammatical rules and functions of the language in different situations (e.g. asking the time, accepting or declining invitations, giving directions, etc.)
- Completing dialogues, writing different kinds of paragraphs (e.g. biographies)
- Participating in and producing end-of-unit (file) projects

Syllabuses for English (2004: 07)

By the end of middle-school education learners sit for an end-of-cycle examination (BEM) allowing their entrance to the secondary school. At this level,

learners are orientated towards different streams (i.e. literary, scientific, and economy and management) on the basis of the marks obtained in the fourth year of middle school education and the BEM exam.

2.2.3 ELT in the Secondary School

English is part of the curriculum at the level of secondary education. After four years of EFL instruction at middle-school level, secondary-school pupils are supposed to have accumulated a considerable knowledge of the target language (sounds, rules, the English culture, etc.). In other words, students are thought to have built up a basic vocabulary, mastered some grammatical structures, and have become familiar with the English sounds (Syllabuses for English, 2004). Besides, they are supposed to have acquired general knowledge about England, the English people and thus how to use simple English of daily life. By the end of the first year of secondary education, a second orientation of learners will take place (see table 2.1). In such a way, learners' needs and the English course content will vary from one stream to another. Bearing in mind the EFL learning experience learners had at middle-school level and the English learning stages they went through, secondary-school EFL teachers are supposed to face no difficulties teaching such learners.

Secondary education is supposed to equip learners with the necessary linguistic knowledge, language functions and skills to help them communicate in any given situation. In other words, learners are expected to have accumulated a significant knowledge of the foreign language, able to perform basic communicative functions, negotiate meaning successfully, and encode and decode messages in the four basic language skills. EFL teaching in the Algerian secondary school is not only concerned with general aims of teaching but also with social, national and universal ones in order to make learners adapted to modernity and globalization. The teaching objectives, then, aim at consolidating the previously acquired knowledge and providing learners with the necessary tools to cope with the actual teaching/learning situation by:

- Providing learners with a suitable learning environment which considers learners' age, needs, and interests.

- Enabling learners to use different English documents.

- Equipping learners with the necessary tools to go further in their studies or function in an English milieu.

- Developing learners' intellectual and mental abilities like analysis, synthesis and evaluation through different tasks.

- Promoting learners' strategies of learning (autonomous learning) and of self-evaluation to enable them expand and deepen their knowledge.

- Raising learners' intercultural awareness through their exposure to a varied set of cultures.

- Encouraging learners to explore different cultural aspects of other linguistic communities and thus better understand their own culture.

- Encouraging learners to become open-minded by being tolerant and cooperative.

(Aimeur, 2011: 40)

It should be pointed out that presently, besides secondary education, the majority of learners would need and use English in higher education and their future professional life (e.g. to facilitate international communication). In this respect, EFL teaching aims at "setting up and developing communicative linguistic, cultural, methodological competencies that would permit the learner to face situations of oral or written communication that have to take into consideration his or her future needs and those of the society in which he/she evolves…to succeed in tomorrow's world" (Ministry of Education, 2005: 04). Literary stream learners, for their part, will need English as an important part of their university studies and later in their professional careers (e.g. degree in the English language, translation, journalism,

etc.). Therefore, the time devoted to the teaching of English and the amount of knowledge which has to be provided depend on the streams and specificities as shown in the table below:

Table 2.1 English teaching time load

Streams	Weekly time load		
Literary streams	1AS	2AS	3AS
-Literary streams	4h		
-Literary and Philosophy		4h	4h
-Foreign Languages		5h	5h
Scientific streams			
-Experimental sciences	3h	3h	3h
-Mathematics		3h	3h
-Techniques and Mathematics		3h	3h
Management streams			
-Economy and management		3h	3h

(Syllabuses for English, 2004)

Despite this relatively long period of EFL learning (at least four years), learners reach secondary education unable to cope with the demands of the present teaching/learning situation. It appears that apart from some irregular verbs they learnt by heart in the middle school and very common and simple functions such as "asking for permission", "asking the time", and also "asking for and showing directions", Algerian EFL learners' knowledge proves very restricted. Consequently, such a situation and the time-table at the first year of secondary education have led secondary-school teachers to devote a large part of teaching sessions to the brushing up of the previously studied linguistic stock, generally

complaining about a real gap they feel with pupils coming from the middle school. As a result, they have to devote most of their teaching time to equip learners with very simple language skills that learners are expected to have acquired at a previous level. Besides, the insufficient time allocated to the teaching of English does not really help. In most cases it hinders learners' involvement, performance, and then achievement, bearing in mind that three hours per week for scientific streams and four for literary ones are just sufficient to preserve some of the previously acquired language. At this level, learners are expected to have accumulated a significant knowledge of the foreign language (see section 2.3), able to perform basic communicative functions and negotiate meaning successfully, and encode and decode messages in the four language skills:

- Listen to and understand oral messages used in everyday English.

- Participate in classroom tasks and discussions in which learners use correct simple English.

- Use the language and communicate fluently and accurately.

- Read, understand authentic texts and documents and use reference books (i.e. dictionary).

- Perform different writing tasks or compositions in which different language structures and writing genres are tackled.

- Participate in and produce end-of-file projects in which research, cooperation and creativity are favoured.

(Syllabuses for English, 2004)

Regarding writing and in order to have a better understanding of the way Algerian EFL students write, one should consider how the teaching of writing has been tackled in the three languages (Arabic, French, and English), from primary to secondary education (see sections 2.7.1 and 2.7.2). It is worth mentioning that language teachers frequently complain that despite such a long period of language

learning and although this supposedly acquired knowledge seems to be significant, reality shows that most learners have a lot of difficulties using any of these three languages fluently or at least accurately. It may be fair to argue that learners have moved from middle to secondary education with difficulties and weaknesses that will hinder the teaching process and then prevent them from improving.

2.3 ELT in the Third Year of Secondary Education

At the third level of secondary education where the teaching load is four hours a week for literary streams, EFL teaching is aimed at consolidating and expanding the previously acquired knowledge as well as exposing learners to new aspects of the language. Throughout their EFL learning experience students have been concerned with different aspects and skills through which several functions and aspects of the language like grammar are dealt with. It is worth pointing that at this level, third-year secondary-school learners have had some experience in paragraph and essay writing. Besides, in listening and speaking learners are supposed to:

- Make and check hypotheses/predictions
- Listen for gist and detail
- Recognize and show a sequence of events
- Use illustrations to tell stories
- Give a narrative account
- Respond to and defend opinions
- Make an argumentative speech
- Summarize and respond to a text
- Speak from notes
- Predict the sequencing of ideas
- Make inferences
- Make a coherent formal speech

(Arab et el., 2007)

As far as reading is concerned and while dealing with the studied texts, learners are supposed to perform different tasks such as:

- Skimming

- Scanning

- Identifying referents of reference words

- Recognizing types of discourse, etc.

(Arab et al., 2007)

Regarding writing, learners are presented with different writing tasks (see section 2.8.2) in which they are expected to:

- Summarize texts/reading passages

- Write different genres of essays such as narrative, descriptive and expository

- Write a story

- Paragraph ideas

- Make logical links between sentences and paragraphs

- Write an expository article

- Make inferences

- Distinguish between fact and opinion

- Demonstrate critical thinking and judgement

- Respond to text (seeking support and feedback)

- Discuss the organizational pattern of a text

- Write a letter of advice, a newspaper article, a book/film review article

(Arab et al., 2007)

When dealing with the four language skills learners are also supposed to learn and make use of different functions such as informing, narrating, comparing, describing, advertising, describing a process, asking for and giving advice, comparing and contrasting, expressing concession, obligation and necessity, cause and effect, condition, opinion, desire, wish and regret, warnings, quantity, likes and dislikes, and preferences. Regarding vocabulary learning, students are concerned

with word building where different nouns are formed on the basis of adjectives or verbs added to suffixes or prefixes (e.g. honest-honesty, develop-development), adjectives formed with 'al' (e.g. educational) or from nouns (e.g. courage-courageous). Learners are also trained to pronounce sounds (e.g. the final 's'), to identify stress shift (e.g. develop-development), stress in two-syllable-verbs, to distinguish weak and strong forms (e.g. full of, proud of), spelling rules such as the doubling of consonants (e.g. stop-stopping), etc.

Learners are also concerned with end-of-file projects in which they have to work on either individually or in groups. Each project is related to the theme being tackled during the whole teaching unit. Such a task gives learners the opportunity to make their own research much of the time via the Internet. It is a training ground since it involves websites visiting, fieldwork, synthesis, and class presentation. Therefore third-year secondary-school learners are supposed to:

- Make the profile of ancient civilization
- Write a charter of ethics
- Design an educational prospectus
- Conduct a survey on the impact of advertising
- Design an astronomy booklet
- Write a booklet of tips for coping with strong emotions

(Arab et al., 2007)

Yet, because they are time-consuming and most of the time beyond learners' level, teachers prefer avoiding dealing with such projects, requiring learners to deal with only one per year.

2.3.1 Teaching Objectives

The recent reforms in the Algerian educational system led to a reconsideration of the aims and objectives of the teaching/learning of foreign languages (Bellalem, 2008). Setting objectives for EFL learning in Algeria is the

property of both the Ministry of National Education and syllabus designers. In so doing, many parameters and factors such as the importance and usefulness of the language (i.e. its status worldwide, national demands, etc.), also the benefits of learning that foreign language (to have access to many fields), learners' needs, interests and aspirations have to be re-examined seriously. Differently stated, because schools and educational institutions represent the demands and needs of the country and since the teaching objectives are determined by the geographical situation of the society, both national and international demands, as well as learners' needs and interests, such teaching objectives are to be taken into account so as to design and develop language programmes (Rivers, 1981). Third-year secondary education syllabuses aim at consolidating, developing, and ensuring the continuation of learners' previous knowledge and competencies acquired at middle-school level and during the first two years of secondary education as well as improving communication. In this respect, Bellalem (2008: 61) explains that the objectives of foreign language teaching aim at:

> Providing the learner with the skills necessary to succeed in tomorrow's world"...It is helping our learner to catch up with **modernity** and to join a linguistic community that uses [these foreign languages]... in all **transactions.** The learner will develop capacities and competencies that will enable them to integrate their society, to be aware of their relationship with others, to learn to share and to cooperate...this participation based on the sharing and the exchange of ideas and scientific, cultural and civilisational experiences...In mastering [foreign languages]...every learner will have the chance to know about science, technology and universal culture and at the same time to avoid acculturation[1]. Hence, they will blossom in a professional and academic world and will develop **critical thinking, tolerance** and **openness towards the others**.

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[1]Acculturation refers to the process of cultural change where people adapt traits of another culture resulting from the meeting of cultures

To join Bellalem's view and as stated earlier, EFL teaching turns around three major objectives:

▪ Linguistic objectives; providing learners with the basic and necessary linguistic tools such as grammar, vocabulary, pronunciation, and the four skills to communicate both fluently and accurately and go further in their education.

▪ Methodological objectives; consolidating and developing learning strategies aiming at autonomy, critical thinking (analyzing and synthesizing), and self assessment also enabling learners to make research (e.g. via internet), use and exploit various documents.

▪ Cultural objectives; setting interdisciplinary coherence through knowledge (acquired in different disciplines) and information integration, also stimulating learners' curiosity and promoting their open mindness to have access to the cultural and civilizational values brought by the English language.

<div align="right">(Syllabuses for English, 2004)</div>

To sum up, at this level third-year secondary school learners are eventually required to:

▪ Understand varied kinds of oral messages used in day-to-day communication

▪ Use the language to communicate orally in different contexts

▪ Understand different reading passages (with different genres) and use various documents such as dictionaries, journals, magazines, etc.

▪ Produce different kinds of writing (paragraphs, essays, articles, etc.) through the exploitation of various writing genres (narration, description,

argumentation, expository) using different structures, functions, and strategies.

(Syllabuses for English, 2004)

2.3.2 The Syllabus

The National Syllabuses Commission designs the EFL teaching syllabuses in Algeria. A syllabus is considered as a plan or cognitive map of actions and tasks to be performed and achieved. The syllabus states what is expected in teaching, representing a programme of what is intended to be covered or completed within a certain period of time, describing the level of proficiency learners need to reach so as to interact and use the language in different contexts. It also serves to guide both teachers and learners concerning the objectives or goals to be reached by identifying all the relevant components of a language; that is, specifying themes, functions, notions, situations, as well as grammar and vocabulary. A syllabus is, according to Richards (1992), the content of the course and the way it should be structured and presented. Said differently, syllabus design depends a lot on the selection, organisation and grading of the items or skills to be learned (Nunan, 1988 qtd. in Harmer, 2001). Nunan explains that language instructors and syllabus designers need to take such parameters into account before designing a syllabus. Moreover, being aware of learners' needs and interests is of great importance to design the teaching syllabus. Whatever its type, every syllabus needs to be developed according to some criteria such as learnability (teaching or moving from easier to more complicated elements), frequency (including the most frequent items used by native speakers), coverage (what language items to include before or after the others), and usefulness (what language items appear to be more useful in the classroom though not very much employed in daily life) (Sàrosdy et al., 2006 qtd. in Aimeur, 2011). Differently stated, when planning their course, teachers need to consider the content, organization as well as the sequencing of what is being taught. It also shows both teachers and learners the way the assigned work should be completed (achieve the desired goals) by describing or stating:

- What teachers should include in their teaching process in terms of content, techniques, strategies, etc.

- What learners need to know and acquire at the end of the lecture, the teaching unit, or even the whole academic programme.

In the Algerian context, different efforts within CBA have been deployed to develop 3rd year learners' communicative competence. After a six-year-experience of EFL learning, third-year Literary and Philosophy stream secondary school-learners are expected to show a relatively satisfactory mastery of the main language functions; that is being capable to express themselves with sufficient fluency and accuracy, manipulating more than one function at a time, employing the necessary vocabulary and appropriate grammatical structures related to the given context. At this level, learners are expected to: "move from skill getting to skill using" (Syllabuses for English, 2004: 36). Indeed, the syllabus devoted to these learners aims at:

- Consolidating and expanding learners' language acquisition

- Improving both learners' oral and written communication skills and competencies

- Exposing learners to different language forms, functions and various types of discourse: narrative, descriptive, expository, prescriptive, argumentative

(Syllabuses for English, 2004)

Besides the approach, the syllabus and the teaching objectives which have been re-examined and then reformulated because of the educational reform, one has to mention the textbook as being another important component concerned by such a reform. After At the Crossroads and Getting Through, the two textbooks designed for the first two years of secondary education, New Prospects is the last of the series of course books designed for third-year secondary-school learners.

2.3.3 The Textbook: <u>New Prospects</u>

Being a key component for the role it plays in any teaching/learning situation, the textbook often provides the syllabus content, reflects its predetermined teaching/learning objectives and guidelines, and remains the basis of the course in the classroom (Aimeur, 2011). Moreover, it is believed to represent the in-class teaching process and determine the learners' out-of-class setting learning (Rivers, 1981). <u>NewProspects</u>, the third and last textbook designed for third-year secondary-school learners, was introduced in 2007. It is a textbook based on a thematic approach with a competency dimension added to it, complying "…with the new English syllabus for third-year secondary-school learners as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006" (Arab et al., 2007: 59). It should be pointed out that although EFL teachers may use other supplementary materials or documents, <u>NewProspects</u> remains the main support and the most important tool in the classroom course since it is an official document used by both teachers and learners. In this respect, Hutchinson and Torres (1994, qtd. in Aimeur 2011: 34) argue that: "no teaching-learning situation, it seems, is complete until it has its relevant textbook". The textbook is then regarded as a support for teachers and a source of activities done in and out-of classroom settings as well as a reference source for learners on grammar, vocabulary, pronunciation, etc. It should be pointed out that the textbook has been adopted in accordance with what has already been tackled during the first two years of secondary education.

As pointed out, the textbook has been designed on the basis of some features stressing the fact that the Baccalaureate examination takes a written form and principles emphasizing Competency-Based, learner-centred and project-geared learning (Arab et al., 2007). Such principles also aim at developing learners' communicative competence providing them with opportunities (related to learners' daily life) to use the language meaningfully in different situations. In so doing, learners are also encouraged to be both fluent and accurate in using the language, considering errors as a natural part of the learning process and encouraging self-

assessment and self-correct (Arab et al., 2007). Furthermore, being regarded as an important component, the grammatical aspect of the language is to be encouraged through different tasks included in the textbook where grammatical rules and structures are incorporated into language functions (Arab et al., 2007). On the other hand, different learning tasks and activities are provided in the textbook to consolidate the previously acquired knowledge (vocabulary, grammar, pronunciation) in which learners identify, synthesize, and reflect on the way the target language is used. Both the included texts and tasks, where different aspects of the language are either introduced for the first time or reinforced because they have already been acquired before, provide learners with ample opportunities to use the language aiming at promoting and improving individual as well as cooperative learning, also emphasizing learners' skills and competencies. Different language functions, grammatical structures, language components, as well as skills and strategies are dealt with throughout the teaching of the six units which are structured, shaped and arranged in the same way and which have to be completed within one year and nearly thirty hours for each (see appendix C). The selected texts are related to science, technology, language and humanities presenting language in different types and styles: radio, interviews, dialogues, news reports, encyclopaedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc. (Arab et al., 2007).

The textbook aims at consolidating and extending the previously acquired knowledge and competencies so as to enable learners to use English in its various forms and communicate both orally and in writing (Arab et al., 2007). The textbook comprises six teaching units structured in the same way: exploring the past (ancient civilizations), ill-gotten gains never prosper (ethics in business: fighting fraud and corruption), schools different and alike (education in the world: comparing educational systems), safety first (advertising, consumers and safety), it's a giant leap for mankind (astronomy and the solar system), and we are a family (feelings, emotions, and humour). Out of the six teaching units, only four are designed for Literary and Philosophy stream learners. Such themes and topics are thought to be

of great interests to secondary school learners in the sense that they teach them important values to cope with the external world.

Every unit comprises the presentation of project outcomes and two main parts with two sequences each. While sequence one comprises two sections (Listen and Consider, and Read and Consider), sequence two comprises five main sections (Research and Report, Listening and Speaking, Reading and Writing, Project Outcome, and Assessment). At the beginning of each unit, teachers inform learners about the theme that will be tackled throughout the whole teaching unit (either by interacting with learners using pictures or asking questions related to the theme), and about the project outcomes, displaying the final objectives of such a unit.

Listen and consider, the first section of sequence one deals with listening comprehension and its purpose is to make learners listen and respond to oral messages (either orally or in writing) both accurately and appropriately. It contains six rubrics (Language outcomes, Getting started, Let's hear it, Around the text, Pronunciation and spelling, Think, pair, share) and provides learners with different tasks and activities in which they have to work individually, in pairs or even in groups. In so doing, learners perform different tasks related to the theme of the unit having the text as support to most of the tasks (e.g. answering comprehension questions, reflecting on word order and morphology, filling gaps with appropriate items, etc.), making them work on pronunciation, stress, grammar, vocabulary, etc. Within the 'language outcomes' rubric which states the linguistic objectives to be attained, learners have no task to perform; rather, they are informed about the objectives to be reached by the end of the section. It should be pointed out that each rubric prepares learners for the one that follows. At the end of the section (think, pair, share) learners are required to produce dialogues, poems, etc. which they have to present to the class orally.

Being the second section, 'read and consider' aims at developing the reading skill through six rubrics (language outcomes, getting started, taking a closer look, around the text, think, pair, share, and take a break). The section offers different

tasks and activities related to the text being read and then used as a support in which learners have to focus on both its grammar and vocabulary. In so doing, different aspects of the language such as tenses, word formation, etc. are learned and intended to be used in the messages they have to produce.

While sequence one comprises two sections, sequence two comprises five (research and report, listening and speaking, reading and writing, project outcome, and assessment). Throughout its different sections and rubrics the aim of the present sequence is to make learners develop compositional skills and communication strategies (Bourouba, 2012). This part is also concerned with structural and discursive aspects of texts, elaborating and expanding language functions, skills and strategies previously acquired to be reproduced by learners in both their oral and written messages. It should be pointed out that each unit ends with activities such as 'time for a song' or 'time for a poem' making learners relax before moving to the following file.

Besides serving as a source for teachers in giving the lecture and assessing learners, the listening scripts, grammar reference, and portfolio found at the end of the book provide learners with useful information for their learning, assessment, projects and research tasks. Learners may also be trained in the reading skill (reading for leisure) through the provided texts (Arab et al. 2007).

The second part of the unit, entitled skills and strategies outcomes is essentially concerned with the structural and discursive aspects of the texts. The interest shifts to compositional skills and communication strategies. This part comprises two sequences: listening and speaking, and reading and writing, focusing on the awareness and practice of primary skills (listening, speaking, reading, writing) and social skills (collaborative work, peer assessment, responding to problem-solving situations, etc.) inside or outside the classroom. They are aimed at getting the students to eventually apply in the "saying it in writing" and "writing development rubrics" what is termed in the official syllabus as 'l'objectif terminal d'integration' (Arab et al., 2007: 06).

2.4 ELT at University Level

Besides being a subject matter at both middle and secondary schools, English has also become an integral part of the curriculum in different disciplines and holds an important status at university level due the globalization process. The new Baccalaureate holders have different branches of studies at their disposal among which they have to choose the one that best suits their interests in accordance with the stream they have been enrolled in at secondary-school level as well as the average obtained at the Baccalaureate examination. Apart from the learners who choose to study EFL as a speciality at the English Department (either for general or academic purposes) at university level, English is taught as an additional module but remains compulsory in almost all the other departments and faculties (for both graduate and post-graduate students) such as the faculty of Law and Political Science, Economics and Management (EBE: English for Business and Economics), Biology, Technology and Science (EST: English for Science and Technology), Chemistry, Physics, etc. In this context different ESP courses are provided to the students of such departements. It should be pointed out that the content, teaching load, and syllabuses of each depend heavily on the field of research and on how much students need English for their studies and their future professional careers. It should be pointed out that different institutions throughout Algeria (e.g. The Chamber of Commerce) and language schools (e.g. Sibawaih), nowadays provide EFL lectures to primary, middle, secondary-school learners, university students, and also to individuals who are willing to learn English to be able to communicate with the external world (travel, business, studies, etc.) and keep abreast with the new technology, science, and modernity.

2.5 The ELT Teacher

The competency-based approach not only requires new classroom methodologies, tasks, techniques, strategies, but alters both teachers' and learners' roles in the classroom as well. Being one of the most important variables in any

teaching/learning situation, the teacher is hence the person still responsible to guide learners, conduct the class, and manage any situation in it (Sarnou, 2015). Besides changes at the level of national education taking place by 2002, the Ministry of Higher Education and Scientific Research has also been affected by such a reform. The Algerian university has adopted the LMD system, an acronym for Licence, Master and Doctorate since 2004/2005 to keep abreast with both the national and international demands. The LMD implementation in the Algerian university aims at providing learners with a harmonised and convergent educational context, making them cope with the demands of the European world, facilitating and opening doors to students and researchers for further studies, investigations, and jobs. As a matter of fact, the new Baccalaureate holders follow a three-year course instead of four preparing for the 'Licence' degree, the equivalent of a BA degree, allowing them to become future EFL teachers at middle-school level. Put differently, the obtained degree nowadays opens door for students to take part in the professional life giving them the opportunity for different jobs among which one can mention EFL teaching (Benmati, 2008). Moreover, these same students can go further in their studies to obtain the Master or Doctorate degree to become EFL teachers at secondary school or university level respectively. In this respect, Benmati (2008: 123) states that "the design of studies in Algerian universities is articulated around three main grades": the licence obtained after three years of study, the master after two years, and the doctorate after the completion of research for at least three years and defending a thesis.

2.5.1 Teacher Education and Training within the LMD System

The LMD system implementation in the Algerian universities aiming at improving the quality of university education, encouraging students' mobility and orientation, recognizing the degree in every part of the country and even abroad, also ameliorating the transparency of qualification on the job market results in changes at the level of EFL teacher's education and training (Benmati, 2008). The new Baccalaureate holders who enrolled in the English section had to prepare their licence degree in a period of four years until 2009. Throughout the four years of the

licence preparation students have different modules such as oral and written expression, linguistics, phonetics, grammar, literature (American, British, and Third World Literature), civilization, psychology, TEFL, etc. in which they are instructed and have notions on the way English is used describing the English language, instructing the language skills (functions, structures, and rules) and introducing the English culture. During the fourth year and in addition to their courses, learners were required to write an extended essay or attend/take part in teacher-training sessions which were followed or complemented by a written report. This four-year licence previously gave students the opportunity to become EFL teachers either at middle or secondary-school level.

With the implementation of the LMD system things have changed and the preparation of the licence, being the first cycle of university studies, was reduced to three years only (six semesters) during which students are enrolled in several "fundamental teaching units" such as oral and written production, grammar, phonetics, linguistics, literature and civilization, and "transversal" ones such as ICT, study skills, and human and social sciences. This new system is different from the preceding classical one in terms of the teaching courses, time allotted (25 hours a week for all three levels), teaching materials, number of courses, syllabi content, teaching load, evaluation tools and procedures, and students' workload and outcomes (Benmati, 2008; Sarnou, 2015). It should be noted that exams take place by the end of each semester (twice a year), generally followed by make-up ones concerning only the less successful students.

While the different fundamental teaching units have at their centre the basic elements in EFL teaching such as describing the English language, instructing the language skills (functions, structures, and rules) and introducing the English culture, other teaching units such as research methodology initiate learners to the principles, processes and procedures of research (Benmati, 2008). As far as the comprehension and written expression course (henceforth CWE) is concerned, students are presented with different theoretical and practical lectures. Such a course/module presents learners with the necessary guidelines that will be practised and reinforced

in other modules such as linguistics, civilization and literature. Since writing is, by far, the skill most needed in any of the different modules at university level, writing being the skill most required in any academic context, it follows that written expression should be given some priority. By the end of the second year (fourth semester) students have the choice between two different specialities: 'Language Studies' or 'Literature and Civilisation'. Learners are also required to make research and produce papers which they have to present orally, in front of an audience, namely their teachers and classmates. Moreover, in order to have a professional qualification regarding EFL teaching, graduates have some modules (e.g. psychopedagogy) providing students with guidelines concerning the teaching/learning situation. It is only at the third and last level of the English degree that students have a project/training course in which they have to choose between writing an extended essay or attending teacher-training sessions followed by a written report. Taking part in such sessions learners are also required to prepare lessons to present to their classmates, during which they have to act as teachers. Unfortunately, because of the large number of EFL university learners, such a task does not provide them with regular practice; as a result, repeating training several times proves impossible. Moreover, it is worth adding that teaching classmates (in this special case university students) is by far different from teaching middle or secondary-school learners.

Unlike the classical system in which all graduates used to sit for a contest to carry on studies in different fields such as civilisation, literature, applied linguistics, TEFL, or ESP, presently all graduates are admitted to carry on their studies and prepare a 'Master' degree based on their choice on one of the specificities provided. Such students will attend different teaching units or modules including ESP, TEFL, sociolinguistics, research methodology, American civilisation, British Civilisation, etc. depending on the field of study (Benmati, 2008). It should be pointed out that these same students have to write a memoir and defend it by the end of the second year (end of the second cycle). Throughout their whole studies at university level, EFL students acquire knowledge about the American and British civilisation, culture and literature. Moreover, learners develop linguistic skills helping them to

function in an English milieu by being able to encode and decode both oral and written messages. A pre-selection of only the most successful students gives Master holders the opportunity to sit for a contest permitting them to pursue their Doctorate studies. Such a selection depends on some criteria such as the average obtained at the 'Master' and learners' whole university curriculum. The Doctorate degree permits students to become EFL teachers at university level.

The main concern of the English degree is to ensure that students have been theoretically well prepared as well as well trained as future teachers. In this respect, Bellalem (2008: 63) states that: ''the Licence course aimed at preparing prospective teachers of secondary schools. It was structured in such a way that by the end of the course, students were expected to have acquired content knowledge about the French/English language and its culture, and some pedagogical knowledge''. Yet, such courses are more theoretical than practical. Though EFL students receive considerable amount of knowledge, the training that they receive at university level does not actually prepare them for their professional carreer. For her part, Benmati (2008: 62) states that: ''in addition to subject knowledge and pedagogy required for the teaching of the subject, teachers had to have an understanding of philosophy, psychology and sociology of education''. It may be fair to argue that the scientific training which students receive at university level is, to a great extent, different from the teaching profession requirements and does not prepare the would-be teachers for their future tasks. Put differently, there is a huge gap between the scientific knowledge students have acquired at university and what they actually have to do with the learners at middle and secondary-school levels. Though the training that learners receive in Higher education seems a sufficient period of time to equip the future teachers with a good command of the language, does such training provide the prospective teachers with the required pedagogical qualifications? It is rather difficult to expect a newly-appointed teacher to have the same kind of pedagogy an experienced teacher has. Another important point to mention is that teachers in the lower levels of education are to follow the pedagogical instructions imposed on them by the Ministry of National Education and most of the time, this is a serious handicap. As a result, novice teachers

complain about the profession because they frequently feel at a loss to know what to do.

However, as stated by Bouhadiba (2000, qtd. in Hamzaoui, 2006) the EFL teacher still lacks "qualified ELT professionalism" despite the innovations brought at the level of methodologies and approaches. Bouhadiba explains that the teaching material is neither available nor suitable and that the instructors are not adequately trained. As a matter of fact, university students (would-be teachers) complete their English degree with no real training (teaching experience) and then with no experience in EFL teaching. In this respect, Bellalem (2008: 65) states that: "training is a continuous process for all educators at all levels, and its purpose is to allow the participants to gain professional knowledge and to enhance competence, culture and awareness about the mission that educators are set to accomplish". Bellalem proposes a continuous training for both pre and in-service teachers so as to help them become competent by keeping in touch with the requirements of the mission of teaching, also being informed about the newly introduced approaches, strategies, teaching/learning and evaluation processes. Among the different changes that CBA has resulted in, it is worth mentioning the secondary-school EFL teacher's role.

2.5.2 Secondary School Teachers' Roles

Language teaching is presently marked by the shift towards CBA, a paradigm shift in the teaching/learning process altering teachers' role in the classroom. The EFL teacher is no longer perceived as a controller of work, a source of knowledge, a model to be imitated and parroted and learners' spoon feeder, but rather a facilitator, manager, guide, coach, and creator of adequate learning environment, regulating in terms of time, space, pace, and content the different phases of the learning process (Syllabuses for English, 2004). In this respect, Bellalem (2008: 62) states that: "The teacher...become[s] a mediator between knowledge and the learner. She/he must create an environment that enhances learning and the development of the learner. Her/his task will be to guide, stimulate,

accompany and encourage the learner in her/his learning path''. Bellalem explains that the teacher's role is to create a suitable relaxed atmosphere and offer appropriate conditions for learning (taking into consideration learners' needs, interests, and experiences), guiding and orientating learners to develop their language awareness and enhance their learning process. Likewise, Sarnou (2012: 182) argues that teachers ''are called to master not only the discipline they teach but also the methodological competencies''. Moreover, within CBA the teacher is constantly supposed to reflect on his teaching practices and develop learners' autonomy. For this reason, teaching is no longer a one-sided flow of information. Yet, teachers are viewed as co-learners and are supposed to provide adequate opportunities and tasks for students, facilitating the learning process and making learners appropriately use the acquired knowledge in actual situations, i.e. learning through doing. That is, it is the way students use such knowledge which is emphasised in the learning process as learners become the centre of the teaching/learning process (Sarnou, 2015). In this context, Harmer (2001) argues that learning actually occurs and is efficient, indeed, when learners are provided with appropriate tasks to perform in class. Besides, in learner-centred classrooms, teachers are open-minded and tolerant towards learners' input and errors, constantly encouraging students to communicate (speak, read, or write), using the different learnt items (new vocabulary, grammatical structures, etc.), and risking errors since they are inevitable in the learning process (Sarnou, 2015). In so doing, the teacher may use different techniques to correct such errors without inhibiting learners. In sum, the teacher's role consists in:

- Setting the objectives
- Stating how to achieve such objectives
- Selecting suitable and appropriate tasks for the stated objectives
- Taking into account the actual learning situation in the classroom
- Giving clear instructions
- Providing learners with the necessary feedback

(Syllabuses for English, 2004)

Besides the EFL teacher, his role and teaching methodology, the learner, for his part, remains an important participant in any teaching/learning situation. The following section describes the learners' profile, their roles as well as needs and interests.

2.6 Third-Year Secondary-School Learners' Profile

While it proposes a new type of teaching materials, teaching methodology, assessment procedures, and classroom tasks and activities, the Competency-Based Approach implies new roles in the classroom for both teachers and learners. Its introduction in the Algerian educational system during the 2000s has emphazised the active participation and involvement of the learner in the language learning process (Benmati, 2008). Leading to a shift in learner's role, CBA provides learners with greater choice over their own learning, both in terms of the content of learning as well as processes they might employ such as working in small groups (co-operative learning involving interaction with peers) or even assessing and evaluating oneself. Known as the shift from product-oriented to process-oriented instruction, such a shift emphasises much more the learning process rather than learners' products (Sarnou, 2015).

Presently learners take responsibility of their learning by being directly involved in the learning process and making use of such knowledge in actual situations (whether in or out-of-school settings). In this respect, Bellalem (2008: 62) states that:

> [T]he learner engage[s] in a process of construction of knowledge...she/he will be responsible for her/his learning and will consequently be able to transfer her/his knowledge to her/his academic and social activities. She/he will have developed certain **autonomy, creativity** and a sense of **initiative** and **responsibility.**

Unlike the preceding approaches which used to place the teacher at the centre of the teaching/learning process, Bellalem explains that CBA makes learners

become responsible for their own learning by being encouraged to understand the purpose and process of learning and develop their own purposes and objectives, also participating in classroom tasks that are based on a cooperative rather than individualistic approach to learning. Instead of being controlled by the teacher and always imitating him/her, learners, for instance, are involved in group work. Moreover, within CBA learners are no more considered as separate and decontextualized individuals; rather particular and much attention is given to the social context of learning making learners eventually use the acquired knowledge in different situations and for different communicative purposes both in and out-of-class settings (Sarnou, 2015). As a result of such a situation, the roles of the teachers are simplified to that of facilitators and monitors of the teaching/learning process (e.g. teachers have to develop a different perception of learners' errors).

In the same line of thought, Bellalem (2008: 09) adds that learning is "...comprehending, changing mental representations, but most importantly integrating and not accumulating knowledge. Learning is the interaction of what we know with what others know which would lead to create new knowledge that the individual would re-invest and use in the social world''. Learning is perceived as the fact of understanding how to use language and knowledge when interacting with each other in the social world. What is important is what people do with the language acquired instead of accumulating knowledge about the language. Yet, since learners do not have the same abilities nor do they learn at the same rates, they do need the teacher to facilitate them the task of learning because the teacher is still the person trained to guide them. In this respect, Harmer (2001) believes that it is the teacher's job to help learners take part in the learning process.

In our context, third-year learners are adolescents about 17 years old. At this level adolescents appear to need self-esteem and both their teachers' and peers' attention. Different kinds and ways of language learning are available for learners of different ages. It is believed that learners and especially children or adolescents learn better if they have access to more authentic materials in the classroom that

meet their needs. Adults for their part may easily learn through abstract things (Harmer, 2001).

In addition to the problem of mixed-ability classes, learners' age appears to be a major factor that would determine the decisions about what and how to teach. Needless to say that learners of different age groups would probably have different needs, competences, and experiences (educational background).

2.7 Writing from the Primary to the Secondary School

The present section aims at describing the teaching and learning of writing in the three languages (L1, FL1, and FL2) at the different levels of the educational context, attempting to identify the learners' thinking skills and processing strategies.

2.7.1 Writing at Primary-School Level

Primary education, which presently extends over five years instead of six, is the first stage for the majority of Algerian children who start their schooling usually at the age of six. When they reach school, learners are, for the first time, faced with a different version of the language they have been using for a relatively long time, that is, their mother tongue: Dialectal Arabic (DA). At this level, they learn Modern Standard Arabic, becoming the first language to be used in class. It should be pointed out that most five-year-old children are enrolled in a pre-schooling one-year-class which prepares them for school. During this period, pupils are initiated to simple tasks such as repetition of sounds, learning some verses of the Quran, learning songs and letters from the alphabet, tackling numbers and counting, symbols, doing some drawing and paintings, etc.

2.7.1.1 Writing in L1

At the first level of primary education, most of the classroom activities are oral with pupils relying on memorization and repetition. Step by step, they start reproducing letters and words and even copying short sentences in addition to

simple activities like dictations and gap filling. Learners are also concerned with oral activities such as sentence construction in which they are mainly asked to deal with description. In this particular situation, learners are provided with words or even sentences to match with the corresponding pictures: matching names with pictures or different parts of sentences together or eventually construct sentences themselves for describing a particular picture. Later learners start combining letters together to form words and even sentences.

During the second year, learners are able to correctly identify and spell words and longer sentences. At this level, primary-school learners still rely on repetition and are more concerned with sentence construction, first listening to sentences produced orally before trying to construct their own. Prior to the pre-sentence course, pupils will be introduced to parts of speech, how to recognize and use them in a sentence. These pupils will understand how to recognize and form a complete sentence with a subject and predicate. Learners are also exposed to different types of gap-filling activities. They are frequently provided with a set of pictures which they have to interpret in order to construct a story orally. Throughout both the second and third years, learners keep on dealing with oral activities related to the written ones.

It is only in the third grade that pupils start writing paragraphs of about five lines, being initiated to how to produce an introductory sentence, a development and a concluding sentence. In so doing, learners produce a guided piece of work in which the teacher proposes a topic and generates ideas. The learners are then involved in paragraph writing, giving their own ideas and providing their own sentences.

During the fourth and fifth years of primary education learners produce longer eight-line paragraphs in which they are taught how to introduce connectors or linking devices to make their writing cohesive and more coherent. During the writing session, the teacher writes the topic to be dealt with on board, generates ideas by stressing the importance of key words, providing learners with the most

appropriate idea organization. With the help and guidance of the teacher and based on oral activities or texts for comprehension, learners construct and produce their paragraphs. It should be born in mind that most of the time both teachers and pupils use dialectal Arabic in the classroom because this version of the Arabic language seems easier to learners. Teachers, for their part, frequently use it in class in order to make their message clear.

The more learners advance in their year of study the more they are asked to produce highly structured paragraphs in terms of content and form. Indeed, at the end of each file learners are assigned a project to prepare either individually or in group. Yet, it has been noticed that learners generally face problems with topics and texts beyond their level. They generally feel at a loss when it comes to paragraph writing or project production. As a result most of the time, learners ask their parents for help or even ask them to do the project for them. Otherwise, learners surf on the net and copy anything related to their topic. Therefore, if learners find difficulties to express themselves fluently, it is mainly due to the problems stated below, such problems directly affecting the learning process:

- Overloaded syllabuses containing several subject matters like: technology, Islamic education, mathematics, natural sciences, etc.
- Too much information given to pupils at the same time through the teaching of too many lectures.
- Because of insufficient time reading is not given due importance
- Lack of writing practice both in school and out of school settings
- Lack of motivating materials and interesting themes (being most of the time beyond learners' level)
- Except for classroom settings learners do not use MSA so they cannot have enough practice in the language

2.7.1.2 Writing in FL1

French, being the first foreign language, is introduced in the third year of primary education. At this level, learners are first introduced to the Latin alphabet and its different sounds and symbols. During the third and fourth year learners are taught how to reproduce letters and words and try to memorize them. Pupils will also learn to recognize basic capitalization rules (e.g. proper nouns). Pupils are given activities in which they have to reorder the scrambled letters or words to obtain correct words or sentences. Afterwards, pupils are expected to construct simple but correct sentences of their own where they are asked to imagine an end (an unfinished story) to a story displayed through pictures. Learners may also be given tables comprising verbs, subjects, and complements from which they have to select the appropriate ones to construct correct and meaningful sentences. Throughout the different lectures, teachers initiate learners to new vocabulary items and new grammatical structures. Learners are also asked to complete unfinished sentences adding only one word or filling in gaps with letters, syllables, or even words. The syllabus contains four files, each one containing three sequences and a project at the end of each file. At the very beginning, during the sequences of 'List, Repeat and Practise' pupils learn how to distinguish different sounds and different letters, naming items shown on pictures, using personal pronouns to replace subjects, forming syllables, matching words, ordering letters to obtain correct words, and copying sentences. Other exercises train learners to more words and vocabulary by changing only one letter within a word to obtain another, and construct sentences on the basis of others by changing the subject and the adjective.

During the fifth and last year of primary education learners are asked to write a five-line paragraph in which information (using already gathered ideas and sentences with the teacher's help) and key words are provided. Learners are asked to interpret what the pictures represent in order to construct the paragraph. At this level learners are generally concerned with guided writing activities in which they are asked to answer comprehension questions, fill in gaps with either words or

sentences, complete dialogues, complete sentences and combine them thanks to linkers.

Consequently, the more learners advance in their year of study the more paragraph writing undergoes different changes as far as length and sentence structure are concerned. By the end of primary education learners should have acquired different linguistic skills of paragraph writing that is, sentence structure and sentence combination. Once more, the desired objectives seem to be beyond learners' level. Most of the time teachers complain about learners' level in French, explaining that such pupils leave primary school with many lacunas preventing them from achievement whether in the spoken or written mode. It should be pointed out that except for classroom settings, pupils very rarely use French outside school. Yet, other factors appear to prevent primary-school pupils from achievement. Such problems are as follows:

- Overcrowded classes preventing the vast majority of pupils from participating

- Overloaded and too ambitious syllabuses most of the time providing learners with difficult and uninteresting topics usually out of pupils' reach

- Insufficient time allocated to FL1 teaching resulting in lack of practice

- Lack of reading, the skill which enriches learners' language storage in terms of vocabulary, structures, and prepares them for writing

2.7.2 Writing at Middle-School Level

Once primary-school learners pass their end-of-cycle exam (examen de cinquiéme) permitting their admission to the middle school, learners' educational background comprises five years of Arabic learning and three years of French. It is only during the first year of middle-school education (1YMS) that learners are introduced to the second foreign language (FL2). At the end of middle-school

education which extends over four years, fourth-year middle-school pupils sit for the BEM exam, such an exam allowing them to reach secondary education.

2.7.2.1 Writing in L1

At the end of each file learners are required to produce a ten-line paragraph containing an introduction, a development and a conclusion. It should be noted that both the listening and reading comprehension sessions prepare learners for their written tasks and it is through different sessions that learners' writing mechanics are reinforced. Such mechanics allow learners to strengthen their fundamental writing skills such as: sentences versus fragments, subject-verb agreement, and capitalization and punctuation. Gaining knowledge on the four sentence types as well as subject-verb agreement, students will write sentences correctly, and more confidently, becoming aware of the different parts of a paragraph, how to put them together to make a good piece of writing, also learning to produce different types of paragraphs and write in a chronological order. During the writing session, which is generally done in collaborative work and through class discussion, the teacher uses some strategies like topic reading, key words identification, brainstorming, and planning. Because of time constraints and the large number of learners per class, teachers most of the time let their students work on their own, frequently dealing with compositions as homework. It should be pointed that at the end of each unit learners are required to produce projects related to the file being tackled. Consequently, the more learners advance in their learning experience the more written tasks become complicated. Yet, middle-school teachers often complain about pupils' writing performance claiming that learners still have problems of spelling and punctuation, grammatical accuracy, cohesion and coherence, inappropriate vocabulary, constructing incomplete sentences or just fragments, organization of ideas, etc.

2.7.2.2 Writing in FL1

As far as French is concerned, learners deal with longer paragraphs consisting of about eight lines, encompassing an introduction, a development and a

conclusion. During middle-school education learners will be able to differentiate between fragments and sentences and use this knowledge to write their own proper paragraphs, being able to demonstrate mastery of writing correct sentences, making subjects and verbs agree, and using correct capitalization rules. They will also proofread their own writing to check for and correct errors in such areas. Pupils work on developing clear written paragraphs on a variety of topics, creating topic, supporting, and closing sentences, dealing with different writing types: expository, narrative, and descriptive. Paragraph production is being prepared throughout different lectures of the pedagogical files in which learners are presented with new language items (grammatical rules and vocabulary). The writing lesson is dealt with at the end of the file and in the form of a class discussion in which the teacher provides learners with a specific topic, the necessary ideas and vocabulary to be included, and an outline to organize such ideas, providing help when necessary. Because of time constraints, learners are most of the time left alone to produce their paragraphs or even asked to do them at home. Later, the teacher devotes a session to correct and evaluate learners' written productions.

Throughout the different levels of middle-school education learners are provided with different writing tasks (moving from simple to more complex ones) such as dialogue completion, gap-filling and end-of-file projects in which learners are exposed to new language items (vocabulary and grammar). Yet, despite this relatively long period of FL1 learning (at least 7 years), teachers explain that middle-school learners still display difficulties expressing themselves properly both orally and in writing, transmitting simple ideas and only fragments instead of complete sentences. It appears then that several factors are to a great extent related to learners' low writing performance. As far as class size is concerned, a large number of teachers believe it is a big handicap preventing both teachers and learners from performing their tasks adequately because of the number of learners per class and by the same token discipline problems. It is then admitted that teaching adolescents is not an easy task. Inadequate or even absence of interesting documents, also teaching aids and materials such as laboratories and libraries at middle-school level would render EFL teaching/learning more attractive and

motivating because it is believed that learners learn better through authentic materials.

2.7.2.3 Writing in FL2

English is introduced in the first year of the middle school (1YMS). At this level, learners are introduced to the alphabet sounds. Later they move to word and sentence construction through guided activities such as gap-filling and the reordering of scrambled letters or words. At middle-school level different activities, in which different writing strategies are implicitly introduced to prepare learners for the writing process and then paragraph building, are proposed in the textbooks or devised by the EFL teacher. Such tasks are classified in terms of complexity, moving from the simplest to the most complex ones in which learners are exposed to practise and use new vocabulary, new grammatical structures, language functions, etc., and aim at familiarising learners with the target language and developing their writing performance. Besides, other writing tasks like letters, dialogues, and paragraph writing train learners in writing in FL2. At the end of each file learners are assigned guided paragraph writing in which they have to use and reproduce all the information being studied throughout the whole unit. It should be pointed out that learners are also given end-of-file projects for preparation either individually or in groups yet, such projects frequently being out of pupils' reach since learners are newly introduced to this foreign language. Little by little and throughout middle-school education learners move from simple to more complex writing tasks (e.g. longer paragraphs) in which different grammatical structures, vocabulary and mechanics of writing are taught and reinforced.

After several years of L1 and FL1 learning and although learners have some experience in foreign language learning, teachers claim that learners still have difficulties in EFL learning. Such pupils move to the secondary school with many deficiencies and lacunas preventing them from coping with the teaching/learning situation. Teachers add that after four years of EFL learning, pupils still remain unable to express themselves in a clear correct manner whether orally or in writing and frequently reach secondary education showing the inability to deal with very

simple tasks like answering comprehension questions, constructing correct simple sentences, etc.

2.7.3 Writing at Secondary-School Level

In secondary education which extends over three years, learners are supposed to have acquired a certain knowledge of linguistic skills and competency in writing. Yet, the results obtained in language examinations clearly show that such learners still face difficulties expressing themselves adequately in the two productive language skills. As a matter of fact, language teachers complain about learners' written productions in the three languages, claiming that after several years of language learning, be it first, second or foreign, learners are still unable to produce acceptable pieces of writing. It should be pointed out that it is only at secondary-education level that learners are introduced to essay writing, making teachers argue that learners are unable to produce paragraphs, let alone whole essays.

2.7.3.1 Writing in L1

As far as Arabic is concerned, learners are required to perform different writing tasks such as answering comprehension questions, dialogues, reports, paragraphs, stories, biographies, essays, and end-of-file projects, dealing with different writing genres: narration, description, argumentation, etc. At this level and throughout secondary education, learners are frequently exposed to new vocabulary, language structures, and grammatical rules, etc. Although the writing lesson is being prepared throughout the different lectures related to the file (e.g. listening and reading comprehension sessions), learners appear to have difficulties producing acceptable pieces of writing in spite of the relatively long period of L1 learning. Their written productions seem to lack many important elements such as cohesion and coherence, linguistic skills and writing strategies. Except for gap-filling exercises, answering comprehension questions or completing dialogues, learners are assigned essay writing once a month and a project to be dealt with at the end of each unit. It should be pointed out that because of time constraints, overloaded syllabuses, and the big number of students, teachers frequently devote restricted

sessions to essay writing and essay correction, leaving students to work on their own (homework).

2.7.3.2 Writing in FL1

In French learners are given different types of written tasks such as completing dialogues, summarizing texts and reading passages, producing letters, building paragraphs, writing essays using different written genres like: description, narration, argumentation, etc. It is throughout the whole file that the essay is being prepared using the text as support to prepare learners for the written production, helping generate ideas through comprehension questions, learning and using grammatical structures, using related vocabulary, etc. In so doing, teachers frequently devote sessions to the pre-writing stage in which different strategies such as topic-reading, key words identification, brainstorming, idea generation, etc. are implicitly incorporated in a collaborative way most of the time in the form of class discussion (participation of both teacher and learners). Later the teacher leaves his/her learners work on their own, providing help when necessary. After having evaluated and graded learners' written productions, the teacher devotes a session in which the compositions are given back to students. In so doing, the teacher gives feedback to learners concerning what has and what should be done regarding the included ideas or the committed mistakes.

2.7.3.3 Writing in FL2

As far as English is concerned, learners are given different types of writing tasks. At this level learners are supposed to have acquired important linguistic skills, grammatical structures, rich vocabulary, writing strategies, etc. Regarding secondary education EFL textbooks, learners are often asked to do different writing activities such as writing essays concerning the theme being dealt with throughout the whole file, and producing end-of-file projects either individually or collaboratively. Thanks to their relatively long language learning experience, learners are supposed to produce whole essays containing several paragraphs by exploiting the previous learnt items (acquired during the previous years), refining

them in accordance with what is going to be tackled but before moving to essay writing, learners are expected to master subject and verb agreement, basic sentence elements, punctuating appropriately, proofreading their written productions, and the like. The aim of simple writing activities such as answering yes/no or Wh-questions, constructing sentences is to practise language functions. Different writing genres are also instructed through different themes and writing tasks.

In written expression they should write about major features in the culture, life and civilization of societies using this language. Research works (projects) and summaries of personal readings are also encouraged. These skills will be achieved through the exploitation of themes from the syllabus on the various text types.

However, although EFL learners have been dealing with different writing tasks since primary education and in the three concerned languages, writing remains a weak point for most of these learners whatever the language in question. This may be attributed to the fact that since writing is time-consuming and teaching the writing process is almost inexistent (indeed, teachers who are willing to finish the official syllabus do not devote sufficient time to deal with the writing process adequately), learners consequently appear to ignore its importance. In so doing, learners are definitely not equipped with the necessary writing strategies. As a matter of fact, by the end of secondary education, it appears that learners are unable to identify writing strategies (e.g. proofreading strategies) and use them in their own writing. Most frequently, they seem to ignore how to construct negative or interrogative sentences, nor do they know how to construct simple correct complete affirmative ones, often showing the inability to differentiate between sentences and fragments.

2.8 Teaching EFL Writing to 3rd Year Secondary-School Classes

Besides being an important skill for all students throughout their whole studies, writing remains indispensable for 3rd year classes. At this level, teaching EFL writing to third-year secondary-school learners is most of the time concerned

with consolidating, reinforcing, and then expanding learners' previously acquired knowledge. As stated by Arab et al. (2007), the writing tasks designed for third-year learners reflect real-life tasks such as writing simple reports, brief articles, formal and informal letters, etc. At this level and being the last rubric to be dealt with, learners are supposed to have the opportunity to express opinions, give reasons, present arguments: they will have sufficient vocabulary and grammatical command as well as the required skills and strategies to do the writing tasks. In so doing, learners would also demonstrate their sense of organisation, cohesion and coherence, and eventually make use of registers to have their message across (Arab et al., 2007).

2.8.1 EFL Writing under CBA

At the third level of secondary education learners have already been exposed to EFL learning for at least six years in which they are supposed to have developed strategies to face problem-solving situations and have enriched their knowledge about the Anglo-Saxon countries' culture (Bourouba, 2012). Secondary-school year three is a year of homogenization, consolidation, and expansion of knowledge previously acquired. Moreover, learners are expected to have the ability to produce both oral and written messages of at least fifteen lines, whose topic is related to the text being dealt with (read or listened to), and in accordance with the communication situation presented in the instruction (Bourouba, 2012). Regarding writing, learners have had experience in essay writing and are supposed to produce a fifteen-line personal piece of writing in close relation with the communicative piece of writing presented in the instruction. In so doing, learners appear to need ample opportunities to practise writing strategies, being able to evaluate, revise, and proofread their written productions.

By the end of the third and last year of secondary education, learners should be able to produce a twenty-line written message in different types of discourse (descriptive, narrative, argumentative, and expository). Yet, learners complete their school year without being able to meet these "high expectations", being confronted

to multiple difficulties in writing (Bourouba, 2012). In this respect, Ourghi (2002) explains that learners are severely punished because of "examination-driven institutional goals" and the too ambitious EFL teaching objectives. There is a general dissatisfaction nowadays among EFL teachers with learners' written productions. They complain that their learners' writing is almost unintelligible. Learners' compositions look like list of ideas lacking many elements (Bourouba, 2012). Differently stated, when writing learners appear to transmit only very basic ideas using incorrect structures and inappropriate vocabulary (word choice). Besides, wrong spelling, bad punctuation and handwriting, grammatical and lexical mistakes hinder communication on occasion. Despite the relatively long experience in EFL learning in which learners receive a considerable amount of communicative activities and ample vocabulary, learners still lack exposure to language practice and writing tasks.

Writing within CBA is function-oriented and context-specific (Auerbach, 1999 qtd. in Bourouba, 2012). Teaching writing depends on the function it is intended to perform and the context in which it is used. Learners, for instance, are taught how to write an application letter using the appropriate organization patterns to request a job. Therefore, it appears that the material to be taught has to be in accordance with the needs of language users.

The writing lesson is being prepared throughout the different sequences and tasks of the teaching unit where learners are presented with different types of discourse embodied in different text types (texts, dialogues, articles, letters, etc), and work on different aspects of the language. In so doing, EFL teachers first provide learners with the topic in accordance with the theme being studied throughout the whole unit. This means that learners are supposed to have been equipped with enough linguistic input and content knowledge. After that, a brainstorming session takes place, discussing the topic, gathering information (developing notes) that both teachers and learners organize and order in a meaningful whole. The teacher provides learners with new vocabulary, transitional expressions to maintain cohesion and coherence, helping learners to express and

convey ideas through correct sentences. It should be noted that despite the various activities learners have tackled along the whole unit (training learners both on form and content), learners still feel at a loss when left to work on their own.

Yet, leaving learners work on their own without presenting or demonstrating models or samples of discourse makes the writing task a challenging one. Merely providing learners with a framework for planning, with ideas and notes to be developed, etc. proves insufficient. Learners frequently produce their compositions that lack most of the necessary components (audience, purpose, cohesion, etc). It should be pointed out that learners have poor writing skills not only at the paragraph level but also at the sentence level like structuring, combining, rearranging, and expanding. Teachers need to provide explicit instruction and enough assistance (help and feedback) about how to use this input effectively, developing learners' awareness, also guiding their learners through the writing process to help them develop strategies for generating, drafting, reviewing and refining their style. Unfortunately, the pressure of the syllabus to be completed and the Baccalaureate exam, make teachers find themselves obliged to assign most of the writing tasks as homework.

2.8.2 Writing Tasks

Under the influence of CBA, the different tasks proposed for secondary education year three have a view to encouraging learners to communicate for a purpose, stressing content not the form, and varying language according to different contexts. This way, students will be prepared to use language according to varied real-life situations. In this respect, the included tasks are "… intended to develop gradually in learners the three competencies of interaction, interpretation and production that cover all areas of language (syntax, morphology, vocabulary, pronunciation, and spelling)" (Arab et al., 2007: 60). Accordingly, such tasks include the presentation and practice of grammar, vocabulary and pronunciation/spelling with the four skills (listening, speaking, reading, and writing). Such tasks have the following characteristics:

- They strive to engage both teachers and learners in the effective use of the composing process. In so doing, the classroom becomes a community in which members (learners) have the opportunity to share experiences and develop their communicative competence through relating grammatical development to the ability to communicate.

- They provide learners with opportunities where content is related to their lives and interests, personalizing learning by applying the learnt items to their own lives.

- Writing tasks center around authentic texts focusing on reading, writing, composing, emphasizing different types of writing and providing varied language models.

(Arab et al., 2007)

Whether provided in the course book or by the EFL teacher, different writing tasks and activities are dealt with throughout each unit and then the whole academic year aiming at preparing learners for the EFL composition and the Baccalaureate examination. It is through such tasks and activities (sentence construction, sentence combination, dialogue completion, paragraph production, and essay writing) that different language functions such as informing, narrating, describing, advising, expressing concession, etc. (see section 2.3) and vocabulary items such as word building are intended to be achieved, reinforced, and mastered.

At this level, in fact, learners are supposed to have acquired sufficient and appropriate vocabulary, mastered the grammatical structures and manipulated the skills and strategies, and have control of a number of elements such as organisation, cohesion, coherence, and appropriate vocabulary to produce compositions (Arab et al., 2007). The writing activities provided by the textbook or proposed by teachers reflect real-life tasks in which learners can write expository essays and articles, simple reports, short articles, formal and informal letters, writing advertisements etc. While dealing with their written tasks, learners are supposed to:

- Make inferences
- Make logical links between sentences and paragraphs

- Identify and use reference words

- Distinguish between fact and opinion

- Demonstrate critical thinking and judgement

- Discuss the organizational pattern of a text

- Paragraph ideas

- Summarize

- Write an expository essay

- Write a story

- Write a policy statement

- Write an opinion article

- Write the description of an ideal school

- Write a descriptive essay

- Write an expository article

- Respond to text (seeking support and feedback)

- Write a letter of advice

- Write a newspaper article

- Write a book/film review article

(Arab et al., 2007)

2.9 Conclusion

This chapter has attempted to provide a general view of the ELT situation in Algeria. It first described ELT at pre-university education with reference to both middle and secondary-school levels, the educational reform, the approach, the teaching load, the syllabus, etc. Since our main concern and field of research concerns third-year secondary-school learners, the chapter has also attempted to describe EFL teaching/learning in secondary-school education year three with reference to the teaching objectives, syllabus, and the textbook used. Being the main participants in any teaching/learning situation, the profiles of both teachers (teacher education, training, and role) and learners (age, needs, interests, and language learning experience) have been described.

The chapter has also dealt with the teaching/learning of writing across the three languages throughout the three levels of education (primary, middle and secondary education). While it has provided an overview of the teaching/learning of writing in L1, FL1, and FL2, this chapter has strived to display some of the variables affecting negatively the teaching/learning of such an important skill.

While describing the research methodology and design through which the present study was conducted, the following chapter will also present the reader with the objectives of the study and the situation analysis. The research tools, informants' profile and data collection method will be displayed as well.

CHAPTER THREE

Research Methodology and Situation Analysis

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3.1 Introduction

The present chapter is both a description of the research methodology and the general framework of the study. On the one hand, it provides the reader with the problem-statement, the research objectives, the research instruments (i.e. task-production, think-aloud procedures, and semi-structured interviews), as well as the methodologies and procedures adopted in this case study. On the other hand, the chapter describes the participants' profile and their role in this research, both teachers' and learners' EFL teaching/learning experience as well as the data collection procedure methods.

Furthermore, as stated in the general introduction, since the purpose of this work is to investigate the similarities between the writing processes of EFL good achievers across three languages (Arabic, French, and English), the chapter displays the procedures adopted for the analysis of data through a triangulated case study. Therefore, when discussing strategy use across the three languages, a comparative and qualitative analysis between the results obtained through the different research tools is made.

The chapter also deals with the analysis of the think-aloud procedure, the identification and definition of the three main categories of strategies and sub-strategies unveiled throughout the think-aloud techniques.

3.2 Research Purpose and Objectives

Since LLS play a significant role in language learning and influence learners' proficiency level in writing, this study attempts to investigate the writing processes of successful third-year secondary-school learners' writing with reference to the strategies employed when composing in English (FL2), French (FL1), and Arabic (L1). It is, then, believed that having a good mastery of the language system proves insufficient and that successful writers use several strategies in their composing process which lead to the production of good pieces of writing. Therefore, the present work aims at identifying such strategies, their importance and roles in the composing process as well as the way they are employed across these three languages. Besides, the study attempts to explain whether achievement in FL2 implies achievement in any other language be it L1 or FL1. Consequently, the objectives of this study are as follows:

1. Examine 3rd year secondary-school learners' writing process and discover the steps and strategies they go through and use when composing in English.

2. Identify the writing strategies undertaken by the same learners in both Arabic and French, and see whether there are any similarities or differences in the writing strategies used by successful EFL learners in the three languages.

3. See whether being good in writing in a foreign language implies being good in any other language be it native or second and vice versa.

4. Provide pedagogical suggestions according to the obtained results to benefit low achievers in EFL writing.

To achieve the above stated objectives, the present research is designed as will be described in the following sections.

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3.3 Research Methodology

This section describes the research methodology adopted in the study. It attempts to present a deep analysis for the comprehension and contextualisation of the writing processes of five Algerian EFL third-year secondary-school Literary and Philosophy stream learners through the use of different research tools. It also examines writing as a product by examining samples of essay writing produced by the same learners (one essay written in each of the three languages, that is, L1, FL1, and FL2). Besides, the researcher uses the semi-structured interview as another research instrument for more details and clarification. The following section deals with the sample population chosen for the research, the different methods used, and the reasons for such a choice.

3.3.1 Case study

The present work is an exploratory instrumental case study in which the researcher uses multiple methods to collect and analyse data, since one single procedure proves insufficient and consequently cannot be reliable. This study is exploratory because it examines, explores, and analyses the writing process using different research instruments such as task-production, think-aloud procedures, and interviews. A case study is an in-depth or detailed examination of a subject. Case studies have been widely used in different investigations, particularly in psychological, social and educational studies (Yin, 2009). The researcher has opted for the case study because it is a method for collecting data through a close examination of a group of individuals, phenomena, etc. In this respect, Yin (2009: 18) states that: ''a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and with its real life context, especially when the boundaries between phenomenon and context are not clearly evident and multiple sources of evidence are used''. In other words, case study research is an ideal methodology when an in-depth investigation is needed; that is, it enables the researcher to have a deeper understanding or insights into the phenomenon in context (Feagin et al., 1991 qtd. in Tellis, 1997). In addition to the fact of being

concerned with empirical investigations using single or multiple units of study based on both knowledge and experience, a case study uses familiar research methods as in any scientific field for data collection such as interviews or questionnaires (El-Aswad, 2002).

For his part, Nunan (1992: 229) stresses the importance of a case study in applied linguistics when it "usually involves language behavior of a single individual or limited number of individuals over a period of time". Moreover, being experimental or quasi-experimental, the data collection and analysis methods of the study may still have some unclear, ambiguous or hidden aspects (Stake, 1995 qtd. in Tellis, 1997). Case studies are therefore designed to bring out the details or extra information from the participants' viewpoint by using multiple sources of data so as to elicit those unobservable aspects (e.g. interviews).

In the context of language learning, case study appears to be the most frequently used in composition research (Flower and Hayes, 1980; Zamel, 1983; Arndt, 1987; Raimes, 1987; and De Larios, 1998 qtd. in El-Aswad, 2002). The researcher believes that by using different sources and different methods of data collection, the research findings will be strengthened as the evidence is triangulated. Patton (1990) explains that case study fits much with the triangulation approach. Indeed, such a design will help the researcher answer the research questions and reach the desired objectives. Nunan (1992) states that triangulation is then an important concept in case study research because an investigation of the matter or phenomenon from different perspectives provides solid foundations for the findings and supports arguments for their contribution to knowledge. Nunan (1992) adds that the aim of case study research is to search deep, look for explanations and gain understanding of the phenomenon through multiple data sources and through this understanding extend or test theory. Case study research, as Yin (2009) suggests, is particularly suitable for description, explanation and exploratory research. Furthermore, he explains that it illustrates and enlightens aspects of research and is preferred in the following situations:

- When the focus is on a contemporary phenomenon; i.e. the composing process of EFL learners in L1, FL1 and FL2.

- When the researcher has little control over the writing processes; the strategies learners actually employ in their composing process.

- When certain questions like 'how do learners proceed in the composing processes?' are being asked.

<div align="right">(Yin, 2009)</div>

As a result, collecting data through the use of different research instruments, investigating in depth the writing strategies employed by individual students helps gain insights into how such strategies are used by larger groups of learners, draw conclusions and provide suggestions. The following section will describe the two main partners in any teaching/learning situation, that is, the teachers and learners who took part in this study.

3.3.2 Participants

The study requires the contribution of the following participants: third-year secondary-school Literary and Philosophy stream pupils, EFL secondary-school teachers with whom the semi-structured interview was conducted, and secondary-school Arabic (L1), French (FL1), and English (FL2) teachers who were concerned with the evaluation and grading of task-production.

School selection was not purposive since the ultimate goal of the researcher was to look for good achievers in EFL writing whatever the school in question. The study was, hence, hoped to provide the researcher with a better understanding of the writing strategies employed by such learners in the composing process. For this reason, it is important to present some of the most fundamental aspects of the educational context in which the informants in question are involved and through which the teaching/learning process takes place. A description of both learners' educational background and their experience in language learning (L1, FL1, FL2) will also be displayed.

3.3.2.1 Learners' Profile

Five third-year learners enrolled in a Literary and Philosophy stream at Dr Benzerdjeb Secondary School in Tlemcen took part in this study during the academic year 2012-2013. The researcher's purpose was to examine learners' use of writing strategies in FL2 then compare these strategies across the three languages (L1, FL1, and FL2). At the third level of secondary education, learners have eleven years of schooling during which Standard Arabic is the language of instruction for all subjects except foreign languages. Third-year pupils have learned French for at least nine years since this first foreign language is introduced in the third year of primary level. English, being the second foreign language, is introduced in the first year of middle-school level. At the third level of secondary education, learners, whose age varies between seventeen and nineteen, have an experience of six years of EFL learning, their mother tongue being a western variety of Algerian dialect. They are about forty to fifty learners per class.

Harmer (2004) explains that, mainly in the case of overcrowded classes, it may appear very difficult to deal with learners who cannot be easily motivated and interested in class tasks especially if they are involved in a long and uninteresting one. He adds that, if involved, learners become noisy and enthusiastic and sometimes may be a little out of control and start using their mother tongue. It is generally noticed that if learners do not really seem motivated in the EFL class, it is mainly due to the number of difficulties they encounter in learning the foreign language, the lesson taking place in a classroom equipped with a mere blackboard, the visual aids being totally inexistent.

In this study, the researcher was concerned with but good EFL pupils. For this main purpose, a sample of eight successful EFL learners presenting a good writing performance was selected. As a matter of fact, out of the eight chosen informants (six girls and two boys), only five girls participated in the study from the beginning till the end. These five informants come from Tlemcen and other

neighbouring towns. Such learners used to achieve high scores in all English written examinations, both at middle and secondary-school levels.

The English course time load at the third level of secondary education is four hours a week, with limited time devoted to writing activities such as gap-filling, dialogues, answering comprehension questions (including yes/no or wh-questions), and essays to be dealt with at the end of each unit as mere homework (see section 2.8).

3.3.2.2 Teachers' Profile

While three language teachers (one teacher for the Arabic language, one for French, and one for English) were designed to evaluate and grade learners' written productions, five other EFL teachers were concerned with the interview. It should be noted that these eight teachers teach at Dr Benzerdjeb Secondary School. They have a 'licence' degree in either Arabic, French, or English obtained in Algerian universities. Their teaching experience ranges from ten to twenty-five years. Teachers in charge of both essay evaluation and grading were informed about the topic and the different criteria (see section 4.4) to take into account during evaluation.

The following section deals with the different instruments used for the study. It will describe each tool, stating its importance, usefulness and role in the research, as well as the reasons behind the researcher's choice.

3.3.3 Research Instruments

Different research instruments were chosen for more objectivity and validity of research. That is, a combination of different analytical tools has been used in this research work in order to check the accuracy of the informants' responses. In this respect, Weir and Robert (1994: 137) state:

A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources collected by different methods and by different people (i.e. 'triangulation'). It is now widely held that multiple methods should be used in all investigations.

Indeed, investigating the composing process and identifying the steps and strategies learners engage in when writing need to be valid, reliable and studied in depth; it cannot be done at random. For this reason, Weir and Roberts stress the importance of using data from different sources, collected through different methods (triangulation). Consequently, since the aim of this study is to seek to display the nature of the writing process, the researcher makes use of three different research tools: essay-writing tasks, think-aloud techniques, and the semi-structured interview with both teachers and learners.

3.3.3.1 Task Production

The five subjects were required to write an in-class fifteen-line essay concerning their future job, in each of the three languages (L1, FL1, and FL2) within one hour. It was estimated essential to set a time limit and proposing a familiar topic. Timed essays are frequently used because they require the demonstration of disciplinary knowledge by producing a writing sample within a limited time period. In this respect, this one-hour timed-essay (in class-essay) would give learners the opportunity to express themselves freely because many varieties of essays require different types of writing since a well-written effective essay will probably use several of these different types of writing. For example, learners said what something was like: descriptive writing, before they could say whether or not it was important or valuable: evaluative writing. The informants welcomed the idea because it gave them a chance to express their points of view concerning their future professional life. In so doing, learners could demonstrate and develop the

ability to describe the job with its advantages, construct a coherent argument, provide good reasons for their choice, and make use of critical thinking.

Writing about their future job was given to students for the purpose of minimising topic effects, that is giving learners a suitable topic to be dealt with in terms of theme, content, genre, layout and mechanics. This was viewed appropriate as learners usually practised and wrote the kind of narrative, descriptive, creative and argumentative writing topics in the English composition course for academic purposes. In addition, producing the same written composition topic (in L1, FL1, and FL2) was assumed to be better in order to identify the different steps and strategies used across those languages. In fact, this topic raised learners' interest since they were to sit for the Baccalaureate exam which would be a decisive phase in their educational life, in the sense that it would give them an idea about the choice of the field of study at university level and also their future job.

The three essays written by the five participants in each of the three languages were later evaluated by the three concerned instructors (L1, FL1, and FL2 teachers). The three raters scored the essays on the basis of the academic writing scoring. The major criteria set were based on the capability to demonstrate competence in writing in English. They were asked to deal with both form and content. It meant that when assessing learners' essays, teachers needed to pay attention to essay organisation, coherence of ideas, cohesion and sentence structure, vocabulary use, and the different errors and mistakes committed as far as grammar, lexis, punctuation, and spelling were concerned.

3.3.3.2 The Think-Aloud Technique

The think aloud technique is frequently used to gather data in psychology and social sciences. It is as Nunan (1992) explains a technique permitting to the participants to verbalize their thoughts, feelings, and opinions while performing a task at hand or solving a problem so as to elicit invisible information and make explicit what is implicit. In other words, the purpose of this method is to make informants express aloud whatever they are thinking about, doing, and feeling, as

they go about their task. In this respect, Flower and Hayes (1981: 368) argue that the think-aloud technique helps writers "verbalize everything that goes through their minds as they write, including stray notions, false starts, and incomplete or fragmentary thoughts". Likewise, Ericsson and Simon (1994, qtd. in Al-Eswad, 2002) state that the think aloud procedure was used for cognitive psychologies to obtain data about the way people cognitively process information. In the context of language learning, Afflerbach (2002) adds that such a method was used extensively in reading research in the first language and provided insights not only into the reading comprehension processes but also on learners' affective and motivational states. According to Chamot and Keatley (2003), it provides on-line processing and reveals mental actions more clearly than retrospective techniques because such tools reveal only what the learners think later about the writing processes which were performed on a previous occasion. As a matter of fact, the researcher opts for the think-aloud technique as a research instrument because she believes that while both questionnaires and interviews require interpretation and justification as far as participants' answers are concerned, think-aloud techniques are thought to be more objective in the sense that they describe and report immediately what the participants actually do to complete their tasks.

Yet, verbalising thoughts while performing tasks actually disrupts the learners' flow of thoughts and might affect their success in performing the tasks especially if they are required to complete them within a certain time limit. In fact, learners might find such interruptions irritating. For this reason, the researcher needed to explain in advance to the informants the principles of such a method so as to prevent them from having problems while performing their tasks. Indeed, there are difficulties in conducting the think-aloud writing study because such a method requires a great deal of attention and proficiency from the researcher in that it may seem unnatural to the participants. Besides, the task is time-consuming since it often takes the researcher a large amount of time transcribing a recorded protocol, and several hours analyzing and comparing the transcriptions. This denotes the impossibility to have a large number of participants involved in this kind of study. Given the large quantity of data obtained from each individual, think aloud is

normally conducted with small samples ranging from five to twenty participants (Liu, 1999). It means that it is preferable to have a small number of participants when conducting the think-aloud procedure since each participant will provide the researcher with large data for analysis (in this context three essays produced by each informant: one in L1, one in FL1, and one in FL2).

As far as the composing process is concerned, Flower and Hayes (1981) prefer using the think-aloud technique as a research method to describe the writing processes the participants employ in their task and what may be affecting them. This enables the researcher to see first-hand the process of task completion and assess how the informants manage their writing process strategies (rather than only its final product). Think-aloud sessions were audiotaped so that the researcher could go back and refer to what the participants had done, and the way they had reacted.

Hayes and Flower (1983) state that the think-aloud protocol provides direct and valid evidence of the natural cognitive processes. It also helps detect invisible writing processes using other methods such as written output analyses and interviewing participants after they have produced their compositions. However, El-Aswad (2002) argues that scholars like Perl (1980), Faigley and Witte (1981), Zamel (1983), and Shuy and Robinson (1990) doubt the validity of the think-aloud method. They believe that composing aloud is not done the same way as when done silently in the sense that it obliges people to do more than one thing at a time (i.e. an unnatural effort to talk about what they think). They claim that verbalising learners' thoughts when writing probably inhibits the composing process by interrupting the flow of thoughts.

The researcher first explained to the five participants the principles and methodology of that technique, and how they should proceed: learners should verbalise every thought and every idea. Then, she used a tape recorder to capture their verbalized thoughts. The recording and the writer's written material (that is, drafts and the essays: the final products), were combined to create a single protocol.

Put differently, after the researcher had transcribed the think-aloud recordings, the protocols were ready for analysis and comparison.

The semi-structured interview conducted with learners was used as a complementary tool to the think-aloud protocol. While using the interview, the researcher's objective was to check ambiguities and clarify some aspects not really observable during the think-aloud session.

3.3.3.3 The Interview

The interview is frequently used as a data-collection tool since it aims at gathering data through direct interaction between both the interviewer and the interviewees. According to McDonough and McDonough (1997) interviewing is a very basic research tool in social sciences. The purpose of the research interview is to explore the views, experiences, beliefs and motivations of individuals on specific matters (e.g. factors that influence their proficiency level in writing). This instrument is believed to provide a deeper understanding of social phenomena. Interviews are, therefore, more appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants (El-Aswad, 2002: 173). Interviews are also particularly appropriate for exploring sensitive topics.

Interviews can be sub-categorized as structured, semi-structured, or unstructured. Structured interviews consist of a list of predetermined questions to be asked, with little or no variation and with no possibility for "follow-up questions" to responses that permit further elaboration (El-Aswad, 2002). Structured interviews are not flexible and do not allow interviewers to deviate from the interview schedule. Consequently, they are relatively quick and easy to administer and may be of particular use if clarification of certain questions is required. In other words, they only allow for limited participant responses and are, therefore, of little use if depth and details are needed. Unlike structured interviews, unstructured ones do not reflect any preconceived theories or ideas and are performed with little or no organization (El-Aswad, 2002). Conducting such a type of interview, the researcher

may simply start with an opening question such as 'Can you tell me about your experience in EFL learning?' and will then progress, depending on the initial response. It is assumed that unstructured interviews are usually time-consuming (often lasting several hours), can be difficult to conduct, analyse, and participate in, as the lack of predetermined interview questions provides little guidance or orientation on what to talk about (El-Aswed, 2002: 173-174). Their use is, therefore, needed only where significant depth is required, or where nearly nothing is known about the subject area. For their part, semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (El-Aswad, 2002). The flexibility of this approach appears to suit the context of the study.

For this main reason, the third research instrument includes a semi-structured interview. El-Aswad (2002) states that researchers such as Wenden (1986) and Abdallah Hussein El-Salleh (2002) opt for semi-structured interviews for more flexibility to obtain the required information. The researcher believes that pre-determined questions serve as a guide for the discussion and responses from learners can be used to prompt further details. Moreover, the semi-structured interview allows more flexibility than the structured one and is easier to analyse than the unstructured interview. As a matter of fact, the researcher chose to use a semi-structured interview (see appendix A) in order to collect data of a qualitative nature; explanations rather than yes/no answers, having a relatively interesting collection of answers to analyse. The questions in the interviews were designed and structured in advance although there was possibility for follow-up questions depending on the interviewee's answers.

Though McDonough and McDonough (1997) state that taking notes in interviews may be disturbing, the researcher decided to use this note-taking technique because she estimated it as a good technique to collect data so as to avoid transcribing recordings once more. During the interview session, the interviewees (i.e. learners) used all of L1, FL1, and FL2 to answer, frequently switching from

one language to the other especially when it proved difficult for them to express an idea in either French or English. Later the researcher translated all the answers into English. The pre-planned interview guide forms the basis of the interview which lasted nearly thirty minutes. However, the question order was sometimes changed so as to keep the interview close to a natural conversation, explaining to the interviewees that all questions in the interview referred to them as EFL teachers and learners, respectively and their experience in the EFL class.

3.4 Research Procedure

The research procedure consisted of three parts. Part one was to inform the respondents of the purpose of the study and gain their confidence. In this phase, the researcher explained to the learners the different tasks to be performed, i.e. essay-writing tasks and the think-aloud protocols followed by a semi-structured interview in order to clarify ambiguous points. In addition, another semi-structured interview would be conducted with EFL secondary-school teachers. Part two included the application of these research tools and the performance of all tasks: task-production, the think-aloud procedure and the conduction of the semi-structured interviews. Part three was devoted to the analysis and interpretation of the findings.

The five participants were first concerned with task-production, then the think-aloud protocol and finally the semi-structured interview. After the pilot study (see section 3.4.1), the participants produced one essay per week in each of the three languages, in April 2013. Learners first started composing in English (first week), then French (second week), and finally Arabic (third week). As soon as they had been written, the produced essays were given for evaluation and grading. After data analysis and results interpretation of the think-aloud protocols and production tasks, the researcher conducted the interview with the five learners during the first week of May 2013 and it was only by the end of that month that the interview with EFL teachers was conducted. It should be pointed out that the researcher dealt with

each informant (teachers and learners) in isolation and that each interview lasted thirty minutes.

3.4.1 Piloting the Think-Aloud Procedure

Data collection of any study should be piloted at any particular stage of its procedure (Seliger and Shohamy, 1989 qtd. in El-Aswad, 2002). Piloting the study proved necessary to check the feasibility of the research instruments by testing both their positive and negative aspects. With regard to the think-aloud technique, it helped the researcher determine the difficulties or ambiguities which learners encountered, as well as the weak points of the study procedure.

The pilot study was carried out on a sample of eight students, in March 2013, four weeks before the study proper in order to find out the feasibility of the think-aloud technique (learners' writing processes). Said differently, this pilot study was designed to test the writing process in the three languages and the effectiveness of the think-aloud technique in the sense that the informants were not familiar with such an approach. A small room was chosen for the purpose of comfort and quietness in which a training session was designed to familiarise learners with the think-aloud procedure. The researcher explained the procedure to learners, preventing from influencing or disrupting their flow of thoughts in any aspect, just keeping a distance from the learners and serving as a prompter, (to keep learners talking) and, from time to time, reminding students to say aloud what they were thinking about, in case they kept silent (Chien, 2008).

The respondents were informed that they would have one hour at their disposal to produce an English, French, or Arabic composition on a given topic, expressing aloud any thought that came to their mind, regardless of what it may be. When needed, learners were allowed to use whatever language they wanted (e.g. providing any word equivalent in other language, or even a mixture of languages).

After this explanation, learners were invited to raise concerns and questions about the procedure. They had around one hour to practise think-aloud on an easy

topic on paper. In the practice-writing session, the researcher was later able to examine whether the students had conformed to the guidelines (as stated above), and if necessary gave them further practice before the actual writing session. In fact, all of the informants seemed to adjust themselves to the think-aloud very quickly. None of them thought they needed to practise more before the actual writing session. Having also watched the practice sessions, the researcher was quite satisfied with what they had done.

While the feedback obtained from learners revealed the feasibility of this research procedure, it nonetheless showed that more explanation and clarification had to be provided to learners. The pilot study also revealed that learners did not seem to understand exactly what was required from them because some of them kept silent for a long time, something not too beneficial to the research. The informants explained that they could not talk and write at the same time because speaking made them incapable to think appropriately; it, instead, disrupted their thinking process. Therefore, taking learners' feedback into account, the researcher undertook to make some changes by re-explaining or reformulating the purpose and principles of the think-aloud technique and stressing the importance of verbalising thoughts when writing.

3.4.2 The Study Proper

In the actual writing session, for the purpose of comparability of data, it was decided to set a common topic in writing for one hour. When the learners composed aloud, there was no interruption. Unless they kept silent, the researcher had recourse to verbal signals ("keep talking") to prompt them to express aloud their mental processes. The whole writing processes were audiotaped.

Four weeks after the pilot study had taken place, and after clarifying the objectives of the think-aloud technique, the researcher undertook to collect data between April and May 2013. It should be pointed out that all the informants performed their tasks at the same time and that the think-aloud procedure lasted three weeks that is, one week for each language. Besides, the semi-structured

interview with learners was conducted one week later, after the researcher had analyzed the protocols.

3.4.3 Interview Procedure

After the think-aloud procedure, the researcher proceeded to the conduction of the semi-structured interviews with both EFL learners and secondary-school teachers.

3.4.3.1 Learners' Interview

The researcher chose the semi-structured interview as another research instrument in order to detect the strategies used by learners but which cannot be easily identified. The researcher dealt with each learner individually so as to clarify the ambiguities related to learners' behaviour during the composing process and then have a better understanding of learners' strategy use. The objective of such interview was also to verify the research hypotheses. Consequently, the main concern was to identify the writing processes learners were engaged in and the strategies they employed during the composing process whatever the language in question. Therefore, the interview was hoped to help the researcher discover:

- How learners proceed in their writing process in English
- The strategies they use in the three languages
- Whether there are similarities in the use of strategies in the three languages
- Whether there is a correlation between achievement in writing in FL2, L1 and FL1

The researcher interviewed the same five respondents who had already participated in the think-aloud session. One week after the last think-aloud session, she undertook the interview with the learners, presenting them with both the essays they had produced and the recordings, asking them to listen to their recordings and compare them with the essays written on the drafts and final papers. During the interview, the researcher used all three languages. Though the informants appeared

to like English and appreciate using it, they, though at few times, switched to both French and Arabic.

3.4.3.2 Teachers' Interview

After collecting data from the think-aloud protocols, learners' production tasks and interview, the researcher conducted a semi-structured interview with five EFL teachers. The semi-structured interview was used as a research instrument in order to know more about the teaching of the writing process, the strategies integrated by EFL teachers as well as the ones employed by learners in the composing process. The researcher also needed to check the research hypotheses and compare these results to the ones obtained from learners through the think-aloud procedure and the interview. EFL teachers' participation had three main purposes:

- To describe the way they conducted their writing lesson with reference to the teaching of the writing process, whether they integrated LLS in writing tasks, and to identify the strategies they used and estimated more appropriate at the third year of secondary education.
- To describe the way good achievers proceeded within writing tasks and identify the strategies they employed.
- To suggest solutions to help remedy the problem of writing in English thanks to explicit instruction, strategy integration, and training.

The present interview comprised three sections. The first one inquired about the teaching of the writing process and the time devoted to such a task with reference to the topics dealt with, the practice learners had as well as the used approach, the instructed strategies during the writing process, and the ones employed by learners to perform their tasks. Section two endeavoured to know more about the processes employed by good learners during essay writing, asking about learners' level in EFL writing, whether achievement in writing was related to strategy use, and the strategies used by successful and unsuccessful learners. The third and last section was devoted to suggesting solutions to help improve the

quality of EFL writing by implementing the teaching of strategies in EFL composition.

3.5 Data Analysis

Patton (1990) suggests that for analysing the obtained data, researchers should present their results as objectively as possible. Yin (1994) adds that in doing so, researchers should rely on theory to conduct and develop their case studies. Therefore, to investigate the composing process, the differences and similarities between L1, FL1, and FL2 writing strategies and their effect on writing proficiency level, the researcher will deal with the data obtained from each research instrument in isolation. Later, all the results will be discussed and compared to each other.

The study made use of both qualitative and quantitative methods for the analysis of data. Unlike the questionnaire, the open-ended interview procedure allows more flexibility since informants have the opportunity to respond somehow freely, such a procedure resulting in collecting much more information from the respondents.The findings will be presented and then discussed using descriptive, comparative, qualitative and quantitative analyses.

To address the first research question, the researcher analysed and compared the five think-aloud protocols produced in English. To address the second research question, the types of strategies used in English writing were compared to the ones used in both Arabic and French. Descriptive data using independent test samples on writing strategies used by successful language learners were analyzed to find the significance in the difference of the means between the three different languages and the learners themselves for each category of strategies. For more details and validity, the researcher compared those results to the ones obtained from teachers' and learners' interview. Production tasks' evaluation and grading were devoted to address the third research question which analysed and compared learners' proficiency level across the three languages. The fourth and last research question

was addressed through the analysis and the comparison of all the results obtained through the different research instruments. Because the purpose of this study is to have a deep comprehension of learners' behaviour as far as their composing process in L1, FL1, and FL2 is concerned, the researcher feels it necessary to analyse the data qualitatively.

3.5.1 Qualitative Analysis

Analysing and interpreting the obtained results qualitatively requires from the researcher to base her methodology on observation, exploration, description and explanation. This method is more concerned with analysing and understanding each individual informant's writing process with reference to the strategies employed. In this respect, Bell (1999) believes that the adopted approaches and methods depend on the nature, the information and the objectives of the research.

3.5.2 Quantitative Analysis

In our context, such an approach was used to help the researcher quantify the obtained data related to the informants' grades in the three languages.

3.6 Identification of Writing Strategies

To classify the recorded writing strategies, Hamzaoui's (2006) categorization is adopted. The latter puts students' strategies under the three categories proposed by O'Malley and Chamot (1990): metacognitive, cognitive, and socioaffective. Then based on Tarone (1977), Oxford (1985), and O'Malley and Chamot (1990), and her own findings, Hamzaoui (2006) developed the adopted taxonomy displayed below. It should be noted that this taxonomy is supplemented by other strategies distinguished by an asterisk. As explained above, the participants' writing strategies are put under the three kinds of strategies mentioned hereafter.

3.6.1 Metacognitive Strategies

Metacognitive strategies are considered by O'Malley and Chamot (1990: 44) as "higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity". They are all those thoughts and behaviors learners use to plan, set goals, manage oneself, and regulate or self-direct their writing so as to accomplish the composing task. Said differently, metacognitive strategies involve thinking about (or knowledge of) the writing process, planning for writing, organising and monitoring while it is taking place, or self-evaluation of writing after the task has been completed. They involve everything about managing time, producing and evaluating the language used.

1-Topic reading/Prompt reading: Prompt or topic reading as Hamzaoui (2006) defines it and also referred to as 'advance organisation' by O'Malley (1990), is one of the most frequently used strategies. Learners, in fact, read the topic several times (or at least once) for comprehension and task accomplishment. Thanks to topic reading learners can answer successfully by understanding what is expected from them.

2- Key words identification: This step requires from learners to either underline, circle or even report these words on their drafts in order to identify the most important points to be tackled. That is, thanks to key words identification learners become aware of what is required from them. Likewise O'Malley (1990) views key words identification as 'selective attention'; that is, key words represent the general ideas to be selected for essay writing.

3-Brainstorming/Ideas generation: Learners are required to generate, either mentally or reporting by written, any idea in connection with the topic before selecting the most appropriate ones.

4-Planning: It consists in generating ideas, organising them, and setting goal(s). Rubin (1987) and Oxford (1990) explain that learners decide in advance how to plan, arrange, and organise their work by dividing it into different parts

(introduction, development, and conclusion in the case of essay writing) and what information to include in each part. Organisation includes structuring thoughts and ideas in a cohesive and coherent way using knowledge of the long-term memory and task environment for the documentation (Flower and Hayes, 1981). Goal setting makes learners develop plans in order to think about the method or means by which they will reach their goal. It should be borne in mind that as their goal changes, learners would re-organise and adjust plans to fit the understanding of the task at hand.

5-Oral Construction of the text: Hamzaoui (2006) states that oral construction requires learners to generate ideas, plan, organise and even construct their text orally instead of jotting ideas on paper. In fact, some learners first proceed to construct their text either mentally (thinking) or orally (talking to oneself) before writing it.

6-Topic consultation: In addition to topic reading which takes place at the very beginning of the composing process, while writing learners go back to the prompt several times for consultation (Hamzaoui, 2006). In so doing, learners check what is exactly expected from them by comparing it to what has been written or also to adjust their writing in accordance with the demands of the topic.

7-Plan consultation: It requires from learners to go back to the plan throughout their composing process to check whether they actually follow it, including the necessary information (Hamzaoui, 2006). Such a strategy proved difficult to detect since none of the learners wrote her plan on the draft, merely doing it mentally.

8-Revision: It implies reviewing and evaluating what has been planned or written. Reviewing comprises reading and editing. Revision occurs consciously at different stages of the writing process while learners are supposed to evaluate their writing by checking both form and content (correcting grammatical errors and changing the content of the text) of what has been written with the aim of correcting and improving anything that would hinder the text from meeting the objectives. In this respect, Flower and Hayes (1980) state that when the evaluation of a plan or a text

is not satisfying, reviewing generally brings about revision. It also takes place when the writer feels errors, inadequacies, incorrectness or illogical aspects during the act of writing. Flower and Hayes (1981) add that it is not an automatic activity but rather one in which the writer "makes up his mind to devote time to systematic verification of the text".

9-Self-monitoring: According to Flower and Hayes (1981: 31), it is the fact to think about thinking and to continuously coordinate and examine the mental manipulation in sustaining and shifting the focus of attention among different strategies in order to ensure the writing progress and quality. It consists of checking how well one is doing against one's own standards as far as the content and form are concerned. To progress as writers, learners actively set, regulate and then monitor their own progress towards those cognitive goals associated with writing; this process is referred to as executive control (Flower and Hayes, 1981). Said differently, learners evaluate the style of the language used, the presentation and organization of ideas, and the way they try to best convey the message and reach the audience. In this respect, O'Malley and Chamot (1990) and Graham (1997qtd. in Hamzaoui, 2006: 140) identify five types of self-monitoring strategies as follows:

- Comprehension monitoring: is the fact of checking or correcting one's comprehension of linguistic items by placing a word or phrase in a meaningful language sequence. That is when learners do not find the appropriate word, or sentence which best fits their situation, they deepen their thinking for the most appropriate item to convey the message in a correct way.

- Production monitoring: consists in verifying and correcting the language being produced. According to Oxford (1985) it is used when learners are writing for correct grammatical patterns, spelling forms, and well structured language. It consists of rule application so as to achieve correctness at the level of grammar, lexis, etc.

- Auditory monitoring: helps to check and detect any item with reference to its pronunciation, that is learners use hearing to look for correctness.

- Visual monitoring: helps to verify, for instance, the spelling of words using two items. For example the learner writes 'psychology' and 'psychologie' to see which one is correct.

- Style monitoring: is the fact of reviewing the language produced and refining it to produce well-structured language.

10-Time-saving strategies: Hamzaoui (2006) explains that because of time constraints, writers may use specific strategies to save time. For example, some learners avoid drafting, that is writing on rough paper. Instead, they prefer "to use directly the exam paper in order not to waste time" (Hamzaoui, 2006: 141), while others prefer to start copying what has been written once they are sure about it. This strategy may be represented in different forms. As Hamzaoui explains some learners prefer not to use drafts because they are sure about what they are writing. Other learners prefer to start on drafts and continue on final papers. Others use drafts just for a restricted number of items such as when checking the spelling form of particular words, or to remember others as they are reported on paper.

11-Elaboration: It consists in relating new information to other concepts in memory. Simsek and Balaban (2010) explain that during the composing process learners may develop and elaborate their text by adding new or previously acquired knowledge and relating it to what is being tackled. In so doing, learners may use new words in a sentence, paraphrase information, summarise, match, apply analogies, generate metaphors, make comparisons, and write questions.

12-*Audience awareness: This strategy helps learners take their readers into account. When talking to themselves and reviewing, checking the content in accordance with the audience, learners attempt to select the most appropriate way to construct sentences and convey clear and unambiguous messages.

3.6.2 Cognitive Strategies

Such strategies refer to the techniques or operations used in writing that require direct analysis, transformation, or synthesis of writing materials.

1-Writing in two languages: This strategy, as put by Hamzaoui (2006), has been used a lot by learners to overcome their writing difficulties to express themselves. When writing in FL1 and FL2, in order not to lose the idea or sentence being expressed, learners frequently switch to Arabic or even DA, reformulating it later in the concerned language.

2-Re-reading: also referred to as repetition by O'Malley and Chamot (1990) meaning re-reading what has already been written such as words, phrases, sentences or even paragraphs, helps learners go further in their writing (Hamzaoui, 2006).

3-Translation: According to Hamzaoui (2006), translation consists in the transformation of pieces of language to another language. When blocked during the composing process, most of the time EFL learners rely on both knowledge and skills acquired in their mother tongue, thinking in a language and writing in another. In so doing, they may sometimes generate sentences in Arabic/French before later translating them into English. Consequently some aspects of incorrectness can be felt at the level of sentence structure. Two types of translation were identified:

- Direct Translation: When the learner translates from one language into another such as translating from English into French.

- Indirect Translation: This frequently happens when learners could neither express themselves in the language being written, nor find the appropriate items through direct translation.

4-Transfer: It occurs unconsciously when learners use the previously acquired knowledge. According to Oxford (1985) and O'Malley and Chamot (1990) learners may use vocabulary items, grammatical structures or spelling forms belonging to a specific language and apply them when writing in another language.

5-Language switch: According to Tarone (1977), it is the fact of writing in one language, for instance English, using either Arabic or French words without translating them later. This frequently happens when learners cannot find the appropriate item(s).

6-Approximation: According to Tarone (1977), it is the fact of using an alternative term or structure which closely approximates the meaning of the lexical item in the target language.

7-Circumlocution: Tarone (1977) states that such a strategy requires using synonyms, describing or exemplifying the target object or action when it proves difficult for learners to use the appropriate item.

3.6.3 Affective Strategies

Social/affective strategies consist in using social interactions to assist in the comprehension, learning or retention of information as well as the mental control over personal affect that interfere with writing. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Wenden and Rubin (1987) argue that although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language. It should be pointed out that no social strategy was detected since the five informants were isolated in separate rooms for the think-aloud technique.

1-Avoidance: Word, message, phrase, sentence avoidance or abandonment implies leaving a message unfinished because of language difficulties (Hamzaoui, 2006). That is, learners avoid some words or sentences because they are unable to continue their ideas using such items, or because they are uncertain about their forms or estimate them inappropriate. Therefore, learners would look for more adequate items which best fit their writing context.

2-Risk taking: Risk taking according to Hamzaoui (2006) implies the use of certain words or sentences in the wrong place. That is, even though learners know that such items are not the appropriate ones, they nonetheless use them.

3-Making false starts: Learners sometimes do not know how to start or what to include in their writing (Hamzaoui, 2006). They just start speaking or writing anything that they will change afterwards.

4-*Self encouragement: Learners sometimes use some positive statements after evaluating their writing so as to encourage themselves go further as if given rewards.

3.7 Conclusion

This chapter dealt with the use of the triangulated case study research, providing details on the methodological framework of the research, background information on the setting and respondents as well as the research instruments employed in the study. It also provided a description of the data collection procedure and analysis. While five EFL learners participated in the whole study, from the beginning till the end, three other subjects merely took part in the pilot study. The research also required the participation of five EFL teachers concerned with the semi-structured interview, and three others (L1, FL1, and FL2 teachers) for task-production evaluation.

This study adopted a triangulated research methodology in which multiple research instruments were used. These tools provided rich information about the informants, the writing processes as well as the writing strategies employed by the subject participants when engaging in task-production. The methodology adopted included teachers' perception of the teaching/learning of writing, learners' written productions, the writing process, the writing strategies, teachers' instructions and feedback, and written tasks. In order to have a better understanding of how learners

behave during their writing processes, the informants were required to tackle the same topic in all three languages.

The last part of the chapter dealt with both the identification and definition of the strategies used in the think-aloud data. Such strategies were classified into three categories: metacognitive, cognitive, and socioaffective (O'Malley and Chamot, 1990; Hamzaoui, 2006). This section has also provided the reader with an overview of the strategies employed by the five secondary-school Literary and Philosophy stream informants. The following chapter will be devoted to the analysis, interpretation, and discussion of the obtained results.
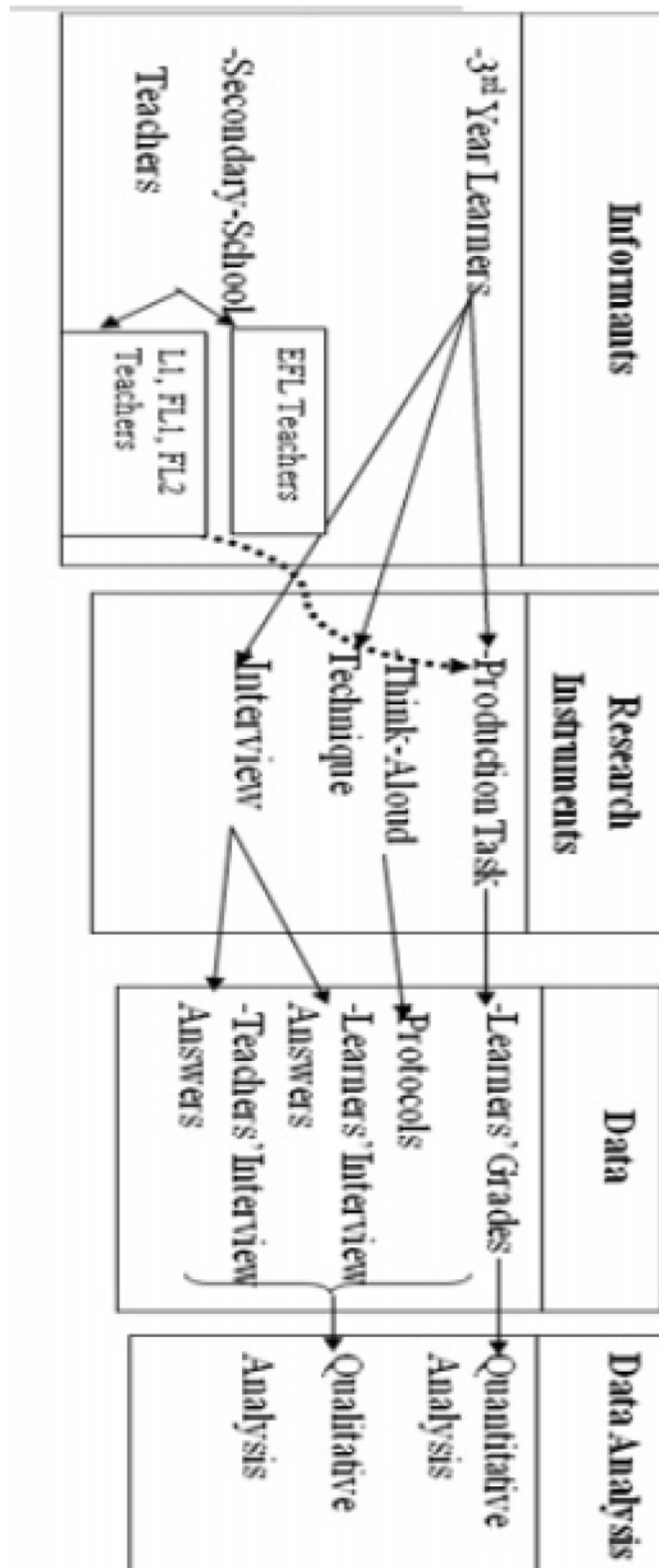
Figure 3.1 Research Design

CHAPTER FOUR

Findings and Discussion

CHAPTER FOUR

Findings and Discussion

4.1 Introduction

The present chapter is devoted to the second part of the empirical phase of the study. Its purpose is to provide a clear analysis of the writing process. As stated in the general introduction, the present work aims at investigating the different strategies that good achievers enrolled in the third-year Literary and Philosophy stream employ in EFL composition.

This chapter also seeks whether such strategies are the same across the three languages, whether strategy use is behind success in writing, whether there is a correlation between achievements in languages that is, whether achievement in FL2 implies achievement in L1 and FL1, and then incorporate writing strategies in EFL teaching. For this reason, it is important to analyse learners' think-aloud protocols, assess learners' written productions with reference to the marks obtained across the three languages, and analyse both teachers' and learners' semi-structured interviews. A description of the writing session and the way it is conducted, learners' reactions and involvement in such a task, and an analysis of learners' written productions as far as strategy use is concerned will be displayed through teachers' interview.

The researcher has chosen different research instruments and informants from two different status so as to make the research objective and valid. Three main sets of data were used for the analysis: learners' task productions, audiotaped think-aloud protocols, as well as interviews conducted with both third-year Literary and Philosophy stream learners and EFL teachers. All of the obtained data and results were discussed and analysed qualitatively since the number of informants was restricted to only five learners (see section 3.4.1). For this main reason, it became easy to deal with each respondent in isolation before finally summarising the findings and results. Besides, learners' grades in English, French, and Arabic were analysed quantitatively.

4.2 Analysis of the Think-Aloud Data

The think-aloud protocols were analysed and compared to one another in terms of the five informants' writing processes across the three languages.

4.2.1 Results

After the think-aloud sessions, the researcher proceeded to the collection and transcription of the recordings. She first segmented, labelled and then classified all the strategies employed and the three stages (pre-writing, writing, and post-writing) learners went through in their composing process. Despite the fact that such a model seeks to explain the strategies learners may use during writing, the researcher felt it necessary to add other aspects of the composing process to this model since it does not provide a 'detailed' picture of both the cognitive and metacognitive writing processes. The researcher based her study on Hamzaoui's (2006) model. In order to solve this problem and code the think-aloud data systematically, one major issue in analysing how the students use their strategies is to develop a reliable and valid scheme able to label all the strategies observable in the writing process.

First of all, the major procedures for analysing the think-aloud procedure data included transcribing all the recordings of protocol data recorded in the audiotapes, segmenting and coding the strategy and comparing the use of strategies with reference to their category across the three languages. The audiotapes, as expected, produced useful information in the protocols and increased precision. For instance, students' thoughts could be heard on the audios; yet, there was sometimes no idea as to what aspect of the text was being tackled. Whether the students were actually at the particular moment of (1) generating ideas; (2) generating pretext; (3) generating text; or (4) rereading the sentences that they had produced before made no difference when the voices/sounds were just listened to and/or when the transcripts were just read and examined. Think-aloud protocols were coded for frequency of utterance of each strategy. The frequency of strategies was measured by their repeated use (i.e. strategies used in the entire writing process) and was then compared and analyzed. The frequency of a particular strategy is very important in

this study because it is related to conscious, purposeful use and attention. As indicated in the literature review (see section 1.7.1), a number of researchers like Flower and Hayes (1981), Hayes (1996), Scardamalia and Bereiter (1986) state that writers who are aware of the strategies they use can make a distinction between strategies that are proper or improper for specific writing situations, and are therefore able to monitor their cognitive processes. They would select, monitor and focus which strategies or mental activities deserve more attention than others and purposefully avoid using the ones which they consider useless. This understanding comprises awareness of the cognitive stores that support planning and monitoring that enable one to use suitable strategies, regulate performance, and measure outcomes. Reliability of the coding of the think-aloud protocols is further ascertained with the researcher herself.

After the think-aloud procedure had been completed, the researcher undertook to collect, transcribe, and analyse the recorded data of the five subject informants. To achieve such a task, each of the five participants' essays in the three concerned languages was tackled separately.

Student 1

The strategies used by student 1 when producing the three essays are as follows:

Table 4.1 Strategies used by student 1

Strategies	Arabic Essay	French Essay	English Essay
Meta-cognitive Strategies	-Topic reading -Key word identification -Planning/organisation -Brainstorming -Oral construction -Comprehension monitoring -Production monitoring -Auditory monitoring -Style monitoring -Time saving: No draft -Topic consultation -Audience awareness -Revision	-Topic reading -Key word identification -Planning/organisation -Brainstorming -Oral construction -Visual monitoring -Compehension monitoring -Production monitoring -Auditory monitoring -Style monitoring -Revision	-Topic reading -Key word identification -Planning/organisation -Brainstorming -Oral construction -Visual monitoring -Comprehension monitoring -Production monitoring -Auditory monitoring -Style monitoring -Time saving: No draft -Topic consultation -Revision
Cognitive Strategies	-Writing in 2 languages -Rereading -Approximation -Circumlocution -Elaboration -Translation -Language switch	-Writing in 2 languages -Rereading -Approximation -Circumlocution -Elaboration -Translation	-Rereading -Approximation -Circumlocution -Elaboration -Translation
Affective Strategies	-Avoidance -Risk taking -Self encouragement	-Avoidance -Risk taking -Self encouragement	-Avoidance -Risk taking

At first sight, it appeared that the most frequently used strategies in English were metacognitive, followed by cognitive and then affective ones. The essay was organized and contained an introduction, a development, and a conclusion. When engaging in her composing task, prior to writing, student 1 first proceeded to topic reading and key words identification. She then started brainstorming and planning mentally and constructing the text orally. Shortly afterwards, she immediately

started writing, thinking and writing simultaneously. She seemed to outline her essay and organise it mentally since no plan or outline appeared on her draft. In doing so, the student made some pauses to think, monitor (visual, auditory, comprehension, style, and production monitoring) and evaluate her writing (ideas, structures, style) either by applying rules, comparing some spelling forms to the French ones, or even reflecting on it. The informant tended to control and monitor her writing by checking spelling, pronunciation, grammar, and the language used so as to verify and avoid mistakes (self-questioning). In addition to these strategies, topic consultation was successfully used since it helped the student stress the demands of the topic and make her realise that no introduction was provided to the English essay. Said differently, after she had consulted the topic, the student decided to add an introductory paragraph to her text. Even though the student employed several strategies successfully, others like revision and time-saving were used unsuccessfully. Revision occurred at different levels of the composing process: while transferring and on the final paper. On the first hand, revision while transferring made the student modify some ideas and sentences. On the other hand, revision on the final paper appeared to be somehow ineffectively used because though the student corrected some mistakes (erasures found on the final paper), she nonetheless did not correct everything; as a result several items remained incorrect. Time-saving (no drafting) too appeared to be inadequately used because the student presented a copy with a number of erasures and paragraphs in a scrambled order.

As far as cognitive strategies were concerned, it was easily noticeable that they were most of the time used to overcome learner's difficulties to express herself and then keep writing. Such strategies (approximation, circumlocution, and translation) were in fact employed by the student when it proved difficult or even impossible for her to find the needed item in English so she either looked for its synonym, tried to define it, explain or even translate it into Arabic or French. Although used successfully to overcome language barriers, translation proved to be ineffectively used in the sense that the student had recourse to a word-by-word translation leading to the appearance of Arabic or French structures in the English text. In addition to approximation and circumlocution, rereading and elaboration

were successfully used in the sense that they helped the student produce more text, refining her style by avoiding inappropriate items or modifying them. In so doing, the student's writing was not linear but recursive since she frequently made pauses, rereading chunks of language several times, checking for correctness, verifying what preceded to relate it to what followed.

Two affective strategies were also used: avoidance and risk taking, such showing a certain confidence on the part of the student. When rereading, the student decided to abandon some items (words, ideas, or even sentences) either to avoid repetition or to look for more appropriateness in expressing herself. Such strategies were appropriately used when the learner took risks to use some items or abandon others so as to use the ones that best fitted her context.

Composing in French was almost similar to English since the student went through the three stages of the writing process and used almost the same strategies as those employed in English. Yet, her French essay lacked both the introduction and conclusion. Before starting composing, the student first read the topic and identified the key words. Then, she started brainstorming and constructing her text orally. When writing, the student monitored, controlled, and evaluated herself and her text (using the five types of self-monitoring). While such metacognitive strategies were successfully used, revision seemed to be inappropriately employed. Revision, indeed, was done while transferring, on the draft, and on the final paper. While revision during transferring and on the draft brought some changes to the content (adding new ideas, replacing others, or even omitting them), revision on the final paper was devoted to the correction of some spelling and grammatical forms. Yet, student 1 did not correct appropriately since many mistakes remained uncorrected and even new ones occurred during revision due to some language deficiencies in French.

Cognitive strategies were again employed to overcome obstacles and difficulties to express herself in the language and keep writing. As was the case with English, approximation, circumlocution, elaboration, rereading and writing in

two languages (the student generated some sentences in English and later translated them into French) were successfully used because they helped the student overcome her difficulties and coordinate her writing through rereading to produce more text, elaborating her writing. This made the student's writing recursive because she frequently made pauses and went back to the already produced text to check and relate what preceded to what followed. Yet, whether direct or indirect, translation was ineffectively used in the sense that the student made use of a word-by-word translation: from Arabic into French, from English into French, from Arabic into both English and French as she was thinking in L1 or FL2 and writing in FL1, this leading to the obtention of Arabic structures when composing in French. It should be pointed out that, while commenting on the translation she had made, the student decided to avoid it due to its inappropriacy.

Affective strategies (avoidance, risk-taking, and self-encouragement) helped reduce the student's anxiety, and raise her self-confidence because such encouraging made her able to evaluate her writing and consequently go further (i.e. producing more text).

Composing in Arabic was almost similar to English and French as far as the writing stages and strategy use were concerned. The essay was well structured and organised; it comprised an introduction, a development and a conclusion. It was noticed that most of the metacognitive strategies (topic reading, key words identification, oral construction, brainstorming, planning, self-monitoring, topic consultation, and audience awareness) were successfully used. After topic reading and key words identification, the student thought (brainstorming and planning) for a little while and immediately started constructing the text orally beginning copying on the paper right after. The student appeared to be confident when planning, organising, monitoring, evaluating by applying rules, making reflections on the language used (both form and content) and thinking about the reader's reaction intending to be as clear and coherent as possible to the reader. Developing audience awareness consisted in taking the audience into account by adapting writing according to the reader's expects. Topic consultation, too, proved to be beneficial in

the sense that it helped the student develop more ideas and explain the reasons for choosing to be a teacher in the future. Time-saving such as avoiding drafting was inadequately used since the copy was not clean but full of erasures. Revision both while transferring and on the final paper brought some modifications to the text by inserting additional ideas and sentences or avoiding others because they were estimated inappropriate.

We could notice that cognitive strategies such as approximation, circumlocution, translation, language switch and writing in two languages really made the student overcome the few difficulties she encountered while composing. Rereading and elaboration revealed that the student wrote in a recursive way making some pauses to reread, think, produce more text, and elaborate her essay. Affective strategies like avoidance and self-encouragement were appropriately used. Avoiding or substituting items (using more suitable ones) made the student feel satisfied. In so doing, the student used several positive statements to raise confidence, encourage herself and keep writing.

The obtained results showed that the student had almost the same composing process in English, French, and Arabic. She went through the three stages of the writing process (pre-writing, writing, and post-writing) employing several and similar metacognitive, cognitive and affective strategies when composing in the three languages (L1, FL1, and FL2) for the same purpose. Her witting too was recursive since she made pauses to think, reread, comment and evaluate her writing. Yet, while the student organised her work into introduction, development, and conclusion in both Arabic (the Arabic essay being well planned and organised) and English, her French essay lacked both the introduction and conclusion. This student displayed a certain audience awareness, valued the quality of content in argumentative writing and made plans before writing.

Student 2

The strategies this student used when producing the three essays are as follows**:**

Table 4.2 Strategies used by student 2

Strategies	Arabic Essay	French Essay	English Essay
Meta-cognitive Strategies	-Topic reading -Key word identification -Brainstorming -Planning/Organization -Oral construction -Comprehension monitoring -Style monitoring -Time saving: No draft -Topic consultation -Revision	-Topic reading -Key word identification -Brainstorming -Planning/Organisation -Oral construction -Comprehension monitoring -Production monitoring -Style monitoring -Auditory monitoring -Visual monitoring -Time saving: Started on the draft and continued on the final paper -Revision	-Topic reading -Key word identification -Brainstorming -Planning/Organisation -Oral construction -Comprehension monitoring -Production monitoring -Style monitoring -Topic consultation -Revision
Cognitive Strategies	-Rereading -Approximation -Circumlocution -Elaboration -Language switch	-Rereading -Writing in 2 languages -Approximation -Circumlocution -Translation -Elaboration -Language switch	-Rereading -Approximation -Circumlocution -Translation -Language switch -Elaboration
Affective Strategies	-Avoidance	-Avoidance -False start	-Avoidance -False start

When composing in English the student went through the three stages of the writing process and used more metacogntive strategies than cognitive and affective ones. However, her essay lacked both the introduction and conclusion. After topic reading and key words identification, student 2 just thought for a while, immediately expressing herself loudly, constructing her text orally and giving a sort

of introduction as if having a discussion with someone about her future job. The student appeared to face some difficulties to answer the topic properly and, after several false starts, she finally found a way to start writing. In so doing, she monitored her text and consulted the topic for more precision and details. Revision, for its part, occurred at different stages of the composing process: while transferring, on the draft, and on the final paper. Yet, it was most of the time used ineffectively since many items remained wrong on the final paper. Revision while transferring consisted in bringing modifications to the content by adding, removing, substituting or even omitting words, ideas or whole sentences. Though revision was done on the draft, several mistakes remained uncorrected, a fact which led to believe that this was due to an ineffective command of the language.

The fact that the cognitive strategies helped the student overcome her obstacles or problems when writing was clearly noticed. As a matter of fact, when it proved impossible for the student to employ the appropriate item, she first looked for its synonym (approximation) in FL2, explaining or defining it (circumlocution). Otherwise she used its equivalent in either Arabic or French (translation and language switch). It should be pointed out that the student used both types of translation: direct and indirect translation. Rereading too helped her to generate more text when relating what preceded to what followed. In fact, repetition of small pieces of language helped the student go further in her writing, elaborate and produce more text. Therefore, the student's writing appeared to be recursive since she made pauses to think, reformulate and reread what had already been produced.

Affective strategies like false starts and avoidance helped the student reduce anxiety about the topic. Though it proved somehow difficult for her to start composing, after several false starts (the student abandoned the idea) she managed to find the way to begin writing. Clearly, avoidance and false starts made the student reduce anxiety and feel confident.

Composing in French was almost similar to English as far as strategies were concerned. Once more, the student employed more metacognitive than cognitive

and affective strategies; yet, her essay contained the development only. She first read the topic and identified the key words, then started speaking giving a sort of introduction about her future job. After brainstorming, she started planning and constructing her text orally. In order not to waste time, the student started writing on the draft and continued on the final paper, employing the five kinds of self-monitoring to control and improve her writing. In so doing, she applied some grammar and spelling rules for more correctness. While topic reading, key words identification, planning, brainstorming, text oral construction and self-monitoring were successfully used, time-saving strategies (no draft) and revision proved to be ineffectively used. The fact that the student did not use the draft made her final paper full of erasures and mistakes. Although revision took place, it proved ineffective because of the number of spelling and grammar mistakes related to the student's proficiency level in French. The informant explained that unlike English, she had some difficutlies expressing herself in FL1.

Cognitive strategies helped the student overcome obstacles thanks to using words or expressions either in French (approximation or circumlocution) or in any of the other two languages (translation or language switch). Besides, because the student had some difficulties to express herself, she even employed "writing in two languages" as a cognitive strategy to generate sentences in Arabic or English, trying to translate them into French, also employing several strategies successfully. In so doing, the student was recursive in her writing by rereading chunks of language to each time check, elaborate and produce more text.

Affective strategies like avoidance and false starts helped the informant reduce anxiety and keep writing. After several false starts, she was able to find an appropriate way to start writing. Whenever she encountered difficulties using specific items, she preferred avoiding them, looking for more appropriate ones. In so doing, she was able to reduce anxiety towards composing in French, keep writing and consequently managed to complete her task.

Composing in Arabic appeared to be the easiest of the three language tasks. Unlike the essays produced in English and French, the Arabic one was well structured and organized and comprised an introduction, a development and a conclusion. When composing in Arabic, the student read the topic and identified the key words for comprehension. Shortly after that, she started brainstorming, planning and constructing the text orally without drafting for time saving. In so doing, the informant also used two types of self-monitoring to refine her style and write as clearly as possible, following her flow of ideas. She consulted the topic so as to be reminded about its demands and check whether she had answered accordingly since she had not used the draft. In order not to waste time she wrote directly on the final paper but such a strategy (time saving: no drafting) was ineffectively used because the copy lacked cleanness and contained several erasures. Though revision took place at two different levels: revision while transferring and revision on the final paper, the student left but small incorrectnesses on the final paper. While transferring, she modified the content of her text a lot by adding, elaborating, replacing, or even omitting some ideas, structures, or sentences. Revision on the final paper consisted in slight differences concerning the avoidance and substitution of some items for others, leaving some erasures on the paper and a few incorrectnesses.

Cognitive strategies like approximation, circumlocution, language switch really helped the informant overcome her difficulties and go further in her writing. In fact, when it proved difficult for her to employ the appropriate item (word, structure, or sentence) she used such strategies so as to have her message across. The student did not translate when writing in Arabic meaning that she faced no difficulties expressing herself; on the contrary she spoke with certain fluency and easiness, being confident since she was fluent, making nearly no pause for thinking. When noticing the irrelevance of some items (words, ideas, structures, and even sentences), the informant decided to avoid and replace them with more appropriate ones. Consequently, avoidance was the only affective strategy used.

The obtained results showed that the student's writing behavior was almost the same across the three languages, i.e. going through the three stages of the writing process (pre-writing, writing, and post-writing), employing several and similar metacognitive, cognitive and affective strategies when composing in L1, FL1, and FL2 for the same purpose. Although the same strategies were employed across the three languages, when composing in Arabic student 2 seemed more confident and somehow feeling at ease since she appeared to write fluently. At first sight, it was noticed that the most frequently used strategies in the three languages were metacognitive, followed by cognitive and then affective ones, the metacognitive strategies not only appearing to be the most frequently but also the most successfully used. The student's writing was recursive in all three languages since she made pauses to think, reread, comment and evaluate her writing. Yet, while the French and English essays lacked both the introduction and conclusion, the one produced in Arabic was well organized, containing an introduction, a development, and a conclusion.

Student 3

The strategies this student used when producing the three essays are as follows:

Table 4.3 Strategies used by student 3

Strategies	Arabic Essay	French Essay	English Essay
Meta-Cognitive Strategies	-Topic reading -Key word identification -Planning/organization -Brainstorming -Oral construction -Production monitoring -Style monitoring -Revision	-Topic reading -Key word identification -Planning/organisation -Brainstorming -Oral construction -Production monitoring -Topic consultation -Revision	-Topic reading -Key word identification -Planning/organization -Oral construction -Comprehension monitoring -Visual monitoring -Auditory monitoring -Production monitoring -Style monitoring -Topic consultation -Revision
Cognitive Strategies	-Rereading -Approximation -Circumlocution -Elaboration	-Writing in 2 languages -Rereading -Approximation -Circumlocution -Language switch -Translation -Elaboration	-Rereading -Approximation -Circumlocution -Language switch -Translation -Elaboration
Affective Strategies	-Avoidance	-Avoidance -False start -Risk taking	-Avoidance -Risk taking

As far as English was concerned, the obtained results revealed that the most frequently used strategies appeared in the following order: metacognitive, cognitive and then affective. Before composing, the student first dealt with topic reading (several times and in a deep way) and key words identification for comprehension. After a brief silent moment, during which planning and brainstorming took place, student 3 started constructing her text orally. Shortly after that, she immediately began writing, thinking and writing simultaneously. In so doing, the student made

some pauses to think, monitor, reflect on, or even evaluate her writing either by applying rules, checking and comparing some spelling forms. In other words, the informant tended to control and monitor her writing by checking spelling, pronunciation, grammar, and the language used, verifying in order to avoid making mistakes (self-questioning). Besides these strategies, topic consultation which was successfully used, helped the student check what had been produced in relation to the demands of the topic. Even though she employed several strategies successfully, revision was used ineffectively, occurring at different stages of the composing process: revision while transferring and on the final paper. Although revision while transferring made student 3 modify some ideas and sentences, the student almost kept the same text yet with very slight modifications at word and structure levels, keeping the same mistakes and even making others. Revision on the final paper appeared to be somehow ineffectively used because though the student corrected few mistakes (erasures found on the final paper), she nonetheless did not correct everything since some items remained uncorrected. It should be pointed out that even though the student revised her writing, bringing modifications, she failed to remove the irrelevant words or ideas when replacing them, making many mistakes when reproducing the English essay from the draft to the final paper.

Cognitive strategies were frequently used to overcome the learner's difficulties to express herself and go further in her writing. Such strategies (approximation, circumlocution, language switch, and translation) were in fact employed by the student when it proved difficult or even impossible for her to find the needed item in English so she either looked for its synonym, trying to define it, explaining or even translating it into either Arabic or French. Although used successfully to overcome language barriers, translation proved to be ineffectively used in the sense that the student thought in Arabic and wrote in English which led to the obtaining of Arabic structures in the English text. Rereading and elaboration for their part were successfully used in the sense that they helped the student produce more text and refine her style by either avoiding items or modifying them (audience awareness). Therefore, the student's writing was not linear but recursive since she marked pauses and reread chunks of language several times to produce

more text and check correctness, verifying both form and content of the preceeding sentences and relating them to the following ones.

Avoidance and risk-taking were the affective strategies used to reduce anxiety and keep writing. When rereading, the student abandoned some items (words, ideas, or even sentences) either to avoid repetition or look for more appropriateness, or rather for a more relevant way to express herself. Such strategies were appropriately used when the learner took risks to use some items or abandon others, using the ones that best fitted her context.

Unlike English, student 3 seemed to have difficulties when writing in French. The informant first read the topic several times (in a deep way) for comprehension. It appeared from the recording that she actually faced difficulties, feeling at a loss to know how to begin her task, before finally finding a way to start writing yet after several false starts. After brainstorming, planning and constructing her text orally, the student started dealing with writing the development (body paragraph). In so doing she monitored her writing and frequently used DA (thinking in L1 and writing in FL1) because she was not as fluent as in English and Arabic. Consequently, the informant consulted the topic several times to check what she had produced, comparing it to the demands of the given topic. While all these metacognitive strategies appeared to be used successfully, revision seemed to be employed ineffectively since the student did not modify her text a lot (the draft and the final paper were almost the same yet with very slight modifications) leaving many mistakes uncorrected on both draft and final paper. Revision also occurred while transferring. In addition to this, the final paper contained Arabic words and structures which meant that the student did not revise effectively (keeping the same mistakes and reporting some words and structures from her oral construction). The content of the think-aloud protocol was nearly the same as the one in the draft. Even though she revised her writing, the student failed to correct well and even made new mistakes. Other instances of Arabic translation into her French essay were also recorded. While student 3 failed to remove the irrelevant words or ideas when replacing them, she also made many mistakes when reporting the English and

French essays from the draft to the final paper. It was assumed then that revision could not be used effectively while transferring, and that the corrections made in French structures did not improve the text as the student did not show a good command of the language.

Cognitive strategies appeared to help student 3 keep writing by overcoming some language barriers to express herself properly. Unlike English, the student faced a lot of difficulties to express ideas, construct sentences, or even found the correct spelling or grammatical forms. Therefore, she used approximation, circumlocution, translation, language switch (Arabic), and writing in two languages. Her writing was recursive, with some pauses to think, read, write, reread, and rewrite. In fact, rereading and repetition of chunks of language made the student go further, elaborate her writing, and produce more text. While talking to herself it was either to inquire about the spelling form of a particular word or how to express a particular idea effectively.

The difficulty for the student to start writing appeared clearly as far affective strategies were concerned. Yet, after several false starts, she found the appropriate way to begin and direct her writing, also avoiding and substituting some items (ideas, words and sentences) out of being unable to express them in French and even taking risks to use others.

The informant seemed to face no problems when composing in Arabic. After reading the topic and identifying the key words, she started writing on the draft shortly after a brief period of thinking, following a mental plan. She occasionally translated from Arabic and French, having a sort of mental planning consisting of an introduction, a development, and a conclusion. When constructing her essay orally, the student expressed herself somewhat fluently, yet making some repetitions. Although revision occurred, no erasures appeared on the draft. Revision on the final paper, for its part, led the student to modify some items (words and structures) and abandon others.

Though student 3 appeared to face no problems when composing in Arabic, she nonetheless used cognitive strategies (approximation and circumlocution). In addition, her writing was recursive since she reread and repeated small pieces of language to produce more text and elaborate her writing. Due to her self-confidence and proficiency level in Arabic, the informant used only avoidance as affective strategy, dropping some items and substituting them for more appropriateness, avoiding repeating passages as in French and English.

This student's writing process was almost the same across the three languages. While the Arabic essay was well structured, well organized and contained an introduction, a development and a conclusion, the two foreign language essays lacked both the introduction and conclusion. The student went through the three stages of the writing process employing the metacognitive, cognitive and affective strategies to plan, control, evaluate and revise her writing. In so doing, she managed herself, reducing her anxiety to keep writing. Student's writing was recursive in the three languages yet the main difference recorded in her composing processes lay at the level of the difficulties she faced expressing herself in the two foreign languages especially FL1 if compared to L1. Though most of the strategies used by the informant were almost the same in the three languages, student 3 proceeded differently in the French and English essays due to her proficiency level in FL1 and FL2. The biggest number of strategies used was recorded in English and French.

<u>Student 4</u>

The strategies this student used when producing the three essays are as follows**:**

Table 4.4 Strategies Used by Student 4

Strategies	Arabic Essay	French Essay	English Essay
Meta-cognitive Strategies	-Topic reading -Key word identification -Planning -Brainstorming -Oral construction -Production monitoring -Style monitoring -Revision on the draft	-Topic reading -Key word identification -Planning -Brainstorming -Oral construction -Comprehension monitoring -Auditory monitoring -Visual monitoring -Style monitoring -Production monitoring -Revision on the draft	-Topic reading -Key word identification -Planning -Brainstorming -Oral construction -Topic consultation -Production monitoring -Visual monitoring -Auditory monitoring -Style monitoring -Revision
Cognitive Strategies	-Rereading -Approximation -Circumlocution -Elaboration -Language switch -Translation	-Rereading -Writing in 2 languages -Approximation -Circumlocution -Language switch -Translation -Elaboration	-Rereading -Language switch -Approximation -Circumlocution -Elaboration
Affective Strategies	-Avoidance	-Avoidance -False start -Risk taking	-Avoidance -False start -Risk taking

When composing in English, student 4 first read the topic several times with careful attention, trying to understand it through key words identification. After devoting a while to think, brainstorm, plan and generate text mentally and making several false starts, the informant found the appropriate way to begin constructing her text orally (repeating ideas and sentences several times until she obtained the right structure). In so doing, she monitored her writing (production, style, visual and auditory), consulting the topic many times for more details and clarification. Topic consultation was very useful in the sense that it reminded the student with the

demands of the topic. Revision occurred at different levels (while transferring, on the draft, and on the final paper) of the composing process. While all the previously mentioned metacognitive strategies were successfully used by the informant, revision proved to be ineffectively employed. Revision at those three levels brought some modifications to the content (adding, substituting or omitting some words, ideas or even sentences). Revision while transferring made the student modify the content by reformulating some items, replacing or just avoiding them. When revising, the student made several changes on the draft but small ones on the final paper. While revision on the draft brought several modifications to the form and content, revision on the final paper brought slight changes to the form. Yet, since the essay still contained mistakes, it was assumed that the student did not correct adequately and eventually made new mistakes when correcting others.

Cognitive strategies like rereading and elaboration proved to be necessary for more idea generation and text production. When she reread what had been written, the informant was able to relate the preceding ideas and sentences to the following ones, went further and elaborated her writing. Approximation, circumlocution and language switch too were useful to the student when she faced difficulties expressing herself. So, using such strategies made her overcome such obstacles, helping her go further in her writing.

Affective strategies too actually helped student 4 to go beyond her difficulties and keep writing. After some false starts, the informant found her own way and started constructing her text. Avoidance and risk-taking were also used to reduce student's anxiety towards the writing task.

When composing in French the student used the same metacognitive strategies as those used in English. After reading the topic and identifying the key words for comprehension, she went through a silent period (planning and brainstorming) and started constructing her text orally using English (generating text in English) at the beginning. When writing, the informant monitored and evaluated her writing applying rules and reflecting on the language used. In French,

revision occurred on both draft and final paper. When revising on the draft, the student made several changes concerning the form (correction of both grammatical and spelling mistakes) and content (by omitting some words, ideas, or sentences, reformulating them, or adding others). Yet, not all of the mistakes were corrected and even some new ones appeared during correction. Revision while transferring and on the final paper helped the informant correct some spelling mistakes, change, replace words, add others, and even remove sentences. Though she appeared to revise effectively, two Arabic words and an English expression (see Appendix, student 4) were still found on the informant's final paper.

Cognitive strategies were frequently used to make the student overcome the difficulties she faced when composing in French. Whenever it proved difficult for her to express a particular item (word, idea, or sentence), she used approximation, circumlocution, language switch, translation, and writing in two languages so as to reach the needed item or construction. In so doing, the informant tried to define, explain or even use Arabic to keep writing. Each time rereading occurred, the content was modified by adding or omitting ideas or even whole sentences. The student reread several times what she had produced for more comprehension and to also generate more text and go further in her writing. Hence such a strategy was successfully used in the sense that it really made the informant produce more text and go ahead in her writing. After each idea, she returned either to the topic or the preceeding ideas to generate more text but did not result in any re-examination or development of her writing which was recursive (this was demonstrated through the number of pauses and repetitions that actually disturbed the researcher transcribing the protocol). As was the case with English, student 4 employed avoidance, false starts, and risk taking as affective strategies, a fact that pushed the researcher to believe that the student had some difficulties starting her essays in the foreign languages, avoid some items and take the risk to use others for more style appropriateness.

The composing process in Arabic was almost the same as in English and French. After reading the topic carefully and identifying the key words for

comprehension, student 4 kept silent for a brief moment to brainstorm and plan her essay then started constructing her text orally. In so doing, the informant could monitor her style and production by using more appropriate words and structures and avoiding others. When revising on the draft, she brought some changes to the content by adding words, ideas, or sentences, replacing them or even omitting others. Revision while transferring and on the final paper brought some modifications to the text by inserting additional ideas and sentences or avoiding others because of their irrelevance to the context.

We could notice that cognitive strategies such as approximation, circumlocution, translation, and language switch really made student 4 overcome the few difficulties she encountered while composing. Rereading and elaboration revealed that the student wrote in a recursive way making some pauses to reread, think, produce more text, and elaborate her essay. Rereading helped her when composing to generate more text, correct or modify it.

Avoidance, the only affective strategy used, consisted in avoiding or substituting items (using more relevant ones). In so doing, the informant used other words or ideas because they were estimated more appropriate. Consequently, she tried to reduce her anxiety and keep writing.

Student 4 proceeded the same way when writing her three essays (Arabic, French, and English) going through the three stages of the writing process and using the three categories of strategies. While she organised her work displaying an introduction, a development and a conclusion in Arabic, her French and English essays both lacked the introduction and the conclusion. This writing was recursive in the three essays because the student reread, repeating several times what had been written to verify and correct, generate more text, and then relate what preceded to what followed. As soon as she finished writing her three essays on the drafts, the student started copying them on the final paper. Later, she revised and modified her texts bringing some corrections and changes. To overcome her writing difficulties

in both French and English, the informant used language switch or translation strategies.

<u>Student 5</u>

The strategies this student used when producing the three essays are as follows**:**

Table 4.5 Strategies used by student 5

Strategies	Arabic Essay	French Essay	English Essay
Meta-cognitive Strategies	-Topic reading -Key word identification -Planning -Brainstorming -Oral construction -Production monitoring -Visual monioring -Style monitoring -Auditory monitoring -Revision	-Topic reading -Key word identification -Planning -Brainstorming -Oral construction -Production monitoring -Comprehension monitoring -Visual monitoring -Style monitoring -Auditory monitoring -Revision	-Topic reading -Key word identification -Planning -Brainstorming -Oral concstuction -Production monitoring -Style monitoring -Auditory monitoring -Topic consultation -Revision
Cognitive Strategies	 -Rereading -Translation -Approximation -Circumlocution -Elaboration	-Writing in 2 language -Rereading -Transalation -Approximation -Circumlocution -Transfer -Elaboration	 -Rereading -Transfer -Elaboration -Approximation -Circumlocution -Language switch
Affective Strategies	-Avoidance -Risk taking	-Avoidance -Risk taking	-Avoidance -Risk taking -False start

When composing in English, student 5 first read the topic and identified the key words for comprehension. She then thought for a short time (brainstorming) and directly started constructing her text orally (thinking and writing simultaneously). The student monitored, controlled her writing by applying rules, reflected on and evaluated her writing, and consulted the topic for more precision

and details. After several false starts, topic consultation helped the student overcome her difficulties to find a way to begin writing and give a direction to her text. In such a way, the informant generated more text and could go further in her writing. Topic consultation was successfully used to remind her about the topic, giving cues to how to start writing. Revision occurred at different levels (while transferring, on the draft and on the final paper). Revision while transferring and on the draft consisted in paying attention to both form and content, bringing some modifications to the text either by adding (words, ideas, structures, and sentences), modifying, substituting them, or even omitting others. Though she actually revised her writing, the student appeared not to have corrected well because her English text still contained the same spelling and grammar mistakes as the ones found on the draft. Therefore, it became obvious that the informant appeared to ignore certain grammar and spelling rules or simply how to correct such mistakes due to her lack of linguistic competence in FL2.

Cognitive strategies like approximation, circumlocution, and transfer appeared to help student 5 when facing difficulties to compose in the foreign language. Such strategies were successfully used because they made the informant have her message across. Rereading, too, was very useful in the sense that it helped improve and elaborate the text by developing more ideas. In other words, rereading and repetition of ideas and chunks of language helped student 5 modify her text a lot, generate more ideas and then go further in her writing. Avoidance, false starts and risk taking were the affective strategies used to help the student keep confident and reduce anxiety. After several false starts, she found a way to start and direct her text, trying to manage herself and her anxiety in order not to give up the task.

When composing in French, student 5 employed the same metacognitive strategies as those used in English such as topic reading and key words identification in order to understand what was required from her. Then, she went through a short silent period to brainstorm. After that, the informant started planning mentally and constructing the text orally. While writing, she tried to monitor, organise and evaluate her text by applying some rules to check grammar,

spelling, comprehension, and the language used so as to decide about the content (what ideas to include and what to exclude) and the form of her text. Revision occurred at different stages: while transferring, on the draft, and on the final paper. Revision while transferring and on the draft served to modify both the form and the content (omission or addition of words, ideas, sentences and structures) of her text. Although revision was also done on the final paper, no modifications (no erasures) were brought to the text (the same mistakes were found on both draft and final paper). As was the case with English, the informant appeared to ignore certain rules (grammar and spelling) and also how to correct such mistakes due to lack of linguistic competence in FL1.

Cognitive strategies used in French also served to help student 5 overcome her language difficulties. In so doing, she used approximation, circumlocution, writing in two languages, translation and transfer to convey her message and keep writing. When rereading pieces of language, the subject participant made some pauses to think then continued writing. Rereading and elaboration made her refine and elaborate the language used. Avoidance and risk-taking were also used as affective strategies which helped the informant reduce her anxiety and keep writing.

Composing in Arabic was almost the same as far as the strategies employed were concerned. First, student 5 proceeded to topic reading and key words identification before going through a short silent period devoted to planning and brainstorming. After that, the student started constructing her text orally, employing self-monitoring with its four types (production, visual, auditory, and style monitoring), wondering about the spelling form of some items. Although the informant revised while transferring to the draft, bringing some modifications (content and form) to her text by adding, substituting, modifying, or even avoiding (words, ideas, structures and sentences), some repetitions and incorrectnesses remained. Revision in Arabic brought some changes from the draft to the final paper like omission of some ideas, words, modification of others, using some words instead of others. After completing writing, revision of the essays on both draft and final paper was made bringing changes to the text.

Cognitive strategies like translation, language transfer, approximation, circumlocution and elaboration helped student 5 overcome the difficulties encountered during this stage, as well as rereading which was used several times to check, correct, and modify the text (by finding and using appropriate words or expressions) so as to go further in her writing (to elaborate her ideas and produce more text). Since the student was recursive in her composing process across the three languages, it appeared that rereading helped her a lot in her writing. Affective strategies (avoidance, and risk taking) helped the informant overcome her difficulties and go further in her writing. Student 5 avoided some items because it proved difficult for her to keep using them.

Student 5 proceeded the same way to produce her three essays. She went through the three stages of the writing process and used the three types of strategies (metacognitive, cognitive, and affective). As far as the organisation of the essays was concerned, the three student's essays lacked both the introduction and the conclusion. The informant directly started writing the development (a paragraph about the job she wanted to have in the future), having a sort of mental plan and also following a logical flow of ideas. The results also demonstrated that the student's writing was recursive as she made pauses to think, read, reread, rewrite and then revise her writing and modify it. It also appeared that the strategies used depended on the language used.

4.2.2 Discussion

The analysis of learners' think-aloud protocols revealed that the five EFL third-year pupils used the same writing process, demonstrating knowledge and variety in strategy use in EFL writing. In so doing, the five informants went through the three stages of the writing process employing more metacognitive and cognitive strategies than affective ones.

The five informants employed consistently the same metacognitive strategies such as topic reading, key words identification, planning, organisation, brainstorming, oral construction, and self-monitoring to understand, construct,

monitor, orgnanise and evaluate their writing. Topic reading and key words identification proved to be necessary to understand the topic and identify the ideas to be developed since all the subject students dealt with the given topic appropriately. Planning, brainstorming and oral construction of the text were very beneficial to decide about the content of the topic, generate text, plan, construct, and organise it. Besides, other metacognitive strategies such as topic consultation and self-monitoring were employed successfully. Self-monitoring, which was frequently used with its five types (see section 3.5.2), aided learners a lot to check the accuracy of written items, detect errors, monitor the semantic and syntactic aspects as well as coherence (O'Mallay and Chamot, 1990). The five informants managed to control, monitor and refine their writing by applying rules, checking comprehension, verifying spelling, looking for clarity and correctness, evaluating, reflecting on, and reviewing their style. Occasionally used by all the informants, topic consultation proved to be very helpful in the sense that it reminded the learners about the demands of the topic by orientating and guiding them focus on the topic, with no deviation from it. It appeared then that if all the informants consulted the topic while composing in English it was probably because it was the first essay they had to produce during this research. While such strategies were successfully used in the sense that they helped learners in their composing processes, others were not. Although time saving (no drafting) was used to manage the time for composing, it nonetheless proved to be inappropriately employed since students made some corrections on the final papers, leaving several erasures and consequently submitting unclean copies. Only two students tried to manage their time either by avoiding the use of drafts (student 1), or preferring to start on the draft and continue on the final paper (student 2). It appeared that except for these two students, the others preferred using drafts, rereading, checking and revising till they felt satisfied with their product. Revision which occurred at different stages of the writing process and for different purposes, was used somewhat effectively even though some mistakes remained uncorrected due to learners' linguistic competence in FL2. In terms of reviewing, the informants not only paid attention to linguistic concerns and accuracy, but also considered content and meaning (Victori, 1995).

Cognitive strategies such as approximation, circumlocution, language switch, transfer, and translation were used successfully and proved highly beneficial in that they helped the informants express ideas, employ appropriate vocabulary, and construct whole sentences. Looking for ways to use the needed items through explaining, defining, using synonyms, substituting, or even translating into another language, learners appeared to use strategies such as translation, transfer and language switch ineffectively, for example appearance of some Arabic and French words, expressions and whole structures transferred into the English language (case of students 3 and 4). Therefore, such learners' linguistic competence in FL2 led them to need and use more cognitive strategies. We could notice too that students' writing was recursive: planning, setting and resetting goals, thinking, rereading, generating more ideas and exploring their relationships, also relating them to some kind of analytic framework to reach the audience. Consequently, rereading and elaboration were steadily and successfully used (case of student 4).

The obtained results also revealed that unlike metacognitive and cognitive strategies, affective ones were of a restricted use, such use depending on learners' self-confidence and degree of anxiety towards writing in the foreign language. While avoidance was used by the five informants, risk-taking by four of them (students 1, 3, 4, and 5), and false starts by three respondents (students 2, 4, and 5), it appeared that such strategies helped learners overcome their difficulties to start and keep writing thanks to reducing their anxiety. Such results then seem to correlate with our first hypothesis.

With regard to strategy use across the three languages (English, French, and Arabic), we could notice that learners actually employed the three kinds of strategies (metacognitive, cognitive, and affective) for the same purposes, yet paying more attention to the metacognitive and cognitive ones. At first sight, it clearly appeared that such strategies were more frequently used in the two foreign languages. It should be pointed out that social strategies were not identified because the informants were isolated in separate rooms to perform their tasks.

Although the five informants used the same strategies across the three languages, they proceeded differently for each essay due to their proficiency level. Put differently, strategy use was different in the three languages since learners appeared to face no difficulty expressing themselves by brainstorming and generating considerable content in Arabic (if compared to French and English), having no problem expressing themselves in L1 (fluency in Arabic writing), being proficient in the language thanks to a long formal exposure and learning experience. Besides, self-monitoring and revision were more effectively employed in Arabic than in English and French because of learners' linguistic competence in FL1 and FL2 in comparison to L1. In so doing, learners appeared to be more capable to identify some incorrections and provide the correct form with the use of more appropriate items. As a matter of fact, differences occurred in the way cognitive strategies were employed in the three languages. Learners generally used a wide range of such strategies in French and English, and only few of them in Arabic. Said differently, because learners appeared to face no obstacle or difficulty in L1, expressing themselves with easiness and confidence (having a sound vocabulary knowledge and mastering the spelling and grammatical rules, etc.), they did not have much recourse to cognitive strategies like writing in two languages, translation, language switch, and transfer. Since 'writing in two languages' was used to compose in French, this implied that learners faced some difficulties structuring sentences, leading them to generate some in English or Arabic and then translate them into French. If the informants used such strategies more frequently in the two foreign languages and more particularly in FL1, it was due to their language linguistic competence. Unlike Arabic, French and English seemed to pose difficulties to learners; the reason that pushed them to use more translation, transfer, language switch in FL1 and FL2, and using any of the two languages (L1 or FL2) when composing in FL1. Such problems may be attributed to learners' linguistic competence in the foreign languages. Although more affective strategies (avoidance, risk-taking, and false starts) were recorded in FL1 and FL2, the informants had no problem to start (false starts) their Arabic essay probably due to their long learning experience in the language.

In sum, we noted that learners' linguistic competence in the language was a significant factor in the use of writing strategies in Arabic, French, and English since the informants employed a large number of strategies in FL1 and FL2 and that more frequency of cognitive strategies was recorded in the two foreign languages. As a matter of fact, the obtained results reveal a correlation between strategy use across the three languages.

4.3 Analysis of Learners' Interview

After the think-aloud procedure, the informants took part in the semi-structured interview that departed from the results obtained through the think-aloud data. The objective of the interview was to inquire about learners' writing process, their knowledge concerning writing strategies and the way they were employed.

4.3.1 Results

The interview revealed interesting findings regarding the writing processes learners underwent when composing in the three languages: Arabic, French, and English. It comprised three sections. While section one tackled the different strategies used in EFL composition, section two served to compare such strategies with the ones used in Arabic (L1) and French (FL1). Section three, for its part, inquired about learners' proficiency level in writing in general and EFL composition in particular, and invited learners to suggest some solutions to remedy the problem of writing at the third level of secondary education.

4.3.1.1 Teaching/Learning the Writing Process

The first section inquired about the teaching of the writing process (with reference to the writing strategies) in EFL composition attempting to know what these strategies were and whether learners used them for essay production. This section also attempted to know more about the reason (why), when, and the way they were employed.

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Regarding the teaching/learning of the writing process in the EFL classroom, the subject informants stated receiving neither explicit instruction nor regular training in what concerns writing strategies at the third level of secondary education, explaining that they merely used the previously acquired knowledge of the composing process in L1 and transferred it to compose in FL1 and FL2. All the informants added following techniques like topic reading, key words identification, and brainstorming in EFL composition, explaining that they used them most of the time in collaborative work with both peers and teacher, before working on their own.

As far as the strategies employed in EFL composition are concerned, the five informants appeared to pay much attention to the metacognitive ones stating their role, importance and usefulness. Learners explained that whenever assigned an essay in FL2 they first read the topic several times until they reached comprehension, stating that topic reading and key words identification were of crucial importance to diagnose the demands of the topic (i.e. generating maximum of ideas and selecting the most appropriate ones, this resulting in deciding about the number of paragraphs to include). After understanding the topic requirements, the informants started brainstorming and generating maximum of ideas before selecting the most appropriate ones.

Regarding planning, the five informants stated preferring doing it mentally in order not to waste time. This result confirmed the one related to the think-aloud data since no plan was found on learners' drafts. The informants admitted that having a plan was academic since it helped a lot when writing, the reason why they preferred generating as many thoughts and ideas as possible, and information that could be associated with the topic, yet organising them mentally. The informants explained that such a plan could be amended during the composing process as new ideas came to their minds.

Consulting the topic proved of great help in the sense that it helped learners be reminded about the demands of the topic (not to be out of it) in case they were lost or encountered difficulties to generate more text. As far as self-monitoring is

concerned, learners explained that while composing, they might also refer back to the previous learnt items (grammatical rules and any piece of information), rely on their competence and background knowledge to monitor their writing. Learners added that while in class they could either use the dictionary or ask both teacher and classmates for clarification; they nonetheless lacked this opportunity during this study due to working individually in separate rooms.

As far as drafting is concerned, the five students provided different responses justifying their choice. While three informants stated using drafts in the three concerned languages, two others explained behaving the same way yet, most of the time avoiding using drafts in Arabic and English. Learners argued that drafting depended on the language itself, the given task and topic (whether such elements required comments or analyses, or when having some background knowledge about the topic), and the allocated time. They explained that the draft helped them when being confused about the answers to provide, for instance when hesitating about what spelling, or a particular grammatical structure (production-monitoring), this helping them avoid mistakes on the final paper (case of student 5 who affirmed making a lot of mistakes, especially grammatical ones). In order to gain time, some learners preferred avoiding the use of drafts (case of student 2 who directly used the final paper) more specially in case of long-essay writing yet, stating the necessity of using a draft in FL1).

Regarding revision, learners' responses varied once more depending on the given task, the language used and the allocated time, stating that revision occurred at different levels of the writing process, taking both form (mechanics of writing, punctuation, grammar and spelling) and content (checking whether all the necessary information had been included, also developing or clarifying specific points) into account. Learners added that because of time constraints, they frequently were unable to revise their written tasks.

The second category advocated by learners was the cognitive strategies which were considered of vital importance in the composing process. Learners explained that approximation, circumlocution, transfer, translation, language switch,

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and writing in two languages were most of the time used to help them overcome the obstacles they encountered while writing. With regard to such difficulties (i.e. using the appropriate word in context or conveying an idea), all the informants stated that they generally searched for different ways to express themselves in the target language, either thinking over and over to find the needed item, explaining it in a full sentence, keeping the same meaning (circumlocution), using its synonym, substituting it, or expressing it differently; otherwise they switched to another language (Arabic or French) due to language unawareness, finding its equivalent and translating it into the target language. Stating that whenever it proved impossible to express themselves appropriately, learners had recourse to either their mother tongue or French to look for equivalents of the needed item. Besides, they explained that they frequently switched from one language to another especially when thinking in Arabic (because of the influence of L1) and writing in French or English.

As far as rereading is concerned, it proved necessary for learners in their composing process in that it helped them check coherence, keeping a logical flow of ideas, and not deviating from the topic (rereading serving as a prompt for linking the previously mentioned items to the following ones in a coherent way, finding the correct grammatical forms or structures).

4.3.1.2 Learners' Strategy Use in Arabic, French, and English Essays

The second section endeavoured to compare strategy use across the three languages: English, French and Arabic, and identify the similarities or differences of such use across these languages. Learners asserted using the same strategies when writing in L1, FL1, and FL2, stating that composing in any of the three languages required from them the use of metacognitive strategies to understand the topic, generate ideas, classify, organize, monitor and revise such ideas to achieve a good piece of writing. Learners also argued that the use of cognitive strategies helped them considerably to express themselves appropriately in case they encountered difficulties to use particular items. Besides, learners explained that both their teacher and peers served as a source of information since they could help them

a lot when having comprehension problems or difficulties to express themselves meaningfully. The informants explained that though they had a similar writing process across the three different languages (L1, FL1, and FL2), strategy use might vary depending on the task to be performed and the language used because writing in FL1 was somehow difficult, explaining that they frequently faced problems expressing themselves in the two foreign languages, stating that such difficulties were numerous and found at different levels: lack of vocabulary in both French and English, grammar, spelling and punctuation problems.

4.3.1.3 Learners' Writing Proficiency

The third and last section of the interview inquired about learners' writing proficiency in general but more particularly in EFL writing. Learners were also requested to propose solutions to help improve the quality of EFL writing. Having no problems while composing in Arabic as they could understand the topic, generate content, plan, organize, monitor and revise it, learners nonetheless explained facing difficulties when composing in French and English. For this main reason, learners suggested the reinforcement of the teaching/learning of writing in both English and French through explicit strategy instruction at an early level (middle-school level) by devoting more writing sessions, more time and training to the writing process, and more techniques to facilitate the task of writing.

4.3.2 Discussion

The interview results revealed that almost all the strategies identified throughout the think-aloud data corresponded to the ones provided by learners during the interview. Besides the use of the three kinds of these composing strategies, the obtained results revealed the use of a social one, i.e. asking the teacher or classmates (to cooperate, exchange knowledge and information, and receive help or feedback when necessary), most of the time employed in the EFL classroom collaborative work proved highly beneficial. Other cognitive strategies like resourcing which help learners use external sources of information about the target language, such as consulting the dictionary to check or confirm doubts (e.g.

lexicon, grammatical structures, or spelling) or to look for alternatives (e.g. synonyms). What was noticed too is that learners did not give many details concerning the affective strategies though used by the five informants in the think-aloud procedure.

Regarding strategy use in EFL composition, the five informants appeared to have the same writing process employing almost the same metacognitive strategies for the conception, organization, reflection and evaluation of their writing. Such strategies involve knowledge and thinking about the composing process in planning, monitoring and evaluating writing. In addition, learners appeared to need cognitive strategies, such being crucial to overcome difficulties and generate more text. Such results correlate with our first research hypothesis since they reveal that learners are metacognitively and cognitively aware of their writing process.

With regard to strategy use in English, French, or Arabic, the obtained results revealed that the same taxonomy of writing was identified among the five informants. Yet, the way and frequency such strategies were employed differed depending on the language itself and due to learners' proficiency level in each of these languages. Thanks to their proficiency level in L1, having more facility generating text (the amount of brainstorming), monitoring and revising it, learners' Arabic essays were more organized and well structured with only few mistakes if compared to the French and English ones. Composing in the two foreign languages (mainly FL1) urged the informants to employ more cognitive strategies (translation, transfer, language switch, and writing in two languages) to overcome the obstacles encountered and language barriers because learners had more difficulties expressing themselves in FL1. Learners, for instance, relied much on such strategies in FL1 and FL2 because of lack of language support if compared to Arabic, such strategies being less frequently used in L1 than in FL1 and FL2.

Though stating receiving no explicit instruction and training in EFL composition as far as strategies are concerned, it appeared that students were actually trained implicitly to use few of these strategies when composing in class. In so doing, learners transferred the previously learned strategies in Arabic at middle-

school level and employed them in both FL1 and FL2 writing. Such results seem to correlate with our second research hypothesis consisting in that learners employ the same writing strategies to compose in English, French, and Arabic.

To conclude, since strategies play a significant role in the writing process and since no explicit strategy instruction was provided in the EFL classroom, learners suggested to have more time devoted to the teaching of the writing process through explicit strategy instruction explaining the role and importance such strategies have in the composing process, also having more training activities in which learners would actually use these strategies in different and regular classroom tasks. Besides, learners suggested strategy integration at an early level.

4.4 Analysis of Learners' Grades in Arabic, French, and English Essays

The main concern of the present section is to answer the third research question since it was hypothesized that achievement in writing in FL2 implied achievement in any of the other two languages, be it L1 or FL1. For this reason, learners' essays were submitted to teachers for correction and evaluation at the end of the think-aloud sessions. The investigator designed three secondary-school teachers (i.e. one teacher of each language; that is, Arabic, French, and English) to evaluate the informants' written productions.

The selected teachers were required to evaluate learners' essays (weak, average, or good) in the three languages in order to find the relationship between writing achievement across these languages. It should be pointed out that the essays were graded out of twenty marks (…/20) and that teachers not only took both form and content into account but any other aspect of the written product as well. Such aspects are as follows:

- Punctuation and spelling
- Word order/sentence structure

- Grammatical accuracy

- Cohesion of sentences

- Coherence in writing

- Rhetorical and linking words

- Word choice/appropriate vocabulary

- Choice of ideas to support their arguments

- Style

4.4.1 Results

We refer to each student using a number (see section 4.2). The correction of learners' essays revealed that although the five informants were considered good achievers in EFL composition, some weaknesses appeared in their FL1 and FL2 writing.

Table 4.6 Learners' grades in the three essays

Students	Grades in Arabic /20	Grades in French /20	Grades in English /20	$\overline{X}$ grade for each student /20
Student 1	15	13	14	14
Student 2	15	07	10	10.66
Student 3	14	08	10	10.66
Student 4	13	10	11	11.33
Student 5	12	09	13	11.33
$\overline{X}$ Grade in each language	13.8	9.4	11.6	/

At first sight, we could notice that the informants displayed good writing performance in Arabic, L1 coming in the first position with the highest grades (over the average mark: from 12 to 15), English coming in the second position with marks varying between 10 and 14, and French coming in the third position with marks

ranging from 07 to 13. The analysis of learners' grades also revealed that while three informants (students 1, 4, and 5) displayed similar achievement in the three languages, the other two informants' (students 2 and 3) grades in French were lower in comparison to Arabic and English. It should be noted that student 5 was the only one to score a higher grade in English than in Arabic.

The analysis of learners' essays revealed that except for the English essay produced by student 1, the French and English ones written by the other informants lacked both the introduction and the conclusion, their essays consisting of only one paragraph (case of student 5 when producing the three essays). The analysis of learners' French and English essays revealed that inadequate punctuation/capitalization and spelling/grammar mistakes were the most common made by the five informants. In addition, many incorrections and repetitions, use of inappropriate vocabulary, lack of cohesion and coherence, tense concord problems and incomplete sentences seemed to be other difficult areas confronting students 2 and 3. It should be pointed out that lack of vocabulary in FL1 and FL2 made learners use transfer, translation and language switch leading to the obtention of Arabic structures in their English and French essays. The analysis revealed that unlike French and English, the Arabic essays contained only few spelling and grammatical mistakes or some incorrections concerning the sources of quotations brought by students 1, 2, and 4.

4.4.2 Discussion

The analysis of learners' essays revealed that although the five informants were considered good achievers in EFL composition, they appeared to have difficulties in composing because of some incorrectnesses found in their essays across the three languages. The obtained results showed learners' ignorance or misconception of the different parts of an essay. Although, in the interview, they stated having to provide an introduction, a development, and a conclusion, their essays, nonetheless, appeared to lack these two main parts (introduction and

conclusion). This reveals learners' unawareness of the difference between paragraph and essay production due to insufficient or even lack of training.

What could be noticed too was that students' $\overline{X}$ grades in FL2 and L1 were over the average mark whereas the one obtained in French was below. The highest grades in Arabic and English were 15 and 14, respectively while the lowest ones were 12 and 10. It appeared that the best marks were attributed to Arabic, a fact that seemed to correlate with learners' responses, claiming finding no difficulty expressing themselves in L1, being the first language, and also due to their long learning experience (at least 11 years). Consequently, the Arabic essay appeared to be the easiest to produce since teachers' comments were not as severe as the ones attributed to the English and French essays. The lowest marks were given to French, a fact that seemed to confirm learners' responses explaining their low writing performance when compared to English and especially Arabic. Although three informants had the average mark or more in French, the latter is believed to be the language in which learners displayed many deficiencies (see section 4.3). Indeed, in addition to linguistic competence, the strategies employed in the composing process (see section 4.2.1) seemed to be a determinant factor leading to achievement in writing. It also appeared from the obtained results that both linguistic and strategic competences played a significant role in the composing process whatever the language in question, such competences being very important for achievement in writing. Consequently, such results partly correlate with our third hypothesis.

The obtained results revealed that the different kinds of mistakes were related to punctuation and spelling, grammar, and cohesion of sentences, making the informants ignore the mechanics of writing (inappropriate use). In addition, learners' vocabulary shortage which most of the time led learners to language transfer, language switch, and translation (use of the mother tongue) was mainly recorded in the French (case of students 2 and 3) and English (case of students 2 and 3) essays due to learners' linguistic competence in these languages. Moreover, some writing patterns belonging to first or native language were frequently transferred to the second or foreign language, thus creating ambiguities. In this

respect, Kaplan (1983: 150, qtd. in Hamzaoui, 2006) states that: "the non-native speaker brings with him/her the alternatives available in the L1 and applies those alternatives in the L2, thereby creating a tension between the apparent relationship of ideas to topic and the possibly inappropriate realisation of focus through inter-sentential syntax". Most of the time, such mistakes occurred and remained uncorrected because of learners' linguistic competence in FL1 leading to transfer or ineffective translation. It appeared then that such students had a considerable lack as a result of the poor instruction they received throughout their academic life. Such comments relate the insufficient command of various grammatical aspects, organisation, and content to the poor background in FL1 writing conventions. As previously mentioned, learners appeared to have no difficulties to express themselves in Arabic due to a long formal exposure to that language and their long learning experience.

4.5 Analysis of Teachers' Interview

Teachers' interview gave a better understanding of the way learners undertook the writing process by providing details about the teaching/learning of the writing lesson in the third year of secondary education in general and the writing process in particular, the writing strategies employed, learners' writing proficiency level, the reasons behind students' low writing performance, and what could be done to remedy such a problem. The interview, in which the researcher proceeded to note-taking, was conducted with five EFL secondary-school teachers.

4.5.1 Results

The teachers' interview provided a clear picture of the teaching/learning of the writing process in EFL classes at secondary-school level. It also helped check the research hypotheses and compare these results to the ones obtained from learners through the think-aloud procedure and the interview. The interview comprised three sections.

4.5.1.1 Teaching/Learning the Writing process

Concerning the teaching of the writing process regarding English essay production, the obtained results clearly showed that it was actually dealt with in class since all the teachers stated teaching it, dealing with all three stages and integrating different strategies implicitly. The EFL teachers stated that all the assigned topics were part of the official syllabus, adding that learners were given only one essay per unit because of time shortage. As a matter of fact, all teachers agreed that teaching/learning writing requires much time. They also explained that the time devoted to the teaching of writing in a unit depended on the teaching of the unit itself, the complexity of the tasks to be performed, and learners' level and ability as well. It should be pointed out that the English syllabus comprises four pedagogical units for Literary and Philosophy stream classes (see Appendix C). Teachers claimed devoting between two to four hours per unit to essay writing in class. Consequently, the time load learners have at their disposal for essay-production throughout the whole year ranges from eight to sixteen hours. One teacher claimed devoting only two sessions (two hours) per essay (to prepare learners for essay-production in class) because of insufficient time and overloaded syllabuses, adding that learners generally performed the essay at home (homework).

As far as the approach to teach writing is concerned, three teachers stated using the process-product approach, explaining that such one approach proves effective since it is a combination of both approaches (process and product) which, according to them, makes pupils learn gradually and effectively. While one teacher claimed adopting the process approach, the fifth and last EFL teacher stated using the product approach, explaining that when evaluating the Baccalaureate EFL examination, teachers are mainly concerned with the final product (essay), most of the time focusing on grammar (control over basic structures), vocabulary, mechanics of writing, and organization modes.

With regard to the writing lesson and as far as strategy integration is concerned, all the teachers seemed to pay attention to metacognitive strategies explaining that whenever assigning any topic for essay writing, they generally

undertook to write it on board, reading it several times and providing explanations, before moving to key words identification during class discussion, translating thoughts into ideas then generating the ones related to the given topic (brainstorming). Teachers also stated helping learners plan their essay by deciding on the type and the different required parts, what ideas to include and what to omit, organising and classifying these ideas in accordance with the demands of the topic, taking both form and content into account. In so doing, teachers dealt with the pre-writing stage preparing learners to move to the translating one. Yet, teachers claimed that because of time constraints, they most of the time let their learners generate ideas by themselves. Teachers also explained that since all the lessons within the same unit were closely related to one another, the writing lesson was then gradually prepared throughout all the previous ones that is, through the listening and reading comprehension lectures.

As far as revision is concerned, teachers explained that it is done very briefly because it is time-consuming. When reviewing or revising their writing, learners usually focus on grammatical accuracy and spelling forms. Only one teacher advocated the drafting stage, encouraging her learners to write at least one draft before producing the final version of the essay. In so doing, learners might monitor, revise, review and evaluate their writing. Yet, no teacher advocated topic consultation, audience awareness, and self-monitoring.

Regarding the use of cognitive strategies, the five informant teachers claimed dealing with such strategies very briefly, helping learners translate thoughts into ideas, generate and develop such ideas into sentences and then paragraphs through the use of linking devices to obtain cohesion and coherence. Teachers explained that even though they needed to be helped, due to time constraints and large numbers of students per class, learners were generally left to develop ideas individually. One of the informant teachers insisted a lot on the problem of time explaining that such a handicap has a negative impact on the teaching of writing (generally relegated to the end of the session) explaining that because the essay was generally assigned as homework and later corrected in class, it proved then

impossible to ensure whether the concerned strategies had actually been used. The teacher added that devoting a whole session to the writing process in class, integrating all these strategies and working collectively (with the participation of both teacher and learners) to write a good essay took place very rarely due to the large number of students and, by the same token, discipline problems. While social strategies were frequently used in pair or group work that is, making learners work collaboratively with their teacher and classmates (generating ideas, exchanging information, helping each other when needed), no teacher advocated affective strategies, their role and importance in the composing process. In so doing, they explained that while integrating all three kinds of strategies (metacognitive, cognitive, and social), they also encouraged learners to work together (group-work), to evaluate one's essay (self-evaluation) and each other's essays (peer-evaluation), and reflect on the learning process and their learning experience.

4.5.1.2 Strategies Used by Learners in EFL Composition

As far as strategy use in EFL composition is concerned, the five EFL teachers stated that almost all learners employed the three kinds of strategies, arguing that the most frequently used were the metacognitive and cognitive ones. Teachers explained that the difference between successful and unsuccessful learners (writers) lay in the way such strategies were employed because successful learners appeared to use more appropriate strategies than unsuccessful ones, arguing that successful learners display anawareness of such strategies and how to use them effectively. Teachers asserted that good learners were generally more organised than less successful ones, caring about their writing in terms of selecting the most appropriate strategies to complete their task (write meaningfully), choosing appropriate vocabulary and preventing from having mistakes. Unlike good achievers, unsuccessful learners went through the stages of the writing process superficially.

Teachers explained that while composing, learners first read the topic and identified key words by underlining them, for instance. Later, they tried to generate and organise ideas related to these key words and develop them into meaningful

sentences, before proceeding to link these sentences to form paragraphs. Teachers explained that while writing learners moved forward and backward to reread, check, revise and correct one's own or peer's mistakes and evaluate the essay. They explained that when working collaboratively, learners may exchange information, share knowledge and then help each other on how to express particular ideas, ask for spelling forms, grammatical structures, etc. Teachers added that some learners went through the drafting process (make drafts) before producing the final version of the essay. After completing writing, and if the time permitted it, learners revised their writing to check and correct eventual mistakes, add, omit ideas or even modify others.

EFL teachers believed that strategy use was of great importance and partly related to achievement in writing. According to them, writing well depended heavily on a series of factors among which one could mention the three kinds of strategies, rich vocabulary, cohesion and coherence, and a good command of the grammatical system. They added that strategies played a significant role in determining the outcome of learning and that the writing process depended on the adequate use of strategies. Yet, they explained that strategies alone were not enough and that writing required more than that. Teachers asserted that lack of vocabulary represented a big handicap for learners to express themselves properly. Besides, idea generation, cohesion and coherence, developing and organising ideas were of vital importance in writing. Though teachers explained that strategies were essential in the writing process, they insisted on the fact that it was the final product which was assessed, and upon which learners were evaluated and thus the one which determined their success or failure in exams.

4.5.1.3 Suggestions Brought by Teachers to Improve EFL Composition

To solve the problem of writing at the third year of secondary-school level, EFL teachers gave many suggestions regarding both the teaching and learning processes. First of all, teachers advocated the insufficient time allocated to the teaching/learning of writing estimating it as being too limited (only few sessions per unit). Therefore, they insisted on the fact that writing should be given much more

attention and importance. For this main reason, they suggested that more sessions should be devoted to the teaching/learning of writing with a focus on the writing process. An additional suggestion was to provide learners with particular guidance related to strategic use in order to get students to accomplish their writing assignments adequately. Teachers emphasised the fact that essay-writing should start at an early stage that is, middle-school level. They also insisted on raising learners' motivation through reading and more interesting teaching materials and teaching techniques such as the Internet. Yet, according to teachers, reading, such an important and helpful skill seemed not to be given due importance by learners.

4.5.2 Discussion

Although the five EFL teachers affirmed dealing with the writing process in class, going through its different stages, integrating writing strategies implicitly, and though the topics given for essay writing were part of the official syllabus (in order to prepare learners for the Baccalaureate examination), it appeared that learners were not provided with explicit strategy instruction and still required awareness and training related to writing strategy use. Therefore, devoting between two to four sessions (hours) to essay writing per unit proved totally insufficient (i.e. learners did not have the opportunity to frequently deal with the writing process appropriately) to implement strategy instruction, equip learners with the most appropriate strategies and train them to use such strategies effectively in order to prepare them perform their tasks successfully and improve their writing proficiency. Teachers claimed dealing with the writing process, yet complaining about insufficient time, overloaded syllabuses, and overcrowded classes. As a matter of fact, devoting eight to sixteen hours to the teaching of writing during the whole academic year made teachers deal with just the pre-writing stage integrating metacognitive strategies such as topic reading, key words identification, planning, and brainstorming. Put differently, the teaching of writing was then restricted to get the learners to discuss the topic, generate, plan and organise ideas related to it, before finally letting learners work on their own. With regard to revision and self-monitoring, it appeared clearly that most of the time such strategies were merely devoted to surface errors.

For this main reason and according to teachers, more time should be devoted to the teaching and learning of the writing skill involving the writing process, where practice needs to be fostered through an attempt to provide learners with explicit awareness of the way effective writing can be achieved.

Even though the majority of informant teachers stated adopting the process-product approach to teach the writing skill, it was nonetheless the product which was emphasised and given due importance. Indeed, though the three kinds of strategies were implicitly integrated in EFL composition, it appeared that since the EFL examination and especially the Baccalaureate exam are mainly concerned with the final product, this made EFL teachers focus on appropriate vocabulary, grammatical accuracy, and mechanics of writing. Differently stated, while teachers focused their attention on the final product, they, for instance, most of the time, devoted revision to mere correction of spelling and grammar mistakes somehow neglecting the drafting, reviewing (rereading), and rewriting stages. As a result, such little importance conferred to content led learners to believe that writing means error-free composition.

As a matter of fact, teachers seemed not to initiate learners to the use of cognitive strategies, just providing help when needed. This partly explained why no details were given concerning cognitive and socioaffective strategies. Consequently, it appeared that learners were left to work on their own, relying on their background knowledge and linguistic competence. Affective strategies appeared not to be given much importance by teachers since none of them advocated their role or usefulness. As a result, because no explicit instruction nor regular training concerning the role and importance of strategies for essay writing were provided (strategies being integrated implicitly), learners seemed to ignore both their usefulness and how to employ them appropriately. Yet, it is worth mentioning that such strategies are of vital importance in that they help learners manage themselves by controlling and reducing anxiety towards the task to be performed.

In addition to the fact that only few writing strategies were used, remedial work regarding the writing process was totally neglected. Another important

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dimension to consider is that reading, the skill which actually prepares for writing, was not given due importance by learners.

As far as strategy integration is concerned, it is important to note that it was done implicitly, without actually getting the learners to identify the strategies and their importance in the composing process. It follows that, because of lack of training (insufficient practice), the writing process was not dealt with adequately with some writing strategies being ineffectively employed.

Consequently, explicit teaching of writing strategies needs to be incorporated in all written texts. Moreover, more teaching techniques such as moving gradually from simple activities (at sentence level) to more complex ones: constructing compound, complex, and compound-complex sentences until learners get the ability to generate whole paragraphs and essays are emphasized. It results that explicit strategy instruction and more training prove essential in order to incorporate strategies, making them become an inherent part of the whole writing process, getting learners to acquire a better understanding of what they learn, such contributing to enhance students' involvement, learning ability, and improvement of their writing proficiency.

4.6 Discussion of the Main Results

The obtained data revealed insightful results as far as the five informants good achievers' strategy use is concerned. The five informants displayed similar writing processes and variety in strategy use across the three languages: English, French, and Arabic.

Regarding the first research hypothesis and as far as strategy use in EFL composition is concerned, the results obtained revealed that the five informants had the same writing behaviour, going through the three stages of the composing process. All the informants used major metacognitive strategies such as topic reading, key words identification, planning, brainstorming, self-monitoring and revision for the conception, organization and evaluation of their writing, and cognitive strategies such as approximation, circumlocution, translation, rereading

and elaboration to help them overcome the obstacles and language barriers. Affective strategies such as avoidance and risk-taking helped learners lower anxiety, and enhance motivation to overcome their difficulties and become more confident. Besides, both teachers' and learners' interview revealed that collaborative work made learners employ social strategies such as teacher/peer questioning (e.g. for clarification) when needed. All these results seem to confirm our first hypothesis.

As far as the second research hypothesis is concerned, the obtained results showed that although learners employed the same metacognitive, cognitive, and affective strategies to compose in L1, FL1, and FL2, they nonetheless employed more strategies and needed more cognitive ones in the two foreign languages. Such a fact was mainly due to learners' linguistic competence in FL1 and FL2. They employed fewer cognitive strategies in the Arabic essay and concentrated more on metacognitive ones to construct, organize and evaluate their essays, making learners use revision and self-monitoring more effectively. Such results seem to confirm our second hypothesis.

With regard to the third hypothesis and as far as achievement in the three languages is concerned, the obtained results revealed that while learners appeared to be proficient in L1, the two foreign languages seemed to pose problems to the informants. Although learners employed the same writing strategies when composing in the three languages, learners' linguistic competence differed from one language to the other, making them rely too much on cognitive strategies to overcome their language barriers. Consequently, such learners appeared to be more proficient when writing in Arabic and English compared to French. Henceforth, such results seem to partly confirm our third hypothesis.

Regarding the fourth research hypothesis, since strategies prove quite necessary and of vital importance in the composing process, also because they might be taught and transferred from one task to another and from one language to the other, it would be advisable to integrate explicit strategy instruction at an early

level to raise learners' awareness concerning such strategies, their use, role and usefulness in the writing process. It would also be helpful provided that the teacher devises different tasks in which learners would have regular training related to essay writing and strategy use.

To conclude, since EFL writing is a challenging and demanding task for a large number of EFL learners, it is indispensable to equip them with the necessary strategies and skills which help them (learners) better control their own learning and improve their writing performance. As a matter of fact, one important way to achieve such a goal is through explicit strategy instruction and effect to raise learners' awareness of such strategies (declarative knowledge), why, when (procedural knowledge) and how to use them in other new written tasks (conditional knowledge). Other features such as rhetorical structures, discourse markers, the relation between the writer-reader, purpose of writing, voice, topic expectations also prove necessary for the production of a good piece of writing.

4.7 Conclusion

The present chapter has dealt with the second part of the research study that is, the interpretation and discussion of the obtained results. As previously mentioned the researcher used different instruments (task-production, think-aloud, and semi-structured interviews) as well as different participants (EFL secondary-school learners, EFL, L1, and FL1 teachers) for more objectivity and reliability. The obtained results gave a clear picture of the way the writing process was dealt with (taught and learned) in class.

This chapter presented and discussed the findings of the study by first identifying the strategies used by third year EFL Literary and Philosophy stream learners in EFL compositions. It also compared such strategies to the ones identified and used by the same learners in both FL1 and L1; that is, the similarities and differences in the types of strategies and the way they were employed by the same learners in both L1 and FL1: the most frequently used being the metacognitive

strategies followed by the cognitive ones; the least frequently used being the affective strategies. Subsequently, the differences in the ways the strategies were used by these learners in the three languages were presented. Nevertheless, the findings presented are suggestive rather than conclusive as the samples used in the study are not representative of all learning groups. This chapter first dealt with the think-aloud protocols of the five informant learners in the three languages. It identified the strategies used by the five informants in EFL composition and compared them to the ones used in L1 and FL1. Second, it interpreted and discussed the results of learners' interview to bring more details and clarifications as far as learners' writing processes were concerned. Third, the chapter analysed and discussed learners' grades and written productions in the three languages.

The last part of the chapter dealt with the summary of the results. It identified the major ones and tried to relate them to the research hypotheses. Therefore, it appeared that since the writing process is almost the same across different languages and that writing strategies are transferable from one task to the other and from one language to another, it would be advisable to introduce strategy instruction and training at an early level (i.e. primary-school level). Consequently, the following chapter would bring some recommendations and insightful comments to conclude the study.

CHAPTER FIVE

Suggestions and Recommendations

CHAPTER FIVE

Suggestions and Recommendations

5.1 Introduction

The obtained results revealed that writing strategies had an important role in the writing process in the sense that they helped the informants overcome difficulties, perfom their tasks, and reach their goals. It proves then necessary to implement strategy instruction in language teaching at an early stage (primary-school level), and reinforce it through explicit integration and training in subsequent years. To achieve such objectives, the present chapter proposes some solutions that are hoped to help alleviate the problem of unsuccessful learners that is, enabling them to deal with the writing process successfully thanks to using the composing strategies appropriately.

This concluding chapter is divided into three main sections. The first one deals with language learning strategies integration, raising learners' awareness as far as strategy use is concerned, and strategy instruction and training i.e., how such strategies should be implemented in the EFL writing courses. The second section provides further suggestions related to pedagogical implications regarding the teacher and his methodology, and the learner. Since the aim of this section is to suggest remedies to the existing problems, it will also endeavor to recommend a more adequate way of teaching/learning the writing process.

With the aim of improving learners' writing effectiveness, the third and last section is devoted to suggesting some writing tasks which have to be undertaken at an early stage. It also proposes a writing lesson model in which most strategies have been used successfully. This section is hoped to integrate explicit strategy instruction in regular writing tasks through regular training. While they are mainly intended to help teachers and learners alike achieve the desired objectives, these strategies are hoped to contribute to improving the quality of EFL third-year learners' writing.

5.2 Integration of Learning Strategies Used by Successful Writers

The obtained results showed that it proved necessary for learners to understand the role and importance of language learning strategies and receive regular training that would enable them to use such strategies in the writing process. For this reason, EFL teachers need to integrate strategy instruction into both writing courses and written tasks. The results also demonstrated that though learners employed most of the strategies successfully in their composing process, only some of them (metacognitive) were implicitly incorporated in essay writing. Consequently, learners need a strong awareness and training with regard to language learning strategy use. Once they become aware of these learning strategies, their importance and advantages in writing, learners will be willing to and appropriately employ them to facilitate their writing process and improve their writing efficiency (Yi et al., 2007).

With reference to the obtained results and because the employed LLS were almost the same across the three languages, also because of their transferability, it would be advisable to incorporate such strategies in the teaching of the writing process since strategy integration appeared to help learners become better writers. That is, language teachers need to integrate language learning strategies into their teaching methods and approaches, present learners with the different strategies and also their role for the accomplishment of a particular task, initiate learners to strategy use and train them apply the appropriate ones for a specific purpose or a specific task, encouraging them to use the strategies as frequently as possible in order to enhance their language proficiency level.

5.3 Learning Strategies Integration at Pre-Secondary Education

After data analysis, it became clear that having a rich vocabulary, being aware of the reasons for writing, and mastering both the grammatical structures and mechanics of writing well proved insufficient. It clearly appeared that writing strategies too are essential in the process of writing. The analysis of the collected data showed that all the informants employed writing strategies in their composing process, and that such strategies might be transferable from L1 to FL1 or FL2 and vice versa.

The question that we may ask is: "Can strategies used by successful writers be taught to unskilled writers?". This is not an easy task to achieve since skilled and proficient writers have experience, possess linguistic competence in the language and master the graphological and rhetorical elements of writing as well as the composing strategies. However, the research of Flower and Hayes (1980) and Sommers (1980) suggests that the techniques that experienced learners (writers) use can be modified as far as classroom tasks are concerned.

In the Algerian context and with reference to the obtained results, a number of strategies need to be adapted for beginning, intermediate, and advanced learners based on the following criteria: (1) Effective writing is a goal-directed, well and hierarchically structured, a recursive process which requires an awareness of the relationship between writer and reader, topic, purpose, content, and audience. (2) Writers frequently have various variables to control and manage simultaneously, among them lexical and syntactic decisions, tone, voice, organisation, as well as the larger rhetorical and graphological devices. (3) Trying to write under the pressure of too many criteria and constraints frequently hinders and interrupts the composing process by provocking "mental blocks" and makes learners stop when writing (Dean et al., 2008). It is then necessary to divide the composing process into a number of subprocesses which include setting goals, making plans, generating ideas, monitoring, evaluating and organizing the ideas into some kind of structure, and revising them so as to be easily accessible to a target audience (Flower and

Hayes, 1981). (4) Effective and successful use of strategies contributes in guiding the learner through each of these subprocesses.

Bearing in mind the obtained results, it appeared that even though learners had a good mastery of the language system, strategy use was helpful for the comprehension, manipulation, construction, monitoring, organization, and evaluation of learners' writing. Strategy instruction and training proved helpful and necessary for learners to make effective use of multiple strategies. Though most of the strategies were successfully used, it is assumed that the teaching of the writing process needs to be reconsidered at an early stage (starting from primary education level) offering opportunities of training and practice for learners. It becomes then necessary to stress the importance of instructing and informing learners that an essay may consist of at least three paragraphs and that the composing process, in turn, is recursive and comprises three stages (pre-writing, writing, and post-writing). Accordingly, teachers need to teach learners the different types of writing strategies (metacognitive, cognitive, and socioaffective). Consequently, it is the teacher's role to develop learners' awareness of the strategies in question and help them use a wide range of the most appropriate ones.

While metacognitive strategies make students keep on track by helping learners decide about their writing, what content to include, how to plan, control, and monitor their writing, cognitive ones provide the necessary intellectual tools. Cognitive strategies prove to be essential when writing in the sense that they help learners overcome their difficulties to express themselves properly by defining, explaining, translating, circumlocuting, approximating, or even switching from one language to another. In effect, such strategies help learners overcome the language barriers they most of the time encounter in the foreign language. Affective and social strategies, for their part, offer continuous emotional (emotions and attitudes) and interpersonal (cooperation) support. As a matter of fact, teachers' action research on language learning strategies or on strategy training need to cover this wide array of strategies and should not be limited to just one or two types of strategies (Oxford, 2003). For this, strategy training can help learners make

effective use of multiple strategies. Strategy training should contain, according to the obtained results, the three types of strategies: metacognitive, cognitive and socioaffective because, according to Oxford (2003) a combination of strategies proves to be helpful for learners. But what makes a strategy effective or helpful? A given strategy according to Oxford (2003) is considered neither good nor bad unless used in its context. It is only by taking into account the context in which a particular strategy is used, being aware of its role, that strategy might be used effectively. Yet, students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective (Nyikos & Oxford, 1993 qtd. in Oxford 2003).

Strategy instruction should start as early as writing is integrated at pre-secondary education (at primary school level), reinforced and encouraged throughout the whole learning experience. In so doing, teachers may initiate learners to essential metacognitive strategies like topic reading, key words identification, brainstorming, planning, organisation, revision, and cognitive ones like rereading and elaboration. It is, in fact, through time and different writing tasks (opportunities for practice) and even different languages that learners can master strategy use. Providing them with a large amount of vocabulary, grammatical rules and structures prove to be totally insufficient. More importantly, learners need to be provided with suitable tasks in which such language components could be actually used. It is only after learners master such strategies that teachers can integrate others like self-monitoring, topic consultation, and audience awareness.

Because less successful learners use less effective strategies, if at all, frequently using them inappropriately, teachers can help unsuccessful students identify the most appropriate strategies employed by successful learners (assessing strategy use). Accordingly, such learners tend to plan, monitor, reflect on, and revise their work, using both their knowledge and skills, employing the appropriate strategies to implement them in the writing process. These learners, according to Lindner and Harris (1992), are goal-directed and self-oriented, employing a variety

of strategies to improve and boost academic performance. In this regard, Zare (2012:168) states:

> Language instructors need to incorporate language learning strategies into their teaching methods and approaches, train the students to apply the appropriate strategy for a specific purpose or a specific skill area, and encourage them to use the strategies as frequently as possible. Students can learn to use language learning strategies to improve their language skills.

Zare explains that it is by incorporating strategies in their teaching methods that teachers can help and train learners to use such strategies in appropriate contexts. In so doing, learners become more aware of the importance and usefulness of such strategies and how to use them effectively in actual situations.

5.4 Learning Strategies Integration at Secondary Education

The obtained results revealed that at secondary-school level, because of learners' long language learning experience, it is strongly recommended to initiate learners to explicit strategy instruction and training. For this reason, the following subsections stress the importance of raising learners' awareness of strategy instruction, effect, role, and use.

5.4.1 Raising Learners' Awareness of Language Learning Strategies

Regarding the obtained results, we could notice that learners actually employed several metacognitive, cognitive, and affective strategies to perform their tasks. Learners' interview also demonstrated that even social strategies might be employed when permitted. In this respect, Oxford (1990) explains that learners may use metacognitive, cognitive, or socioaffective strategies for task completion or problem-solving to reach the desired objectives. Therefore, the aim of the present section is to raise learners' awareness about the different kinds of these strategies, the role they have in the composing process and the way they should be employed

(Wenden, 1987; O'Malley and Chamot, 1995). In our context, after integrating the different kinds of strategies, teachers can, for instance, explain that reading the topic is the first step learners have to go through for understanding what the topic requires from them. Key words identification helps learners to select the most important words which reflect the demands of the topic and the ideas to be developed. The teacher can also explain that the role of other strategies like brainstorming, planning and organization is to generate maximum of ideas related to the given topic, outline and organize them in a coherent whole.

Likewise, Grunewald (1999) stresses the importance of implementing learning strategy instruction in ESL/EFL classrooms and argues that learning strategy instruction is an "instructional paradigm" that should be integrated into every teacher's language teaching pedagogy (Grunewald, 1999: 51 qtd. in Kinoshita, 2003: 04). It is, in fact, by integrating language learning strategy instruction into regular language lessons that learners can use these learning strategies efficiently. In so doing, language teachers need to stress the importance of strategy use by helping learners develop knowledge of these strategies as far as purpose and context are concerned and then adapt them to different learning situations and use them appropriately. In this respect, Oxford (2003: 130) argues:

> ESL teachers can help their students recognize the power of consciously using language learning strategies to make learning quicker, easier, and more effective and more fun. To help all students become more aware of their strategy choices, ESL teachers can assist students in identifying their own current learning strategies by means of diaries, surveys, or interviews.

Oxford explains that teachers can help learners identify and use the most useful and appropriate strategies by using different ways such as keeping diaries or conducting interviews. In so doing, teachers make the learning process easier, quicker, more motivating and interesting for learners.

5.4.2 Strategy Instruction Effect

The obtained results demonstrated that though learners actually used several strategies in their composing process, strategy instruction proved to be necessary for language learners in their composing process. In this respect, both groups of learners, that is, successful and unsuccessful ones are believed to need strategy instruction in how to use strategies efficiently in order to improve their language learning and performance (Wenden, 1987; O'Malley and Chamot 1995; Cohen, 1998 qtd. in Kinoshita, 2003). The results also confirmed that no explicit strategy instruction was provided to secondary-school EFL learners. For this main reason, the present section stresses the importance of strategy instruction and its effects at an early stage that needs to be encouraged and reinforced throughout the whole learning process.

To help learners overcome their writing difficulties and improve their writing process through the use of writing strategies, it would seem necessary to integrate language learning strategy instruction in EFL settings. According to Kinoshita (2003), LLS instruction is an approach which aims to inform and teach learners these learning strategies, providing students with their usefulness, practice, reinforcement and self-monitoring. In this regard, Cohen (1998: 69) argues that: "the underlying assumption of strategy instruction is, if learners explore 'how', 'when' and 'why' to use language learning strategies, and evaluate and monitor their own learning, then they can take a more active role in language learning process". Put differently, strategy use proves the more efficient if learners know what strategies to use, how to employ them and for which purpose. Cohen adds that it is through active participation, being directly involved in strategy instruction that learners become motivated and develop positive attitudes towards learning, becoming more efficient and positive in performing their tasks. In so doing, learners manage to transfer skills, become more autonomous and self-efficient, self-directed and more proficient in learning in general and writing in particular (Hedge, 1993; O'Malley and Chamot, 1995; Cohen, 1998).

It becomes then clear that the teacher's role is to help learners identify, verify and prove the effectiveness of strategy instruction by teaching language learners and training them to use selected learning strategies as a way to improve their writing performance (Cohen and Aphek, 1980). In so doing, teachers proceed to follow a structured sequence to introduce and present, use and practise, train, reinforce and evaluate strategy use of each language task. During each lesson, learners need instruction and training on how to plan, monitor, use and evaluate strategies as they tackle writing tasks. The EFL teacher may initiate students in how to use strategy of key words identification and how to apply them to writing tasks because learners who receive strategy use instruction and training perform better than the ones who receive no training (O'Malley and Chamot, 1995). It appears that it is only by providing and training learners to develop the necessary strategies that students can employ them successfully. Teaching and training learners to use selected LLS can have positive effects on learners' language learning process and, by the same token, help them improve their writing performance (Gagne, 1985; Bialystok, 1990; Johnson, 1999).

This instructional sequence for each lesson includes modeling (instructing), explaining, encouraging, and prompting the use of strategies. In this respect, Grunewald's action research (1999) also provides empirical evidence of how strategies instruction should be integrated into foreign language lessons. For each particular task, supplementary writing strategies may be identified and presented to learners through direct instruction and use. Therefore the teaching sequence of strategy instruction should include awareness raising, explicit naming of strategies, practice and self-evaluation, and monitoring (Grunewald, 1999).

The following section deals with the different ways to integrate language learning strategies into lectures. There are two common ways or approaches to strategy instruction: integrating LLS explicitly and integrating LLS implicitly.

5.4.3 Integrating Language Learning Strategies Explicitly

According to the obtained results, since no explicit writing instruction was provided, the question that we may ask is how teachers should integrate strategies in EFL composition. One of the approaches to implement them is through direct-integrated instruction. Though teachers actually integrated strategies in writing tasks implicitly, and though learners employed several of them while composing, it clearly appeared that what learners needed first was explicit strategy integration. Once learners appear to master such strategies, they may just be encouraged to use them.

In this respect, O'Malley and Chamot (1995: 153) add that: "direct and integrated instruction informs learners of the value and purpose of learning strategies and helps learners to use, identify and develop learning strategies in a systematic way as they learn the target language". In so doing, the teacher raises learners' awareness of the purpose and effectiveness (role) of the specific strategy being used, and eventually provides opportunities (tasks) for practice and self-evaluation. Likewise, Wenden (1987: 11 qtd. in Kinoshita, 2003) argues that: "the learner outcome is an efficient learner who has developed the skills to successfully organize and conduct their own learning events". Writing strategy use in immediate and authentic tasks helps learners determine the relevance and usefulness of such strategies which they can use in other contexts. Kinoshita (2003) explains that it is this direct and integrated approach to strategy instruction which enables learners to become reactive as they enhance their awareness, practice, use and monitor the language learning strategies they are using while learning a foreign language. Likewise, Graham and Peng (2007: 4, qtd. in Peng 2011: 14) argue that: "strategy instruction involves explicitly systematically teaching steps necessary for planning, revising, and/or editing text". For her part, Oxford (2003: 126) states that:

> Both L2 and non-L2 studies have shown that the most effective strategy training is explicit: Learners are told overtly that a particular behaviour of strategy is likely to be helpful, and they are taught how to use it and how to transfer it to new situations. Blind training, in which students are

led to use certain strategies without realizing it, is less successful, particularly in the transfer of strategies to new tasks. Strategy training succeeds best when it is woven into regular class activities, on a normal basis according to most research.

Oxford means that it is the role of the language teacher to implement strategy instruction explicitly into regular classroom tasks, training and providing learners with multiple opportunities to use these strategies and transfer them to new tasks. In so doing, the teacher first initiates learners to identify the most appropriate ones which best fit their learning situation. Consequently, strategy instruction can highlight differences in learning processes and styles that exist in any EFL classroom. Therefore, teachers should tailor and adjust strategy training to learners' needs depending on the present situation and the task being performed. In so doing, learners will improve the notion and comprehension of such strategies and of course will use them adequately in their future tasks.

5.4.4 Integrating Language Learning Strategies Implicitly

After the explicit integration of strategy instruction, a second way of integrating strategies in written tasks is proposed. The present section stresses the need to incorporate implicit strategy integration after learners receive a great deal of practice and training because learners need to be trained to use such strategies in regular classroom written tasks. At this level, learners will become autonomous and able to know what strategies are needed for what tasks as they develop awareness of strategy role and its importance.

As was the case with the informants, when integrating strategy instruction implicitly, learners were given tasks to complete without being aware of the name, role, purpose or effect of the specific learning strategy. The most common form of this implicit strategy instruction is to ask learners to write essays and identify the strategies employed during the writing process. Such instructions assume that learners will identify and use the appropriate metacognitive, cognitive, and socioaffective strategies. In this respect, O'Malley and Chamot (1995) state that

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integrating learning strategies implicitly assume that learners will learn to use the language learning strategies such as self-monitoring, memorizing and co-operation. However, Wenden, (1987: 159) argues that: "there are three weaknesses with this assumption". Such weaknesses can first be felt at the level of learners' language proficiency because according to Whenden, "not all learners are proficient enough to understand instructions that have been written in the target language". Second, these weaknesses may also be felt at the level of learners' knowledge concerning LLS, that is, not all learners have knowledge of the particular strategy being used. Third, it is believed that ignoring the importance, role and usefulness of LLS, "learners will lose opportunities to increase their strategy repertoire, to successfully transfer strategies to new tasks, and to maintain efficient and long term strategy use in their language learning career" (Wenden, 1987: 159 qtd. in Kinoshita, 2003).

5.4.5 Strategy Integration in EFL Writing

Providing long lectures or discussions on strategy instruction and strategy use without real effective training prove to be useless (Naiman et al. 1978). In order to help students learn and write better, Oxford (1990) stresses the fact that the teaching content should give priority to the existing learning strategies, raising students' awareness of the effectiveness of these language learning strategies, and displaying the relationship between strategy use and task accomplishment. That is why we will suggest integrating strategy instruction in written tasks. O'Malley and Chamot (1995) suggest that teachers should proceed the following way:

- Provide learners with writing tasks (teaching material and activities) in relation to the strategies being used and identify strategies for instruction
- Identify the purpose of the strategy by explaining when, how, and why to use it
- Give appropriate opportunities to use these strategies in accordance with their effectiveness to the various tasks
- Develop learners' ability to evaluate strategy use
- Develop skills to transfer strategy use to new tasks

During the very first stages of strategy instruction, teachers will probably take a very controlled approach of instruction. Little by little, teachers should feel free to adjust the contents and intensity of each step to establish a closer match between their instructional approach and their particular teaching context, the time required for each step being variable. Kinoshita (2003: 05) argues that depending on the difficulty of the activity and the group of learners, "it may either take a few minutes or only require a brief comment such as 'Did you have it right?' (to check self-evaluation)".

Kinoshita (2003) states that the embedded strategies designed into course book activities are ideal instructional resources to integrate strategy instruction into regular language classes and through which these strategies can be identified, modeled and explained by teachers, and later practised, monitored and self-evaluated by students while they are learning the foreign language. In so doing, learners will become more efficient in their use, knowledge and development of key language learning strategies as well.

While the present section has looked at language learning strategy instruction as an instructional pattern or model, it has also argued that EFL teachers need to integrate it into their EFL teaching sessions. On the one hand and as far as learning is concerned, Cohen (1998) argues that direct instruction in how, when and why to use language learning strategies can help learners in the systematic use of various strategies as they learn or write in any language be it first, second or foreign. Cohen adds that by integrating strategy use and instruction into regular language classes, learners can be trained to practise and reinforce their strategy use. With regard to teaching, on the other hand, since strategies are teachable and because their instruction contributes in reinforcing and improving learners' proficiency level in writing, it would be preferable to integrate them through direct and explicit instruction. The strategy instruction approach should be structured and sequenced in a way teachers present learners with these strategies, identify the most appropriate ones, explain their purpose and usefulness, and give learners opportunities (tasks) to use them in order to successfully train learners. Integrating language learning

strategy instruction into EFL writing classes should eventually start at an early level and be applied for its effectiveness because it not only helps learners become more efficient in their EFL writing, but provides a meaningful way to focus one's teaching efforts as well.

The following section then is devoted to the teaching of some of the most important strategies that were successfully used by the subject participants in this research. It also proposes a writing session in which the composing process should be dealt with through the integration of such strategies.

5.4.6 Learning Strategies Integration at the Third-Year of Secondary Education

With reference to the obtained results and as far as strategy integration is concerned, we would suggest incorporating some of the writing strategies in written tasks.It appears that the most successful way in strategy instruction is to train learners to use learning strategies effectively by (as previously mentioned) raising students' awareness and incorporating strategy instruction into regular course work, making it become part of the course (Rees-Miller, 1993; Cohen, 1998; Chamot 2004).

For this main reason, a number of models for teaching learning strategies in both first and second language contexts have been developed (O' Malley & Chamot, 1990; Oxford, 1990; Cohen, 1998; Graham & Harris, 2003). According to such instructional models, it seems essential to develop learners'metacognitive awareness as well as an understanding of the importance of learning strategies. Such a task can be achieved through teacher demonstration and modeling. These models, which appear to share many features, agree on the importance of providing learners with a wide range of opportunities where they can use strategies until they become able to use them autonomously. In such a way, while evaluating how well a strategy has worked, learners would then feel the need to choose appropriate ones for the accomplishment of a particular task, becoming actively involved in transferring strategies to new tasks

The researcher has opted for Chamot's model (2005) which consists in identifying learners' current learning strategies through classroom activities such as completing questionnaires, engaging in discussions about familiar tasks, and reflecting on strategies used immediately after performing a task. This model also suggests that the teacher should model the new strategy, thus making the instruction explicit. Chamot (2005) explains that Cognitive Academic Language Learning Approach (CALLA) is recursive rather than linear so that teachers and learners always have the option of revisiting prior instructional phases as needed. The method involves an instructional model that helps teachers know how to implement learning strategies so that students can grasp the concepts much easier and faster, in order to become self-regulated as learners by consistently dominating the various strategies of learning in a classroom setting (Chamot, 2005 qtd. in Ting, 2006). The main objective and goal of the Cognitive Academic Language Learning Approach (CALLA) for the students so as to be more effective in the learning process is:

- To develop an awareness for the strategies they are learning and using

- Choosing appropriate strategies in their composing process that can enhance their writing performance

Teachers using CALLA need first to prepare students to learn using such strategies and to do so, they need to find the most appropriate ones that best fit their context and take a look at how students previously approached a writing task. The teachers will then incorporate the right learning strategies for a specific task. While students will practise the strategies on those tasks, teachers will be able to evaluate how well they worked, encouraging more practice and adding the use of other strategies to other tasks.

The Grenfell and Harris (1999) model, on the other hand, makes learners to work through a cycle of six steps before beginning a new one. While getting students to make personal action plans in order to promote their own learning, such an instructional model provides initial familiarization with the new strategies (Ting, 2006). The Cohen model (1998), for its part, makes the teacher perform a variety of roles in order to help students develop both an awareness and understanding of the

strategies appropriate to their own learning styles (Liu, 2010). The CALLA model makes learners deal with self-evaluation so as to get them reflect on their use of strategies before going on to transfer them to new tasks (Oxford, 2003). To sum up, it would be fair to argue that current models of language learning strategy instruction emphasise the fact that learners should be encouraged to develop an awareness about their own thinking and strategic processes while being encouraged to adopt the most appropriate strategies in order to improve their language learning and writing proficiency (Ting, 2006).

Such a sequence comprises modeling (instructing), explaining, encouraging, and prompting the use of strategies. Since explicit instruction through regular lectures proves highly beneficial, Chamot (2005) proposes the following model:

Preparation and Instruction of Language Learning Strategies

Introducing language learning strategies so as to develop and raise learners' awareness for specific tasks

Presentation and Modeling

Presenting strategies (names and purpose) and explaining to learners when, why and how to use them

Practice

Providing and encouraging learners with specific contexts, tasks and activities to practise and employ the strategies

Evaluation

Evaluating learners' strategy use/effect after being employed in particular contexts

Expansion

Transferring strategies (learned) to new tasks and reinforce strategy use

Figure 5.1 The writing lesson steps (Chamot, 2005 qtd. in Ting 2006: 34)

1-Preparation and Instruction of Language Learning Strategies

At this level, the language teacher tries to initiate learners to language learning strategies and their importance in the writing process. In so doing, the teacher raises and develops learners' awareness of the strategies to be taught/learned and explains the significant role strategies can play in the writing process. The teacher may ask learners about the metacognitve strategies (topic reading, key words identification, brainstorming, planning) they know and their role in the writing process.

In this respect, Chamot (2005) explains that one of the most known methods for assessing strategy use is self-report questionnaire used by teachers, a cognitive strategy questionnaire such as the widely used Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich et al. in 1990. Such an instrument is designed to assess learners' learning strategies (i.e. asking students about their strategy use) (Pintrich et al., 1990). Yet, it should be noted that though the questionnaire can be administered quickly to a number of students, this method fails to be reliable since learners may misunderstand the questions, lacking the necessary metacognitive awareness to answer accurately, this leading to untruthful answers. This is why another method to assess strategy use has been put forward: it consists in listening to the strategies employed by learners while taking part in class discussion and group work, or what they produce in their assignments. The teacher can also listen to students' strategy use when working with students individually (case of the think-aloud technique used as a research tool in this study). It is highly recommended to teachers to use such a helpful technique in terms of identifying both the strategies used by learners and the difficulties encountered while composing. Yet, since it is time-consuming, also due to the large number of students per class, not many teachers would actually be inclined to use such an interesting way of responding positively to learners. In order to gain a deeper understanding of the learners' strategy use, teachers can also encourage students to verbalize their thoughts while writing. This will enable teachers to set instructional goals to help students learn more effective strategies that will help them enhance

their writing performance. In this context and with reference to the obtained results, teachers may administer self-report questionnaires to determine what strategies their learners employ:

- Read the topic only once
- Read the topic several times
- Identify the key words (circle, underline, or report them on the paper)
- Understand the topic and the key words
- Think for a long time before starting to write
- Think about just a few ideas and start writing
- Directly start writing without actually thinking about the topic
- Think about the audience
- Think about the content
- Generate ideas related to the topic
- Generate ideas related to the key words
- Write a plan or outline
- Select the most appropriate ideas
- Classify and organise the ideas
- Decide on the number of paragraphs and the ideas to include in each one
- Consult the topic
- Evaluate and monitor writing
- Revise the essay (while writing, while drafting, on the final paper)

Once the teacher has collected both essays and questionnaires, s/he then organises a class discussion in which learners identify the strategies they have used, the reason and the way they have employed them.

2-Presentation and Modeling

During this phase, the teacher presents learners with the strategies required for writing. In so doing, s/he develops learners' knowledge about strategies by giving some examples of metacognitive (topic reading, key words, planning,

brainstorming, and topic consultation), and cognitive strategies (approximation, circumlocution, re-reading and elaboration).

At this level, it is essential that the teacher clarifies the following points:

- Reading the topic several times is of vital importance for comprehension.
- Key words identification proves absolutely necessary in that key words reflect the main ideas to be tackled.
- Brainstorming helps generate the maximum of ideas related to the topic.
- The plan or outline, that may take different forms like using a formalized list, an idea map, or any other method that helps organize ideas concisely, gives a sort of direction to learners' writing, helping them at any stage of the composing process in case they encounter difficulties.
- The plan or outline can redirect or sharpen learners' focus throughout the whole process, and may be amended at any time.
- Deciding about the content to include, learners need to organise and direct it, monitoring and evaluating their writing by applying rules related to punctuation and spelling, grammar, word choice, etc.
- Consulting the topic proves of great help in case learners block or forget what is required from them.
- Rereading and revision help one see what was produced, being able to evaluate, modify and improve one's writing in terms of correctness of form and content.

3-Practice

In this stage the teacher provides learners with activities in which they are trained to use some strategies in their appropriate context. As an example, the teacher may for instance ask learners to write a <u>review essay</u> of the <u>film</u> narrating Princess Diana's story. The teacher explains that this review should include the following:

1. An introduction to tell their classmates about the theme and the storyline

e.g. The film is about…

2. A developing paragraph giving information about the characters, the setting, the action…

e.g. -It was written/directed/produced by …

 -It is set in …

 -The main actors are …

3. A paragraph giving their viewpoint about the film

e.g. The story/acting/photography is … excellent/not very good. Say why.

4. A paragraph to say what they liked and didn't like about it.

e.g. -The thing I liked best about it was …

 -Another thing I really liked was …

 -The thing I didn't like much was …

5. A conclusion to give recommendations/advice

e.g. You should/shouldn't/oughtn't to …

(Adapted from <u>NewProspects</u> 2006: 192)

The teacher may help learners by giving them cues or ideas concerning Princess Diana to develop such as:

- Date and place of birth (1961, London)

- Marriage with Prince Charles (1981, London)

- Her family (children)

- Her accomplishments

- Her fans and British citizens' opinions

- Her separation from Prince Charles

- Her death (date and place, its impacts on her family and fans)

4-Evaluation

This phase is hoped to give learners opportunities to discuss the different strategies used and their efficiency in the composing process in a class discussion with both teachers and classmates. At this level learners should write a second essay on the same topic, taking into account the remarks concerning strategy use. In so doing, students will be able to make a comparison between the two produced essays as far as content and form are concerned, in terms of strategy use, role and effect.

5-Expansion

After being trained to use and evaluate the strategies learned, students are asked to select the most appropriate ones for other tasks. In so doing, they have the opportunity to transfer these learned strategies to other tasks.

5.5 Further Suggestions

The major concern of this part is to examine how effective teaching/learning of writing can take place. In order for learners to be effective and promote their writing proficiency, the teaching of writing should take into consideration a number of factors, among them, teacher and learner since they have always been considered the most important variables in any teaching /learning situation.

5.5.1 The Teacher

Although today the emphasis in education is on the learner, it should be noted that the teacher remains the only person specially trained to guide learners. Being highly involved in teacher/learner interaction, constantly seeking to create favourable and supportive classroom environment, the teacher has always been seen

as an indispensable partner in the whole teaching/learning process. Consequently, teachers are responsible for motivating learners, and for making sure that they become involved and more responsible for their own learning, providing them with regular writing tasks and training related to the constant use of appropriate LLS in order to increase students' strategic awareness.

5.5.2 The Learner

Being no longer a passive receptacle into which the teacher pours knowledge, the learner today should assume a part of responsibility for the learning process, participating actively in his own learning through performing regular additional (out-of-class) activities to develop effective strategy use. As far as the effective use of writing strategies is concerned, trying to develop their own learning strategies, it becomes possible for learners to change their writing behaviour through reflective learning. Reflection means fostering learners' awareness of the learning process, making them become more involved: active, responsible, more autonomous and consequently less dependent (Nunan, 1988; Cotterall, 1995; Harmer 2001).

Besides in-class-tasks such as collaborative learning (pair/group work) permitting exchanging, sharing, evaluating, making unsuccessful learners (writers) benefit from good achievers, out-of-class activities such as keeping diaries/journals and portfolios are highly recommended for learners to become autonomous and efficient writers.

5.5.2.1 Keeping Diaries

Another interesting way to make learners use effective writing strategies is to encourage them keep diaries in which they produce pieces of writing, comment on and report the different strategies they employ. In so doing, learners may report their learning (writing) experience so as to reflect on their writing process, expose their successes and difficulties through strategy use. Learners may create a topic of their own choice (one of interest to them) or write about their previous learning experience using recently learned language. Teachers checking learners' diaries,

commenting on content, correcting language use, advising students will probably result in improving learners' writing performance.

Keeping diaries helps learners plan, monitor, and evaluate their writing by identifying writing difficulties and suggesting solutions. In this respect, while highlighting the benefits of keeping diaries, Nunan (1992) states that they may help learners:

- Identify areas of difficulties and receive help when necessary
- Become more independent and autonomous, goal directed and self-confident
- Create relationships with both teacher and peers to facilitate communication
- Evaluate their learning experience (output) in relation to the content of the lectures
- Develop their own learning style and strategies

In order to identify or have access to the writing strategies used by learners, Chamot (2004) states that diaries and journals may be used to collect information related to such strategies. In so doing, learners make personal observations about their composing process, the strategies employed, their purpose, and the way they are used. In this respect, student learning strategy diaries have also been used to collect data about pronunciation strategies (Peterson, 2000 qtd. in Chamot, 2004). Yet, learners may not necessarily provide accurate descriptions of their learning strategies. For this reason, Rubin (2003) suggests using diaries for instructional purposes as a way to help students develop metacognitive awareness of their own learning processes and strategies.

5.5.2.2 Student Portfolios

A portfolio is a collection of the students' best pieces of work used to display ''learners' skills and ability to improve performance'' (Gonzales, 2013: 25). A portfolio may consist of a series of essays written by students throughout the academic year and revised by the end of the year, applying the multiple strategies

and knowledge of writing they have acquired. On the one hand, the students become more motivated since, thanks to implementing their own portfolio, they will get the opportunity to evaluate their "efforts, progress, and achievements" (Ourghi, 2002) since he explains that: ''the primary value of portfolios lies in the provision of a continuous record of students' writing progress'' (Ourghi, 2002 : 319). A portfolio is an important document in the students' academic life in that it gives them a kind of orientation, providing them with the opportunity to reflect upon their ways of learning, also their progress and success (Johns, 1996). On the other hand, it provides the teacher with the ability to assess the writing progress of his students. Portfolios present advantages such as contributing to the enhancement of learners' involvement, taking on the responsibility to monitor their own learning. Yet, the success of such an enterprise depends highly on whether students are aware of its benefits, but first and foremost on the teacher's willingness to use such a task as a ''collaborative learning strategy and assessment process'' (Ourghi, 2002).

5.5.2.3 Learner Self Evaluation

Teachers think it is their job to correct the mistakes learners make in grammar, spelling, and punctuation. Writers such as Long, Krashen and Terrell (1983) argue that error treatment is not so important and state that the effectiveness of error correction is completely doubtful. According to them, learners' errors are part of a natural process of language learning. Marking all of the pupils' mistakes in red is not of great help to the learner; on the contrary, in most cases this proves quite demotivating. Since students are expected to explore the foreign language, their errors thus are considered as inevitable and the two questions which come to mind are: what is the teacher's role in terms of written production errors? How can effective correction be achieved? It is worth mentioning that through the strategy of monitoring, it becomes possible to learners to notice some of their errors and mistakes by themselves, being able to correct many of them provided their teacher or peers give them cues about them. If the learners are given the opportunity to self correct, they are likely going to apply the rules they have learned since even simple

ones frequently prove of great help. Giving learners the opportunity to correct their own mistakes is more promising than methods in which the teacher dominates the correction procedure. Becoming more active, learners get the opportunity to self-discover, can improve their linguistic competence (linguistic knowledge) and their linguistic creativity, so essential in language learning (Makino, 1993).

5.5.3 Implementing Collaborative Writing

Being one of the principles of CBA, collaborative learning, which refers to pair, group and project work has become a common feature of nowadays classrooms. Collaborative writing has a great impact and helps improve learners' writing proficiency (Graham and Perin, 2007). They explain that different studies demonstrate that unlike tasks where learners work individually or independently, the effects of involving learners in collaborative writing are positive and large. In this context, teachers claim that learners' interaction maximizes learners' opportunities for learning and reduces their dependence on the teacher: it establishes interaction between the teacher and the learners, also between the learners themselves. Collaborative learning presents numerous benefits in that it gets mixed-ability learners work together in small groups where best pupils can help the weaker ones, providing the necessary strategies and showing their peers how, why, and when to use them (case of peer evaluation where feedback related to their strategy use is provided to unsuccessful writers). Collaborative writing (pair and group writing) helps promote writing abilities (Legenhausen and Wolff, 1990). In this respect, activities such as pair/group writing and peer editing should be designed, affording learners opportunities where they can develop as student writers, displaying the ability ''to go beyond mere accomplishment of a writing assignment, into reformulation, negociation, and creation''(Ourghi, 2002: 321).

5.5.3.1 Pair/Group Writing

Pair writing where mixed-ability learners (both successful and unsuccessful) work together to develop the composing process proves highly beneficial in that skilled writers with effective strategies may help unskilled ones develop strategy

awareness and effectiveness. In so doing, skilled learners may, for instance, explain that revision should not be restricted to superficial errors but to larger units such as organization of content.

During pair writing sessions learners can practise using, with each other, what they have learned in actual communication. In so doing, learners may display what they already know and receive the reinforcement of comprehension, approval and correction from their peers. Such sessions may essentially help learners with difficulties in composing to become better writers. Mainly according to CBA, such a procedure enhances learners' motivation, sense of achievement, responsibility, self-esteem, self-confidence, self-evaluation, and autonomy in learning, becoming more proficient writers thanks to developing reflective learning and own thinking skills through the effective use of writing strategies. Collaborative writing is a way to foster reflective thinking. Such a task can be achieved through peer review.

A number of researchers have noted the benefits of peer review. Among these benefits, peer review allows raising students' awareness of audience consideration, and at the same time, may help learners develop analytical and critical reading and writing skills.

When writing about developing L1 writing skills, a number of scholars argue that students should collaborate throughout the writing process. Such collaboration may promote a sense of co-ownership and hence encourage students to contribute to the decision-making on all aspects of writing: content, structure, and language. In such a way, skilled or successful learners provide unsuccessful ones with appropriate level of assistance, offering them opportunities to develop their writing competence and achieve a better performance thanks to becoming more motivated, more involved and, by the same token, responsible for their own learning. It is important to note that very frequently, weak or shy learners learn better thanks to their peers' assistance.

Because less successful learners generally use less effective strategies than successful ones, skilled writers can help unskilled ones select and use more

appropriate strategies through pair/group writing activities that may help unsuccessful learners lower anxiety and gain confidence (affective strategies), making them benefit from successful ones. In so doing learners will:

- Share knowledge about the topic
- Identify the most appropriate key words to be tackled
- Brainstorm ideas and select the most appropriate ones
- Exchange information about the content
- Raise audience awareness
- Discuss matters of vocabulary (word choice), grammar (sentence and paragraph structure)
- Decide about the genre of their writing
- Edit and proofread in a collaborative way
- Participate in text construction

In so doing, successful or skilled writers may help unsuccessful ones understand the demands of the topic, helping them with "meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product" (Yarrow and Topping, 2001 qtd. in Graham and Perin, 2007: 16). While evaluating and proofreading peers' writing, skilled writers will also help unskilled ones monitor their writing by checking spelling forms and vocabulary, grammatical structures, etc.

5.5.3.2 Peer Editing

Providing learners with opportunities where they can share their work and strategies within groups seems of valuable importance. Among such activities, peer editing, a positive approach to writing, appears to be of great interest to the students in that weak and shy learners have the possibility to perform at ease, within a ''non-teacher audience'' (White and Arndt, 1991; Ourghi, 2002). Being expected to master writing as well as having an understanding of its interactive nature, learners

need regular practice (writing regularly), getting positive, clear, unambiguous feedback from multiple audiences (their peers). In such a way, thanks to understanding different audiences' perspectives (fellow students), learners will feel the necessity to revise their writing in accordance with what their readers are expecting: correct grammatical structures, appropriate vocabulary and adequate content (White and Arndt, 1991). Yet, the aim of such a task is to encourage unskilled writers reflect upon their strategic use for the accomplishment of a specific task. In this way, the class is then provided with ways to respond to their fellow writer, attempting to develop drafts and tackle multiple strategies together. In so doing, skilled students understand the type of responsibility they have in responding to their classmates, assisting them in using the different strategies needed for each task, also stating the important role strategies have in the writing process. Thanks to practising regularly and becoming aware of the benefits of such an approach, both encouraging comments and positive feedback make students become more confident about the way their writing is improving and work at ease.

5.5.4 Teaching Rewriting

The results revealed that learners equated error correction with revision and rewriting. When dealing with essay writing, because of time constraints, learners frequently produce only one draft, handing in their essays for correction and grading. Yet, it is worth mentioning that rewriting is one of the recommended tasks that help learners produce acceptable pieces of writing. In this respect, Lewitt (1990:40) states that: "Writing, and more writing, and then more writing teaches writing". He means that having a lot of writing practice teaches writing. In other words, the more learners write (write, read, rewrite, reread, arrange and rearrange), the better their writing is likely to be. In this way, "writing is learned rather than taught".

Moreover, it is worth bearing in mind that language learning is cyclical. Consequently, the repetition of items at different levels is recommended for linguistic consolidation. In other words, the same language item needs to be studied

again and again throughout a course. Before moving forwards, a teacher has to move backwards. As Abi-Ayad (1997) puts it, there are various reasons for this:

- Learners tend to forget, therefore revision of the previously learned items proves necessary.
- A great deal of regular writing practice can be undertaken for two main reasons: (1) to consolidate previous grammatical structures and vocabulary, and to help learners retrieve new language items; (2) learners need to deepen their understanding of the language. Consequently, teachers should be prepared to return to examining certain fundamental aspects of the language when needed, depending on learners' demands and needs.

New learning is based over the foundation of students' previous learning. New things become clear and understandable if learners use appropriately the already acquired knowledge and experience. Moreover, evidence indicates that teaching has become an active thinking and decision-making process in which the teacher is constantly assessing what the learners already know, what they need to know, and how to provide successful learning.

For their part, Arndt and White (1991) propose the process approach in which learners have to make conscious use of certain strategies such as planning, editing and revising (see section 5.2). In this context Graham (1997: 84) states that: "One of the most vital factors is the need for strategy to be 'informed', 'integrated', and to involve a high level of 'self-control'…(learners) need to be aware of the purpose and utility of strategy training, activities should be integrated into language learning tasks". Using this approach, learners should be helped, not controlled by the teacher whose task would be reduced to that of assisting learners, helping them understand better the writing process and then facilitating the act of composing.

In this line of thought, it would be important to go deeper to understand the writing process. Hedge (2000) explains that learners should be taught and have practice of the procedures employed to produce complete and contextualized pieces of writing by encouraging learners to develop an awareness of readership

(audience) and why their writing is being done (purpose). Teachers should then devote more time to the writing process and devise a wide range of activities that should be highly practical and of interest to the learner.
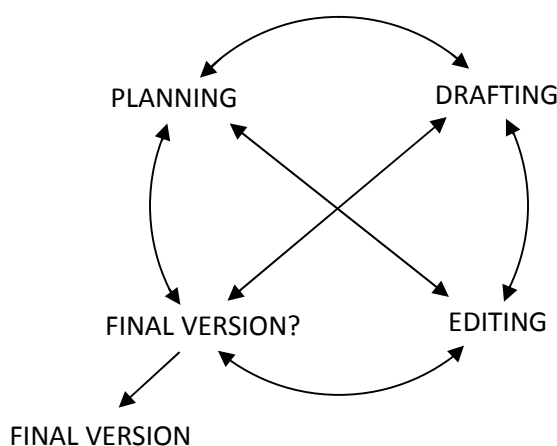
Figure 5.2 The process wheel (Harmer, 2004: 6)

5.5.5 Improving Learners' Writing Effectiveness through Reading

Teaching learners how to use the resources of the written language is essential. It is one of the teachers' major tasks to make learners used to the devices needed for effective communication through the medium of writing. Byrne (1988) explains that it is only through continual and adequate exposure to the language that an awareness of how language functions as a communication system can be taught. In the light of this, language teachers in general and EFL ones in particular stress the need to encourage and reinforce reading since it plays an extremely important role in the development of writing ability. Though each of writing and reading may be two different goals, both skills can nonetheless be developed in close cooperation. Teachers' interview also demonstrated that learners might develop their thinking process, metacognitive and cognitive strategies so as to employ them in writing. It is thus recommended to teachers to never separate writing from reading. More than this, it is strongly advisable to get learners to practise writing

from reading passages. Exposure to reading and additional activities such as sentence building, sentence combining, paragraph building, etc. prove essential to promote the composing process.

In their interview, EFL teachers argued that reading a lot helps learners become better at writing. In this respect, Brookes and Grundy (1990: 28) state that: ''there is little doubt that what we read has a considerable effect on what and how we write. The more thoughtfully and discriminatingly we read, the more likely it is to have a direct and conscious effect on our writing''. It appears then that increased reading implies better writing. On the one hand, teachers explained the importance of reading because it is first the most important source of ideas and information. On the other hand, teachers added that reading is a very important activity in that it helps learners identify text construction and consequently the English structure. When a learner is, for instance, asked to write a particular kind of text using a particular style of language, reading, in this case, would be beneficial provided the learner had already read that same kind of text before. Thanks to reading, learners have their own experience of how to give the denouement of a short story, organise a research project, or describe an event and present the facts in a chronological order and well-structured way. This way, learners as readers, might have new reading experiences that would enhance their writing ability.

To help learners improve their written performance is to ensure they do a lot of reading both in and out-of school. For this reason, teachers may recommend specific and motivating materials. Reading passages (from the simple text to the novel) proves highly beneficial in that learners are exposed to written language and consequently to the English structure. In this respect, Byrne (1988) states that exposure to written language proves to be an excellent way to have a good command of English.

Learners should also read materials that present them with writings in various genres. By the same token, Brookes and Grundy (1990: 28) add that: "the favoured terminology and syntactic choices will start to influence us, as will the

general structure of the work. Genre analysis will enable the reader to analyse the structure more effectively and therefore to be more conscious of it while reading". Through immersion in a genre, learners would develop an internalized sense of why a writer would select a particular genre for a particular purpose, the strength of a particular genre to convey a message, and the rhetorical constraints and possibilities inherent in a genre. Third-year learners should be taught the features of different genres, experientially not only explicitly, so that they develop facilities in producing them and become familiar with variant features.

5.5.6 Learning to Write by Writing

As is the case with many tasks people perform and according to the well-known proverb stating that "practice makes perfect", improving the quality of writing and enabling learners to become better writers requires practice; that is, writing a lot. This implies actual writing processes, what writing requires from writers, how to proceed during the composing process, applying some learned grammatical structures or discussing reading passages, merely learning about writing being totally inefficient.

It should be pointed out, however, that one of the most important problems which inhibit the learning/writing process in the Algerian context is that 3rd year EFL learners write just for the sake of being evaluated. To avoid this, writing should no more be considered as an activity required from learners within a mere classroom setting context. Consequently, teachers need to encourage and help learners develop their writing ability by offering them opportunities to write both in-class and out-of-class for a variety of purposes and audiences through emailing, keeping journals or doing creative projects, producing short stories, writing poems and letters to their peers or teachers. Those activities would probably encourage and help learners produce more and better writing. In so doing, teachers would eventually help learners develop a sense of comfort and ease to make them have more chances to be accustomed to writing. Both the habit and frequency to write

seem to be important factors for improving learners' written performance. As a matter of fact, the more learners write, the more they are concerned with the writing process and then know more about it. This way, the writing process would seem easier and learners would become motivated to undertake such a process. Said differently, students learn from each session while composing as they plan, draft, rethink, revise, draft again, etc. In other words, improvement is built into the experience of writing.

5.6 Conclusion

This concluding chapter has tackled a sum of suggestions concerning the teaching of the writing process with regard to explicit strategy instruction, integration, training and evaluation at the 3rd year of secondary education. According to studies related to the good language learner effective strategic use, since writing strategies play a significant role in the writing process, also according to the obtained results, it proves then essential to initiate learners to strategy instruction, training, and then use at an early stage.

Since the foreign language teacher and the target learner are considered key variables in the whole teaching/learning process, some recommendations regarding the teacher have been made in the second section of the chapter. In order for teachers to improve learners' level of proficiency, a number of parameters related to the learner come into play and deserve due consideration. Among those factors, motivating and gaining control over learning and strategy use seem of vital importance. Yet, this is not an easy task mainly because the teacher has to be highly motivated himself and inclined to deal with the process of helping large numbers of learners (overcrowded classes) develop strategic competence and by the same token, get students to enhance their language proficiency level.

To achieve such objectives and in order to help alleviate the problem of writing and that of the composing process at the 3rd level of secondary education,

more time should be devoted to EFL writing sessions with a focus on the writing process, implying the use of effective writing strategies. Another important dimension to consider is class-size reduction, designing less ambitious syllabuses, developing adequate teaching instruction and writing pedagogies, procedures and up-to-date materials that would fit learners' needs and interests.

General Conclusion

General Conclusion

The major aim of the present research has been to investigate the writing process of EFL good achievers as they engage in writing in three languages: English, French, and Arabic, attempting to highlight the different strategies employed by these learners. While the study strived to compare the writing process of good EFL students across the three concerned languages, seeking to display whether achievement in FL2 implies achievement in FL1 and L1, it also attempted to provide a plan of action so as to help low achievers benefit from successful learners, and by the same token, improve their writing proficiency. Despite a long formal exposure to EFL learning (at least 7 years), the obtained results in writing tests and examinations are strikingly unsatisfactory. Nevertheless, though few, a number of pupils perform successfully in EFL writing. It is then believed that, in order to overcome the difficulties they encounter more particularly in EFL writing and reach an acceptable writing proficiency level, such learners have developed a set of composing strategies.

The present research is a case study of five secondary-school successful learners enrolled in the third year Literary and Philosophy stream. In order to gain more insights into the composing strategies developed by such students, the study made use of triangulation methodology: task-production, think-aloud procedures, and interviews conducted with the same EFL secondary-school good achievers and EFL teachers. To reach the stated objectives, this dissertation aimed at discussing the following questions:

1. What are the strategies used in English writing by EFL good achievers at the 3rd year secondary-school level?
2. Are the same writing strategies used by these learners in Arabic (L1), French (FL1), and English (FL2)?
3. Is there a correlation between achievement in writing in FL2 and achievement in L1, and FL1 writing?
4. How can the writing strategies of good achievers be exploited in the teaching

of writing in the secondary-school EFL classroom?

The following hypotheses to the research questions were put forward:

1. Successful learners use several metacognitive strategies in EFL composition such as planning, brainstorming, self-monitoring, and revising, to plan, monitor, and refine their writing, as well as cognitive ones such as approximation, circumlocution, rereading and elaboration, to translate their thoughts into ideas, express themselves properly, reach meaning and overcome difficulties when composing.

2. Learners use the same writing strategies when composing in Arabic, French, and English.

3. Achievement in FL2 writing implies being able to compose successfully in L1 and FL1.

4. It would be advisable to integrate explicit teaching of the strategies used by successful writers in EFL secondary-school classroom and train learners to transfer these strategies from one task to another and from one language to another.

The present work comprises five chapters. Chapter one attempted to present the theoretical framework regarding writing as a language skill and a process, the complex nature of writing, language learning strategies and the good language learner strategic competence. Chapter two endeavoured to explore the teaching of writing at pre-university educational level and examined the variables which directly or indirectly influence learners' achievement in writing. Chapter three was concerned with the investigative study and research methodology adopted for the present study. It required the contribution of the two main participants: teachers and learners. It also dealt with the research instruments and the taxonomy adopted for this study. Chapter four was devoted to the interpretation and discussion of findings. It also proceeded to triangulation of the results obtained from the different research

instruments methodology. Chapter five tackled some recommendations related to the teaching of writing with a focus on the writing strategies, suggesting the integration of strategy instruction and training in EFL classes that would correlate positively with better writing performance.

The obtained results gave a clear picture of the processes good achievers went through and the strategies they employed in writing in the three languages: Arabic, French, and English. These stages were identified according to Flower and Hayes' model (1980) as pre-writing, writing, and post-writing, and the strategies as metacognitive, cognitive, and socioaffective, classified according to O'Malley and Chamot (1990) and Hamzaoui (2006).

Regarding the first hypothesis, the obtained results revealed that the five good achievers had almost the same writing process in EFL composition, going through the three stages of the writing process (pre-writing, writing, and post-writing) and employing the three categories of strategies (metacognitive, cognitive and affective). It should be noted that metacognitive strategies were used more than cognitive and affective ones. However, because the informants were isolated in individual rooms, social strategies were not detected by the think-aloud technique. The results of the think-aloud protocols revealed that the informants employed a wide range of metacognitive strategies such as topic reading, key words identification, brainstorming, planning and organisation, oral construction of the text, self-monitoring and revision to understand the topic, generate ideas, plan, control, monitor, revise their writing and reflect on it in order to refine it and present it to the reader. Besides, learners used cognitive strategies like rereading, translation, approximation, circumlocution, writing in two languages, transfer, language switch and elaboration to translate their ideas into sentences, express themselves properly, overcome difficulties, and reach meaning. It should be pointed out that some learners used more cognitive strategies than others because of their linguistic competence in the language. Affective strategies like avoidance, risk-taking, and false starts were used to lower anxiety and keep confident throughout the whole composing process. The results correlated with those obtained from both teachers' and learners'

interview which provided information on the way learners proceeded in EFL composition. While teachers stated teaching such strategies, learners confirmed using metacognitive, cognitive, and socioaffective ones when composing in English. Besides, the teachers' interview revealed that other social strategies were employed in class, especially during collaborative work. Accordingly, the first hypothesis was confirmed.

Concerning the second hypothesis, the analysis of the think-aloud procedures revealed that all the participants (good achievers) had the same writing process across the three languages: Arabic (L1), French (FL1) and English (FL2). It appeared that such learners went through the three stages of the writing process and employed almost the same strategies when composing in these languages. The only difference was recorded in the way and frequency such strategies were employed because learners used more cognitive ones when composing in the two foreign languages (FL1 and FL2) due to their linguistic competence in these two languages. Such results correlated with the ones obtained from learners' interview in which the informants revealed using the same strategies when composing in any of the three languages. Therefore, the results obtained from the think-aloud protocols and learners' interview confirmed our second hypothesis

As far as the third hypothesis is concerned, the results regarding learners' productions and grading revealed a correlation between achievement in FL2 and achievement in L1. The analysis of learners' production tasks and grades in the three languages revealed that the best marks were attributed to the Arabic essays, then to the English, and finally to the ones produced in French. In this respect, we could deduce that being proficient in FL2 writing does not necessarily mean being good at writing in any other language. Such an analysis also revealed that achievement in writing requires both linguistic and strategic competences. Consequently, the third hypothesis was partly confirmed. Although learners' French written productions were of average level, a few learners actually had some difficulties expressing themselves as easily as in Arabic or English.

The fourth hypothesis assumed that strategies play a significant role in the composing process. Indeed, the obtained results revealed that participants' strategy use contributed, facilitated, and improved the writing process by helping them perform their tasks more easily. It was also shown that a correlation exists between language proficiency and achievement in writing. Nevertheless the good subject achievers employed different metacognitive and cognitive strategies when composing in the three languages successfully. As a result of such findings, it proves beneficial to integrate explicit strategy instruction and training in the EFL classroom for the development of the writing process in the sense that strategies offer essential and significant ways of teaching/learning by allowing information sharing, knowledge building and easier collaboration opportunities among learners.

It is nonetheless important to note that just like other studies, the present research has a number of limitations since the obtained results may not be generalizable to other groups with different characteristics. In other words, since this study is limited to a small group of learners (five participants) one cannot generalise the obtained results. Another limitation is the impossibility to videotape learners while writing. This would have brought more details about the behavioural writing processes of participants. As a matter of fact, since the researcher could not observe the informants, she may have missed some of their strategies; the researcher preferred using audiotapes to avoid inhibiting learners during their composing task. It should also be pointed out that the researcher encountered several difficulties conducting her research with regard to the research instruments. When analysing the think-aloud data there were some silent periods where the researcher could not depict what learners were doing or thinking about. Besides, revision could not be easily observed since most of the informants switched off the tape right after completing their task. Consequently, the researcher had to verify both drafts and final papers, and interview the informants in order to check whether revision had actually taken place. Although stating feeling at ease when producing their essays, it proved nonetheless difficult for learners to verbalise their thoughts while composing (writing and speaking at the same time), a task which sometimes made them concentrate on speaking and at other times on writing, which proved to

be tiring and inhibiting for learners to manifest themselves. It is clear that the treatment of proficiency levels of this particular group (as being good achievers) would have been different with other informants.

While the present research explored the writing process of successful EFL third-year learners with reference to the strategies employed by these same learners in the composing process in the three concerned languages, the main concern was to show that writing is a recursive dynamic process requiring both linguistic and strategic competences. The findings obtained from this study provide a better understanding of the ways EFL learners approach writing and the strategies (why and how strategies are used) they employ in their composing process. It also exemplifies why some strategies are used successfully while others are not, that is, the differences between successful and less successful strategy use. A comparison of successful and less successful strategies is hoped to make possible the teaching of effective strategies and avoidance of those that impede progress. As a matter of fact, the teaching of the writing skill with a focus on the writing process needs to be reassessed. For this reason, it would be more interesting to study first the learning experience of the learner so as to promote teaching because mastering a language is mastering learning. Such understanding by EFL teachers would enable educators to integrate strategy instruction into formal teaching and help learners learn more effectively. It is a valuable resource to help less successful ones enhance their writing performance.

Although the obtained results revealed some interesting findings regarding the writing processes of good achievers in EFL composition across the three languages, the relationship between proficiency and language learning strategies employed by successful EFL learners in FL2 composition, some interesting questions which might provide fruitful areas for further research arose. As a result, more work may be done on the proficiency between different languages, the issue of language learning strategies and achievement, issues of strategy instruction and training, issues of strategy integration, and the grouping of strategies according to type. Said differently, another research may have as its scope strategy effects on

language learners by having two groups of informants: a group who receives explicit strategy instruction and a group with no instruction and training. Besides, a study might be done to explore the relationship between strategy instruction, proficiency, evaluation, and language learning strategy use.

In addition, a great deal of research remains to be done to discover effective ways of training students to use language learning strategies effectively. Further work needs to be done on the effects age, gender, and previous educational background (year of study) may have on learners' strategy use. Future research may examine why and to what extent successful learners employ more effective strategies than unsuccessful ones and what really happens if all learners receive strategy training as early as possible in their educational experiences. Finally, more experimental research is needed on the role of learning strategies on both metacognitive and cognitive outcomes in the composing process. The results of the recommended studies may have great influences and serious implications for policy makers, educational researchers, and practitioners.

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Appendices

Appedix A

Teachers' Interview

Dear Colleagues,

I am presently conducting a comparative analysis of the writing process of third-year secondary-school learners across three languages: Arabic, French, and English. The purpose of this interview is to enquire about the teaching/learning of the writing process with reference to the strategies used in the three concerned languages. I would be very grateful if you could answer the following questions and I promise to keep your answers confident.

1-Do you teach your learners the writing process when producing essays in English? (e.g. pre-writing, writing, and post-writing)

Pre-Writing:

Topic reading

Key words identification

Planning

Brainstorming/Idea generation

Other, please specify

Writing:

Translating thoughts into ideas

Developing such ideas into sentences

Linking these sentences to form paragraphs

Other, please specify

Post-writing

Reviewing/revising

Editing

2-How much time do you devote to the teaching of essays in a unit?

3-How many essays are your pupils asked to write in a unit?

4-Are the topics designed for essay writing part of the official syllabus?

5-Which approach do you follow to teach essay writing?

(e.g. the process approach, the product-approach, the process-product approach)

6-How do you proceed when assigning your pupils essay writing?

7-Do you integrate strategies in essay writing?

8-If yes, are these strategies integrated explicitly or implicitly?

9-Which strategies do you often use and insist on when assigning essay writing?

(e.g. metacognitive, cognitive, and social/affective strategies)

10-Which processes do good learners undergo when composing?

11-Do good learners use these taught strategies when writing?

12-If yes, which strategies do they use when writing?

13-Which strategies are the most frequently used by these learners?

14-Are these strategies consciously and adequately used by learners?

15-Do you think that achievement in writing is related to strategy use?

16-Do successful learners employ the same strategies when writing as unsuccessful ones?

17-What teaching techniqueswould you suggest to improve 3rd year secondary school pupils' EFL writing?

-Techniques and strategies of the writing process

-Steps and stages of the writing process

Other, please specify

Appendix B

Learners' Interview

Dear Students,

I am presently conducting a comparative analysis of the writing process of third-year secondary-school learners across three languages: Arabic, French, and English. The purpose of this interview is to enquire about the teaching/learning of the writing process with reference to the strategies used in the three concerned languages. I would be very grateful if you could answer the following questions and I promise to keep your answers confident.

1-How do you proceed when writing an essay in English?

2-Are there any steps or stages you follow when composing?

3- Do you go through the same steps when composing in Arabic?

4-Do you go through the same steps when composing in French?

4-Are you taught in the English class the different steps or techniques to produce an essay?

-Yes

-No

If yes, what are these steps?

Pre-Writing:

Topic reading

Key words identification

Planning

Brainstorming/Idea generation

Other, please specify

Writing:

Translating thoughts into ideas

Developing such ideas into sentences

Linking these sentences to form paragraphs

Other, please specify

Post-writing

Reviewing/revising

Editing

5-What do you do to answer the topic properly?

-Read the topic several times

-Identify and select key words

-Consult the topic

Other, please specify

6-What do you do in case you do not understand the topic?

-Ask the teacher or classmates

-Reread the topic

-Use the dictionary

-Focus on key words and understand them

-Relate the topic to previous lectures

Other, please specify.

7-Do you plan and outline your writing?

-Yes

-No

-If yes, how do you proceed?

8-What do you do in case you face difficulties when writing? (e.g. expressing an idea, employing the appropriate item in context)

-Switch from one language to another.

-Consult the topic each time.

-Other, please specify

9-Do you use drafts?

-Yes

-No

-Why?

10-Do you revise your writing?

-Yes

-No

If yes, explain:

-Why do you revise your work after you have finished writing?

-Do you find difficulties when composing?

-What do you suggest to your teacher to help you improve the quality of your writing?

Appendix C

Units and their Distribution According to Streams in

NEWPROSPECTS

Thèmes	Maths/ Tech-Maths/ Sc Exp/ Gestion-Economie	Lettres & Philo/ Langues Etrangères
1. Ancient Civilisations		+
2. Ethics in Business	+	+
3. Education in the World		+
4.Advertising, Consumers and Safety	+	
5. Astronomy and the Solar System	+	
6. Feelings and Emotions	+	+

Appendix D

Language Outcomes

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
1- Ancient Civilisations	Narrating Informing Comparing	Past simple of 'to be' (was/were) w/ordinary verbs in statements+ questions) w/ago Past perfect (w/when, as soon as, until, after, before) Used to Although/though In spite of the fact that/despite the… Was/were able to Had to Articles: use+ omission (nothing before abstract nouns: mankind, progress, culture) Quantifiers: Few/little Not as many as: fewer than Not as much as/less than Comparatives/superlatives (the most/the least)	Prepositions: adj+ prep (good at/ interested in). verb+ prep (contribute to/rely on/ depend on/ believe in) Adverb+ noun+ ed (well-mannered) Prefix 'dis' to form opposites (disappear) Form adj w/al: practical/cultural Form nouns w/ ment: achievement/ enrichment/improvement Form noun w/ tion: Invention/ civilisation Form adj w/ ed: devoted/ dedicated/ committed Form adj w/ able: hospitable/ reasonable; Form nouns w/ ic: optimistic/ realistic Form noun w/ y: honesty/ responsibility	Stress in compound words Pronunciation of final 'ed' Shift of stress: noun-verb Syllable stress: civilisation/ civilised Architecture: ch= k but church: ch= tch

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
2- Ethics in business	Describing Advising Expressing obligation Expressing cause Expressing result Making hypotheses Expressing Opinion Expressing wishes and regrets Reporting	Present simple Present continuous Passive Should/ ought to/ could/ had better+ infinitive Must/ have to Mustn't Due to/ for/ as/ since So+ adj+ that Such+ adj+ that So/ as a result/ consequently/ thus As long as/ provided that If type 2 conditional statements I think/ I believe/ For me/ in my opinion+ statement I wish/ if only It's high time+ subject + past simple Reported speech What people think, say, believe, etc.	Form nouns: honest/ honesty Responsible/ responsibility Form opposites (verbs): approve/ disapprove Agree/ disagree Form opposites (adj): legal/ illegal Honest/ dishonest Observe nouns ending in "ics": Politics, ethics, physics, linguistics	Shift of stress: two-syllable words (noun/verb) 'im port im'port

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
3- education in the world	Describing Expressing wish and desire Comparing Expressing purpose Expressing result	Present simple Passive Must/ mustn't/ have to Should/ ought to I wish I had Would+ have/+ be (my ideal school would have/ be…) "if" unreal conditional Statements (if type 2) unless Different from X/ unlike X/ similar to X Quantifiers: most/ all/ few/ as many as/ as much as/ a great deal of Comparatives Contrast connectors (while/ whereas/ unlike/ in contrast to) So that/ in order to So/ thus/ consequently/ therefore	From adj w/ al (educational) w/ ive (reflexive/ innovative/ responsive/ constructive/ effective) Form nouns: verb+ ing (teaching/ learning/ training) Form nouns w/ tion from adj (education/ completion)	Pronunciation of the final "s" Syllabus stress: 'educate/ edu'cation Pro'mote/ pro'motion Rising intonation: yes/no Questions Falling intonation: statements and Wh questions

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
4- Advertising, consumers and safety	Describing Expressing cause & effect	Present simple Gerund Because/ because of/ due to/ owing to/ through/ as/ for So/ as a result/ that's why/ consequently/ as a consequence	Count+ uncount nouns Form nouns: consumer/ consumption Advertise/advertisement Use verb+ prep: accused X of Y/ complain about X to Y/ Protect X from Y Provide X with Y Suffer from X Look for X	
	Expressing probability Expressing possibility Expressing hypothesis & deducing	May/ might/ could Can/ be/ able to If conditional statements (type 1) Although/ though	Noun+ "y": greed/greedy Speed/speedy Milk/milky	
	Expressing concession Expressing quantity	Much, many, a lot of, a great deal of Too much, too many No…at all A large amount of A large number of Enough+ noun		

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
5- astronomy and the solar system	Describing	Present simple w/non conclusive verbs: believe, know, suppose belong, think, see Comparatives of superiority w/short and long words	Form plural nouns: galaxy/galaxies Theory/theories Thesis/theses Hypothesis/hypotheses	Pronounce final "s" as /z/ /s/ or /iz/
	Comparing	Less+ adj+ than As+ adj+ as While, whereas	Form nouns: Science/scientist	
	Contrasting	Like, unlike, in contrast to Used to/used for+ verb+ ing: Satellites are used to transmit/used for transmitting If conditional (type2) May+ stem Might+ stem Diameters: in kms Speed in orbit: in km/h Distance from earth to sun: in kms Temperature: in degrees celcius How far? How big?	Astronomy/astronomer Form nouns from verbs & adj: Weigh/weight Hot/heat Form sing & plural nouns from verbs: Prove/proof/proofs Believe/belief/beliefs	Shift of stress Stress in two-syllable words: begin/believe reduce/occur
	Making hypotheses Making suppositions Reading figures Questioning			

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
6- feelings, emotions and humour	Describing	Present simple Past simple Articles: omission before abstract nouns (love, friendship, faithfulness, generosity, humour) Should/ought to Must/have to Quantifiers:	Form nouns w/ ship: friendship/ partnership Form adj w/"ty": Loyal/loyalty Novel/novelty Form verbs w/"en": tighten/deepen/ Strengthen	Pronunciation of the final "ed" as /t/ or /d/ or /id/ (committed/loved/liked) Pronounce initial "h": humour/happiness/horrible
	Advising	A lot of/a great deal of/few/all/little/much/almost no/nearly all/some Some of us/all of us Like/prefer/enjoy Gerund: enjoy+ verb+ ing Avoid+ verb+ ing I' rather do X It's better to do X than Y I'd prefer X to Y	Committed to /devoted to Proud of/made of/full of Form adj w/"ous: humour/humorous Generosity/generous Courtesy/courteous Form adj w/"ful": Help/helpful Faith/faithful Peace/peaceful	Silent letters Strengthen sign
	Expressing likes and dislikes	Each other/one another	Form adj w/ic: egoistic/pessimistic Form adj w/ self: self-centred/self-satisfied Form nouns w/ness	
	Expressing feelings		Happy/happiness Kind/kindness Gentle/gentleness	

Appendix E

A survey of EFL Syllabus, Objectives and Suggested Writing Activities for 3AS Literary and Philosophy streams learners according to <u>Syllabus for English</u> (2006)

	3°AS Literary & Philosophy Streams
Syllabus	1.Ancient Civilisations 2. Ethics in Business 3. Education in the world 4. Feelings and Emotions
Objectives in Writing	Master different writing skills, note-taking, organising, summarising to prepare learners for the written expression task.
Suggested Writing Activities	- Copying - Writing sentences/combining sentences - Completing sentences - Paraphrasing - Gap-filling - Filling tables - Writing a paragraph from a model - Developing notes into an essay - Writing reports about projects

Projects	1.Ancient Civilisations
	    - Rise and collapse of civilisations.
	    - Making the profile of an ancient civilisation.
	2. Ethics in Business
	    - Awareness of and ability to deal with ethics in business.
	    - Writing a charter of ethics.
	3. Education in the world
	    - Understanding of educational systems in the world.
	    - Designing an educational prospectus.
	4. Feelings and Emotions
	    - Exploring the realms of feelings, emotions and humour.
	    - Writing a booklet of tips for coping with strong emotions.

Appendix F

English 'Licence' Curriculum Modules

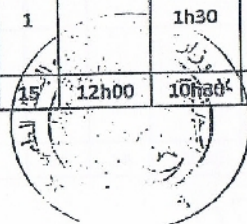| Unité d'enseignement	Code	Intitulé	Crédits	Coefficient	Cours	TD	TP	VHS (15 semaines)	Autre*	Contrôle Continu	Examen
UE Fondamentale Code : UEF11 Crédits : 10 Coefficients : 6	F111	Compréhension et expression écrite 1	6	4	1h30	3h00		67h30	45h00	x	x
	F112	Compréhension et expression orale 1	4	2	1h30	1h30		45h00	45h00	x	x
UE Fondamentale Code : UEF12 Crédits : 8 Coefficients : 4	F121	Grammaire de la langue d'étude 1	4	2	1h30	1h30		45h00	45h00	x	x
	F122	Phonétique corrective et articulatoire 1	2	1		1h30		22h30	45h00	x	x
	F123	Initiation à la linguistique 1 (concepts)	2	1	1h30			22h30	45h00	x	x
UE Fondamentale Code : UEF12 Crédits : 4 Coefficients : 2	F131	Initiation aux textes littéraires	2	1	1h30			22h30	45h00	x	x
	F132	Culture (s)/ Civilisation(s) de la Langue 1	2	1	1h30			22h30	45h00	x	x
UE Méthodologique Code : UEM11 Crédits : 4 Coefficients : 1	M111	Techniques du travail universitaire 1	4	1	1h30	1h30		45h00	45h00	x	
UE Découverte Code : UED11 Crédits : 2 Coefficients : 1	D111	Sciences sociales et humaines 1	2	1	1h30			22h30	45h00		x
UE Transversale Code : UET11 Crédits : 2 Coefficients : 1	T111	Langue(s) étrangère(s) 1	2	1		1h30		22h30	45h00	x	x
Total semestre 1			30	15	12h00	10h30		337h30	450h00		

Autre * = travail complémentaire en consultation semestrielle

Semestre 2

Unité d'enseignement	Matières		Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Code	Intitulé			Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF21 Crédits : 10 Coefficients : 6	F211	Compréhension et expression écrite 2	6	4	1h30	3h00		67h30	45h00	x	x
	F212	Compréhension et expression orale 2	4	2	1h30	1h30		45h00	45h00	x	x
UE Fondamentale Code : UEF22 Crédits : 8 Coefficients : 4	F221	Grammaire de la langue d'étude 2	4	2	1h30	1h30		45h00	45h00	x	x
	F222	Phonétique corrective et articulatoire 2	2	1		1h30		22h30	45h00	x	x
	F223	Initiation à la linguistique 2 (concepts)	2	1	1h30			22h30	45h00	x	x
UE Fondamentale Code : UEF23 Crédits : 4 Coefficients : 2	F231	Littératures de la langue d'étude 1	2	1	1h30			22h30	45h00	x	x
	F232	Culture (s)/ Civilisation(s) de la Langue 2	2	1	1h30			22h30	45h00	x	x
UE Méthodologique Code : UEM21 Crédits : 4 Coefficients : 1	M211	Techniques du travail universitaire 2	4	1	1h30	1h30		45h00	45h00	x	
UE Découverte Code : UED21 Crédits : 2 Coefficients : 1	D211	Sciences sociales et humaines 2	2	1	1h30			22h30	45h00		x
UE Transversale Code : UET21 Crédits : 2 Coefficients : 1	T211	Langue(s) étrangère(s) 2	2	1		1h30		22h30	45h00	x	x
Total semestre 2			30	15	12h00	10h30		337h00	450h00		

Autre * = travail complémentaire en consultation semestrielle

2ème année

Semestre 3

Unité d'enseignement	Matières		Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Code	Intitulé			Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF31 Crédits : 10 Coefficients : 6	F311	Compréhension et expression écrite 3	6	4	1h30	3h00		67h30	45h00	x	x
	F312	Compréhension et expression orale 3	4	2	1h30	1h30		45h00	45h00	x	x
UE Fondamentale Code : UEF32 Crédits : 6 Coefficients : 3	F321	Grammaire de la langue d'étude 3	4	2	1h30	1h30		45h00	45h00	x	x
	F322	Introduction à la linguistique 1	2	1	1h30			22h30	45h00	x	x
UE Fondamentale Code : UEF33 Crédits : 4 Coefficients : 2	F331	Littératures de la langue d'étude 2	2	1	1h30			22h30	45h00	x	x
	F332	Culture (s)/ Civilisation(s) de la Langue 3	2	1	1h30			22h30	45h00	x	x
UE Méthodologique Code : UEM31 Crédits : 4 Coefficients : 1	M311	Techniques du travail universitaire 3	4	1	1h30	1h30		45h00	45h00	x	
UE Découverte Code : UED31 Crédits : 4 Coefficients : 1	D311	Initiation à la traduction 1	4	1	1h30	1h30		45h00	45h00	x	x
UE Transversale Code : UET31 Crédits : 2 Coefficients : 1	T311	Langue(s) étrangère(s) 3	2	1		1h30		22h30	45h00	x	x
Total semestre 3			30	14	12h00	10h30		337h30	405h00		

Autre * = travail complémentaire en consultation semestrielle

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Socle commun ..... "Lettres et Langues Étrangères"

Semestre 4   2ème année

| Unité d'enseignement | Matières | | Crédits | Coefficient | Volume horaire hebdomadaire | | | VHS (15 semaines) | Autre* | Mode d'évaluation | |
	Code	Intitulé			Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF41 Crédits : 10 Coefficients : 6	F411	Compréhension et expression écrite 4	6	4	1h30	3h00		67h30	45h00	x	x
	F412	Compréhension et expression orale 4	4	2	1h30	1h30		45h00	45h00	x	x
UE Fondamentale Code : UEF42 Crédits : 6 Coefficients : 3	F421	Grammaire de la langue d'étude 4	4	2	1h30	1h30		45h00	45h00	x	x
	F422	Introduction à la linguistique 2	2	1	1h30			22h30	45h00	x	x
UE Fondamentale Code : UEF43 Crédits : 4 Coefficients : 2	F431	Littératures de la langue d'étude 2	2	1	1h30			22h30	45h00	x	x
	F432	Culture (s)/ Civilisation(s) de la Langue 4	2	1	1h30			22h30	45h00	x	x
UE Méthodologique Code : UEM41 Crédits : 3 Coefficients : 1	M411	Techniques du travail universitaire 4	3	1	1h30	1h30		45h00	45h00	x	
UE Découverte Code : UED41 Crédits : 4 Coefficients : 1	D411	Initiation à la traduction 2	4	1	1h30	1h30		45h00	45h00	x	x
UE Transversale Code : UET41 Crédits : 3 Coefficients : 2	T411	Langue(s) étrangère(s) 4	2	1		1h30		22h30	45h00	x	x
	T412	Techniques de l'information et de la communication 1	1	1	1h30	1h30		22h30	45h00	x	x
Total semestre 4			30	15	13h30	10h30		360h00	450h00		

Autre * = travail complémentaire en consultation semestrielle

STUDENTS' VERBAL PROTOCOLS

Student 1

Arabic Essay

ehbon

انه ولكم من الجميل ا   ان يخمم لا ماشي يخمم ان ان يتفنن الانسان في رسم لوحة تتضمن اهم الاحداث و الاهداف التي التي يسعى الى تحقيقها في المستقبل فاصلة لان ذلك سينظم حياتنا حياته حياته او بالاحرى ستمكنه اللوحة من معرفة مستقبله و تكوينه نقطة.

عاود دركة ندير العرض

"و بالنسبة لي فاصلة من اهم الرسوم التي تتضمنها لوحتي في رسم المستقبل هي هي ان هي ان ارسم مهنتي و ماذا سافعله في المستقبل ندير نقطة. لان ذلك سيبعث في قلبي نوع من الفضولية و الارادة للسعي وراء تحقيقه ندير point. من بعد ذلك و بالحديث عن المهنة و المستقبل اود ومن كل قلبي ان اصبح استاذة جامعية ثاني ندير نقطة.

دفعتني الى ذلك هوانها انها اولا هي مهنة شريفة نبيلة ايضا فاصلة اولا انها مهنة شريفة فاصلة نبيلة تجمع جميع خصال الثقافة و الانسانية ندبر نق   .   زيادة على ذلك هي eh مهنة comment comment on

dit ehزعما تحسسنا بالمسؤولية هي مهنة ماشي تحسسنا بالمسؤولية تجعلنا نحس بالمسؤولية نيشان واه تجعلنا نحس بالمسؤوليةاتجاه ما سنفعله نقطة.

كيفاش درنا premièrement درنا اولا سم ندير ثانيا سم ثانيا فاصلة اشعر دائما ان مهنة التعليم تناسب c'est vraiخاصة في مجتمعنا ذلك ما تحتويه من من من عطل بصح لا سم عطل سم راني نحوس les vacances لا ما جاياش سم نفاصي كامل هذ   eh voilà la phrase اشعر دائما ان مهنة التعليم تناسب المراة بصح علاش زعما ما فيهاش تعب بزاف فيها les vacances بصح مانقلوش هكذا سم يقولك هذي على les vacances سم اشعر دائما ان مهنة التعليم تناسب المراة و مكانتها في المجتمع voilà مكانتها في المجتمع نقطة . كما اشعر دوما ان هذه المهن للتشبيه و métaphore كالطائرة تحلق بنا عاليا

ن لم لم لم نزرها من قبل واصفة اشياء لم نرها من قبلvoilà voilàشابة هذي la métaphore اشعر ان مهنة هذه المهنة كالطائرة تحلق بنا عاليا لتاخذنا الى اماكن لم نزرها من قبل واصفة

اشياء لم نرها من قبل voilà بصح خاصني نشرحها ثاني سم واعني بذلك انها انها مهنة من خلالها نكتشف يوما بعد يوم نكتشف علما جديدا و اناساجددا ماشي جددا و اناسا جددا ماشي جده جده سيكون ندير فاصلة هذا ما يجعلني لا زعما كما انها تعلمن الخبرة هذه نزيها كما انها تعلمنا الخبرة نقطة ايوا سم   كما انها لا هذا ما يجعلني   اصفها كالطعام الذي يطعمنا لنستمر في الحياة ولا نستطيع الاستغناء عنه لان التعليم و التعلم مهد الحضارة ثاني هذه métaphore شابة تشبيه شبيه نقطة.

بزاف انا خصني ندير خاتمه شعار لكني ندير خاتمة دركة نكتب تثنيه وفي الاخير وفي الاخير اود القول بانه يجب علي تادية هذا الوجب واجب التعليم هذي نديرها بين بين فاصلتين لنرقى ونزدهر و نكون سببا في تعلم الاخرين وازدهار بلادنا لانه لانه لا حضارة بلا علم ولا علم بلا حضارة ولا علم بلا مدرسين بلا معلمين لانه لا حضارة بلا علم ولا علم بلا معلمين وهنا استشير استشهد و هنا استشهد بالمقولة ماشي مقولة بقوله تعالى قال الله تعالى انما يخشى من عباده لا هذي لا هذي لا هذي العلماء هذي حطيها هذي لا عندما ما حا المقولة يا voilà بصح هذي ماشي قول الله تعالى ماشي قول الرسول

eh voilà ça y est   ان احسنكم ان اتقاكم ان اتقاكم هذه مقولة سم ان اتقاكم من تعلم

voilà .

c'est bon

French Essay

Bon eh après avoirfinimes etudes eh comma, eh ok j'aimerai bien devenir professeur d'Anglais bon eh j'aimerainormalementfutur simpleالإيكونl'infinitif plus للللهداكplus mm اهدوكles terminaisons   a i r   j'aimerai bien devenir professeur d'Anglais أوه عليا professeur   e parceque féminin bon d'Englais   Englai   e eh capital letter full stop   . Bon parce que tout simplement c'est c'est c'est c'es tc'est mon rêve oui   c'est mon rêve eh et c'est le metier eh que que que que je sens non par lequel bon c'est le metier metier é   normalement é accent oui   c'est le metier   ماشيبzلعياok c'est le metier par lequel je sens capable   eh en Français on dit eh comment on dit on dit par lequel je sens capable de le faire……….ok

Ayant de le faire bon je sais que cen'est pas facile en meme temps eh cen'est pas difficile نكتبها ok je sais quecen'est pasfacile mais en meme temps cen'est pas difficile bon difficile   c cede normalement   c cédé   c cédé

facile koumahakdabla c cede facile   normalement   c   cen'est pas facilemais en meme temps cen'est pas difficile point. Eh et en plus de çac'est tout le monde saventqu'ilest no noblenoble tout le monde   tout tout s   t tous normalement s mm t   tout le monde tout   t sema   e tout le monde   eh tout le monde sait eh savent tout le monde savent parceque pluriel tout le monde saventqu'iln'estqu'ilest noble et   et noble شريف eh on dit en Français honorable voilà ilest eh noble et honorable point. اهنا زدت ح l'idée   en plus virgule, je sensqueحنايا la nouvelle generation   doit eh doit   doit devons doivent devonsmais nous   devons   doit   je sens en plus je sensque nous la nouvelle generation devons continuer eh ce metier   ce metier continuer زعما هذه المهمةcontinuer la mission   oui voilà ماشي هادي continuer la mission d'enseignr eh   la nouvelle generation   هداكéviter la repetition la nouvelle générationنعمل سما ديك la mission d'enseigner d'enseigner la la generation actuelle oui   . Mais génération   s normalement l'Anglais   en   e e deux e mais en Français   é mais لزوج فيهم l'accent norma generation oui لزوج فيهم l'accent   on dit eh nous la nouvelle generationdevons continuer la mission d'enseigner la generationactuelle actuelle   double l   e   t eh to make them eh en Anglais we say we say ok we say to make them literate en Français on dit pour les faire   faux non   l'équivalent   to make them literate pour les faire bieninstruits et éduqués et voilà et éduqués mm full stop   point.   alors c'est notre role oui c'est notre role هادي نكتبها between two commas   full stop. Eh d'autre part آسم تاني آسم تاني اختاريتd'enseigner ok d'autre part mm parcequel'enseignement   eh to make my country developed and so on   d'autre part l'enseignementpeutêtre eh peutêtre eh comme on ditpeutêtreياربي l'enseignementpeutêtreune bonne cause pour faire des ازعما سبب فاش ليتطور هاكدا زعما desdesdesdes progres nationals أيابزافnormalementc'est bon

en fin   la conclusion آسم زعما نكتب نتمنى زعما ربي يحققلي le voeu

l'essentiel en fin je souhaite que mon eh mon dieu my god mondieu eh help me

yeah I wish my god help me help me l'Anglais eh Français help إقولولها كفاشen

Françaisألعيا نسيتها ياربي help aiderصبتها voilà mon dieu aider   aider mon dieu

aide   futur   help   aideماتجيش aide   aider eh aide   e   e

e voilà je souhaite que mon dieu aide moi eh pour faire eh aide moi à faire non

à faire à realiser mes rêves à realiser mes rêves voilà   point

normalement   j'ai   voilà I have finished

lignes 15هدا ماشيسطرياجات نيشان non 2345678 1   cinq eh quinze lignes لي قالت هي

c'est bon normalementc'est bon

English Essay

Which job would you like to have in the future after finishing your studies? Give your reasons

Eh……….so……….after finishing after finishing eh my studies……….ok after finishing my studies eh I want to be a teacher as I'm studying as I'm studying English as a foreign language……….foreign eign foreign language……….eh sometimes………. People and other students other students tell me that I have a good methodology not methodology not methodology or a strategy eh or methodology ok eh I have a good methodology to convey to convey eh double l normally eh to convey a message or a lecture this strategy is as follow eh I think……….the best way……….eh to reach our goal our goal or target eh eh I think the best way to reach our goal eh hh to reach to make the others the others eh understand……….ok understand what eh what we want them to to understand no it will be a long sentence ok this strategy is as follow I think the best way to reach our goal to make the others understand is eh so the strategy the first is to be eh is to try to simplify things to ma to eh manage eh in a good way in a good way our

classroom our classroom our classroom eh our classroom eh……….ok so eh I want to be the second thing eh secondly……….eh we have to the teacher any teacher eh should be……….comprehensive……….comprehensive and eh and what should be comprehensive eh and take into account and take into account the psychology no psychology is s p psychologie how to write psychology ok eh psy no what happens to me psychology eh……….ok I think like this psychology ok eh psy no psychologie eh psychology psychologie how to write it psychologie li I think like French normally it's like French so p s eh then psychologie ok ok I think I'm right psychology so and I think and take into account the psychology of students so eh the third step the third step that I want really no really one l or double l ok double 'l' that I want really is to apply in my classroom classroom management is eh what eh is to consider is to consider what the the way the way eh students shouls sit eh in many eh between bracketes between two slashes in many development countries no developed countries be careful I think one 'p' in French double 'p' In many European countries students sit in horse shoe no not a horse shoe in U a horse shoe sitting and this mm eh and this will keep eh the student feel that they are equal mm but unfortunately how to write it eh in Algeria ok in Algeria mm we can say that all the students or mainly in all schools

Student 2

Arabic Essay

إذا بعد قراءتي للموضوع جيدا ألا وهو ما هي المهنة التي يريد القيام بها بعد انتهاء المشوار الدراسي ولماذا

.. المشوار الدراسي الذي قطعته و ... الجهد الكبير الذي بذلته .. أظن بأنه قد حان الوقت ..
المرحلة لي الانتقال إلى مرحلة جديدة وهي مرحلة التطبيق طبعا هناك مرحلتان المرحلة النظرية والمرحلة
التطبيقية المرحلة النظرية .. لقد لنتهيت منها بذ   .. الآن كل ما بقي هو المرحلة التطبيقية وهي المرحلة
الجديدة والمرحلة المهمة .. جدا لأنها ستحدد مسار حياتي أو بالأحرى ستكون كنقطة انطلاق ..
كنقطة انطلاق كرسم وتخطيط .. لرسم وتخطيط مستقبلي ..   ..
وهو .. مهنة التدريس يعني أن أعمل في سلك التعليم .. فخاصة لأن هذه المهنة تلائم المرأة خاصة ..
هذه المهنة ت .. .. لأن هذه المهنة تلائم المرأة خاصة .. إضافة إضافة إلى ذلك إنها مهنة شريفة ونبيلة
.. كما أنها ستساعدني أيضا في المستقبل أقصد بذلك بين مزدوجتين "   " .. هي مهم هي
مهنة لا تؤثر علي في ما بعد .. ولكن طبعا ولكن إذا ذهبنا بعيدا .. .. إذا ابتعدنا قليلا عن الدراسة
إذا ابتعدنا قليلا عن الدراسة فطموحي كان أن أصبح ممثلة ولكن أعلم بأن هذا سي... أن هذا الحلم سيبقى حبر
على ورق يعني نظرا إلى الظروف الاجتماعية التي نعيش فيها والظروف المحيطة أعلم بأن هذا الحلم
مستحيل لذلك فخياري الوحيد أن أصبح أستاذة وهذا وهذا لا يعني بأنني لا أريد أن أصبح ..
أحب هذه المهنة بل على العكس لأن الرسول (   )   : كاد المعلم أن يكون رسولا ..
.... ولكن بشرط أن أكون أستاذة في الجامعة يعني نظرا لأن ..
..   ..
منها على في الثانوية والمتوسطة يعني التعامل مع الطلبة يكون نوعا ما أسهل أه لأنهم على مستوى ..
مستوى رفيع أو لذلك .. ولكن مهنة أن أصبح مترجمة لأنها لأني أحب اللغات كثيرا لا أدري لماذا ..
الإيطالية الألمانية والإسبانية .. طبعا الإنجليزية هي اللغة الأولى .. لا أدري أنا الآن حاليا أقول بأني أصبح
أريد بأن أصبح أس   7   5   ..   ..لا شيئا آخر
.. لا أستطيع الحكم الآن يعني ..   .. وبحكم بأنني فقط في السة الثالثة تكون يعني التوجه
الوحيد الذي أراد أمامي الآن هو أستاذة ولكن .. من يعلم ربما بعد 7 سنين أو بعد الدكتوراه إن شاء الله ..
سأصير ... شعبة أخرى أو مهنة أخرى ستكون ربما أحسن وأفضل لي .. أظن بأن هذا كل ما في جعبتي ... .

.. في عطلة الصيف إذا ما وجدت فرصة للعمل طبعا سأشتغل هذه الفرصة .. ..

لأسباب وجيهة طبعا الس .. أيضا لاكتساب الخبرة خاصة خاصة لاكتساب الخبرة ..

الخبرة لأنه بعدما أنتهي من دراستي وأدخل مجال العمل .. طبعا على الأقل يجب أن تكون لدي خبرة في هذا

.. أنا الآن في هذه العطلة حسنا لن أعمل كأستاذة ولكن في أي ... مجال المهم كيفية ا

.. كيفية س الجلوس يعني الإحساس بأنك في مكان العمل هذا المهم هذا هو الأمر المهم جدا إذا ..

... هي أستاذة ولكن كما سبق وذكرت .. 7 سنين لا أدري ربما شيء أحسن ..

ولماذا طبعا لأنها .. السبب الوحيد لأنها مهنة تناسب المراد خاصة في هذا المجتمع مجتمع الجزائري .. مهنة

نبيلة ومحترمة وشريفة .. أيضا الرسول ( ) أوصى بذلك يعني .. ..

... . عندما أدرس تلاميذ وأعطيهم معلومات جديدة .. لنمو فكرهم يعني هذا أمو مهم جدا

.. وبذلك أكون أساهم في بناء أجيال وأجيال صالحة إن شاء الله يعني هذا فقط حلم .. المهم .. هذا هو كل شيء

.. أود أيضا توجيه الشكر للأستاذة لأنها نبهتني إلى هذا الموضوع الحساس جدا يعني موضوع

يجب على كل شخص أن يفكر فيه .. لأنه هو الهدف لماذا ندرس لماذا يعني كل عام كل سنة ..

إلى هنا إلى الثانوية ندرس فنتعب لماذا يعني يجب أن يكون هناك هدف هدف محدد يعني لترسم عليه خطاة

لنرسم عليه مشاريع والأهداف التي تريد الوصول إليها هذا هو كل شيء وشكرا.

French Essay

Eh …ok oh la dernière fois c'était eh … en Anglais ah c'était un peu facile quand même parce que en Français je sais juste quelques mots en Français eh je sais pas vraiment je métrise pas la langue Française donc eh je vais essayer juste eh je sais pas bon eh…

Quel métier aimeriez vous faire à l'avenir après avoir fini vos etudes…

Ok comme j'aidé jadis eh … j'ai dit eh bon comme j'ai déjà dit si j'ai l'occasion de travailler maintenant … je suis d'accord aucun problème … eh comme j'ai déjà dit si j'ai l'occasion de travailler maintenant je suis d'accord aucun problème … eh mais … je préfère … de terminer premièrement … mes études … mes études … mes études eh parce que … eh je sais pas je je veux être eh ok conjugaison c'est catastrophe je veux être … une professuer … mais avec un seul condition … eh

mais avec un seul condition eh … une professeur à l'université bien sûr… je casse pas la tête … avec eh le primaire … des enfants ou bien eh je casse pas la tête avec le primaire des enfants avec le primaire comme j'ai déjà dit des enfants ou bien CEM ou lycée … eh car cette generation eh je sais pas … je ne sais pas eh je sais pas sont même ils vont à l'université ou ils au lycée ou bien au CEM eh il sont encore des enfants donc eh une professeur à l'université eh c'est quelque chose de bien une professeur à l'université c'est quelque chose … c'est quelque chose … de l'honneur eh c'est quelque chose de l'honneur eh et aussi c'est un travail noble … aussi c'est un travail noble tous le gens … vous respectent vous respectent eh … respectent et le plus important et le plus important … c'est un travail … c'est un travail approprié or suitable eh… ok je vais répéter eh ok comme j'ai déjà dit si j'ail'occasion de travailler maintenant je suis d'accord aucun problème parce que les conditions eh spécialement ici les vacances eh … *how to say it plenty of time* eh j'ai le temps vide eh donc eh c'est préférable de travailler au lieu de rester à la maison eh toujours rester dans le même routine mais je préfère aussi de terminer mes études eh parce que je veux être une professeur eh mais avec un seul condition une prof prof professeur pardon une professeur à l'université eh je casse pas la tête le primaire, les enfant soubien CEM ou lycée parce que ils sont déja des enfants même au lycée même au CEM la mentalité c'est la meme eh donc une prof a l'université c'est quelque chose de l'honneur et aussi c'est un travail noble tous les gens vous vous respectent eh et le plus important c'est un travail approprié pour une femme c'est mon point de vue je sais pas c'est un travail simple pour une femme même une femme mariée eh ou bien pour une jeune fille eh c'est pas comme travailler chez l'administration ou bien eh je sais pas un travail officiel normal eh une autre métier que je préfère aussi c'est travailler l'interprétariat mais en Anglais c'est juste en Anglais eh parce que Francais mmm c'est pas tellement eh j'ai besoin de l'aide en Francais eh je sais juste quelques mots eh la conjugaison c'est pas je suis pas bien vraiament eh j'aime l'Espagnole et les autres langues eh par example l'Italien l'Espagnole Germany eh je ne sais pas eh officiellement et avec mes études une professeur une professeur mais si je je eh si mais si je quitte voilà je quitte je sais pas eh go far away je quitte or si je quitte ou bien je eh ok je quitte ou bien eh

go far away in my studies si si eh mes études eh oh mon dieu mes études j'ai toujours eh l'ambition j'ai toujours l'ambition c'est commeça l'ambition d'étre une actrice je sais pas comment écrire actrice mais careste un rêve loin de la réalité loin de la réalité eh aussi une autre métier métier c'est eh une docteur docteur je sais que c'est iiiiiiimpossible c'est pas impossible c'est iiiiipossible mais eh je sais pas comme j'étais ah conjugaison impossible mais comme j'étais eh comme j'étais au CEM j'ai toujours la volonté d'être une docteur la volonté d'être une docteur mais les obstacles les obstacles c'est que je déteste maths maths et les autres métiers scientifiques eh juste le nom d'étre une docteur c'est ça eh ok eh on retour au professeur donc après tout ça soit une docteur eh oh mon dieu une professeur c'est mais une professeur à l'université je ne dois pas oublier l'université l'université mais mais si je veux étre une professeur à l'université je vais rester ici je vais rester ici septans maximum septans minimum minimum ou bien je ne sais pas donc je sais pas septans à l'université c'est beaucoup c'est pour ça j'ai dit si j'ai l'occasion maintenant de travailler je suis d'accord mais travailler en même temps continuer mes études parce que je peux pas les quitter eh je peux pas les quitter je pense que c'est ça spécialement ici en Algérie on n'a pas vraiment le choix d'être de réaliser notre ambition eh ici… non le problème c'est pas en Algérie c'est pas l'Algérie elle meme mais nous la société … non c'est pas l'Algérie … mais la société la société eh fff… la société … mais je souhaite eh je souhaite … eh après ça eh après ça eh après eh je sais pas trois ans ou bien cinqans ou bien cinqans je devrai je devrai? Je sais pas eh je devrai choisir le travail approprié eh je souhaite après trois ans ou bien cinqans eh je devrai choisir le travail approprié eh parce que j'ai déjà parce que j'ai déja eh l'experience l'experience eh je sais pas … j'ai déjà l'experience poser des questions poser des questions à mes profs eh poser des questions à mes profs je sais pas je veux voir leur point de vue parce qu'ils ont une experience dans le domain dans le domain eh maintnant j'ai dit que je veux être une professeur à l'université mais on ne sait jamais on sait jamais ça dépend autre chose who know quelque chose mieux quelque chose mieux et je ne sais pas je ne sais pas pour le moment pour le moment une prof pour le moment une prof l'essentiel que je travaille je travaille et prouver oh prouver eh et prouver mon existance dans la société eh … et

prouver mon éxistance dans la société je sais pas je demande pas … l'argent à mon père ou bien ou bien eh … je demande pas l'argent à mon père ou bien la personne ou bien bon je suis désolée eh je veux assurer une vie de la dignité la fièrté la fièrté dignité la fièrté je compte sur aucun personne eh c'est ça ça c'est plus important mais c'est aussi d'être responsable d'étre responsable c'est ça donc eh …. Eh ok je travaille c'est pas juste pour l'argent c'est juste mais mais aussi pour être responsable eh to make people respect you pour obtenir c'est ça pour obtenir le respect des autres des autres eh mmm même si même si eh même si ffff même si … même sin anana plus tard ah beaucoup d'argent … beaucoup d'argent je préfère de rester eh je préfére de rester une professeur ou bien point d'interrogation jusqu'à la fin la fin c'est pas la fin de ma vie mais retraitée retraitée retraitée c'est ça eh c'est ça merci bien merci bien eh parce que avant … parce que avant eh … I didn't think about the subject before eh parce que avant j'ai pense non oh comment dirai-je je je sais pas c'est ça mon problème je trouve pas les mots pour dire ce que je veux eh dans certains cas eh bon merci bien pour eh madame parce qu'elle me donne une autre occasion pour réfléchir pour réfléchir à ce à cette à ce sujet là à ce sujet là qui eh qui eh oh mon dieu en Arabe comment dirai-je eh merci bien parce qu'avant … une occasion … pour réfléchir à ce sujet qui ywejeh ou bien yersam là ma vie ou bien mon futur ou bien ma vie ou bien mon future ou bien a verdict ou bien ma vie c'est pas dessiner je pense pas que ce verbe c'est approprié dans ce contexte eh pour réfléchir à ce sujet là merci bien merci bien

English Essay

Well actually I don't know … eh well actually I don't know mm it's true that I want to be something in … I want to be … ok it's true … well actually it's true that I want to be a teacher or an interpret or something in future but actually in nowadays you have to work I think that after after three years or even five years eh I'm not

going to find my suitable job so if I find an opportunity to work now I would like to eh I don't know I'm … ok

Ok as I've said before if I find an opportunity now es specially now in education I would like to would like to but after finishing my studies after three years and I'm not sure about that three years it has nothing to do eh just in parimary school specially if I want to be a teacher so after five years at least eh mm I want to be an interpret I don't know I just like languages so eh mm before I liked Spanish I liked it so much and I liked also English French ok although I don't know how to speak French very like native speakers just few words but the most important is just I want eh languages I like languages that's why I want to eh an interpret eh specially in English language … eh … why … mm … eh actually I my future job is eh btween eh is between teacher or an interpret teacher I like it but eh it is a very hard work especially with students and if I'm just in middle school or eh high school eh but as an interpret as I've said before I was always looking for other languages for Japo Italian Germany German sorry eh also Spanish English I don't know each time I watch television and I see a new word I go directly to my copybook and jot it down so eh mm I don't know and if I don't know the title or the mov I always go to the dictionary so here I can see that I have eh I don't know how to say it ok this is embarassing eh ميول eh to languages ok eh I think that is the only reason eh but I'm not sure if I find if I will find eh till that time after five years this opportuniy eh … ok eh this is just between brackets eh if I don't if we go further than eh my studies if I'm not a student I would like to be between brackets an actress but I know that this is this will never happen so eh I will come back to interpret mm I want to be eh an air hostess but eh it's a little bit difficult and eh hard to reach so eh I have a lot of ambition in my life ambitions in my life so mm I don't know when I was young I was always saying to my family to my friends I will be a doctor but since I followed literary stream I eh how to say it ok this is the second time eh يتخلى eh abandonner eh my dream ok so … this is it … mm I want to be also an interpret to work in an administration to be responsable eh also to be to do something I want to do something to the society not a whole society I don't know but at least eh a job like a teacher or eh an interpretor or even a doctor something to be proud of so I

want also to eh to go I don't know and to visit another countries to make relation with other companies I don't know I just eh I don't want to be just here in Algeria in Tlemcen eh exactly so I want to know other persons other eh cultures eh other cultures eh native people not just like we see them on television or eh I don't know television just as an actor but I want to see them in reality so that's why if I will be eh if I will be sorry an interpretor and eh if I work hard of course I will have a degree or a level so I may have opportunity to go far and travel all over the world eh that's all specially this you go France America and I don't know I'm flying I'm flying I'm mm ok last time I was writing and I didn't say anything and this time I'm just speaking and I didn't write anything oh my god … ok topic reading

Actually I don't have just one job I have a lot of things eh as I've said if I go far a way in my studies I want very hardly to be an actress so I was always looking for that but eh ok … I think that the reason to be an interpreter is just eh … eh it is eh how to say it ok   c'est eh ok so eh … oh my god I don't have other ideas … eh … ok after all this after all this … if I won't succed if I won't succeed to be an interpretor second plan as plan B plan B as a plan B but my last choice … is to be a teacher despite the fact that our teacher in eh … secondary school secondary school was always saying don't be teachers don't be teachers because it's really hard actually with this new generation they don't respect … they don't respect whether teacher … or other person … and if you want to be so … it would better … in university ok eh to be a teacher in university is eh I don't know … it's like a dream for me … I don't know I just mm It just seem that's impossible eh … dream impossible … I know but I know in the same time … that eh we nothing is impossible at least eh mm … I will work with adults … adults and eh … adults … work with adults eh … also eh for me I think that there is difference between at least eh mm … I'll work with adults … adults and eh adults work with adults eh … also for me I think that there is difference between eh teacher iii in primary and middle and secondary school and between primary middle and secondary school school … if we carry on them … them with teacher in university … not just the level compare not just the level eh but other things other things the most significant thing is that the most significant thing is that … you must will meet people or not

make people people with respect you because it's eh respecful job job now I don't know how to say it respect respectful? Job ok … ok it doesn't matter eh so I think this all my ideas that I have mm … I come back to back to doctor if only I mm I understan stand such things like mathematics physics and so o and so on … or ok sorry my mibile rings … ok sorry ok what I've said come back to doctor eh … ok doctor jut to say a doctor it means something very high very respectful that make pepole cover and so on but unfortunately I'm not but ubfortunately I' not … actually I'm confused a littl bit alittle bit and eh I didn't think about that I didn't think about that eh how to say it sensitive for that mm ok my god I hate when I don't find words eh mm I didn't think about that about that ok I'll say it in Arabic related to my future related to my future so till no mm till now I should at least precise my ambition I should at least precise my ambition I can't just study like that at random at random but I have to think about something that I really want … I've to think about something that I really that I really is in doing it capable in doing it mm but after that a people

 Eh she give me the you actually eh … eh … experts experts in such domain or aspect such domains or aspects at least … eh in such domains … eh experts in such domains cause I think … they already have experience i twill be nice if I ask them ask them ask them … i twill be nice if I ask them cause eh … it's … my future … mm my future … eh I think that's all … that's all other works other jobs or jobs I see them eh I see them far away and I can't reach I as I've said so I prefer to tay on earth stay on earth eh prefer to stay on earth to think logically to think logically to think logically to take care of my studies to make my decision easy and … easily and each to make my eh to take care of my studies to make my decision easily eh and … to be possible so I prefer to stay on earth I think to think logically to take care of my studies to my make my decision easily and eh … to be possible by motivating myself myself and mm and that's all thank you

Student 3

Arabic Essay

تختلف أحلام الإنسان كلما كبر فأحلام الطفولة تكون كثيرة ولكن بسيطة في نفس الوقت وتكبر وتصبح أكثر أكثر دقة ووضوح في سن المراهقة أو البلوغ وتتحدد هذة الأحلام مع الرشد الكامل لكل إنسان

بالنسبة لي اختلفت أحلام طفولتي عن أحلام الآن فعندما كنت صغيرة كانت لدي عدة أحلام في ما يخص المهنة التي أريد القيام بها عند انتهاء مشواري الدراسي فقد كنت أحلم دائما أن أصبح معلمة وأحيانا أ.... وأحيانا صحافية وأحيانا أخرى وأحيانا أخرى ...... وأحيانا أخرى مرشدة سياحية وكنت أكره مهنة الطب ولا زلت لكن الآن تأكدت أنني أحب مهنة التدريس ووضعت هدفي هذا بين عيناي ...   ... تعرب أسباب اختياري لهذه المهنة إلى عدة إلى عدة أسباب أولها حبي لهذه الوظيفة وإحساسي أنني أستطيع القيام بها وكذلك وكذلك تي خاصة أبي حلمه وهو الذي والذي هو حلمي في الوقت نفسه ألا وهو أن أصبح أستاذة في اللغة الإنجليزية والسبب لا وهنالك سبب سبب آخر وهو أ.... وهو أ.... وهو أم.... وهو وهو وهو .... وهنالك سبب آخر وهو أ.... وهو كيش يقولو وهو تأثري بإحدى الأستاذات التي ك

.... المتوسطة كانت أستاذو أستاذة اللغة أستاذتي كانت أستاذتي في اللغة الانجليزية وكات تعجبني تعجبني طريقتها كانت تعجبني كانت تعجبني طريقتها في الشرح والتدريس والتدريس وكذلك أسلوبها في الكلام وبساطته فكانت فكنت أنتبه فكنت الأكثر انتباها في جهتها وكنت أحيانا أحلم أثناء شرحها أن أصبح مثلها فكانت هي تشرح وأنا أتخيل نفسي مكانها ويا ليت هذا الحلم يصبح حقيقة ....

هذه الأسباب كلها جعلتني جعلتني أحب مهنة التدريس كثيرا خاصة في اللغات الأجنبية وبالأخص اللغة الإنجليزية الإنجليزية فأنا أكره الفرنسية الآن بت أثابر وأعمل جاهدة حتى يصبح لدي مستوى جيد يجعلني أحقق حلمي وأنا أدعو الله دائما أن يوفقني ويوفق كل من يريد أن يحقق حلما ما

French Essay

Quel travail aimeriez-vous faire à l'avenir après avoir fini vos études ? Donnez les raisons pour lesquelles vous l'avez choisi.

Bon mm…généralement généralement chacun de nous a emm eh…ff…emm généralement Bon mm…généralement généralement chacun de nous a emm eh…ff…emm généralement a emm a des des idées a des idées idées des idées des idées concerne a des idées…emm a des idées   non généralement généralement…chacun…chacun de nous a a une eh image une image de leur futur…eh de leur futur…généralement chacun de nous a une image…concerne كيفاش تنكتب هذيconcerne généralement chacun de nous a a une image de leur futur eh concerne une image concerne notre concerne leur futur et comment il doit comment il doit suiver un chemin كيفاش نقولو لاcomment il doit suiver une chemin…une spéciale chemin   une comment il doit suiver une comment il doit suiver comment il doit suiver le chemin le chemin qui le dessiner pour moi…pour moi…j'étais dessiner mon chemin ça fait… كيفاش نكتبو ça fait je ne sais pas je ne sais pas bon pour moi j'étais dessiner mon chemin ça fait deux ans et j'ai choisissais choisissais choisir choisir choisissais ai choisi choisi j'ai choisi et j'ai choisi le de d'être une prof d'Anglais…d'Anglais إن شاء االه… إن شاء االه si dieu veux normalement …eh emm Quel travail aimeriez-vous faire à l'avenir après avoir fini vos études ? Donnez les raisons pour lesquelles vous l'avez choisi.

Pour moi… emm eh j'ai été j'ai j'ai été choisir, choisir j'ai été choisir cet cet eh métier parce que parce que je pense que…je pense que j'ai des capacités des capacités…parce que j'ai des capacités pour faire étudier les autres parce que j'aime bien d'être une prof…d'être une prof parce que j'aime bien d'être une prof pour réalise le rêve de mes parents de mes parents aussi j'aime bien la matière d'Anglais d'Anglais depuis mon enfance surtout dans l'âge de quinze ans ou j'étais ou j'étais une élève d'une prof qui est qui est vraiment parfait parfait par sa façon de parler parler et sa façon sa façon d'écrire de   expliquer sa façon de parler…et sa façon de explication expliquer sa façon d'explication sa façon de expliation explication eh…eh emm sa façon de explication emm…à la fin je je emm je je je je comment dire ask en Français…ask dieu ask dieu je à la fin à la fin je à la fin je…   à la fin jeنبدلوها نبدلوهاا   on dit à la fin à la i je souhaite je souhaite que mon rêve va mon rêve se réalisera إن شاء االه et mes parents soit bien fiers fiers de moi.

English Essay

Ok I'm going to talk about my future job

When I was fifteen I had many eh mm I had many mm many dream……….about mu eh my future job my future job so eh eh sometime sometime I wanted to be a journalist……….other other time or other time I want to be I wanted I wanted I want I wanted to be a teacher and otherwise I want I wanted to be eh mm air hotess eh an air hotess but now I decide I de how we write decide d e de…cide with e or with I I decide I decide to be a teacher in the university or in in the university university no I want I decide I decide to be an a te an English teacher or no we don't say an English teacher……….eh no to be eh to be a teacher to be a teacher to be a teacher of English in the university to be a teacher no……….eh mm to be eh how we say it I think that form is correct to be eh to be eh to be no to be a teacher of English in the university to be a teacher of English of in in the university sity why I choose his job eh so why I choose this why we don't say why I choose this job there is a grammar mistake we say why do I why do I choose……….or why did I choose why did I choose this job mm actually there is just one reason actually there is just one reason is that is that I'm or I love English since I was a child and also because when I was……….when I was in the middle school in the middle school I was eh eh I was eh a pupil I was a pupil I was no ____I was a pupil in……….I……….I was studied I was no we don't say I was studied no we say eh……….I……….eh in no we don't say eh the idea is that I have I knew a teacher which is a woman and I like it so much and eh……….the idea……….eh the idea……….eh actually which is a woman……….eh we say I……….the teacher whom whom the teacher who eh learnt me no we don't say learnt me learnt learn learn the teacher who was my ok we say the teacher who was the teacher because no the idea is actually there is just one reason is that I love English since I was a child and also because when I was in the middle school I was a pupil no eh in the middle school I was a student I was a people I was a pupil eh no I was a pupil of I was a pupil……….I was a pupil of

whom no eh mm the teacher who was because no the idea is eh when I was in the middle school when I was in the middle school I know I knew I knew a teacher who a teacher who was my teacher of English teacher of English during the three years the three years no they are four years actually eh in during the four years the four years eh during eh we don't say during my during my three my four years in the middle school what was my eh no we don't say eh there is a repetition when I say during my four years during my four years so so I I was really like I was really like her way of teaching her way of teaching and she really she really has a nice way a nice eh a nice English she really has a nice English simple and easy to understand to understand so until now until now she is my oh here is the word how we say she is now my she so until now she is my____we say she is now my………no oh la la she is my myidol no we can't say my idol………mm so je sais pas so until now she is my I don't know I don't know actually how we say it I don't know how we say____ it in English so this is this is the second reason the third reason is mm……….wait a moment

Topic reading

So here I already explain why so because so becausethis and this we have to write the third reason the third reason is that my parents always dream always my parents are always dreaming that their first daughter daughter how we write daughter daughterdaughterer their first daughter is to be a teacher or a journalist or a journalist but all the time they insist they insist and they telled me they theytelled me no they they says it to me all the time they says they says we don't say we don't say eh they says because plural……….we say they say to me oh my daughter oh our daughter oh my dau my mum oh our oh my daughter I we are we are waiting the day when we will when we will see you a great teacher so now we have now or I have I have to say how howhowhowhow ok I think they I have I still have I still have I still have a long time to finish my studies I have a long time to finish my studies eh mm I have a long time to finish my studies and eh I dream I'm I dream no and eh I I'm always I'm always dreaming and wishing no and wishing eh and and I'm always dreaming and wishing and I'm always I'm always dreaming and

asking God that I will finish this I will finish eh my studies my studies till I will take the doctorat the doctorat why not……….why not mm……….eh why not till I take the doctorat why not so after I have to look for a job for a job and I think that in Algeria in Algeria if you have a doctorat or eh the the degree after or the degree degree after I mean eh you are not eh I mean no I this idea is not we say just……….we say just I say I don't know why all the time I use we we we say I III mean I need a big problem with we I always use the plural I don't know why or the degree after ef I mean……….no I already say……….I have to reread so after I have to look for a job……….for a job and so after I have to look for a job and I think that in Algeria if you have a doctorat or a de or a degree after you will find a job easily why not of my God I want to be a teacher actually not in Algeria or in I want I don't want we say I don't or I didn't I don't want to be a teacher in Algeria I want to be a teacher in eh Turk in Turkey or eh in eh my favourite in eh my favourite town Spain I think I am I answered the question

Topic reading

Which is a teach oh la la how dreams are stupid ok eh how dreams are easier so at the end at the end I what is the topic I have to re-read it……….

Topic reading

So we say at the end I have to re-read eh sorry at the end I have no we don't say I have at the end I want to say that nothing is easy in life and money does doesn't grow in trees so if you want something you have to work you have to work to get it to get it and me I believe that everything in life is easy to get but us we put it hard and if someone wants something wants something if he word if he work he will get it

Student 4

Arabic Essay

.. .. المهنة ... انتهاء المشوار الدراسي ... . لقد خلق الله تعالى الإنسان وترك له حرية اختيار طريقة

بنفسه ... وهذا ... لقد خلق الله تعالى الإنسان وترك له حرية اختيار طريقه بنفسه لبناء مستقبله ...

تعالى الإنسان وترك له حرية اختيار طريقه بنفسه لبناء مستقبله ... . مستقبله لهذا بناء مستقبلي

يعتمد لهذا بناء مستقبلي يعتم   ... المهنة الواجب تأديتها ... لقد تأديتها والعمل الذي أريد القيام به هو لقد

... به هو هو أستاذة جامعية ...   ... على الواجب على المهنة التي يجب تأديتها وهي ... وهي أستاذة جامعية ...

تغيير فمهنة المهنة تغيير مقدسة عند البعض كما أنها ...   لية وصبرا ...   ...

كبيرين ... مسؤولية وصبرا كبيرين ...   ... كبيرين إضافة إلى قول الرسول (   )

(   ) : كاد المعلم أن يكون رسولا .   ... إلى أنها تساهم في بناء تساهم في

تشييد شخصيته تساهم في تشييد شخصية الأستاذ وتقويته لقد ... وتقوية شخصية الأستاذ وتقوية إضافة إلى أنها

تساهم في تشييد شخصية الأستاذ وتقويه وتساعد على ... تنميته وتساعد على تنمية ... تنمية .... تنمية

إضافة إلى أنها تساهم في تشييد الأستاذ وتقويه وتساعد على تنمية على تنمية ثقته في نفسه ... من جهة أخرى

من جهة أخرى ومن جهة أخرى بالنسبة إلى الطالب ...   ... بنفسه ... ومن جهة أخرى بالنسبة إلى الطالب

لا هذي ما جيش إضافة إلى أنها تساهم في تشييد شخصية الأستاذ وتقويته وتساعد على تنمية ثقته بنفسه ...

... إضافة إلى أنها تساهم في تشييد شخصية الأستاذ وتقويته وتساعد على تنمية ثقته بنفسه ...

.... بنفسه من أجل التعامل مع الطالب ...

وتساعد على تنمية ثقته بنفسه من أجل التعامل مع الطالب ...

...   ...

... ... سم كاين ثاني .... ومن جهة أخرى ... يعتبر هذا

...   ... أفضل ومن جهة أخرى ... تعتبر هذه ومن جهة أخرى يعتبر يعتبر هذا العمل ... يعتبر هذا

العمل من أهم ... ما يمكن أن يقوم به الإنسان ... من أهم ما يمكن من جهة ... الإنسان وبهذه الطريقة سينجع

... وغير هذا ... وبهذه الطريقة سيضمن طريقه إلى الجنة ... من أهم ما يمكن إن يقوم به الإنسان يعتبر هذا

من أهم ما تقوم ما يمكن أنم يقوم به إنسان فبهذه الطريقة يتضمن طريقة سيضمن طريقه في الدنيا

... إضافة إلى نيله رضى الله تعالى والتقرب منه ... إضافة إلى التقرب إلى الله تعالى ونيل رضاه إن

التقرب إلى الله تعالى ونيل رضاه لقد خلق ... أفضل ومن جهة أخرى ...   ... نيل رضاه في الأخير

اخترت هذه المهنة لأنها ... كانت وفي الأخير اخترت هذه المهنة لأنها ... طالما لأنها وطالما وفي الأخير

اخترت هذه المهنة لأنها طالما كان حلمي أن أصير أستاذة جامعية كما أنها تساعدني على وفي الأخير اخترت

هذه المهنة لأنها طالما كان لأنه طالما كان حلمي أن أصير أستاذة جامعية كما أنها تساعدني على العيش كما أنها تساعدني على العيش بسلام وأمان ضامنة مستقبلا أفضل ... لقد خلق الله تعالى الإنسان وترك له حرية اختيار طريقه بنفسه لبناء مستقبله لهذا بناء مستقبلي يعتمد على المهنة الواجب تأديتها وهي أستاذة جامعية فهذه المهنة تعتبر مقدمة عند البعض كما أنها تتطلب مسؤولية وصبر كبيرين استنادا إلى قول الرسول (   ) المعلم أن يكون رسولا إضافة إلى أنها تساهم في تشييد شخصية الإنسان وتقويته وتساعد على تنمية ثقته بنفسه

ل على نتائج أفضل ومن جهة أخرى يعتبر هذا العمل من أهم ما

يمكن أن يقوم به الإنسان وبهذه الطريقة سيضمن طريقه في الدنيا والآخرة إضافة إلى التقرب من الله تعالى ونيل رضاه

والأخير وفي الأخير اخترت هذه المهنة لأنه طالما كان حلمي أن أصير أستاذة جامعية كما أنها تساعدني على العيش بسلام وأمان ضامنة غدا أفضل ...

French Essay

Eh quel travail aimeriez vous faire à l'avenir après avoir fini vos etudes? Donnez vos arguments.

Bon eh travail aimeriez vous faire à l'avenir après avoir fini vos etudes? Donnez vos arguments ... mm ... thinking about your future نقول كيش thinking about your future en Français ... le travail   le travail que 'aime faire à l'avanir   ... نقولكيش thinking thinking about your future   thinking about your future ... thinking about your future fff يا ربي réfléchir ttt … نبدلها l'avenir   le travail que j'aime faire à l'avenir ... le travail que j'aime faire à l'avenir c'est devenir un professeur ... le travail que j'aime faire à l'avenir c'est devenir un professeur en université ... le travail que j'aime faire à l'avenir c'est devenir un professeur en université ... et voyager ... le travail que j'aime faire à l'avenir c'est devenir un professeur en université ... et voyager ... en université   premièrement   d'abord le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord ... il est d'abord être un professeur être un professeur demandera لايتطلب d'abord être un

professeur ... nous ... d'abord ... être un professeur ... يتطلب beaucoup ... beaucoup d'efforts ... et de patience ... le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ... يتطلب beaucoup d'efforts et de patience aussi ce travail est respecté aussi ce travail est respecté par les gens aussi ce travail est respecté par les gens le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience aussi ce travail est respecté par les gens ... aussi ce travail est respecté par les gens aussi ce travail est respecté par les gens ... لا هدي ما جاتش نحيها le travail

le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ainsi ... ainsi à la responsabilité   le travail le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience et aussi ... يتحمل ? la responsabilité ... le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ... et de patience d'abord être un professeur يتطلب beaucoup d'efforts et de patience et au   ... with great responsibility consequ   with great power comme great responsibility le travail

le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ... ainsi ... ainsi à la responsabilité ...

le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ainsi ainsi à la responsabilité parce ce derenir ... parce que ... ce dernier est respecté par les gens parce que ce dernier est respecté par les gens ...

le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ainsi ainsi à la responsabilité parce ce ce dernier est respecté par les gens parce que ce dernier est respecté par les gens ... aussi

le travail que j'aime faire à l'avenir c'est devenir un professeur en université d'abord être un professeur يتطلب beaucoup d'efforts et de patience ainsi ainsi à la responsabilité parce ce ce dernier est res est respecté est respecté par les gens ...
parce que ce dernier ainsi à la responsabilité à cause de la   à cause de la confiance à cause de la confiance donnée donnée par ... à cause de la confiance donnée par les étudiants

English Essay

Which job would you like to have in the future after finishing your studies? Give your arguments.

Bon which job would you like to have in the future after finishing your studies? Give your arguments. Bon which job would you like to have in the future after finishing your studies? Give your arguments.

... ...thinking ...

Thinking about your future is very important … thinking about your future is very important … eh thinking about your future is very important that's why ...

Thinking about your future is very important … very important and my job in the future … and my job that I will do in the future is … being   becoming … is to travel is being a is being a professor … is to travel and being a professor

Thinking about your future is very important and my job is in that … and my job that I and my job that I will do in the future is being … being … is being a professor … thinking about your future is very important and my job … thinking about your future is very important and my job that I will do in the future is being a professor …

First it has many advantages … first it has many advantages … it allow you … thinking about your future is very important and my job that I will do in the future is being a professor. First it has many advantages it allow you … to deal with … students … thinking about your future is very important and my job that I will do in the future is being a professor. First it has many advantages it allow you to deal with students … يا ربي … It allow you … how how do we say it … it allow you it allow you to deal with students … it allow you to deal with … by knowing what they think …   It allow you to deal with students

thinking about your future is very important and my job that I will do in the future is being a professor. First it has many advantages it allow you to deal with students Which job would you like to have in the future after finishing your studies? Give your arguments Fist it has many advantages it allow you to deal with students … Give your arguments that many advantages ... first ...

... Which job would you like to have in the future after finishing your studies? Give your arguments ...

thinking about your future is very important and my job that I will do in the future is being a professor … fff … first thinking about your future is very important and my job that I will do in the future is being a professor. First it has many advantages it allow you to deal with students … it allow you to deal it allow you it allows you to deal with students … by knowing … the way … they are thinking …   it allows you to deal with students by knowing … by knowing what they are the way they are thinking … give your arguments …

… thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantages … it allows you to deal with students by knowing the way they are thinking … the way they are thinking give your arguments … by knowing the way they are thinking … give your arguments and becoming ff a professo ris very interesting … job … very interesting and thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantagesn it allows you to deal with students by knowing the way they are thinking … give your arguments give your arguments … the way they are thinking … it allows you to deal with students by knowing the way they are thinking … therefore this job … therefore this job … is respected by many people … therefore this job is respected by many people … respected by many people because it ... many ... therefore this job is respected by many people and ... يتطلب … thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantages … it allows you to deal with students by knowing the way they are thinking therefore this job is respected by many people and ... يتطلب courage and ... patience thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantages … it allows you to deal with students by knowing the way they are thinking therefore this job is respected by many people and ... يتطلب ... يتطلب courage and ... to be ... patience patien ... patien ... patien ... this job is respected by many people and يتطلب courage and to be patien ...

thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantages it allows you to deal with students by knowing the way they are thinking therefore this job is respected by many people and يتطلب courage and to be patient and to be patient that's that's why ... that is why it is not it is not easy to become that's why it is not easy to become professor...

thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantages it allows you to deal with students by knowing the way they are thinking therefore this job is respected by many

people and يتطلب courage and to be patient that is why it is not an easy it is not easy to become professor ... to become a professor ... therefore this job therefore this job is respected by many people and يتطلب courage and to be patient that is why it is not easy to become a professor ... professor ... fff that is why it is not easy to become a professor ... يتطلب a lot of work ... that is why it is not easy to become a professor this job is respected by many people and يتطلب courage and to be patient that is why it is not easy to become a professor ... you have ... you have I have ... to study hard I have to study hard and ... to be very serious ...

thinking about your future is very important and my job that I will do in the future is being a professor Fist it has many advantages it allows you to deal with students by knowing the way they are thinking therefore this job is respected by many people and يتطلب courage and to be patient that is why it is not an easy it is not easy to become professor ... I have to study hard and to be very serious ... to be very serious ... هذي … faux therefore this job is respected by many people and يتطلب courage and to be patient that is why this job is respected by many people a professor ... become a professor ... that ... a professor to become a professor a professor that's why a professor this ... this I have to study hard and to be serious serious and to be serious ... this t o study hard and to be serious in order to become a successful ... teacher ... successful teacher

Student 5

Arabic Essay

... أريد فاصلة، أريد أن أصبح أستاذة جامعية ... و لقد اخترت هذا هذه المهنة لأنني لا طالما لاكيش تنكتب لاطاطالما ...لاطالما ما تنكتبش هكذا طالما لاطالما حلمت بها منذ طفولتي ... منذ طفولتي بعد عدة أعوام من الدراسة الشاقة أريد أن أصبح أستاذة جامعية فلقد اخترت هذه المهنة لأنني لأنني لأنني لاطالما حلمت بها منذ طفولتي alors كي بلعربية ... فأنا أخطط أن أحصل على شهادة ليسانس و الماجيستر و الماجستر ... و الماجستر و لقد لأ بعد عدة أعوام من الدراسة الشاقة أريد أن أصبح أستاذة جامعية لقد اخترت هذه المهنة لأنني لاطالما حلمت بها منذ طفولتي فأنا أخطط أن أحصل على شهادة الليسانس و الماجستر حيث لكي أكتسب ... un niveau eh   كيفاش يقولو un niveau لأكتسب مقاما مقاما عاليا مقاما عاليا في الدراسة في الدراسة و هذا كل و هذا أم كي أحقق حلمي بأن أصبح أستاذة ماهرة ... و لاطالما اعتبرت المعلمة مهنة مشي معلمة مهنة التعليم التعليم لاطالما اعتبرت مهنة التعليم كمهنة كيش أنؤول مهنة noble مهنة شريفة لاجي شريفة كمهنة ... راقية ... يمكنك أن ...   ... هي ميدان مثير للإهتمام للإهتمام تقوم بتعليم مختلف ...   ...

مقامهم لأ بعد عدة أعوام من الدراسة الشاقة أريد أن أصبح أستاذة جامعية و لقد اخترت هذه المهنة لأنني لاطالما حلمت بها منذ طفولتي فأنا أخطط أن أحصل virgule على شهادة ليسانس و الما عاليا في الدراسة و هذا كي أحقق حلمي بأن أصبح أستاذة ماهرة و لاطالما اعتبرت مهنة التعليم شريفة كمهنة راقية يمكنك أن تعلم و تتعلم هي ميدان مثير للإهتمام تقوم بتعليم مختلف الناس على اختلافهم على اختلافهم على اختلافهم ... على اختلافهم و ... نا أدرس بطموح كبير ... لكي أحصل على ما أريد ... ما أريد لأن المعلم يكاد أن ... يصير رسولا و هذا يبيين مدى أهمية هذه المهنة ... رغم أنني أعلم أنها شاقة و تحتاج إلى الصبر لأنك ستتعامل مع مختلف الناس و يجب أن تتقبل مدحهم أو ذمهم و لكن هذا سيبقى كعامل إيجابي يد كعامل إيجابي ل كي ... أضاعف مجهوداتي مجهو و أحقق ...   ... و ما أردت و ما أريد و ما أريد بعد عدة أعوام من الدراسة الشاقة أريد أن أصبح أستاذة جامعية و لقد اخترت هذه المهنة لأنني لا طالما حلمت بها منذ طفولتي فأنا أخطط أن أحصل على شهادة الليسانس و الماجستر لكي أكتسب مقاما عاليا في الدراسة و هذا répétition ... حلمي بأن أصبح أستاذة ماهرة و لاطالما اعتبرت التعليم كمهنة شريفة يمكنك أن تعلم و تتعلم تعلم و تتعلم هي ميدان مثير للإهتمام تقوم بتعليم مختلف الناس على اختلافهم و أنا أدرس كبير لكي أحصل على ما أريد لأن المعلم يكاد أن يصير رسولا و ما أريد
1 2 3 4 5 6 7 8 9 10 11 12

French Essay

Quel travail aimeriez-vous faire à l'avenir après avoir fini vos etudes? Donnez les raisons pour lesquelles vous l'avez choisi.

Expliquez pourquoi vous voulez le faire vous voulez l'avez choisi...faire à l'avaenir...

Etant élève élève...dans les Langues dans la filière des Langues...ière des langues...j'aimerai bien bien...de devenir un professeur d'Anglais... j'ai toujours... rêvé de ce metier... depuis mon enfance... parce que... j'ai toujours vu... vu un professeur comme une idole...c'est un metier noble noble... qui vous permet permet de aider les gens à...eh ما جيش...learning les gens à prendre prendre une langue نزيدها جيشprendre étudier une langue   ...fff étant élève dans la filière des langues des langues des langues j'aimerai bien de devenir un professeur d'Anglais j'ai toujours rêvé de ce metier depuis mon enfance parce que j'ai toujours vu un professeur comme une idole c'est un metier noble qui vous permet permet de aider les gens à   prendre à prendre une langue étrangère…gère… j'ai choisi ce metier…étant élève dans les Langues dans la filière des Langues des langues j'aimerai bien de devenir un professeur d'Anglais. j'ai toujours rêvé rêvé de ce metier à prendre à apprendre apprendre learning learning learning apprendre une langue étrangère j'ai choisi ce metier malgré c'est un metier dure et qui demande qui demande de la patience mais je suis convaincue... لا ما جيش je suis convaincue mais eh patience étant élève dans les Langues dans la filière des Langues des langues j'aimerai bien de devenir un professeur d'Anglais j'ai toujours rêvé de ce metier depuis mon enfance parce que j'ai toujours vu la repetition toujours toujours ما جيش ff j'ai toujours rêvé de ce metier depuis mon enfance parce que j'ai toujours vu un professeur comme une idole c'est un metier noble qui vous permet de aider les gens à apprendre prendre à pprendre prendre   apprendre... learning prendre

apprendre une languge étrangère j'ai choisi ce metier malgré c'est un mé malgré c'est un metier dure et qui demande de la patience...point virgule; alors je suis ... convaincue... j'aime ce metier et je veux je veux le faire après avoir... mon doctorat mon doctorat diplome mon doctorat diplome ...789101112...et en plus ff être un professeur it's an opportunity كيفاش نقولو en Français être professeur... vous permet ...de ...prendre et apprendre...with...your eh no apprendre avec... vos étudiants avec your etudiants... your ok tes étudiants... étant élève dans les Langues dans la filière des Langues j'aimerai bien de devenir un professeur d'Anglais j'ai toujours rêvé de ce metier depuis mon enfance parce que j'ai vu j'ia toujours vu   toujours vu un professeur comme une idole c'est c'est un metier noble qui vous permet de aider les gens à apprendre une langue étrangère j'ai choisi ce métier malgré c'est un metier dure et qui demande de la patience   pour ré realise mon rêve mon rêve alors je suis convaincue que j'amie ce metier et que je veux le faire après avoir mon doctorat diplome et en plus être professeur vous permet de prendre et apprendre avec tes étudiants ... vous c'est être prtofesseur c'est le seul metier qui vous permet de prendre et apprendre خير من هدي avec tes étudiants... c'est être professeur c'est ... eh ttt ... c'est ... metier qui vous permet de prendre et apprendre 1...14,15 étant élève dans dans la filière des Langues j'aimerai bien de devenir un professeur d'Anglais j'ai toujours rêvé de ce metier depuis mon enfance parce que j'ai vu j'ai toujours vuun professeur comme une idole c'est un metier noble qui vous permet de aider les gens à apprendre une langue étrangère j'ai choisi ce métier malgré c'est un metier dure et qui demande de la patience pour réaliser mon rêve alors je suis convaincue que j'amie ce metier et que je veux le faire après avoir mon doctorat diplome et en plus être professeur vous permet de prendre et apprendre avec tes étudiants ...et en plus c'est le seul metier qui vous permet de prendre et apprendre avec tes étudiants

étant élève dans dans la filière des Langues j'aimerai bien de devenir un professeur d'Anglais j'ai toujours rêvé de ce metier depuis mon enfance parce que j'ai toujours vuun professeur comme une idole c'est un metier noble qui vous permet de aider les gens à apprendre une langue étrangère j'ai choisi ce métier malgré c'est un metier dure et qui demande de la patience pour réaliser mon rêve alors je suis

convaincue que j'amie ce metier et que je veux le faire après avoir mon doctorat diplome et en plus être professeur vous permet de prendre et apprendre avec tes étudiants ...et en plus c'est le seul metier qui vous permet de prendre et apprendre avec tes étudiants

English Essay

Which profession would you like to have in the future after finishing your studies? Give your reasons.

So first emm... from   ... a job

Which profession… when I was … a child … I had dreamd … about many arbitrary jobs … jobs but now comma, but now I am … eh … I am an English … student in the literary stream … Which profession would you like to have in the future after finishing your studies? Give your reasons... student who really want to be a future English teacher ... so ... I will first finish ... my studies and get my doctorat diplome ... then fff ... if I will find a job ... then my dream ... dream will come true ... I have choosen this job ... because ... it is a very ... noble job...job ... It within it ... within it ... you really teach and learn learn people ... how to speak write this interesting language ... when I was a child I had dreamed about many arbitrary jobs but now ... now I am an English student in the literary stream who really want to be a future English teacher ... so I will first finish ... I will first finish my studies and get my doctorat diplome then I will then then I will find a job then my dream will come true I have chosen this job because it is a very noble job which is which within it it teach and learn people how to speak write and write this interesting language ... but I know that is a very difficult and challenging and challenging ... job because you have to be ... very serious very serious ... about it ... and also ... I must be at the level of ... my pupils' expects from me from me then ... after that   after that it was said … that money doesn't grow grow on trees it means ... that ... I have to work ... to

get ... no to realise ... my dream first ... then I will be ... get a simple no get eh I will get get ... a relaxing job ... job at the end ... I can say ... that ... it's a such amasing ... dream to ... to realise my dream ... and follow ... what ... I want ... because this really make me happy ...

When I was a child I had dreamed about many arbitrary jobs but now I am an English student in the literary stream who really want to be a future English teacher so I will first finish my studies and get my doctorat diplome ... then comma, then if I will find a job ... my dream will come true I have chosen this job because it is very noble job within it you will teach and learn   you will teach and learn and learn people people how ... how to speak and write this interesting interesting language but I know that it is a very difficult and challenging job at the same time ... time because you have to be very serious about it and also I must be at the level of my pupils' expects from me after that ... I can say express that money doesn't grow grow on trees it means that I have to work to realise a relaxing job a relaxing job at the end I can say that it is a such amasing thing ... thing thing to realise my dream and follow what I wanted because this make me happy.

Appendix H

STUDENTS' ESSAYS

Student 1

Arabic Essay

ثانياً، أشار دانتما أن مهنة التعليم تناسب المرأة ~~ح مدين من ما دلك ما حب وله سهل~~ ومكانتها في المجتمع. كما أشار دانت ما أن هذه المهنة كالطائرة تحلق بنا عالياً لتأخذنا إذا ما كنا لم نزرعها من قبل واضعة أشياء كم نرها من خلوقاً على ذلك أنها مهنة من خلالها نكتشف يوماً بعد يوم ~~عالماً~~ جديداً وأناساً جدداً ~~لا~~ كما أنها تُدخلنا الخبرة هذا ما يجعلني أعشقها ~~كا~~ كالطعام الذي يُطعمنا لنشعر في الحياة وتنشيط الأسنان، عنه كان التعليم والتعلم معنى الحضارة.

هذا الأخير أو دال القول بأنه يجب علينا تأدية هذا الواجب، واجب التعليم الذي و نزدهر د نكون سبباً في تعلم الآخرين وازدهار بلدنا لأنه حضارة بالعلم والعلم بكل معلمين، وهنا أستطيع أستشهد بالقولة "أن أنقائكم من تعلم وعلم" أعيد النظر في القول، نحو خط.

French Essay

* Après avoir fini mes études, j'aimerais bien devenir professeure d'Englais parse que , tout simplement, c'est mon rêve , et c'est le métier par lequel je sents capable de le faire . " Je sais que ce n'est pas facile mais au même temps ce n'est pas deficile . tout le monde savent qu'il est noble et honorable . En plus, Je sent que , nous, la nouvelle génération devons continuer ~~~~ la mission d'enseigner la génération actuelle pour les faire bien instruits et éduqué, Alors, c'est notre role , D'autre parts, l'enseignement peut être une bonne cause pour faire des progrés nationale . Enfin , Je souhaite que mon dieu aid moi à faire et réaliser mes

① Beaucoup d'incorrections (fautes de grammaire)

② Pas d'introduction
Pas de conclusion

③ Mauvaise | Fautes de ponctuation | Pas de majuscules

Souvent, les lettres majuscules apparaissent après la virgule

④ Mais une certaine cohérence dans les idées

English Essay

1st ss

① * Teaching is a very important and prestigious as well as a sacred job which needs a responsible teachers & good persons to apply for it. To teach is not easy at the same time, it 's not difficult. Teachers should be patients & equal.

(3nd ss)

* Another reason that push me to like teaching is that, first of all, I like teaching and I see that teachers are respected people and have a good reputation in their society. Besides I feel happy to make people littrate.

4th ss.

* To sum up all what was said

Good ideas - Good introduction - Good conclusion

cohesion + coherence in ideas

A few ~~more~~ ~~many~~ grammatical mistakes

3rd person singular "s" has sometimes been omitted -

---

remains & will remain a holly job,

that I wish God will help me to

reach my goal & do it. At least

to contribute at the developement

of my country.

(2ⁿᵈ §)

* After finishing my studies, I want to be a teacher as I'm studying english as a forign language. Sometimes people & other student tell me that I have a good methodology to ~~convince~~ convey a m.s.g or a lecture. This strategy is as follow;

I think the best way to reach our goal to make the others understand is to try to simply things to manage in a good way our classrooms. ~~~~

Secondly, any teachers should be comprehensive & take into account the (p) psychology of students. The third step that I want really to apply in my classroom mangement is to

countries student stay as "U"
or we call it "a horseshoe sitting".
And this will keep the student feel
that they are equal. But, unfortunately
in Algeria, mainly in all schools sit
"one after one" & this may influence
the weak student to feel that the
student sitting in the firsts range are
better than them. & That why,
if I were a teacher, I would
apply a "horseshoe sitting". Another
strategy that I wanted to apply if I
were a teacher is to speak loudly
so as all student could hear me.
I should be also severe and at

Student 2

Arabic Essay

بالإضافة إلى ذلك فإنني إذا أنجحت على فرصة العمل
آخذ فقط الخطوة الشخصية سأقبل لماذا أجمعها من
أجل الكمال ولكن البناء الأساسي هو اكتساب الخبرة
كيف يكون التعامل مع الناس في مجال الشغل وغيرها ...
كما أريد ... شكر ... ما ينبغي الموضوع
... كل طالب أن يفكر فيه لماذا أندرسه؟
ما هو المجال الأكثر جوى؟

إذن الجواب إنه على السؤال ما هي الكفاءة حاليا وأستاذة
ولماذا أن نها مهنة كما سبق وذكرت ثلاثة ثم المرأة
خاتمة على مهنة شريفة و محترمة ...
... وشكرا ...

French Essay

* Comme j'ai deja dit si j'ai l'occasion de travailler maint je suis d'accord aucun problem mais je prefer de terminer 1er mes etude parseque je veux ètre une proflseurs mais avec un seul condition une prof à l'Universite je case pas la tète avec les primurs des enfants ou bien CEM ou lycee car cette genvration J'n sais pas. Une prof a lunvète c'est quilqun chose de honeurs et aussi c'est un travaille noble tout les gens vous suject. Et le plus important c'est un travailler approfuter pour une femme à mon point de vue.

– Une autre mitier que y prefer aussi c'est travailler aux au l'interpritariq mais en Englais parsque Francous qui ...... y besoin de l'aide ... j'àme espanol les autre langue Etalian, ...etc. officialment etavec mes etudes. Une prof mais si y quite

Ou bien go far away mes études J'ai toujours
d'ambition d'être une actress mais ça reste
une rêve loin de la réalité. Aussi une autre
mi'tiers Une docteur J Sais que c'est-
im possible. mais comme j'été au
CEM J'ai toujours la velenté d'être
un docteur mais des obstacles
c'est que Je deteste Mathe — — — —

* Donc après tout ça Une prof
à l'Université mais si Je veux être
une prof Uni Je vais rester ici 7 ans
minimum Spécialement ici en Algerie ont
a pas des choix pour réaliser notre ambitions
non c'est l'Algerie mais la société.
Je st souhaite après ça 3ans ou bien 5 ans
J devrais choisis le travaille appropiée
parsque J deja d'experience posez des
questions à mes prof J veux voir leur
point de vue parsque il ont Une experience
dons le domain. Mnt J'ai die que Veux
être Une prof Univ mais ont sait Jamais
ça depent Une autre chose who knows
quelque chose mieux et J n sais pas.

et prouver mon existence dans la
société, je demande pas l'argent à
mon père ou bien "mon marie".

Je veux assuré une vie de la dignité,
la fierté je conte sur aucun person
je travaille c'est pas just pour
l'argent c'est *moi* mais aussi
pour être responsable, pour
obtenir le respect des autre
même si "Mon marie" (plus tard)
a beaucoup d'argent je prefer de
rester une prof ou bien ? Jusqu'a
la fin c'est d'ma vie "retraites"

Merci bien parceque actuel Madam
parceque elle me donne une occasion
pour réflishir à cette ce sujet la qui
ma vie ou bien Futur.
        Merci bien.

        Merci bien à vous "Madam" parceque
vous me donner une occasion pour réflishir
à ce sujet la qui décide mon futur.

                Merci

1. Très ambigu

2. Beaucoup trop d'ébauchés et de fautes de grammaire

3. Des repetitions

4. Pas de cohésion / Pas de cohérence

5. Mauvaise ponctuation / majuscules

6. Beaucoup de fautes d'orthographe

7. Melange du masculin et du féminin

8. Vocabulaire défectueux

English Essay

* Well, actually I don't know it's true that I want to be teacher or interpreter but I would if I find opportunity to work now I would like to. After 3 years or 5 years

* I want to be teacher or interprets or bcs I want to work in an administration to see other people work with companies to be famous;

ok after all this, if won't I succeed to se interp, plan plan b or last choice is to be teacher, despict our teacher se cu chool was always saying be teacher bcs it's really tangly specially with this new generation that

if u want be so, it would better in University ok. to be teacher in Unstiy it like a dream for me. I don't it just seems that it's impossible, but I know in the same time that there is nothing impossible. At least I'll work with adults, also for I think that this diffce btn teah in pring, Midl, secoy if we compare them with teachs in Univerly. not just level but other things. the most significant thing is that people will respect u bes it a صناعة.

I come back to [Idoctor], if only I understood such things like: Math, phis....... but infternly I am not, actually I am. confused a little bit, I didn't think about that . لسانا چچچ related to my future till now I should at least precise my ambition I can't just study like that at random, I have to think about sth that really feet confoth

_ But after that I've to ask people to give me their point of view specially to ask experts in such domains (aspects) bcs I think they already have experience, so it would nice if I ask them bcs it's my future

I think that's all other works or ??? s I see them far away and

So, I prefer to stay on earth to think logiclly to care of my studies to make any discision easyly and to responsble by motivationg my self.

① Very bad handwriting ⟹ the work is difficult to understand.

② Ambiguity in Stees

③ No coherence / No cohesion

④ Too many incorrections / grammar mistakes

⑤ Tense concord

⑥ No use of articles

⑦ Bad vocabulary

⑧ Bad punctuation / Capitalization

⑨ Lack of appropriate vocabulary

⑩ Spelling mistakes

Student 3

Arabic Essay

تختلف أحلام الانسان علي حسب فأحلام الطفولة تكون كثيرة
ولكن البسيطة في نفس الوقت، وتكبر وتنضج أكثر دقة ووضوح
في سن المراهقة والبلوغ، وتتجدد هذه الأحلام مع الرشد الكامل
لكل انسان.

بالنسبة لي اختلفت أحلام طفولتي عن أحلامي الآن وعندها
كنت صغيرة كانت لدي عدة أحلام وبما رجع المهنة التي اريد
القيام بها عند انتهاء مستوى الدراسي فتذكرت أحلام دائما
أن أصبح معلمة وأحمل أشيائنا وأحبائنا الأخرى من لشهرة سبب
كنت أرى مهنة الطب ولكن الآن تأكدت أن أحب
مهنة التدريس وأصبحت هذه لأني عشتها ﴿ ﴾
حتى أصبحت احتياجي لهذه المهنة الي عدة أسباب والدوافع
لهذه الوظيفة وإحساسي أن أستمتع القيام بها وكذلك
طموحاتي أن أصنع لأسرتي وجامعاتي، بلدي والذي وعلمني
في نفس الوقت أصبح أهم أساتذة في اللغة العربية

وللقاء السيد أحمد وهو مدرس في إحدى مدارس أبو ظبي كان

نحن نلتقي في المدرسة، كانت المادة في اللغة الإنجليزية

وكانت تجربة جديدة في الشرح، وكذلك أساليبها في الكلام

وبساطتها كلك وكذلك خبرتها في دعمنا وكنت أحبها أنا

وأحلم أشياء من جهادي أسمح معلماتها وكانت تشرح أنا أريد أن

نبني مكاناً في بلدي أتعلم بعض حقيقة! تحسب مثل

هذه الأسباب على جهادي أحبت معلمة المدرس جامعتي في اللغات

الإنجليزية وأحب أن أعلين به أنا ذلك والعربية أن بنت

أشاور وأعمل جامعة حق أتعلم لي مستقبل جديد بحلو أحقق

حلمي وأنا أدعو الله أن نتمنى أن يوفق ويوفق كل من يريد أن

يحقق حلمها

French Essay

bon generalement chacun de nous a des
idées des idées non 44 generalement
chacun de nous a une image de leur futur concern
leur futur et comment Il doit suiver une une
chemin comment Il doit suiver le chemin qui le
dessiner pour moi j'ai été dessiner mon chemin safé
je ne sais pas safé jusi jusqu'à
2 ans et j'ai choissi d'être une prof d'anglais ill lui
si dieux veux normalement, pour moi, & j'ai été choissie
cette métier parceque je pense que j'ai des capacite
pour fain étudier les gens, parceque j'aime bien
d'être une prof pour realiser le rêve de mes parent
Aussi j'aime bien cette metier la matier d'anglais
depuis mon enfance surtout dans l'age de 11 ans
où j'ai été une élève d'une prof qui est vraiment

parfois par sa façon de parler, et ca façon d'expliquer

A la fin je, je conneit dire cela en Français de

dieu ! A la fin je souhait que mon rêve to se realize

à l'Actim et mes parent soit bien fier de moi

① Trop d'incorrechions !

② Pas d'introduction
   Pas de conclusion

③ Fautes de grammaire

④ Pas de cohesion

⑤ Très mauvaise ponctuation

⑥ Les lettres majuscules ß apparaissent parfois au milieu
   de la phrase, après la virgule.

English Essay

When I was 15 I had many dreams about my future job so sometimes I wanted to be a journalist other times or other no other times I wanted to be a teacher and otherwise I want to no I wanted to be a an air-hotest but now, I decide to be a teacher in the university no I decide to be an English to be to be a teacher of english of in the university. Why I chose this job? we say why do I chose no why did I chose this job? Actually there is just one reason one real reason is that I love English language since I was a child and also because when I was in the middle school I was a pupil no false I was studied no the idea is I have a w mom no no the teacher who learnt me no the teacher who was I get it when I was in the middle school I knew a teacher who was my teacher of english during three years no four years actually but we say during my four years in the I will not write in the middle

her way of teaching and she realy has a nice english simple and very easy to understand so until now she is my... However say gig is We can't say my doll wrong and she will be oh ah no I don't know how we say it in english this is a second reson and the third one is that my parents are alway dreaming that their first daughter is to be a teacher or a journalist but all the time they musint and they told no they says no we don't say they says a grammar mistake we say they say to me "oh daughter we are waiting the day when we'll see you a great teacher" now we I have to say How I have I still have a long time to finish my studies and I mean I'm alway dreaming and wishing better to say dreaming and asking god that I'll finish my studies till I'll ta be the doctora why not! so after, I have to look for a job and I think that in Algeria if you have a doctora or a degree after I mean no this idea is not good I have to reread on a degree after you will find a job easily why not! Yes it I don't want to be a simple

teacher in Algeria I want to be a teacher in Turquie or in my favorite town spain oh lala how dreams are easy stupid girl oh!

At the end I have to reread the topic Describe the job you will do in the future after finishy your studies Explain Why and How

I have I want to say that nothing is easy in life and money don't grow in trees so If you want something you have to works to get it and me I believe that every thing in life is easy to get but us we put it hard and if some one want something if He works, He works He will get it

1. Not really easy to understand / ambiguities
2. Too many 'incorrections'
   repetitions
3. Some incomplete Stces
4. No 'introduction' / No
5. Pb of Tense concord /
6. Too many grammar mistakes
7. Lack of appropriate vocabulary
8. Bad punctuation / Capitalization
9. No coherence in the ideas / No transition

Student 4

Arabic Essay

French Essay

Le travail que j'aime faire à l'avenir c'est devenir une Professeur en Université. D'abord être un Professeur ... beaucoup d'effort et de passionce. Aussi la responsabilité a cause de la confience donnée par les étudients ... Malgré la difficulté de ce travail, il vous permet de communiquer avec ces derniers en vous laisson découvrir the way they think and react ... (Enfin j'ai choisi ce travail parce qu'il est respecter par les gents et aussi le rêve que j'ai volu le réalisé.) Ce travail vous guaranti ton avenir et vous permet de vivre ... Enfin j'ai fati ce travail parcequi est respecter par les gents et aussi c'est le rêve que j'ai autant volu le réalisé.

① Pas d'introduction / Pas de conclusion

② Beaucoup d'incorrections

③ Erreurs grammaticales

⑤ Ponctuation /

⑥ Beaucoup de fautes d'orthographe

English Essay

Thinking about your future is very important and my job of that I will do in the future is being a (profeser) teacher. First it has many advantages; It allows you to deal with students by knowing the way they are thinking. ..... Therefore, This job is respected by many people and it is courage and to be passion. That is why it is not easy to become a profeser. Thus I have to study hard and to be serious in order to become a successful teacher and to (tral) traval around the world. Finally, I want to be a teacher at the University because it is my dream and I promise my self to become one of the most known teachers in the English language.

1. No introduction / No conclusion
2. Some coherence in the ideas
3. Some incorrection
4. Bad punctuation
5. Some spelling mistakes

Student 5

Arabic Essay

نجد عدة أعوام من الدراسة الشاقة أريد أن أصبح أستاذة جامعية ولقد أثرت هذه المهنة التي كنت طالما حلمت بها منذ طفولتي فأنا أخطط أن أحصل على شهادة "الليسانس" والماجستير" لكي أكتسب مخاطما عالياً في الدراسة وهذا أحقق حلمي بأن أصبح أستاذة ماهرة ولطالما اعتبرت مهنة التعليم كمهنة راقية يمكنها أن نُعلّم ونتعلّم في ميدان مثل الاهتمام نقوم بتعليم مختلف الناس ولهذا أنا أدرس بطموح كبير لكي أصل على ما أريد لأن المعلم بجاهد أن يصبح رسول وهذا يبين مدى يكون

أهمية هذه المهنة رغم أني أعلم أنها شاقة

وتحتاج إلى الصبر لأنك ستتعامل مع معلمين (الناس الأطفال أو البنات)

ويجب أن تتقبل مدركهم وتفهمهم ولكي هذا

سبق، كعامل إيجابي لكي أصبح من مهواداتي وراحتي

أحلامي.

French Essay

Etant éduente dans le departement des langue, j'amerai bien de devenire un professeur d'Englais. J'ai toujour révais de ce métier depui mon enfance, parce que j'ai toujours lue un professeur comme une idole; c'est un métier qui vous permen de aider les gens a aprendre une langue étrangaire; j'ai choisi ce métier malgré c'est un métier dure et qui demande de la passience pour réaliser mon rêve; alors je suis convincu que j'aime ce métier et je veux le faire aprés avoir mon doctora diplome et en plus être professeur. c'est le seul métier qui vous permen de prendre et aprendre.

1) Pas d'introduction / Conclusion

2) Beaucoup d'incorrections

3) Fautes de grammaire

4) Beaucoup trop de fautes d'orthographe

5) Une certaine cohérence dans les idées

English Essay

When I was a chiled, I had dreamed about many arbitrary jobs; but now I'm an English student departement who realy want to be a future English teacher. So first I will finish my studies and gets my doctora diplome; thene if I will find a job, my dream will come true. I have chooosen this job becaure it is a verry noble job whithing it you teach and learn people how to speak and write this intrasting language; but I knew that is a difficult and chalenging job because you have to be verry serious about it and also I must be at the level of my pupils expect from me; after that it was said that "money dosen't grow on trees" it means that you have to work to realize my dream first thene I get a relaxing life by working. At the end I can say that it a such amazing thing to realize my dream and follow what I wanted because this will make me happy.

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① No introduction / No conclusion

② Some grammar mistakes

③ Spelling mistakes

يعالج هذا الموضوع الاستراتيجيات المستعملة في التعبير الكتابي في ثلاث لغات: العربية، الفرنسية، و الإنجليزية من خلال الدراسة التطبيقية التي أجريت مع تلاميذ السنة الثالثة ثانوي، شعبة آداب وفلسفة، بهدف معرفة هذه الاستراتيجيات وتفسير كيفية استعمالها من أجل تحسين مستوى التلاميذ الذين يواجهون صعوبات في التعبير الكتابي. بناءا على المعطيات ومن خلال النتائج المتحصل عليها تطرقت الباحثة إلى إعطاء بعض الحلول البديلة قصد إمكانية معالجة النقائص ضمن الآفاق الجديدة في التدريس وتعلم التعبير الكتابي في اللغات الأجنبية.

الكلمات المفتاحية:

تلاميذ السنة الثالثة ثانوي، تلاميذ جيدون، شعبة آداب وفلسفة، استراتيجيات التعبير الكتابي، الإنجليزية، التعبير

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Résumé

D'après une étude comparative, le présent ouvrage a tenté d'identifier les différentes stratégies utilisées par de bons élèves de 3°AS Lettres et Philosophie dans la production écrite dans trois langues: Arabe, Français, et Anglais. Sur la base des résultats obtenus à partir de trois outils de recherche, à savoir, production écrite, méthode de pensée à haute voix et interview, plusieurs suggestions ainsi que des recommandations ont été faites dans le dernier chapitre, l'objectif final étant d'aider à résoudre le problème auquel sont confrontés les élèves de 3ème année secondaire à l'écrit.

Mots Clés :

Bons apprenants, 3°AS Lettres et Philosophie, stratégies utilisées, expression écrite: Arabe, Français, Anglais.

Abstract

The present experimental-based dissertation endeavours to empirically identify and compare the strategies employed by 3rd year secondary-school learners in essay writing across three languages:Arabic, French, and English. On the basis of the results obtained from the data collected through three basic research tools, namely task-production, think-aloud protocol, and interview, the researcher has suggested some alternative solutions that are hoped to alleviate the problems encountered in the skill under consideration through the explicit teaching of these strategies, whereby to enhance learners' writing proficiency.

Key words:

Successful learners, EFL composition, L1 and FL1 composition, writing process, writing strategies.

FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH

Thesis Summary

A COMPARATIVE STUDY OF THE WRITING PROCESS OF GOOD ACHIEVERSIN EFL COMPOSITION ACROSS THREE LANGUAGES: THE CASE OF 3rd YEAR PUPILS AT Dr BENZERJEB SECONDARY

Thesis Submitted to the Department of English in Candidacy for the
"Doctorate" Degree in Applied Linguistics and TEFL

Presented by: **Supervised by:**
Mrs. Maliha ABI-AYAD KALFAT   Prof. Hafida HAMZAOUI-ELACHACHI

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2015

Writing, which is undoubtedly one of the most difficult skills learners encounter when learning a language (be it first, second or foreign), plays a significant role in the educational life of Algerian learners since it is the skill upon which most of students' tasks and examinations are tested. Yet, it has been observed over the last few years that it is the skill in which learners, and more particularly EFL students, display a low performance, making language teachers, namely EFL ones, complain about such a growing problem.

Despite much effort deployed to improve learners' level of proficiency and a long formal exposure to English learning (at least 7 years, i.e. four years at the middle school and three years at the secondary school), third-year secondary-school learners exhibit important writing deficiencies which obviously affect negatively their written performance. Yet, such a problem is not limited to English (FL2) only, but to the other two languages as well, i.e. Arabic and French (L1 and FL1 respectively). Regarding such a disheartening outcome of a quite lengthy experience of foreign language teaching/learning, one has to question the suitability of the current instructional practices and writing pedagogies.

It is then believed that writing is the skill which has received little importance on the part of learners in language teaching developments over the past decades due to the number of difficulties encountered in EFL writing. Though EFL teachers display a strong awareness of the importance of writing in the field of education, they nonetheless are still in quest of interesting ways of teaching it, attempting to gain insights into the challenges that students encounter in writing in the target language.

The present study is concerned with both the theoretical and practical aspects of writing in the foreign language, promoting and monitoring writing in the Algerian 3rd year secondary-school classes, and evaluating the efficiency of the use

of specific writing strategies in the classroom relative to its impact in developing foreign language writing proficiency. Considering the fact that writing strategies play a significant role in composing and writing efficiently requires investigation into the cognitive processes and writing strategies that Algerian EFL secondary-school learners employ when composing. Thus, the ultimate aim of this dissertation is to uncover successful learners' composing strategies, while attempting to provide a plan of action for learners' writing proficiency enhancement as well as development of effective instructional practices. Bearing in mind such objectives, the following questions have been put forward:

What are the strategies used in English writing by EFL good achievers at the 3rd year secondary-school level?

Are the same writing strategies used by these learners in Arabic (L1), French (FL1), and English (FL2)?

Is there a correlation between achievement in writing in FL2 and achievement in L1, and FL1 writing?

How can the writing strategies of good achievers be exploited in the teaching of writing in the secondary-school EFL classroom?

In order to identify what is actually behind successful writing, it seems thus necessary to explore and understand the composing process of good achievers. It is believed that besides linguistic competence, a good writing process requires strategic competence as well. Consequently, the following hypotheses have been formulated in relation to the research questions:

Successful learners use several metacognitive strategies in EFL composition such as planning, brainstorming, self-monitoring, and revising, to plan, monitor, and refine their writing, as well as cognitive ones such as approximation,

circumlocution, rereading and elaboration, to translate their thoughts into ideas, express themselves properly, reach meaning and overcome difficulties when composing.

Learners use the same writing strategies when composing in Arabic, French, and English.

Achievement in FL2 writing implies being able to compose successfully in L1 and FL1.

It would be advisable to integrate explicit teaching of the strategies used by successful writers in EFL secondary-school classroom and train learners to transfer these strategies from one task to another and from one language to another.

The main objective of this research is to closely examine learners' writing process, through highlighting the contextual variables that have shaped 3rd year secondary-school pupils' writing behaviour and offer suggestions to help unsuccessful learners overcome the difficulties they experience in developing clear, effective writing in English. For this purpose, a case study of five EFL third-year (Literary and Philosophy stream) secondary-school learners is undertaken to verify the hypotheses. Thanks to this small sampling, the present study allowed the researcher to examine in depth the writing process of each learner in the three languages. For this purpose, three research instruments are used: essay-writing as a production task to investigate learners' writing strategies, the think-aloud protocol, and a semi-structured interview conducted with both learners and EFL teachers to inquire about the way learners' composing process is undertaken, the content and the way the writing lesson takes place, and learners' proficiency level in writing.

After investigating and discovering what the most effective writing strategies are, it is important to note that instructing unsuccessful learners such strategies will eventually result in better writing performances, enabling poor learners to progress faster. Put differently, if the most commonly engaged strategies might be identified,

specific activities would be devised thus, reducing the time devoted to develop materials, syllabus and curriculum. A better understanding of writing strategies would likely enable the development of programme to help learners identify their own strategies and enhance their writing performance. Consequently, learners need to be trained and provided with developmental activities contributing in raising their strategic competence; this will help them become more efficient, successful and autonomous in EFL writing, and give them the much needed boost to maximize their writing performance.

The present work has been structured into five chapters. Chapter one comprises three main parts. The first part deals with writing as a language skill and a skill in its own right, and illustrates most of the theoretical points concerning it. This part first defines the writing skill and highlights both the elements shaping it (purpose, audience, content and tone) and its complexity with all that it requires from writers (graphological and rhetorical devices), such elements mainly intended to help establish discourse unity (cohesion and coherence). This part also endeavours to deal with writing as a process and the three main parts involved i.e. pre-writing, writing, and post-writing. While the second part attempts to highlight language learning strategies, their taxonomies and characteristics, studies done in the field under consideration, the third and last part tackles the good language learner's characteristics, his strategic competence and the writing process of successful learners. The present chapter serves as groundwork for the following chapters.

Chapter two is devoted to an overall description of the educational context with regard to third-year learners and the objectives set for the English language at secondary-school level. While this chapter endeavours to describe the teaching/learning of writing at the third level of secondary education, providing a clear picture of learners' educational background and language proficiency, it also

deals with writing skill development within the three main levels of education (primary, middle and secondary), the approach, syllabus, and materials used.

Chapter three is concerned with the first part of the empirical phase. It first states the research purpose and objectives, and the research methodology used through a case study involving five EFL successful secondary-school third-year learners. This part also aims at describing the participants' profile (both language teachers and learners), the research analytic tools used in a triangulated methodology: good achievers' essays produced across three languages (Arabic, French, and English), the think-aloud technique aimed at examining students' effective strategic use, and a semi-structured interview conducted with EFL teachers and learners, as well as the reasons for such a choice. The empirical phase also seeks to describe the research procedure (piloting the think-aloud technique, the study proper and the interview procedure), the analysis of data procedure (both qualitative and quantitative) and the identification of writing strategies: metacognitive, cognitive, and affective strategies.

Chapter four is devoted to the second part of the empirical phase of the study. This part aims at collecting data so as to make the research more valid and reliable. Such investigative phase is carried out through the following analytic tools: a semi-structured interview conducted with third-year Literary and Philosophy stream learners, and a second one with EFL secondary-school teachers. At this level, the research investigates the writing lesson and the way it is conducted as well as the writing process undertaken in EFL composition. The obtained results are likely going to shed light on the existing problems and help suggest remedies in the subsequent chapter.

Chapter five, which has been framed out of the results obtained in the fourth chapter, provides alternative remedies to the writing process with regard to strategy instruction and training through the recommendations and suggestions of pedagogical perspectives which are hoped to contribute to the improvement of the prevailing conditions for third-year Literary and Philosophy stream students. The concern of these perspectives is first and foremost the reconsideration of EFL writing instructional practices (teaching/learning), with a focus on the writing process and explicit writing strategy instruction because it is strongly believed that students' deficiencies are not merely due to their linguistic competence, but mainly because of their unawareness of composing strategies resulting in lack or ineffective strategic use.

A great number of Algerian EFL secondary-school teachers feel that writing has been inadequately dealt with in language teaching developments over the past few years and believe that this is particular to the foreign language. It should be noted, however, that the same is true to teachers of Arabic and French who confirm the fact that their learners underachieve when it comes to writing. A large number of teachers assert the importance of such a skill in the academic context, doing their best to help students improve their learning and become more effective writers, stating being in the constant quest of interesting ways to teach this skill, attempting to find solutions to remedy the problem.

Experience indicates that both curriculum and classroom practices still often lag behind in spite of the basic knowledge one has concerning development of foreign language literacy. In many cases, new curricula and new textbooks, and more importantly teacher training will remain essential factors in the successful implementation of process writing and writing-to-learn activities for the development of foreign language proficiency. Experience seems to indicate that writing can have a significant positive effect on student learning if it is applied

widely and consistently throughout the curricula. The recommendations (presented in the fifth chapter) related to writing instruction are shaped to put special emphasis on strategy integration in the writing course. The purpose of the strategy-based approach is to help learners develop both their thinking and linguistic skills thanks to strategic use becoming an inherent part of their learning process leading to strategic competence in writing. Such a dimension requires from teachers a totally different perception of teaching/learning this skill and the way learners proceed as they engage in essay writing, attempting to gain insight into the difficulties learners encounter and the strategies they use, highlighting two major issues: which strategies can be taught at the third-year of secondary education, and how to teach them, taking into account a number of parameters regarding the learner himself. Such a consideration will probably help students get more motivated, more involved, becoming more autonomous and effective writers.

The major aim of the present research has been to investigate the writing process of EFL good achievers as they engage in writing in three languages: English, French, and Arabic, attempting to highlight the different strategies employed by these learners. While the study strived to compare the writing process of good EFL students across the three concerned languages, seeking to display whether achievement in FL2 implies achievement in FL1 and L1, it also attempted to provide a plan of action so as to help low achievers benefit from successful learners, and by the same token, improve their writing proficiency. Despite a long formal exposure to EFL learning (at least 7 years), the obtained results in writing tests and examinations are strikingly unsatisfactory. Nevertheless, though few, a number of pupils perform successfully in EFL writing. It is then believed that, in order to overcome the difficulties they encounter more particularly in EFL writing and reach an acceptable writing proficiency level, such learners have developed a set of composing strategies.

The present research is a case study of five secondary-school successful learners enrolled in the third year Literary and Philosophy stream. In order to gain more insights into the composing strategies developed by such students, the study made use of triangulation methodology: task-production, think-aloud procedures, and interviews conducted with the same EFL secondary-school good achievers and EFL teachers.

The obtained results gave a clear picture of the processes good achievers went through and the strategies they employed in writing in the three languages: Arabic, French, and English. These stages were identified according to Flower and Hayes' model (1980) as pre-writing, writing, and post-writing, and the strategies as metacognitive, cognitive, and socioaffective, classified according to O'Malley and Chamot (1990) and Hamzaoui (2006).

Regarding the first hypothesis, the obtained results revealed that the five good achievers had almost the same writing process in EFL composition, going through the three stages of the writing process (pre-writing, writing, and post-writing) and employing the three categories of strategies (metacognitive, cognitive and affective). It should be noted that metacognitive strategies were used more than cognitive and affective ones. However, because the informants were isolated in individual rooms, social strategies were not detected by the think-aloud technique. The results of the think-aloud protocols revealed that the informants employed a wide range of metacognitive strategies such as topic reading, key words identification, brainstorming, planning and organisation, oral construction of the text, self-monitoring and revision to understand the topic, generate ideas, plan, control, monitor, revise their writing and reflect on it in order to refine it and present it to the reader. Besides, learners used cognitive strategies like rereading, translation, approximation, circumlocution, writing in two languages, transfer, language switch and elaboration to translate their ideas into sentences, express

themselves properly, overcome difficulties, and reach meaning. It should be pointed out that some learners used more cognitive strategies than others because of their linguistic competence in the language. Affective strategies like avoidance, risk-taking, and false starts were used to lower anxiety and keep confident throughout the whole composing process. The results correlated with those obtained from both teachers' and learners' interview which provided information on the way learners proceeded in EFL composition. While teachers stated teaching such strategies, learners confirmed using metacognitive, cognitive, and socioaffective ones when composing in English. Besides, the teachers' interview revealed that other social strategies were employed in class, especially during collaborative work. Accordingly, the first hypothesis was confirmed.

Concerning the second hypothesis, the analysis of the think-aloud procedures revealed that all the participants (good achievers) had the same writing process across the three languages: Arabic (L1), French (FL1) and English (FL2). It appeared that such learners went through the three stages of the writing process and employed almost the same strategies when composing in these languages. The only difference was recorded in the way and frequency such strategies were employed because learners used more cognitive ones when composing in the two foreign languages (FL1 and FL2) due to their linguistic competence in these two languages. Such results correlated with the ones obtained from learners' interview in which the informants revealed using the same strategies when composing in any of the three languages. Therefore, the results obtained from the think-aloud protocols and learners' interview confirmed our second hypothesis

As far as the third hypothesis is concerned, the results regarding learners' productions and grading revealed a correlation between achievement in FL2 and achievement in L1. The analysis of learners' production tasks and grades in the three languages revealed that the best marks were attributed to the Arabic essays,

then to the English, and finally to the ones produced in French. In this respect, we could deduce that being proficient in FL2 writing does not necessarily mean being good at writing in any other language. Such an analysis also revealed that achievement in writing requires both linguistic and strategic competences. Consequently, the third hypothesis was partly confirmed. Although learners' French written productions were of average level, a few learners actually had some difficulties expressing themselves as easily as in Arabic or English.

The fourth hypothesis assumed that strategies play a significant role in the composing process. Indeed, the obtained results revealed that participants' strategy use contributed, facilitated, and improved the writing process by helping them perform their tasks more easily. It was also shown that a correlation exists between language proficiency and achievement in writing. Nevertheless the good subject achievers employed different metacognitive and cognitive strategies when composing in the three languages successfully. As a result of such findings, it proves beneficial to integrate explicit strategy instruction and training in the EFL classroom for the development of the writing process in the sense that strategies offer essential and significant ways of teaching/learning by allowing information sharing, knowledge building and easier collaboration opportunities among learners.

It is nonetheless important to note that just like other studies, the present research has a number of limitations since the obtained results may not be generalizable to other groups with different characteristics. In other words, since this study is limited to a small group of learners (five participants) one cannot generalise the obtained results. Another limitation is the impossibility to videotape learners while writing. This would have brought more details about the behavioural writing processes of participants. As a matter of fact, since the researcher could not observe the informants, she may have missed some of their strategies; the researcher preferred using audiotapes to avoid inhibiting learners during their

composing task. It should also be pointed out that the researcher encountered several difficulties conducting her research with regard to the research instruments. When analysing the think-aloud data there were some silent periods where the researcher could not depict what learners were doing or thinking about. Besides, revision could not be easily observed since most of the informants switched off the tape right after completing their task. Consequently, the researcher had to verify both drafts and final papers, and interview the informants in order to check whether revision had actually taken place. Although stating feeling at ease when producing their essays, it proved nonetheless difficult for learners to verbalise their thoughts while composing (writing and speaking at the same time), a task which sometimes made them concentrate on speaking and at other times on writing, which proved to be tiring and inhibiting for learners to manifest themselves. It is clear that the treatment of proficiency levels of this particular group (as being good achievers) would have been different with other informants.

While the present research explored the writing process of successful EFL third-year learners with reference to the strategies employed by these same learners in the composing process in the three concerned languages, the main concern was to show that writing is a recursive dynamic process requiring both linguistic and strategic competences. The findings obtained from this study provide a better understanding of the ways EFL learners approach writing and the strategies (why and how strategies are used) they employ in their composing process. It also exemplifies why some strategies are used successfully while others are not, that is, the differences between successful and less successful strategy use. A comparison of successful and less successful strategies is hoped to make possible the teaching of effective strategies and avoidance of those that impede progress. As a matter of fact, the teaching of the writing skill with a focus on the writing process needs to be reassessed. For this reason, it would be more interesting to study first the learning experience of the learner so as to promote teaching because mastering a language is mastering learning. Such understanding by EFL teachers would enable educators to

integrate strategy instruction into formal teaching and help learners learn more effectively. It is a valuable resource to help less successful ones enhance their writing performance.

Although the obtained results revealed some interesting findings regarding the writing processes of good achievers in EFL composition across the three languages, the relationship between proficiency and language learning strategies employed by successful EFL learners in FL2 composition, some interesting questions which might provide fruitful areas for further research arose. As a result, more work may be done on the proficiency between different languages, the issue of language learning strategies and achievement, issues of strategy instruction and training, issues of strategy integration, and the grouping of strategies according to type. Said differently, another research may have as its scope strategy effects on language learners by having two groups of informants: a group who receives explicit strategy instruction and a group with no instruction and training. Besides, a study might be done to explore the relationship between strategy instruction, proficiency, evaluation, and language learning strategy use.

In addition, a great deal of research remains to be done to discover effective ways of training students to use language learning strategies effectively. Further work needs to be done on the effects age, gender, and previous educational background (year of study) may have on learners' strategy use. Future research may examine why and to what extent successful learners employ more effective strategies than unsuccessful ones and what really happens if all learners receive strategy training as early as possible in their educational experiences. Finally, more experimental research is needed on the role of learning strategies on both metacognitive and cognitive outcomes in the composing process. The results of the recommended studies may have great influences and serious implications for policy makers, educational researchers, and practitioners.

يعالج هذا الموضوع الاستراتيجيات المستعملة في التعبير : العربية، الفرنسية، و الإنجليزية من خلال الدراسة التطبيقية التي أجريت مع تلاميذ السنة الثالثة ثانوي، شعبة آداب وفلسفة، بهدف معرفة هذه الاستراتيجيات وتفسير كيفية استعمالها من أجل تحسين مستوى التلاميذ الذين يواجهون صعوبات في التعبير الكتابي . بناءا على المعطيات ومن خلال النتائج المتحصل عليها تطرقت الباحثة إلى إعطاء بعض الحلول البديلة قصد إمكانية معالجة النقائص ضمن الآفاق الجديدة في التدريس وتعلم التعبير الكتابي في اللغات الأجنبية.

الكلمات المفتاحية:

تلاميذ السنة الثالثة ثانوي، تلاميذ جيدون، شعبة آداب وفلسفة، استراتيجيات التعبير الكتابي، الإنجليزية، التعبير
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Résumé

D'après une étude comparative, le présent ouvrage a tenté d'identifier les différentes stratégies utilisées par de bons élèves de 3°AS Lettres et Philosophie dans la production écrite dans trois langues: Arabe, Français, et Anglais. Sur la base des résultats obtenus à partir de trois outils de recherche, à savoir, production écrite, méthode de pensée à haute voix et interview, plusieurs suggestions ainsi que des recommandations ont été faites dans le dernier chapitre, l'objectif final étant d'aider à résoudre le problème auquel sont confrontés les élèves de 3ᵉᵐᵉ année secondaire à l'écrit.

Mots Clés :

Bons apprenants, 3°AS Lettres et Philosophie, stratégies utilisées, expression écrite: Arabe, Français, Anglais.

Abstract

The present experimental-based dissertation endeavours to empirically identify and compare the strategies employed by 3rd year secondary-school learners in essay writing across three languages:Arabic, French, and English. On the basis of the results obtained from the data collected through three basic research tools, namely task-production, think-aloud protocol, and interview, the researcher has suggested some alternative solutions that are hoped to alleviate the problems encountered in the skill under consideration through the explicit teaching of these strategies, whereby to enhance learners' writing proficiency.

Key words:

Successful learners, EFL composition, L1 and FL1 composition, writing process, writing strategies.

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PROMOTING LEARNERS' WRITING PROFICIENCY AT SECONDARY-SCHOOL LEVEL: CASE OF ALGERIAN EFL 3°AS LEARNERS

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The present article intends to show that the writing skill, which, perhaps, is not specific to our students, causes many difficulties to the majority of Algerian EFL learners and remains a daunting task for most of them. As a matter of fact, according to Byrne (1979), and Bell and Burnaby (1984), writing has often been described as a demanding and sometimes troublesome dimension in academic life. After considering a pedagogical problem regarding the teaching/learning of writing in the Algerian EFL classroom and learners' low results in this skill, an investigative study related to the spread of weak performance in writing in English was carried out by means of questionnaires addressed to both EFL teachers and secondary-school learners, and interviews conducted with EFL inspectors. Such a survey seeks to explore learners' writing performance through an analysis of their written productions, attempting to cater for learners' deficiencies as well as pedagogical inadequacies. The interpretation and analysis of the results reveal that 85% of the teachers assert that writing remains a difficult skill to acquire for a vast majority of Algerian EFL learners because of a number of linguistic factors. Besides the linguistic variables, other non-linguistic difficulties come into play and call for due consideration. The study shows that a great number of learners (84.48%) admit their limitations in learning the target language. In addition, larger proportions state their inability to compose in English because of inadequate preparation in such an important skill within an academic context, if no preparation at all.

This paper intends to propose some solutions which are hoped to help overcome the difficulties encountered in the teaching/learning of writing and consequently get secondary-school learners to achieve some kind of effective writing.

Keywords: Writing, Secondary education, Deficiencies, Successful writing.

1. Introduction

English has imposed itself as an international language. Whether in its oral or written form, it has become the first language of international communication in research and scholarship, giving access to information in different fields.Therefore, while creating a huge demand for English teaching around the world, the ever-growing need for good communication skills in such a language has led to the requirement for quality language teaching, language teaching materials, and resources. Likewise, just as other countries, Algeria has been affected by worldwide changes. In the field of education, this can be clearly noticed throughout the approaches used in EFL teaching at successive periods. In this respect, EFL teaching has undergone several changes in ideas about syllabus design and methodology in the last few years. Accordingly, since the focus in foreign language teaching nowadays is more on

communication, the aim of language course is then to develop learners' communicative competence right from the beginning.

2. The EFL Situation in Algeria

In Algeria English is the second foreign language (after French) taught in schools and universities. It was introduced in our educational system during the French colonization. Since then it has been taught in middle and secondary schools, and in several other fields of the educational system. Because of the worldwide use of English in both academic and international domains, Algeria has brought in changes into her educational system so as to achieve the expected goals. Different methods, approaches and procedures to foreign language teaching have been adopted since the independence. Presently, Algerian learners start learning English in the first year of middle –school level (1°AM) usually at the age of eleven. At this level, their educational background comprises six years of Arabic and four years of French. As a result, such learners already have some experience in foreign language learning. But, as opposed to French and Arabic, the learners' social and cultural environment does not provide them with opportunities to use English outside the EFL class. At the end of secondary education, which lasts three years, 3°AS learners have to sit for an end-of-year exam (the Baccalaureate) thanks to which they can enter university.

3. Writing at 3°AS Level

In the 3°AS context, third level in secondary school, where exposure to English is typically limited to four hours a week, learners receive little practice in writing in English. When they do write, they find themselves confused with word choice, correct grammatical use, as well as organization and generation of ideas. Secondary-school learners show little knowledge about how to write a contextually appropriate composition and how to develop the process of creative writing. Unfortunately, the syllabuses which have to be achieved and the pressure of the Baccalaureate exam force the majority of EFL teachers to focus their attention on grammatical rules, linguistic accuracy and learners' final piece of writing. As a result, it appears that, because of time constraints and learners' lack of motivation, writing still remains a weak point at 3°AS level since teachers seem much concerned with linguistic competence.

3.1 Problem Statement

Although a writing course is an indispensable part of the English language course in secondary education, and though the ability to produce any piece of writing is an essential requirement for 3°AS learners since they have to sit for the Baccalaureate examination and all formal testing take a written form, the task of writing remains a daunting one for the majority of secondary-school students. Such students have little enthusiasm for the writing course and do not perform well in it. An obvious reason is that writing, by its very nature, demands much of the writer. As a matter of fact, writing is a complex activity in which the writer has to show control of a number of variables simultaneously.

It is admitted that after learning English for at least seven years (four years at the middle school and three years at the secondary school), secondary-school leavers are still unable to use the target language. Despite much effort deployed to improve their proficiency level, the results obtained at the Baccalaureate EFL test clearly show learners' poor writing performance. Regarding such a disheartening outcome of a relatively long period of foreign language instruction, one has to question the suitability of the present teaching methodology and teacher training. It has always been argued that as infants, people can all learn their native language; however, they later find foreign language learning difficult. It seems, then, that the teaching methods are inadequate.

4. The Writing Skill

Writing, just as speaking, is one of the modes of language. It is a thinking process which requires the transformation of one's thoughts and ideas into words, sentences, and then language. In this respect, Rivers states that: **"Writing refers to the conveying of information or the expression of original ideas in a consecutive way in the new language"** (Rivers 1987: 294). Writing is also the application of the system of grammatical rules, lexical items, and rhetorical patterns that are needed to produce a text (Halliday, 1985). Writing is the product of a step-by-step activity that requires a certain outline or planning of what is to be written. Likewise, Sadiqi argues that: **"Writing is a product of careful planning and conscious application of very specific norms of discourse structure"** (Sadiqi 1989: 167).

4.1 Writing: A Difficult Language Skill

As stated by many writers, writing is one of the most difficult language skills to acquire since it is the transformation of one's thoughts into language; it is neither easy nor spontaneous and requires conscious mental effort (Byrne, 1979). Writing is more than putting words and sentences together, it is a very complex skill which requires both physical and mental activity on the part of the writer, and time to develop as many elements are weaved together to form the final product (Raimes, 1983).Likewise, Bell and Burnaby (1984) argue that writing is an extremely complex cognitive activity. While Sadiqi (1989) states that, as apposed to speech, writing has its own internal structure based on the letter, not the sound. However, the conventions of writing are not as flexible as those of speech in the sense that the former do not generally allow deviations from established standards. Therefore, writing a language comprehensibly is much more difficult than speaking it. In written communication, the writer has to learn how to make things explicit and unambiguous, through the use of some elements differentiating between speech and writing, and making the latter more difficult than the former. This is why it is agreed that writing is the most difficult of the four basic skills for language users whatever the language in question (first, second, or foreign language).

5. Writing as a Process

The main concern of the process approach is how writers generate ideas, record them, and refine them in order to form a text. According to Zamel (1983), process approach researchers explore writing behaviours by focusing on studying and understanding the process of composing. Flower and Hayes (1981) establish a model of writing processes: planning, writing, and reviewing. They point out that such processes are not linear but recursive and interactive, and that the acts can be reviewed, evaluated, and revised, even before any text has been produced at all.

If one examines and analyzes any piece of writing he would probably find that before the final version, such piece of writing has gone through different steps called "process". The process approach focuses, naturally, on the process of writing, as apposed to the end product, which has always been a key to the product approach. It is generally agreed that a good piece of writing is not the product of only one draft and the more learners write, the better is their writing likely to become. In this respect, Byrne states that: **"We may even write several versions of a text before we are satisfied with the result"** (Byrne 1988: 102).

As a matter of fact, writing is a process involving three phases: pre-writing, writing, and post-writing. Pre-writing is everything writers do to discover and define a subject, get ideas concerning it, and put ideas in some kind of order. Writing is the stage where writers are concerned with organizing and recording ideas on paper. Post-writing is divided into two phases: revision and proof-reading. Revision which literally means "to see again", involves four activities that can be considered as questions writers ask about their work concerning the addition of details, omission of unnecessary information, substitution

of words or phrases for others, and rearrangement of the paragraphs. Proof reading brings about accurate punctuation and spelling, verbs that agree with their subjects, pronouns that have clear reference and so on.

The process approach requires from teachers to provide learners with the opportunity and time to develop their abilities to plan, define a problem, propose and evaluate solutions. Hyland (2003) adds that response is crucial in assisting learners to move through the stages of the writing process, and various means of providing feedback are used, including teacher-learner conference, peer response, and reformulation.

6. Research Findings

Through the analysis of the questionnaires and the interviews, it is easily noticeable that several factors are, to a great extent, responsible for learners' weak writing performance.

The results clearly show that despite the seven years of exposure to English learning, the majority of 3°AS EFL learners (84.48%)still find it difficult to learn and use the target language. In effect, such learners present a poor performance in the two productive skills (speaking and writing).

For their part, teachers (85%) assert that, because of its complexity, writing remains a difficult skill for learners to acquire. Teachers state that both learners' areas of weaknesses and the causes behind learners' low writing performance are numerous. The educational system is highly involved in learners' failure in writing since it has a large part of responsibility: allowing insufficient time to EFL teaching, setting inadequate syllabuses and textbooks, providing learners with inappropriate approaches and methods, gathering huge numbers of learners in classes, very often under the control of ill-trained or unexperimented teachers. Besides the lack of initial training, it seems that the in-service one does not address the local needs of the newly appointed teachers. Because they lack experience, untrained and unexperimented teachers cannot actually facilitate the task of learning. As a result, they are going to completely demotivate learners. It may be fair to argue that the university system which is not complete and sometimes even inadequate (a little theory but no practice at all), and the unavailability of training colleges present new teachers with serious problems.

For their part, EFL inspectors assert that writing has never been given as much importance as the other skills and has always been a neglected area of language teaching. Consequently, this skill has never been taught properly so the writing process proves completely inexistent in most secondary-school writing classes.EFL inspectors add that reading, the skill which actually prepares for writing, is not given due importance by learners since the materials and activities proposed to teach such a skill are most of the time inappropriate. Another important non-linguistic factor highly involved in learners' failure is the problem of discipline within large classes.

To sum up, and after interpreting the results brought by the informants, it appears that secondary-school EFL teachers do not give due attention to writing which they consider as a simple language skill to teach in isolation, putting the focus on grammatical accuracy, totally unaware of what effective writing is. There is actually a clear contradiction between the objectives stated by the educational system and how both teachers and learners view writing. For them, it is but a language skill to teach (and learn) for the mere aims of achieving assignments, exams and tests. Instead of being concerned with mere linguistic competence and the teaching of writing for but short-term goals, secondary-school teachers should not remain reluctant to deal with such an important skill as a learning experience, where both accuracy and fluency would go side by side.

In order for teachers to provide learners with the opportunity and time to develop their abilities to plan, define a problem, propose and evaluate solutions, it is highly recommended for such teachers to make use of the process approach. In like manner, teachers could assist learners to move through the stages of the writing process where various means of providing feedback are used, including teacher-learner conference and peer reformulation.

7. Conclusion

This study is hoped to contribute to improving the prevailing conditions for 3°AS Algerian secondary-school students. A special consideration of learners' needs, aptitudes and interests has to be provided before any syllabus is designed and before any material is written. Teachers, as agent of change, often have different thoughts, feelings, and perceptions about language and its use. These various attitudes clearly show that language teaching is a difficult task. Consequently, a teaching/learning situation would never be successful unless it is based on the collaboration of both teachers and learners.

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