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Strategy-Based Instruction in EFL WritingWith Close Reference to Third -YearSecondary school Students

(Case of Literary Streams at Besghir Lakhdar Secondary School,Tlemcen.)

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Dedication

To my family and especially to my dear parents for their consistant support,care and warmth.

To the memory of my dear grandmother and Mother –in law, "May they rest in peace."

To my brother Anoir, Zouheir and Aissa and my sisters zineb, ,Chahrazed and Hanan

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ABSTRACT:

The present extended essay is totally devoted to thorough study and analysis of one of the basic language skills, writing. This later has always been regarded as the most difficult and complex skill as it involves both writing as process and writing as product.

Most teachers do agree that this skill represents a major area of difficulties for both teachers in terms of teaching it and learners in terms of learning. Because of this, the researcher attempts to investigate the EFL writing skill teaching and learning in 3AS level so as to identify the nature and sources of the pupils most common weaknesses in writing as well as to find out if pupils use any learning strategies to assist them in the course of their learning. The central belief guiding this research ,is the great importance that writing has in language teaching and learning at the 3 AS level. Hence its primary purpose is to identify the features of writing which make it harder than the other language skills and more susceptible to failure.

This work comprises four chapters. Each one develops on the basis of specific objectives.

Chapter one illustrates most of the theoretical points concerning writing. It provides an overview of the writing skill in general and composition writing in particular.Most importantly, the variable such as the difficult nature of this skill, the process -product dichotomy and other equally important variables such as learning strategies.

Chapter two will describe the teaching and learning situation in Algerian secondary schools focusing on the writing skill.

Chapter three describes the empirical phase, that will be carried through various analytical tools: questionnaire, classroom observations ,interviews aiming at getting information on pupils' habits, and their feeling, attitudes towards writing and on what strategies they resort to while they write.This chapter is devoted to the empirical phase, which strives to arrive at more consistent analysis of the EFL teaching /learning situation, with reference to the writing skill .It is based, in addition to classroom observations on different analytical tools .It will require the contribution of three partners in the teaching /

learning context: teacher, learner and EFL inspectors. Research in this chapter seeks to investigate real causes underlying learners'low achievement in writing .It aims at highlighting different facts about writing skill; the teaching of writing skill in 3AS level, the writing skill in EFL curriculum, the learner's apprehension to this skill and many other factors related to this problem, which would serve as groundwork for alternative remedies that will be dealt with in the next chapter.

Chapter four provides alternative remedies to writing failure with a purpose to raise an awareness of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

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LIST OF ABBREVIATIONS AND ACRONYMS

AF	Absolute frequency
Bac exam	Baccalaureate examination (Entrance examination fo the university)
BEF	Brevet d'Enseignement fondamental (Entrance examination for the secondary school in the previous educational system)
BEM	Brevet d'Enseignement Moyéne(Entrance examination for the secondary school in subsequent educational system)
CAPES	Certificat d'Aptitude Professionnelle d'Enseignement Secondaire
CBA	Competency based Approach
CLT	Communicative Language learning
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
LLS	language Learning strategies.
MBA	Master of Business Administration
RF	Reference Frequency
SBI	Strategy-based Instruction
TED	teacher education Development
TEFL	Teaching English as a Foreign Language
U.K.	United Kingdom
U.S.A.	United States of America
1AS	Première Anneé Secondaire(1st Secondary –school year)
2AS	deuxième Anneé Secondaire(2nd Secondary –school year
3AS	Troisième Anneé Secondaire(3rd Secondary –school year)
4AM	Quateriéme Anneé Moyenne(4th middle school year)

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GENERAL INTRODUCTION:

Since teaching English as a foreign language is of great importance in academic, professional and international domains, Algeria has brought in changes into her educational system so as to achieve the desired goals .Likewise different approaches to Foreign language teaching has been adopted since independence. Their aim is adequate teaching/learning of foreign languages among them English.

However and despite huge effort devoted for so many years at improving learners achievement in EFL, the result are still unsatisfactory.

Relying on the core of this dissertation, writing skill is taken as one of the most necessary principles on which language learning/teaching is based since most formal evaluation is done in writing.

Thus, this work aims to provide analysis of the EFL writing skill teaching and learning at the secondary school level. A case study is chosen for this research is third year secondary school level and specific stream "Literary streams " is selected.However, the choice has been narrowed to the "Literary and Philosophy stream" .This latter, is the one which shows and illustrates more failure in English and mainly in writing skill compared to other learning streams.

The choice of writing skill as the focus of study in the present work is due to many reasons. Writing is the main medium students use to answer examination questions. It is also one way of providing variety in classroom procedures and very importantly provides learners with physical evidence of their achievement, a source where by they can measure their improvement. For the above reasons, writing has to be carefully taught in order to ensure learners awareness of and involvement in the learning process.

Nevertheless, what is actually observed is that by the end of general education and after an English learning experience of seven years in the middle and latter on in secondary school, Algerian learners are unable to express themselves in English neither fluently nor accurately. A situation that arises many enquiries about the real causes and the source of learners' difficulties as well.

General introduction

In essence, this dissertation aims to discuss the following questions:

- **Is the writing skill adequately taught at 3 AS level ? And Do students lack of motivation in writing due to teaching's focus in his evaluation on form?**
- **How can the weak students be encouraged to write? And would the teaching of writing strategies to the weak students insure their learning?**
- **And, is the students' achievement in writing related to strategy use?And at last, what strategies they resort to while they write?**

Basically, the ultimate aim of this dissertation is to uncover the major causes of 3AS pupils 'low achievement in the writing skill. Therefore, investigation through this research will attempt to provide arguments to the research hypotheses that can strongly formulated as follows:

- ❖ the writing skill is often seen as intricate problem to student especially when they realize that it is used by their teachers as a reflective method to check whether a given language elements (component) is assimilated or not .The aim of the evaluation is text scribed with red pen that is to say the focus is on accuracy rather than the content. However to pretend that accuracy is totally unimportant would be completely wrong.

- ❖ The writing skill is neither taught nor learnt adequately: consequently third year pupils end up their secondary school education unable to write neither fluently nor accurately and this is clearly seen in Baccalaureate results.In addition ,Learners hold negative attitudes towards writing skill and lack the strategies to enhance it. Thus writing failure is more likely to result educational failure because lacking the effective strategies to compose a novice student/writer will find it difficult. Thus this apprehension may give rise to negative feeling such as anxiety and lack of confidence. The pupils will certainly benefit from an awareness of social and affective strategies such as cooperating with peers and encouraging one self.

- There is a correlation between students strategy use and achievement in writing and as weak student becomes aware of the specific strategies used to overcome writing difficulties, he will be motivated and autonomous as he will avoid the erroneous view that writing operates only at sentence level in which he is concerned chiefly with vocabulary and grammar which will block the flow of his ideas.Generally the generation of ideas is teacher centered that is the teacher asks various question to elicit ideas and after students select some ideas spending no time or not too much time brainstorming, selecting and organizing them.

The research questionnaires and hypotheses will be discussed throughout four interrelated chapters with an aim of identifying learners writing difficulties and acquainting and familiarizing them with the language learning strategies that will help them become better learners and particularly more skillful writers. To this end, teachers and learner roles have be redefined in the light of the significant changes that have occurred world wide. Thus reform should be introduced to solve the problem.

For the fulfillment of this study, it has been necessary to go through four interrelated chapters. Each chapter has been concerned with one specific step. Starting by the theoretical part in the first one, in which the reader may get some basic definitions of key concepts related to writing and what it entails as a whole process. Thus this chapter 's aims try to define writing with its related sub skills, difference between writing as a process and as a product, its element and finally deals with students learning strategies deriving from the literature, key concepts are defined, major studies in the filed examined with the aim of enhancing reader understanding of learner writing strategies.

Chapter two of this research will be brief overview of the teaching and learning situation in Algeria. The aim is to describe the educational context with reference to the teaching/learning of the writing skill for the 3 AS learners. Therefore; the teaching of that skill will be examined. The applied teaching approach .i.e. **the Competency-Based Approach**, the official text book i.e. **New Prospects**,the teacher and the pupils besides learners needs are analyzed with reference to the officially stated EFL objectives and the syllabus designed to secondary education. This chapter will end up with a statement of some important observations on the teaching and learning of writing.

General introduction

Chapter three deals with the empirical phase which aims at finding illuminative data that would guide the research. The investigative phase will be conducted through different analytical tools: two questionnaires, different classroom observations, an unstructured interview and semi -structured interview. The first questionnaire is submitted to 3AS learners so as to be aware of the type of strategies if any of these learners use to overcome writing difficulties, the second questionnaire, on the other hand is submitted to secondary school teachers to see if they are consciously aware of strategies used by skilled writers and therefore raising learners awareness of the writing process and writing strategies that will help them improve their writing performance. This chapter, will analyze students' responses to the questionnaire and compares data to those seen during classroom observation. This is done in order to triangulate and verify the findings reported in the previous chapter on the other hand teachers questionnaire provide information on the content of writing course, teacher perception of their learners writing performance and their suggestion for change result will be analyzed and discussed in relation to three main point: students strategy use, writing achievement and strategy instruction. In addition to questionnaire, an unstructed interview will be used to elicit and extract from these teachers ideas about what makes EFL teaching /learning and mainly writing successful or unsuccessful.Therefore,this interview will help the researcher to know more about the writing lesson,the teaching /learning problems with regard to writing as well as learners'writing performance.

Though teachers and learners constitute two major poles in the teaching /learning process, this research requires the viewpoint of a third partner i.e;EFL inspectors.Therefore,another inquisitive means will be used;a semi structured interview with inspectors from the Middle and Secondary -School level.These inspectors will be asked to give their view as evaluators and observors,specially of teachers and learners,in the teaching- learning process. The researcher aims to investigate the real causes of such low achievement mainly in writing skill and the sources of learners difficulties as well.

Data gathered via this triangulation will be interpreted quantitatively and qualitatively .Partial conclusions will be drawn at the end of each investigative procedure before dealing with concluding remarks derived from the results of different poles of study

Using these research tools will enlighten the researcher on deciding the most effective strategy training. Hence language learning strategy training can be conducted in at least three different ways: awareness training, one time strategy training and long term strategy training .But because of time constraint, it is more beneficial to opt for on awareness strategy training. The aim of this strategy training is simply to familiarize learners with the language learning strategies that will help them become not only better learners but also more skillful writers.

Chapter four provides alternative remedies to writing failure with a purpose to raise an awareness of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

1.1 Introduction:

Writing is of great importance for foreign language learning, as it important in learning a native or second language (1). It is essential for not only academic success but also for many jobs. In addition, in this modern age, where e-mail communication is becoming the only means of rapid communication, an ability to compose an effective written message is an indispensable skill. So writing skill must be given its rightful place in the process of teaching as the whole. For the third year learners ,it may have two requirements. The first one being short term needs in written tests and exam, and for the second one, the long term needs for further studies at university or in the job field.Thus it is essential to know more about writing as a skill(2) and how it could be taught effectively. This chapter therefore, tries to define writing with its related sub skills, purposes, teaching norms ,learners strategies in order to have a theoretical basis which leads to an effective practice that in turn would, hopefully lead to improvement.

1.2 Writing as a Language Skill:

Before defining writing as a language skill, it would be better to know its role.

1.2.1 Role of Writing:

To be literate in the native language implies the ability to read and write (Rivers 1968). Thus man has always a desire to express himself either orally or writing with a purpose to make himself understood.

In other words, the primary purpose of language is to communicate facts ,ideas, feeling, requests, warning and so one .However, it is worth mentioning that communication is not always found in speech but in writing as well.

Writing is very essential for academic success and required for many occupations. In the same context ,Tribble (1996) demonstrates its importance as follows:

> **To be deprived of the opportunity to learn how to write …, is to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige.** (Tribble, 1996:12)

Similarly, Luo (1989) puts it this way:

> **Some of you wish to be writers…while other, wish to be teachers, no matter what carrier you choose ,the ability to write is necessity in life.** (Luo,1989:26)

The ability to write effectively in English is becoming increasingly important in our global community as communication across language becomes ever more essential. Good English writing competence is widely recognized as an important skill for educational, business and personal reasons.

After having mentioned the general importance of writing, as being one of the eloquent ways of human communication, it is worth dealing with writing as a language skill therefore what is writing?

1.2.2 Writing Defined:

Acquiring a language involves four main skills ordered according to the way they are acquired and taught i.e. Listening ,Speaking, Reading and Writing .This latter is one of the basic language skills. Yet it is called forth and last communicative skill, whether in the first or in the second language because of its relative difficulty and because of its consolidating role in language learning. In the same vein Huebner says:

> ":**the language skills should be presented in the following order: listening – speaking- reading and then writing".** (Huebener qtd in Milliani 1992:5).

Returning back to writing definition, the general meaning of writing in the Oxford advanced learner's dictionary (1996)" **is the activity of writing or the skill of linear sequences of graphemes in time".**

Writing, however for some authors means more than orthographic symbolization of speech. Therefore the latter i.e writing requires active thought in the sense that the writer/ learner should think about facts, organizing them according to his needs and keeping in mind his purpose. Then , think about facts he will need to select which one are relevant for his purpose and finally organizing them in coherent manner. Byrne (1988) puts it this way:

> **Writing requires some conscious mental effort: we think out sentences and consider various ways of combining and**

> **arranging them. We reread what we have written as a stimulus to further writing….the reason for this is that we are writing for a reader.**(Byrne 1988:1)

From the above definition, Byrne argues that writing is neither easy nor spontaneous in the sense that writing is almost a thinking process where number of mental operations comes into play.

Writing is a creative process which enables learners to describe facts, express their ideas and provide knowledge to an unseen audience. The essential idea is that:

> **Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language.**
>
> (Badger and white, 2000:157-158)

Thus writing requires from the writer (or the learner) the mastery of conventional writing mechanics and of organizational devices to write effectively. In addition to that ,writing is a discovery process which involves discovering ideas and ways of organizing them to convey a message to the reader but the most crucial is that writing is a thinking process. It makes thought appear on a piece of paper or others and permits the revision as explained in Harris (1993:12).

> **It is almost as if the act of writing makes thought visible and tangible, this is in turn provides the opportunity for revision and refinement because the thoughts are there on the page to be worked on.**

Finally, it is important to grant greater attention and concern to the development of this skill by learners but this skill often poses some problems as it will be explained in the next point.

1.2.3 Writing Difficulties:

It has always been argued that learning to write fluently and expressively is the most difficult of the four basic skills of all language users whether the language in question is first, second or foreign language .Moreover "**writing is**

not speech written down since it is less spontaneous and more permanent", Rivers (1968). Therefore, *why is writing found to be difficult skill to learn?*

Writing is difficult skill because of the mental and physical effort on the part of the writer/learner as it is an activity of transforming thought into language. In effect, Byrne (1988) explains that the difficulty in writing stems from three kinds of problems:The first one ,he called *psychological*. It is caused by lack of interaction and feed back between the reader and writer. In the same context Rivers (1968) states:

> **When we communicate a message orally, we know who is receiving the message. We know the situation including the mood and tone it requires of us…we receive feedback from the interlocutors or audience….which makes clear that the message is being received and if it is comprehended. With spoken messages many thing are visible…which can not be taken for granted in writing.** (Rivers 1968: 291-292)

The second consists of *linguistic problems* .Byrne argues that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevent us from fully monitoring what we are saying in particular. However in writing, writers have to express themselves in clear and more grammatical manner in order to compensate for the absence of certain features of spoken language such *as body language; prosodic features and immediate feedback between the interlocutors*. Moreover, the writer has to handle many things at the same time *content, organization, grammar, syntax, mechanics, word choice ,purpose, audience and writing process.*

Returning back to writing problems, the third category is labeled under the name of *cognitive*. The reason is that writing has to be taught through formal instruction (3). In other words, while speaking is part of child's world since he does it naturally and without prompting, writing seldom enters naturally into his world .Tribble (1996:11) states that

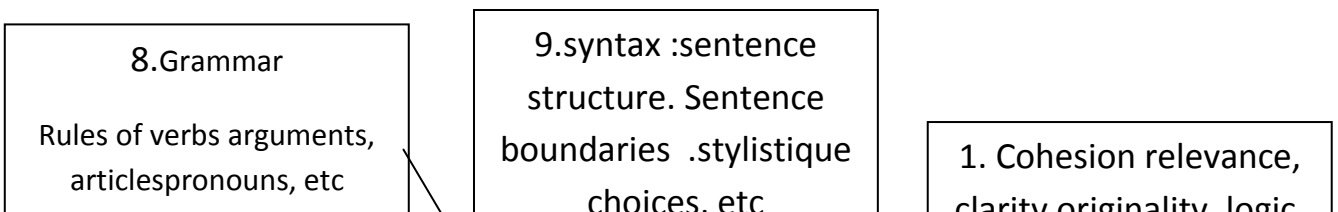
> **writing normally requires some forms of instruction. It is not a skill that is readily picked up by exposure.**

Similarly white (1981) states that :

Writing is not a natural activity. All physically and mentally normal people learn to speak a language .Yet all people have to be taught how to write.(White 1981:2)

All these difficulties make learning to write fluently and expressively the most difficult skill for all language users regardless of whether the language in question is first, second or foreign language.

Finally, writing is a difficult skill where the writer/ learner is required to show control over a number of variable simultaneously. Raimes (1983) puts these variables into nine categories. These components are: *content, organization, grammar, syntax, mechanics ,word choice, audience, and writing process.* The following figure shows and illustrates the writing features which cause problems not only to native speakers but also to foreign language learners. In addition it is possible to see from this figure the interrelatedness of these components in writing



1.2 Writing Purposes:

After having mentioned the factors that contribute to writing difficulties, it worth mentioning now writing purposes.

1.3 writing purposes:

Writing is used for a wide range of purposes; *telling stories, expressing feeling or reporting events*. It is also used as a means to *check whether learning has taken place as in everyday lessons and in exams* .In addition, writing *widens learners chances to think, learn and thus develop their thinking.*

Writing has a very important role to play in language teaching and can be considered as a skill in its own right. It can also be an occasion of individualized work in large classes and through it pupils can evaluate their own achievement. *Thus, what are the main purposes of writing ?*

And, why is it important to learn it?

It is widely argued that writing is skill which must be learnt because of its importance as a communicative and as learning tool.

1.3.1 Writing for Learning

Writing is an essential part in any language teaching course. The teaching of writing therefore includes reinforcement, language development, learning style and most importantly writing is as skill in its own right. Rivers(1968) maintains that **writing plays the role of consolidating learning in other skills and is of paramount usefulness in testing** (Rivers 1968:293).

As it is needed to answer questions after reading passage or to summarize a text or write a composition on a given topic. In fact the roles of learning to write and of writing to learn are interdependent.

Using writing tasks to learning content offers students opportunities to expand their knowledge of vocabulary, to strengthen the planning ,evaluating and revising process and to practice grammar, spelling, punctuation, modes of argumentations and technical writing. Furthermore, writing can be a way to promote academic learning because of many reasons as has been pointed by kern and Harmer, writing serves to:

- *Reinforce language use and enhance understanding and memory, mainly when writing assignment is given shortly after a vocabulary or grammar lesson.*
- *Allow learners create and modify meaning through manipulation of forms.*
- *Develop learners' ability to think explicitly how to express thoughts and organize ideas in accordance with the readers' expectations.*
- *Enhance learning strategies through individual, pair or group work.*
- *Urge learners use dictionaries and grammar books as they focus on accuracy while writing.*
- *Develop learning experience as learners go through mental activities in order to write.*
- *Make learners think as they write develop their language and resolve problems which writing poses and so learners learn better.*

Kern (2000) Harmer (1998 and 2004)

From what has been stated previously, one may say that learning to write and writing to learn are interrelated. However writing is not only of paramount importance for learning but also for communicating through written discourse.

1.3.2 Writing for Communicating

Writing is basically a communicative activity where one needs not simply to write a homework assignment or composition during an exam but needs to write formal or informal letters, applications ,e-mail messages and even keeps a personal diary.

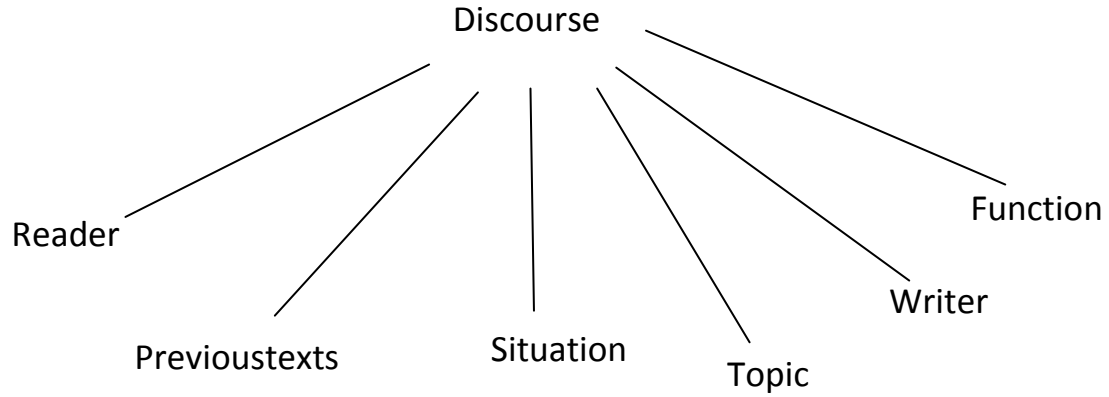
Raimes (1985:83) sustains **that "writing shouldbe primarily a means of communication"**. Harmer (2001) notes further that **when teaching productive skill the focus should be on communication and so activities with no communicative ends are not of productive skill category**. Likewise, the writing of sentences to practice *a grammar points* is not writing skill activity. So writing has to convey information to a certain purpose of given audience .Otherwise, it is but a mere graphic symbolization of speech and writing therefore, is not a language in the form of conventional visible marks or graphic signs on a surface. In order learners to communicate effectively, they have also to become aware of the basic principles of discourse.*So what is meant by writing as Discourse?*

1.4 Writing as Discourse

The term discourse refers to language that is produced as an act of communication. It is then related to the term "text" which refers to any written record of a communicative event, the event itself may involve spoken or written language (Nunan, 1993).

While linguistic knowledge account for the writer's ability to combine words into correct and meaningful sentences, discourse knowledge allows him to combine and develop sentences into larger units to express complex thoughts and ideas. For this reason, learners should become aware of how discourse works in English, as well as develop number of strategies in conversation and in writing. Hedge (2000) notes that "**the various abilities needed to create coherent written text or conversation and to understand them, have together been termed discourse competence". (Hedge,** 2000:51-52).

Paying attention to discourse, one may provide clearer description of discourse units in terms of *cohesion, coherence, text structure, rhetorical organization* according to text type(4) and to the difference between written and spoken discourse.



Text

- Cohesion
- Coherence
- Tropical structure
- Style register
- Rhetorical choices

Diagram 1.1 discourse constraints

It is proper to consider the relationship between writing and other forms of written and spoken discourse which is writing and speaking.

1.4.1 Writing and Speaking

Speaking and writing represent discourse in its spoken and written modes respectively, however they differ in many respects.

It has been argued that learning to write fluently and expressively is the most difficult of the four basic skills of all language users, whether the language in question is first, second or foreign language. Part of the difficulty of learning to write is said to be due to the difference between spoken and written discourse. Moreover **"writing is not speech written down since it is less spontaneousand more permanent** (Rivers 1968:291) .For this reason the conventions of writing tend to be less flexible than those of the conversation and

the language tends to be standardized. The goal of written language is to convey information accurately, effectively and appropriately and to do this, written language has to be more explicit than spoken discourse.

Brooks and Grundy (1990), Harris (1993) and Harmer (2004) have noted different aspect of divergence between speaking and writing .These are summed up in three main ways:

- **Situation:**

The act of writing differs from that of speaking in that it is less spontaneous and more permanent. In other words, speech is seen as the language of immediate and direct communication while writing as a way of making delayed contact at a distance, not face to face interaction between the reader and writer. Unlike speakers, writers have to compensate for the lack of paralinguistic features such as stress-gestures to convince the reader by the use of grammatical and stylistic techniques such as question marks, exclamation marks, underlining and using Italics. In addition writers need a plan and careful selection to attain effective communication as opposed to speakers who can correct, repeat or add when necessary since the interaction and the feedback are immediate.

***Grammatical Choices**

Typical grammatical choices are different. In writing the writer relies on the use of conjunctions and cohesive ties and his writing generally consists of fully developed sentences while speech is often made up of words and phrases rather than complete sentences.An example of condensed question can be illustrated as given by (Harmer, 2004), as follows:

Speech	*Writing*
Biscuit?	Would you like a biscuit?

*** Lexical Density**

Another important difference between speaking and writing concerns lexical density: that is the proportion of content words to grammatical or function words used. In speech the information is conveyed in many more words as there is lot of repetition. In addition, certain grammatical features are less common in writing than in speech as the use of contracted forms and tag -

question which are common to speech than in writing. Halliday (1990) also shares the idea that "**relative to each other, written language is dense spoken language is spare** (Haliday, 1990:62). Thus the written language i.e. text has more content words than grammatical words.

Nevertheless, writing can also be used in informal way: letters, shopping lists, messages where a lot of modern electronic writing is said to include aspect of both conversation and prose to convey messages.

Examples: (cu/8r) for see you later.
(j4f) for just for fun
(Crystal: 2001:85)

In short, while writing is acquired through a formal and a through instruction and takes time to convey a message effectively and explicitly, speaking is spontaneous, obeys no strict rules to be meaningful, may be combined with body gestures or facial expressions to convey the message and receives immediate feedback.Speaking and Writing are thus interrelated, though similar they can be considered divergent skills. On the other hand reading and writing though different, can be considered convergent skills.*Thus ,what is the relationship between reading and writing ?*

1.4.2 Writing and Reading

Reading and writing are said to be two skills that mirror each other, and they ought to be taught in a such a way as to complete each other. The fact is that they are so complementary skills that one serves the other.

Kern (2000) indicates seven points of similarities or convergence between reading and writing as literary skills that are summarized as follow:

a/ Interpretation: the writer interprets the world and the reader then interpret the writer's interpretation in terms of his own conception of the world.

b/ Collaboration: writers write for an audience even if they write for themselves .Readers, in turn contribute their knowledge and experience to make the writer' s text meaningful.

c/ Convention: how people read and write is governed by cultural conventions that evolve through use and is modified for individual purposes.

d/ Cultural knowledge: reading and writing function within particular systems of attitudes, beliefs ,customs, ideals and values.

e/ Problem solving: reading and writing involve figuring out relationships between words, between larger units of meaning and between texts and real or imagined worlds.

f/ Reflection and self reflection: Readers and writers think about language and its relations to the world and themselves.

g/ Language use: reading and writing requires knowledge of how language is used in spoken and written context to create discourse.

(Kern 2000: 16-17)

Although reading and writing represent two different language skills, the former is decoding / receptive while the latter, is encoding / productive, they are so closely connected that many teachers assume that good writer make good learners. Krashen (1985) makes clear this notion in the following quotation:

> **Reading is good for language: it promotes better spelling, better writing skill higher reading comprehension and a more advanced vocabulary.** (Krashen 1985 qtd in Bouamrane 1997:1)

All educationists agree, then, that there is a correlation between reading achievement and writing ability and that efficient reading is a perquisite for success in writing. Yet Hedge (1988) claim that**" reading is necessary and valuable but itis not sufficient** and that "…**in order to become a good writer a student needs to write a lot** (Hedge, 1988:11).

Nevertheless integrating both writing and reading during each pedagogic unit in the language learning syllables is widely believed to increase proficiency in writing and so it needs to be enhanced by the teacher.

1.5 Writing and Culture

The relationship between language and culture has been a topic of debate for many decades. Culture is commonly defined as a set of rules and patterns shared by a given community. Specialists claim that every language is rooted in the culture of its speaking community.

Nowadays it has become important field of research in second and foreign language learning, with an aim to promote cultural understanding. It is now maintained that learning to understand a foreign culture helps learners use words and expressions more skillfully and more appropriately. For that reason, teacher has to draw his learner's attention to the cultural implications of language learning since "**language cannot be separated from the culture in which it is deeplyembedded" (**Rivers 1968:315).

Cultural differences that exist between languages affect learner's interpretations and comprehension of reading texts and are thus likely to affect then written products. Moreover ,

> "**Once we accept that learners bring with them a whole range of cultural experiences and first language skills, then we can begin to build on what they know instead of incessantly reminding them of what they don't know** ". (Prodromou 1992:49).

All in all, since learning a language involves more than learning the pronunciation, vocabulary and grammar; the language teacher should, right from the beginning, encourage the thinking of learners so that they become conscious of such difference while listening, reading or writing Liebman (1992:157) highlights this point stating:

> **If ESL writing teachers want their students to succeed in a variety of academic writing task, they must become aware not only of these different forms but also of differences in instructional background. It is not enough to determine what will be expected of ESL student….we must also determine what these student's prior experiences are.**

After having seen the close relationship between writing and culture, it is necessary to know the written language elements that are the different variables that contribute to the effectiveness of any written products.

1.6 Written Language Element

Writing is an extremely complex activity in which the writer (or the learner) has to master different variables simultaneously. Nunan (1991) posits that successfulwritinginvolves.

- **Mastering mechanics.**
- **Mastering and obeying conventions of spelling and punctuation.**

- **Using the grammatical system to convey one's intended meaning.**
- **Organizing content at the level of paragraph and complete text to reflect given/new information and topic.**
- **Polishing and revising one's initial efforts.**
- **Selecting an appropriate style for one's audient**

(Nunan, 1991:37)

Writing, therefore is not a skill that can be picked up by exposure, it needs to be taught through formal instruction starting from Graphological Element which includes: *spelling, punctuation, Handwriting and layout* to Rhetorical Elements which is composed of *grammatical knowledge, lexical knowledge, cohesion and coherence.*

1.6.1 The Graphological Elements

Writing sub skills: Handwriting, spelling, punctuation and layout have to go hand in hand with the writing process. Learners need to be aware of the importance of these clues to teach organization of a paragraph or of longer compositions.

I. Handwriting:

Handwriting is a very personal matter. It plays great importance to make the writer's out put clear to the expected reader. Learners have to know that bad handwriting may influence negatively the reader or exam corrector; this is why they should learn how to improve it. Although more and more communication takes place through computers, handwriting is still important for personal letters, written assignments (homework) and mainly for exams (Harmer, 1998 and 2001). Even when Handwriting is not the main concerns and focus of writing, the teacher has to point to the importance of a clear legible handwriting and the best way to improve handwriting is through copying.

II. Spelling:

It is generally admitted that the mastery of writing system includes the ability to spell. Since poor spelling can not only promote ambiguity but creates a bad impression for the reader's expectations. In the same context Ourghi (2001:79) states that:

Readers generally wish to have the primary meaning readily available to them without serious difficulties in decoding and

> **encoding written symbols. Thus correct spelling is a part of language awareness since it takes into account the need and expectation of the readers of clear and legible writing.**

Like punctuation, spelling differs from formal (job application) to informal (a short message to a friend) writing. One of the reasons that spelling is difficult for learners is the absence of complete correspondence between the sound of a word and the way it is spelt. Harmers (2004:46) explain this as follows:

> **learners of English need to be aware about how we use different spelling to distinguish between homophones (words that sound the same but spelt differently) such as "threw" and "through", pair of words that sound identical like sun and "son" are immediately differentiated in writing.**

As the responsibility for ensuring an adequate mastery of spelling should be the shared concern of both teacher and the learner. On the one hand, it is the teacher's task to provide help and guidance through rules by giving student words formations exercises or making them listen to series of words which share the same sound.E.g. plane –plain, name-main, sum/some, etc.

On the other hand, it is the learner's task to consult a dictionary for guidance and for the purpose of drawing attention to mistakes rather than correcting them should be encouraged. Besides that, one may stress the importance of reading to develop writing ability since this later could only be achieved through the amount of exposure.i.e. reading for pleasure. According to Harmer (2004):

> **The best way of helping students to learn how to spell is to have them read as much as possible. Extensive reading helps the student remember English spelling rules and their exceptions.** (Harmer 2004:47)

To conclude, it is worth mentioning that to be able to spell correctly, the student needs to have both phonological awareness i.e to cope with regular spelling pattern and good visual awareness to cope with exceptions.

Thus what about punctuation?

III. Punctuation:

As it has been stated earlier, writing is only effective if it is constrained by rules and conventions. Thus using punctuation correctly is also an important skill. According to Harmer (2004):

> **Many people judge the quality of what is written not just the content, the language and writer's handwriting but also on their use of punctuation. If capital letters…are not used correctly this can not only make negative impression but can of course also make a text difficult to understand.** (Harmer 2004:49)

This means that punctuation helps not only the writer to communicate both accurately and elegantly but guides the reader to make sense of what the writer wants to convey as well. Hence inaccurate punctuation can not only affect meaning but destroy or distort communication. Initially, learners have to know that punctuation marks /devices are not decorating the written texts and are rather bringing in and influencing meaning. Halliday (1989:33-34) defines the function of punctuation into three main ones:**"Boundary- Marking, status marking and relation marker."**

a/ Boundary marking serve to separate units of grammar i.e. sentences clauses, phrases, words and morphemes from each other. It is generally admitted that sentence boundaries are marked with capital letter at the beginning of the sentence. "Coma" "colon", "semicolon" for words, clauses and phrases.

b- Status marking: indicate the speech function of the sentence. Is it statement, exclamation, question, or quotation?

c/ Relation markers: which set up a close link between units of a sentence. This includes: "hyphen" "dash" "parenthesis," the apostrophe" etc.

Therefore, if one produces a piece of writing, he should take these into account in order to get his message across. All in All, the learner needs to learn the graphic system and be able to spell and punctuate accordingly." **Good writing implies a knowledge of convention of the written code "(**Rivers and Temperley 1978:264), "as well the **ability to use them"** .(Heaton 1985:138).

> ***"Neatness and accuracy in writing have an aesthetic value which discloses the extent to which the writer values writing and values the reader",*** **(Winch and Wells 1995: 85).**

On the whole, principles of punctuation differ from one language to an other, that's why EFL learners need to have this knowledge for two reasons: The first is to be able to write comprehensively and second for their reading skill.

IV. Layout:

Writing letters ,e-mail, newspaper articles or advertisement is not the same because the layout differs according to the writing genres. This is why learners must be made familiar with these differences. The teacher therefore could engage pupils in drawing conclusions about the differences in layout existing between the various text types. (4)

1.6.2 The Rhetorical Elements

After having dealt with the Graph logical elements, now it is the turn to speak about the rhetorical elements. These concern all the devices needed in writing so as to produce a text in which all sentences are organized into a coherent whole. The purpose from such organization is to help the writer to fulfill his communicative purposes.

Tadros puts it this way:

> ***Rhetoric, in this sense, refers to all the techniques by which the writer organized sentences into unified paragraph in order to communicate.*** (Tadros 1980: 220)

Hence, it is possible to look at these rhetorical elements under three headings:logical, grammatical and lexical devices.

I. Logical Devices

Known as logical connectors, transitional words or phrases. They are also called, linking devices, cohesive devices, connecting words, linking words (Pincas 1982),(Byrne 1988).

They are words or phrases which serve to show the relationship between ideas. Moreover they help the reader or writer move from one sentence to another or from one idea to another in the same sentence or in different sentences.(see appendix A).

On the whole, it is through the use of such devices that the writer can make his message across and also make the relationship between sentences and paragraphs clear to the reader.

II. Grammatical Devices

The function of these devices (connectors) is notlogical but grammatical. Thus such devices are very important for the coherence(5) and cohesion of a text. According to Tadros (1980:223) **Such connectors are referential or anaphoric that is, they refer to a word or phrases mentioned previously.**

Hence, it is those which signal relationship between sentences by means of anaphora (6) or cataphora referencing.

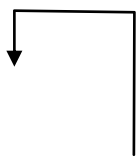
III. Lexical Devices

Lexical devices or lexical relationships are a way in which sentences are linked together. This means the links between words themselves.

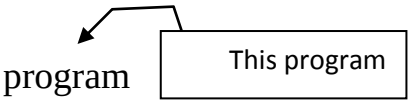
> **The term lexical connectors refer not to a special class of words, but to various devices that employ pairs of related words to link one sentence (or one part of sentence) with another**(Tadros 1980: 223)

Furthermore, there are many ways in which the choice of words and expressions can unify a piece of writing because of the similarity in meaning among them. The chief ways are:

- Repetition of key words.
- Use of synonyms or antonyms.
- Use of an expression with slight change in the wording to avoid repetition,
- Repetition of the same base word in different form
- Repetition of an expression but with a slight change from singular to plural or vice versa.



Astronauts undergo extensive training to learn to perform their complex duties. Before being assigned a specific mission. They must complete a general back ground training program This program lasts from four to six months



(Adapted from: think it over: 205)

1.7 Writing a Process and Writing as Product

1.7.1 Writing as Process

Writing *is n*ot merely putting and producing a sequence of unrelated sentences. On the contrary, one has to organize ones ideas in such a way that they can be understood by a reader. Furthermore, one has to master the written form of the language and to learn certain structures which are important for effective communication in writing.

In this context Raimes(1983) states:

"Writing means ,a connected text and not just single sentences that writers write for a purpose and a reader, and that the process of writing is valuable learning",(Raimes, 1983: 11)

In the same vein, writing requires some preparation, that is, the different stages that the writer goes through to produce final written text. How long the writer spends on this preparation and what he does largely depends on his reader, his purpose, the content and writing situation. Hedge (1988) puts it this way:

> **Before putting pen to paper, the skilled writer in real life considers two important questions, what is the purpose of this piece of writing?...[and]... who am I writing this for?**
>
> **(Hedge, 1988: 212)**

Raimes (1983) also makes a list of steps which should be followed by pupils while writing:

- **Identify why they are writing?**
- **Identify whom they are writing for?**

- **Gather material through observing, brainstorming, making notes or lists, talking to others and reading.**
- **Plan how to go about the task and how to organize the material.**
- **Write a draft.**
- **Read the draft critically in terms of its content.**
- **Revise.**
- **Prepare more drafts and then a final version.**
- **Proof-read for errors.**

(Raimes, 1983:21)

Therefore writing as a process depends on:

- **Who you are writing to / for (reader).**
- **Why you are writing (purpose).**
- **What you are writing (content).**

(Brown and Hood, 1989: 6)

Before speaking about the writing process in detail, one should refer to Tribble's definition, He defines it as follows:

This means where by a text is produced. It includes all of the preparatory work a writer does before beginning writing, as well as the work that he or she does while writing and during revising and editing. (Tribble, 1996: 161).

It is generally, recognized that competent writers do not produce final texts at their first attempt. Moreover, when planning, writers have to think about three main issues: in the first place they have to consider the purpose of their writing since this will not only influence the type of text they wish to produce but the language and information used as well.

In the second place, they have to think of the audience they are writing for since this will not only influence the shape of writing for instance, *letter of application, letter to a friend*, but also the choice of language whether formal or informal. According to Markel (1988): ***Knowing the audience is a good idea because it forces the writer to be specific as possible*** **(Markel 1988 in Khattak 1993:40).**

Thus, readership awareness helps not only the writer to select the content, that is what to say, but the appropriate style as well. In other words to be

coherent, the text needs to make sense to the reader. Hamp-Lyons and Heaseley (1987). Usefully divide the cooperative principles into the following criteria:

> ***Clarity:*** where the writer has to make everything clear to the reader but has not to give more information than necessary.
> ***Reality:*** the writer has to assume that his reader knows how the world works and does not need to know everything, but to be sure to tell them only the things felt they are unknown to them.
> ***Relevance:*** the writer keeps to his topic and his purpose of writing and the last one is Honesty: where the writer has to state only what he can provide evidence for.
>
> (Hamp-Lyons and Heasley (1987; 1992: 105)

Returning back to the three main issues that the writers have to think for when planning, the third point requires that the writers have to consider the content structure of the piece that is how best to sequence, organize the facts or arguments that they have decided to include. Writing, therefore, is a long and often painful process, in which the final text emerges through successive drafts. In the light of this, Byrne (1988) states: **We may even write several versions of a text before we are satisfied with the result**. (Byrne 1988: 1)

So, what is meant by drafting?

(i) Drafting

The drafting stage is where the writer really begins writing. Harmer quotes: **We can refer to the first version of a piece of writing as draft. The first go at a text is often done on the assumption that it will be amended later.** (Harmer 2004: 5).

As result, the most important thing at this stage is to get words on to the paper; it is not the time to worry about spelling, grammar, punctuation or best organization, i.e. structure. Besides that, in the process approach, the focus is first on quantity rather than quality. During this stage, writers simply get down as many ideas as they can in any order i.e. the writers, therefore, concentrate on ideas and content rather than expressions. The next stage is Labeled ,Editing.

(ii) Editing (Reflecting and revising)

Editing is the stage where the writer organizes his ideas according to the topic and begins with what he and his reader know and then introduces new information. Moreover, the revising stage is where the writer checks that he has said, what he wanted to say and said it in clear and appropriate way.

> ***Revising might take place while you are drafting or after you have finished a draft (your first, second or twentieth draft)*** **(Brown and Hood 1989: 20)**

> ***Writing is a medium where there is time to reflect, to rethink to use language as way of shaping thought. (*****Crystal 1997: 257)**

All in all; the revising stage is the most important in the writing process. It involves checking that the content and purpose are clear and are appropriate for expected reader. However, it is not only a matter of checking spelling, punctuation and grammar, it involves also arranging, changing, adding, leaving out words and so on, Successful writers need to be able to make appropriate choices from the language system and to match their text to their readership in a way which ensures maximum impact.

> ***Texts are shaped as much by the writer's sense of characteristics of their readers as they are by the writer's own characteristics*** **(Brooks and Grundy 1990: 20)**

It is worth mentioning that for more effective revising, the writer has to proofread his work by asking some one else to read it and comment on it. In the light of this, Harmer states: ***Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion.*** (Harmer 2004: 5)

He adds: ***another reader's reaction to*** **a** ***piece of writing will help the author to make appropriate revisions…one way of encouraging drafting, reflection and revision is to have students involve in collaborative writing.*** **(Harmer, 2004: *5)***

Therefore, getting students working together in pairs or groups on a piece of writing is very important where they can respond to each other, making suggestions for change and thus contributing to the success of the finished product. (white 1987).

(iii) Final Version

After writers have edited their drafts making the changes whenever necessary, they produce their final version. This latter may look considerably different from that or both the original plan and the first draft since things have been changed in the previous stages. Thus,during this stage, the writers are ready to edit their product to their intended audience. (see Appendix B)

It is thus possible to say that the writing process requires prewriting, revising and editing approximately in this order. The writing stages can be outlined as fallows

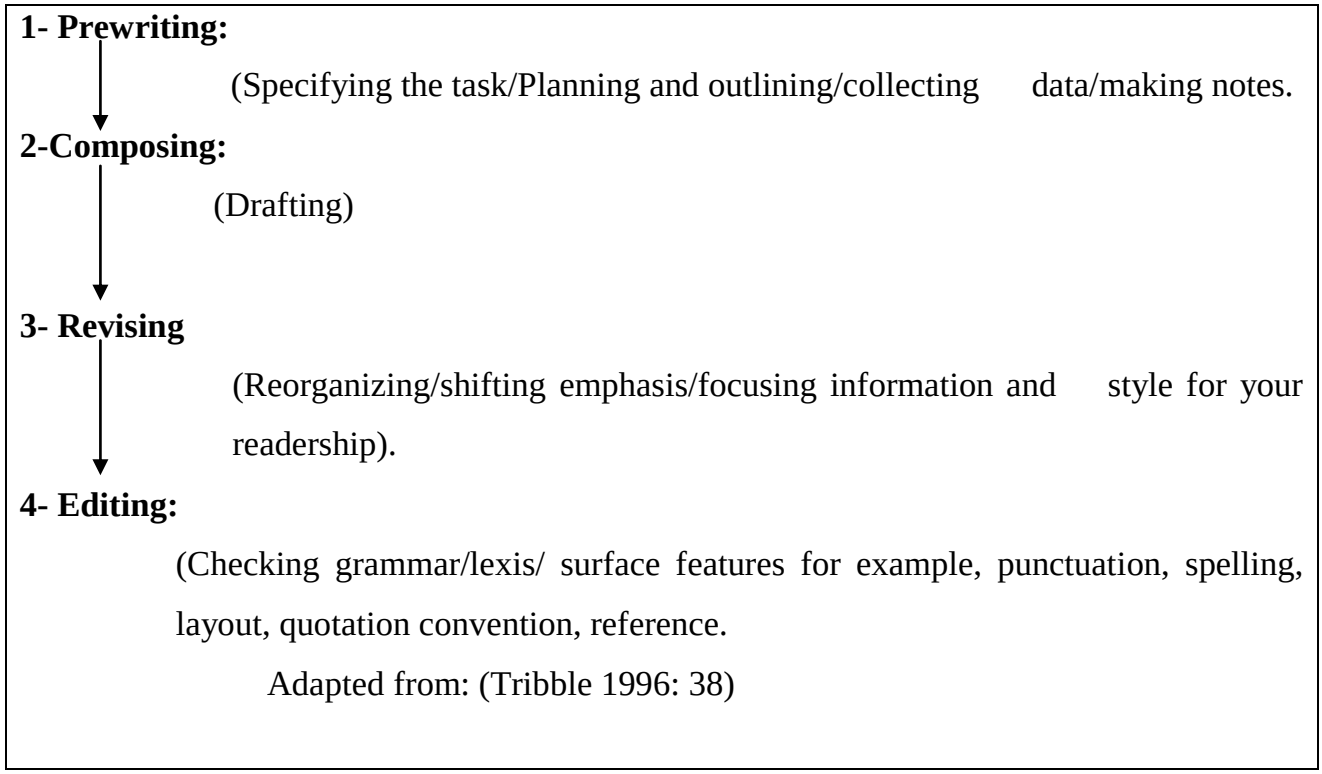


Figure 1.2: The writing stages

However, this simple linear model of writing process has been criticized by a number of researchers .They have described the process of writing as recursive and complex. (Zamel 1983, Raimes 1985).

By recursive they mean that writers can look backward and forwards to refine what they have done. In this context Larsen Freeman (1987) writes:

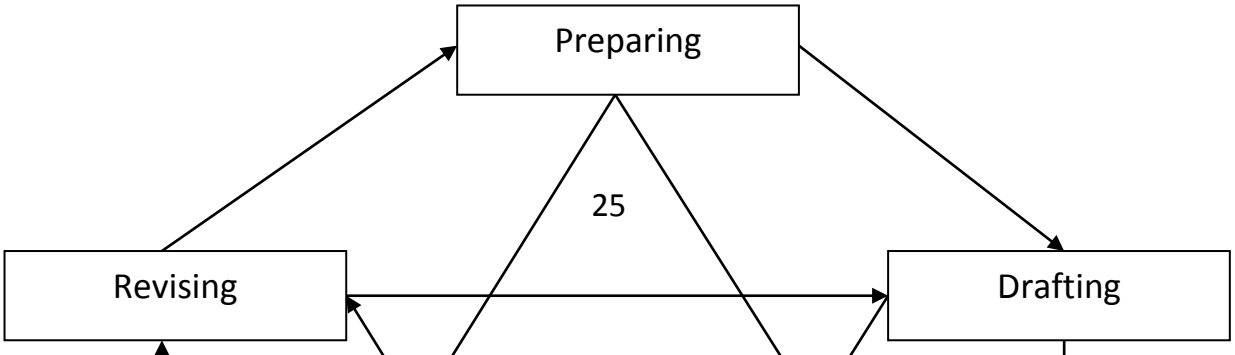
> ***Investigation of the writing process has determined that composing is not linear process of first think, second plan and third write as it has been described but rather a recursive one. Writers begin to write; they stop, go back, reread what they have written and usually even revise it before they resume writing. As such writing is not thought so much to be process through which one reports one's thoughts, rather, it is a way writers explore and clarify their thoughts and even discover new ideas.*** **(Larsen Freeman 1987: 7)**

Similarly Raimes (1985) states:

> ***Contrary to what May texts books advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while awriter's product, the finished essay, story or novel - is presented in lines, the process that produces it, is not linear at all. Instead it is recursive.*** **(Raimes *1985:* 229)**

By recursive, they meant that writers not only plan, draft, edit but often replan, redraft and re-edit. On the whole, one may say that writing as process requires both revision and rewriting. Revision means seeing again, rewriting means writing again i.e. writers think again,see again and write again (Keh, 1990).

The following figure will show the whole process, not fixed sequence but as dynamic and unpredictable process.



1.7.2 Writing as Product

In language teaching and second language acquisition research, the product/process distinction is sometimes made between completed acts of communication or language output i.e. product, and the abilities and skills used in producing them i.e. process. For instance, letters, composition and essays are examples of the products of writing. While in order to write an essay, as an example, a number of processes are involved such as: collecting information, note taking, outlining, drafting, and revising. In this respect Harmer (2001) states:

> ***In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing…pay attention to the various stages that any piece of writing goes through. By spending time with Learners on pre writing phase, editing, redrafting and finally polishing their work…*** **(Harmer 2001: 257).**

Therefore language teaching is concerned both with product and with underling process. The main concern of a product oriented approach to the development of writing is the use of classroom activities, in which the learner is engaged in imitating, copying and transforming models of correct language.

Thus one may say that learners need models to imitate, to copy and they still need transforming models, for example, carrying out sentences so as to get a paragraph from **c**ue words and from models of various sorts, this of course demands grammar knowledge because, **"The *grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of grammar would lead to a serious limitation on the capacity or communication."* (Wilkins 1976: 66)**

In addition, one of the biggest problems in teaching writing is that the learner must have facts and ideas to write. These must be manifested in the form of grammatical English sentences.

To conclude, learning to write is a step by step process where some mastery at one level is necessary before the students precede to the next level. The first step is learning the basic sentence patterns. The next step is learning to master them, the last step involves developing cohesive paragraph and multi paragraphs, i.e. text that adhere the English rhetorical rules, In this respect Byrne (1988) states:

> ***Any piece of writing is an attempt to communicate something that's the writer has a goal or purpose in mind that he has to establish and maintain contact with his reader, that he has to organize his material and that he does this through the use of certain logical and grammatical devices.* (Byrne, 1988: 14)**

A product approach concentrate, therefore, on ends rather on means focusing on form and structure of writing rather than on how writers create writing that has form and structure.

1.8. Learning and Writing Strategies

Second language learning researchers have stated that language is closely linked to human behavior and personality and that **learners differ in their**

cognitive style and learning styles as well as in their learning strategies (Richards and Lockhart 1996:56). Hence without going any further it is worth defining learning strategies and how should be categorized.

1.8.1 Learning Strategies Defined:

As having mentioned by Wenden (1986), there is an old proverb which states: **"Give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time"**. Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning. Yet what is meant by the term strategy?

In general, a strategy is a tool, plan, or method used for accomplishing a task. Although used by many prominent writers (such as Rubin,1975; O'Malley *et al,* 1985; Oxford, 1990) the term strategy is not without its controversy. Consensus is not assisted by some writers' use of conflicting terminology such as learning behaviours (Wesche, 1977; Politzer and McGroarty, 1985), tactics (Seliger, 1984) and techniques (Stern, 1992) more or less (but not always exactly) synonymously with the term strategy. Larsen-Freeman and Long (1991, p.199) opt for the term strategy since, as they point out, Rubin (1975) used it "in perhaps the earliest study in this area and it enjoys the widest currency today". For this reason, strategy is the term which will be used for the purposes of the present work And a learning strategy is sometimes refered to as tactics, potentially conscious plans, problem solving or language learning behaviors. However one commonly technical definition says that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations.

Rubin (1975, p.43) provided a very broad definition of learning strategies as "**the techniques or devices which a learner may use to acquire knowledge".** In 1981 (pp.124-126) she identified two kinds of learning strategies(7): those which contribute directly to learning, and those which contribute indirectly to learning. The direct learning strategies she divided into six types (clarification/verification, monitoring, memorization, guessing/inductive

inferencing, deductive reasoning, practice), and the indirect learning strategies she divided into two types (creating opportunities for practice, production tricks.

Similarly Weinstein and Mayer (1986) define learning strategies as follows:

> **Learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to affect the learner's motivational on affective state or the way in which the learner selects acquires, organizes or integrates new knowledge**
>
> (Weinstein and Mayer 1986:315)

The above definition stresses the facilitating effect of learning strategies. It implies also that the use of them is conscious and that it may include selecting organizing, or elaborating new information during the acquisition stage.

Few years later, Rubin (1989) defines learning strategies as being: ,"**A set of operations used by the learner in order to process the target language to store in his/her long term memory and to retrieve it when needed"**. Rubin focuses on the getting, the storing and the retrieving of the new information process. In the same year (1989) Wenden underlines the fact that learning strategies are used to help learners control and organize their effort in learning and these later should be part of any learning program and this is for the purpose of making learners more autonomous. Tarone(1983:9)defines a learning strategy as "**an attempt to develop linguistic and sociolinguistic competence in the target language".**The goals expressed by Tarone in this definition are;to attain various cometences in the target language ;mainly linguistic and sociolingustic ones. Wenden ,on the other hand, puts it this way:

> **Learning strategies are mental steps or operations that learners use to learn new language and to regulate their efforts. They are one type of learner training content that should be included in plans to promote learner autonomy. (Wenden 1989:11)**

Learning strategies are defined by O'Malley and Chamot (1990, p. 1) as **"special thoughts or behaviors that individuals use to comprehend, learn, or retain new information".** Oxford (1994, p. 1)also defines them as **"actions, behaviors, steps, or techniques students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the L2".**

There are a number of different names and classification systems for learning strategies .There are few "rights" and "wrongs" in learning strategies taxonomies, but specific ways of organizing the strategies can be useful for different teaching situations.(appendix E)

1.8.2 Characteristics of Learning Strategies :

To complete the general definitions of learning strategies, it would be interesting to include the following characteristics based on learners strategies research made by Wenden (1989) and oxford (1990).

- Learning strategies are steps taken by the learners to improve their learning.
- Learning strategies are important as they help learners become more self directed so more autonomous.
- When learners use learning strategies, they usually develop better communicative abilities (communicative competence)
- Learning strategies do not deal with the cognitive function only but they deal with metacognitive functions like organizing or planning and social ones like cooperating with others or asking question for clarification or verification.
- Some learning strategies like reviewing well or analyzing words or expressions are used consciously, other, like guessing or predicting content of passage can become automatised through training.
- Some strategies can be observable as when learners ask question to clarify something they do not understand, others can not be observed.
- Unlike learning styles, strategies are flexible, that is adaptable to a specific task. Ineffective strategies can be changed or adapted to new situation or tasks.
- They are problem oriented that is learners use them in response to different kinds of problems like guessing the meaning of unknown words from context or encourage, oneself when loosing self confidence.

- Learning strategies can be taught and teachers should be informed about their value and usefulness and thus should include stategy instruction in their programme.

All in all ,learning strategies are aids(devices)that should be taught to learners so they cann assist them to better understand the target language input,to accomplish any task or solve any problem.A learner who uses language learning strategies is in better position to become a more successful and less anxious learner.

1.8.3. The Importance of Learning Strategies:

After having mentioned their characteristics it is better to shed light on their importance .Learning strategies can be taught and teacher should be informed about their value and usefulness and thus should include strategies instruction in their program.

Strategy-based instruction(8) includes the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation. Teachers may conduct strategy-based instruction by starting with established course materials,then determining which strategies to insert and where; starting with a set of strategies they wish to focus on and design activities around them; or inserting strategies spontaneously into the lessons whenever it seems appropriate (e.g., to help students overcome problems with difficult materials or to speed up the lesson).

All in all, Learning strategies are aides (devices) that should be taught to learners so they can assist them to better understand the target language input to accomplish any task or solve any problem. A learner who uses language learning strategies is in a better position to become a more successful and less anxious learner .Different learners have different types of strategiesfor successful learning and these types can be arranged into three categories: Meta cognitive, cognitive and social (see Appendix E).

1- Metacognitive Strategies: these are skills which are used for planning supervising and assessing the learning activity. Some of these strategies are directed for selective attention, self monitoring and self reinforcement. The metacognitive model of learning consists of four metacognitive processes

planning monitoring problem solving, evaluation (Chamot et al 1999:11). In fact they refer to knowledge about cognitive process which may include application of thoughts about the cognitive operations of oneself or others and regulation of cognition i.e. planning ,monitoring and evaluating.they have been defined in this way by O'Malley and Chamot:

> **Metacognitive strategies involve thinking about the learning process ,planning for learning,monitoring of comprehension,or production while it is taking place;and self evaluation after the learning activity has been completed.(O'Malley and Chamot;1990:8)**

In other words metacognitive strategies includes three strategy sets:arranging and planning your learning,centering your learning and evaluating your learning.they are represented in this way:

Metacognitive: A/centering your learning
B/ arranging and planning your learning
C/evaluating your learning (Oxford;1990:136)

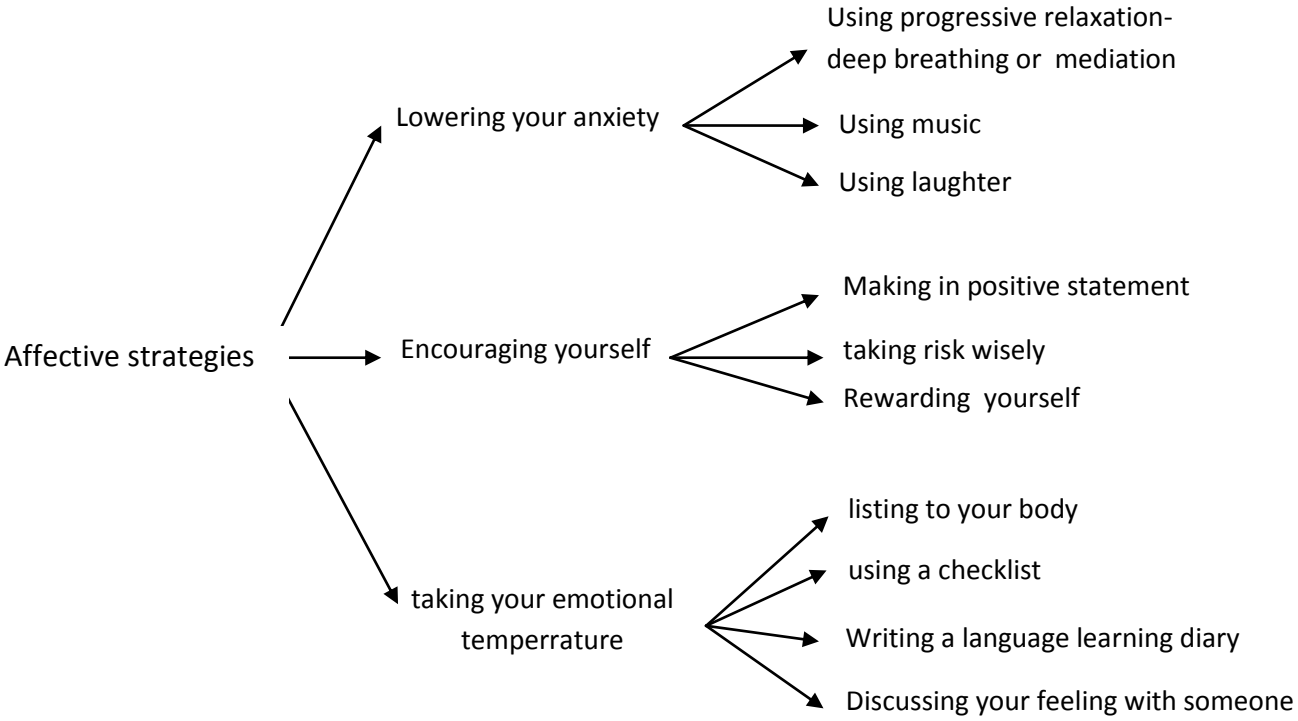
Learners receive too much input at the same time;unfamiliar vocabulary,new grammar rules,different writing systems,target language social customs but they usually do not know how to handle all this new material;therefore they need to use metacognitive strategies in order to organize,regulate and control their learning.

2. Cognitive Strategies: they involve the manipulation or transformation of the target language by the learner. in ways that enhance learning .learners may use one of the following strategies: repetition, resourcing (using dictionaries or other materials) translation (Use of the mother tongue), note taking, deduction, transfer or inferencing. These strategies involve interacting with the material to be learned manipulating the material mentally or physically, or applying a specific technique to a learning task (O'Malley and Chamot, 1990:138).

3- Social and Affective Strategies: these strategies represent the third category grouping. They involve interaction or cooperation with peers, and self talk to encourage oneself or to control one's emotions during a learning activity. They involve **"either interaction**" with another person or**" ideational control over affect"** (O'Malley and Chamot 1990:45).

Oxford refers to affective strategies as follows:

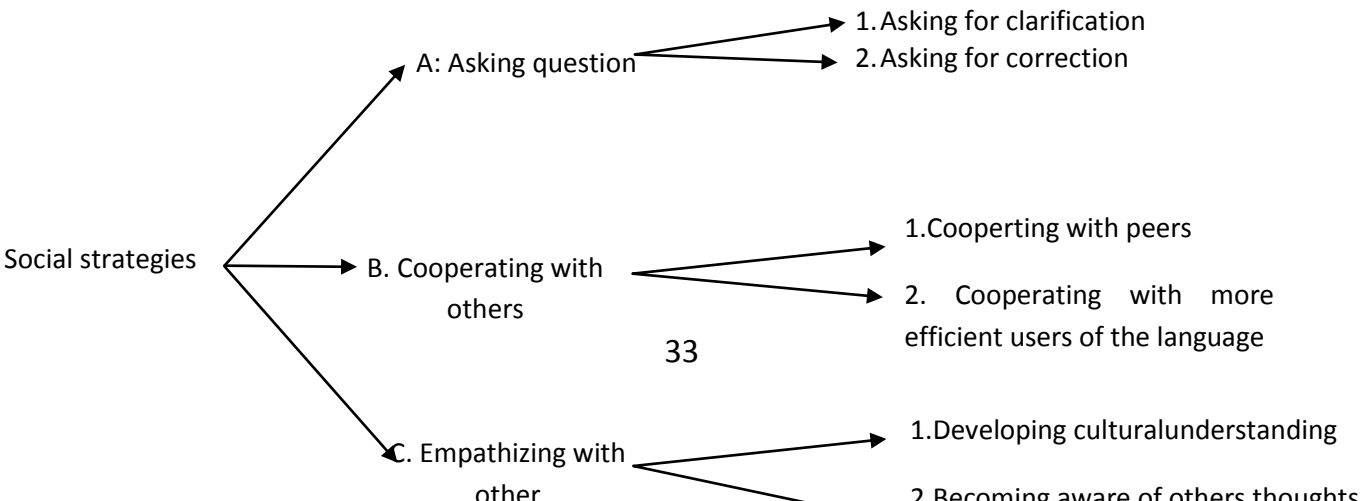
The affective side of the learner is probably one of the very biggest influences on language learning success or failure.Good language learners are often those who know how to control their emotions and attitudes about learning(Oxford;1990:140)



Affctive strategies Oxford 1990 : 141

Referring back to social strategies, one may state that learning or using a language involves other people and the use of social strategies is more than appropriate.

These strategies are divided into three set of social strategies and each set comprises two distinct strategies ;Oxford (1990)



Learning a language on the other hand is a difficult task during which learners experience negative feeling such as anxiety or low self esteem that inhibit or render learning more difficult .To control such feeling learners make use of affective strategies such as lowering their anxiety, encouraging themselves and taking their emotional temperature.

The purpose of all those strategies is to help learners to assess their feelings, motivation and attitudes. These learners have to be trained and encouraged to use them as the successful learners .In the same vein Hamzaoui (2006:55) states that:

> **Teacher's awareness of their student's learning behaviors and strategies can help them understand how learners approach task and difficulties encountered during the process of language learning, detect the effective and defective process, and then adapt their instruction to their students needs and teach them some beneficial strategies revealed by research to overcome their linguistic problems and learn more effectively.**

From the above quotation, it is clear that it is both useful and important to study learning strategies and transmit the effective ones to students as it is explained similarly by Wenden (1987 b:8).

> **One of the leading educational goals of the research on learning strategies is an autonomous language learner. It is intended that insights derived from the research guide the development of learner training activities so that learners become not only more efficient at learning and using their second language but also more capable of self directing these endeavors.**

To conclude, learning strategy instruction should be regular part of class activities, as part of the curriculum. It is widely agreed that "**while it is not necessary to put learners into boxes labeled according to learning styles it is useful to try to identify which approaches to learning they favors and how teaching can accommodate their learning preferences",** (Richards and Lockhart, 1996:59). Themost important aspect of teaching is to promote learners awareness and control of the most effective ones as the core of this research is the writing skill, it is better to narrow the focus to writing strategies only.

1.8.4.Writing Strategies

Writing was one of the language skill which was examined as early as seventies. Researchers were interested in the common steps or strategies undertaken by successful writers. They mentioned a number of them with different labeling; however those steps were grouped under five stages, each composing several strategies (Frederick 1987).

1/ ***The pre-writing strategies***, it is considered to be the most important step where students brainstorm to select a topic, generate ideas either individually or in groups gather information, determine the most appropriate purpose and style and finally develop an outline.

2/ ***The drafting or actual writing stage***: at this stage, writer/learner does not need to bother too much about sentence-level grammatical errors as some words, some sentences or even some parts of the essay will be probably changed or rewritten in the redrafting. Thus" **students start writing a tentative product that will require evaluation and revision later on " .**Hamzaoui(2006:62).

3/ ***The Revision Stage***: this stage and the previous one begin nearly at the same time because as they write student revise and evaluate in order to make changes if necessary in both form and content. Otherwise, once the writers have been given feedback either from peers or from the choices that have originally been made to produce the first draft, pupils reevaluate the choices that have originally been made to produce the first draft. If the organization and text structure are satisfactory the learners will deal with more superficial problems such as cohesion, grammar, spelling punctuation, etc .If they are still not satisfactory with their text they are prepared to write a third or even forth draft.

4/ ***The Editing Stage***: when the draft of a writing task is realized, students review the documents in the light of decisions- made during the pre-writing stage. It is in this stage where form and structure are given much importance than content.

5/ ***The Publishing or Presentation Stage:*** this is the last stage where students present a final version of their written text to intend audience.

However, In the beginning of the eighties, research on writing revealed that the process of writing is not a linear one involving five successive stages, but a recursive one in which the writer returns to various elements of his written product before submitting his final draft (Perl 1980,1981).

As previously mentioned, one of the paramount aims of L2 composition researchers was to compare the writing strategies used by successful writers and those used by unsuccessful ones so as to draw a list of successful writings strategies for the sake of helping unskilled writers.

Jones (1982 qtd in Krapels 1990) compared one "good "L2 writer to a poor one. He found that good student is more concerned with the expanse of ideas, allowing them to generate the text while poor one is concerned with the surface level text at expanse of ideas. He concludes that the poor writer lack writing strategies and therefore had never learned how to compose. For that reason awareness strategy training is necessary. Kasper (1997) puts it this way."**As student gain experience with a given task, we would expect them to learn to use strategies that lead to more efficient task completion", (**Kasper 1997:13).

Therefore, the assumption was held that knowledge of strategies enhances learning and leads to more successful task completion. A finding raised earlier by Brown (1980).

*Thus,*Why do pupils have difficulty in getting started? And also once brainstorming is over? And for what reason do they apprehend the writing?

Before answering these questions, let's us define the pre-writing strategies

- **Pre-Writing Strategies:**

These pre-writing strategies should carefully be dealt with because they help learners find something to say. According to Daoust:

> **Pre-writing activities generate ideas, they encourage a free flow of thought and help students to discover both what to say and how to say it on paper. In other words pre-writing activities facilitate the planning for both the product and the process**. (Daoust 1986:7).

Urquhart(2005:1) reported that teaching writing strategies such as *re-drafting and pre-writing strategies "*had positive effect on writing achievement and correlate to higher scores"In the same line of thought,the study of Nasr and Samadi(1995 quoted in Hamzaoui2006)revealed that strategy-based instruction in listening and writing they have used with fifth grader pupils helped them enhance their abilities in these two skills.

Thus ,having difficulty in getting started is simply because Pre-writing strategies are not used effectively. Therefore Pre-writing strategies like (fast writing, clustering, and cubing need to be included into strategy training. One of these strategies is oral group brainstorming. Hence what is meant by this strategy?

- **Oral Group Brainstorming:**

The generation of ideas or brainstorming is usually done by the teacher, but is best done by pupils arranged in pairs or in groups. In this way the pupils will feel more involved. Besides this way of doing moves this particular task from a teacher- centered activity to a learner centered one and by this way, learners become autonomous. Thus, in order to gather a maximum of ideas ,the pupils proceed as follow: each pair starts writing their ideas.After few minutes,they join another pair of two,forming a group of four,they will exchange their ideas and attempts to generate new ones.The teacher may intervene at this point,he/she will ask each group to select at least two or three ideas from their discussion.Finally ,these ideas will be written on the blackboard and discussed.This activity will be easily demonstrated.Teachers have to set a time limit so that not too much time is wasted in the pre-writing phase.Teachers who fear that group activity will generate too much noise and movement will restrict the brainstorming to pair work discussion.

The pair or group brainstorming can be guided. That is,the teacher provides questions to help learners discover ideas.The brainstorming can also be unguided ,in ther case the pupils get no questions and attempt to generate their own ideas .During the group discussion,one pupil from each group take notes of the imprtant points that emerged from the discussion.Then ,each group designates a 'reporter' to write the group 's ideas on the blackboard.

Finally, each pupil selects the ideas that he/she wishes to develop in his/her own way group discussion has proved for the pupils as well as for teachers because it allows them to find out whether the pupils have the necessary linguistic knowledge to express then ideas in writing. Furthermore, it provides the weaker students with ideas to write on and have a vocabulary or structural problem; they may seek the help of other pupils.

- **Clustering:**

Clustering has been defined as pre-writing technique that enables the writer to map out his/her thought on a particular topic or subject and then to choose which one to use (Carr, 1986:20).Similarly, Rico (1986:17) defines clustering as non linear brainstorming process that generate ideas, images and feelings around a stimulus word until a pattern become describe.

First, teacher needs to explain what clustering is . Although some pupils are already familiar with the idea of semantic mapping which is a very much similar from clustering.Teachers can illustrate the idea of clustering with the following example:First,The stimulus word is put in a cluster on the black board and the word suggested for instance is "Immigration" .Then, the pupils therefore are asked to say anything that comes to their mind about this particular topic.

Eventually, if learners cannot generate enough ideas the teacher may ask questions such as.

- Why do people immigrate?
- What do day expect to find in the host country?
- What jobs? What kind of housing.
- Are they easily accept or rejected by the people in the hoot country.
- Do they seek for integration or do they want to keep their traditions?

When the map is quite full, the teacher can ask question on the best order in which the different points can be related, ordered and presented. They can even go further in trying to discover the possible logical links between paragraphs.

- **Cubing:**

Another interesting and no less helpful techniques is know as cubing because the topic is locked at from six different angles, like the side of a cube. This activity involves a rapid consideration of the topic from six points of view. Initially the six sides of the cube have been labeled as following:

- Describe it.
- Associate it.
- Analyze it.
- Apply it.
- Argue for or a against it

However, this six side's cube may not work with all topics, this is why it is better to examine the topic from the following six categories and questions. Let's take this topic as stated by(white and Arndlt 1991): describe an important festival in your country. This can be illustrated on the blackboard as follows.

First step:

Definition:

What are festivals? Classify and divide them into types.

Second step:

Comparison:

*To what extend is this festival like or different from other festivals?.

*What is like or unlike?

Third step:

Relationship:

*What effect does this festival have on people?

*What comes before this festival?

*What follow this festival?

*What is against this festival?

Fourth step:

Circumstances:

*Is this festival the same in the present Circumstances as it is used to be?
*Is it better now or was it better before?

Fifth step:

Testimony:

*Where and how this festival originate?
*What personal experience of the festival do you have?

Sixth step:

Ague:

*What points can be put for or against this festival?
*What reason are there for taking a position for or against this festival?

(Adapter from white and Arndlt: 1991:26).

This activity should be retained because in the context,the choice of the topic is always teacher-centred.Therefore,the pupils would not all be inspired to talk about the imposed topic either because they do not like the topic or because they may not have the relevant ideas or sufficient material with the topic.That is why the six sides of the cube will guide them understand more about the given topic and discover some ideas about it.This technique will prove particularly successful when pupils have to perform a writing task during an examination and so have to work by themselves.Each time,the pupils fell anxious about writing,when they do not know how to get started,an efficient strategy,would be to use these questions in order to lower their anxiety and inhibition,and facilitate the writing process.

- **Free-Write Strategy**

This strategy is very useful for the pupils who experience the writers cramp or mental block that to say those who have problems starting the task put simply:

> **Free-writing involves putting pen to paper and attempting to write anything that enters to the writer head regarding the topic without stopping the writing until free writing session ends.** (Oxford and Scarcella, 1994:82)

So the teacher may begin by asking the pupils to put down as many words and as many ideas on the page as they can on a limited time (for example five minutes).H e also encourages them to write about whatever is on their minds in relation with a given topic.Teachers will collect or read the pupils papers unless they want to.

Free-write can be considered to be a valuable strategy as it contributes to the achievement of two goals*: first, it will train pupils to quickly put their through into papers, thus shorting the distance between thoughts and the written words.It will also give the learners the opportunity to free their minds from the pressure they bring with them to class*.Most learners will feel in a better position and mood to engage in their writing task once the free –write is over.The effect that the free-write has on the learners may be likened to the therapeutic effect that writing journals (see 4.5.2.)have on pupils'writers.In most cases,when the free-write is over,many pupils keep on writing because they have discovered something to write about.

It is worth mentioning now,that teachers should make it clear to the pupils that what is really important at this stage is not to bother about organization, coherence and unity but rather to think and write quickly.

These are the strategies that will help pupils /writers to overcome their inhibition so as to start the writing task with confidence. It is this later that often makes the difference between good and poor writing. Thus what about the next strategy?

- **Focusing: Outlining:**

If generating ideas is an important part in writing process, knowing how to organize and order those ideas is equally important for successful communication. The writer has not only to convey a message but also has to make decision on what information to select and how to arrange so as the

message is conveyed clearly.Although writing is not a linear process where writers/ learners may write several drafts until they reach the final version, it is advisable that they should organize their thoughts by writing up a brief outline before they begin to write. The efficient way to train pupils in paragraph organization, unity and coherence is to provide them with sufficient practice.

- **Drafting Stage: Strategy:Writing with Fluency in the First Draft**

After exploring ideas and attempting to organize thoughts and ideas into a brief outline the second stage of the writing will involve drafting for the first time.

Pupils need to understand that is not time to worry about the grammatical errors at this stage but rather to put one's ideas on paper. In other words at this stage, the most important thing is put ideas on paper because if they stop to correct themselves too much, they may interrupt the flow of ideas.

The strategies that can be used during the drafting stage may be summarized as follows: because ideas take time to develop,pupils need to think about their topic carefully for when they begin writing,they have to do it as quickly as possible so as not to lose their ideas and also not to lose the thread that links between ideas .

It is not time to worry about grammar,appropriate vocabulary or spelling as they concentrate more on writing down ideas and thoughts.However it is necessary to have an adequate language competence that will enable writers to concentrate on meaning rather on the form.

Teachers, can train their pupils in a quite useful drafting technique called fast writing. It is defined by White and Arndlt as: "**fast writing is a technique not unlike brainstorming in that it depends on speed and lack of inhibition however, where brainstorming produces lot of individual ideas fast writing is concerned with developing and relating them".**(White and Arndlt 1991:46)

If free writing is a new technique for the pupils ,teachers should give them the following instructions:

1- ***Concentrate on ideas, not on language, grammar or punctuations.***
2- ***Write as quickly as you can and don't stop writing.***
3- ***Don't stop to cross out or correct mistakes.***

4- ***If you can't think of a word or phrase, either write in your native language or leave a blank or write "something".***
5- ***Return to the blank spaces or words in your native language when you have finished writing and then using a dictionary …add or translate the words or phrases concerned. (White, Arndlt: 1991:46)***

As it difficult for some pupils to put down one's ideas on paper, this strategy will help them overcome the inhibition and fear they experience at the beginning of writing. This is why the first draft doesn't need to be perfect but it doesn't mean they don't rewrite their first draft or evaluate what they have written in the next stage so they bring the necessary revision to be able to do so ,they have to use the revising strategies.

- **Revising Strategies:**

"**In the revision stage writers reconsider the content and organization of their writing and make whatever revision that they feel appropriate",**(Scarcella and Oxford 1992:126).Good writers do not wait until they finish writing to review and revise throughout the writing process, they constantly stop to read what they have written asking themselves questions such as:

- Is my introduction appealing enough?
- Have I developed my ideas clearly enough?
- Is the order of my ideas logical? Have I used the appropriate connectors?
- Have I said enough about the topic?
- Are there any irrelevant ideas?
- Can my reader understand what I really want to convey?
- Are there sentences which repeat the same point and can be left out?
- Etc

As previously mentioned, learners/writers shouldn't worry about minor mistakes, that is the mistakes at the surface level during the drafting phase, and for this they should concentrate on what they want to say on organization, unity and coherence. In the same context Hedge (1988:23) states: "**Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later".**

Once the first draft is finished, they revise at all levels (lexical, sentence and discourse) they add, delete, substitute and reorder and this is in order to bring some more clarification. This time they will ask such types of question:

- Is the layout correct? Have I used paragraph correctly.
- Have I used tenses correctly? (Is tense continuity respected)?
- Do the verbs agree with their subject?
- Is the word order correct?
- Have I used the correct article?
- Have I used the correct register?
- Have I joint information together with appropriate words?
- Is spelling correct?
- Etc.

To sum up and as previously stated ,revising strategies can be applied at two level.The first revision is at the macro level:this means checking that the ideas and thoughts are clearly conveyed and that the text is logically organized.It is only when the message in the text is clear enough that the writer moves on to the second stage which is to revise at the 'micro' level.Now the writer deals with other aspects .These two important but not seriously impede the comprehension of the message.They include items of spelling ,grammar,vocabulary,or punctuation.Zamel stresses this point by saying that:**Syntax,vocabulary and rhetorical forms are important features of writing,but they need to be taught not as ends in and of themselves but as means with which to better express one's meaning.**(Zamel;1982:276).

This is as far as prewriting ,writing and revising strategies are concerned.Let's now deal briefly with socio-affective strategies that are equally said to have their importance in successful writing.

- **Social Strategies :**

Writing is a means to convey a message to the reader. Thus it implies social interaction and therefore social strategies are very important to facilitate

this process interaction and communication.One strategy consists in putting oneself in the place of the reader to better understand his thought and to check if what has been written is understood or nor. This is known as ***emphasizing strategy*** (Oxford 1990).In case where the writer thinks that part of this text might be unclear or confusing ,he/she has to seek for ways to improve it .

Another social strategy is ***cooperating with peers*** where the pupils interact with each other to decide on the over structure of the piece of writing.Although the teacher's aim is to develop the writing abilities of each individual pupils ,an efficient strategy consists in making pupils work either in pairs or in groups either for brainstorming a topic , or for discuusing the organization and the logical sequencing of ideas. This strategy enables the poor writers to benefit from the best ones and so gradually develops their own writing skills.

- **Affective Strategies**

Writing is skill with which pupils have the most difficulties on the other hand where they experience negative feeling such as anxiety, low self esteem and hopelessness. It is necessary to use the affective strategies to reduce the writing anxiety and encourage themselves by making positive statements as the following:

-"I shouldn't be afraid of writing .Writing may be used to help me discover what is on my mind".
-"I don't have to know everything ,I'm going to write about".
-"It's okay if I make mistakes".
-"Everybody makes mistakes and I can learn from mine".
-"It is not important if my essay is not good enough,I can revise it latter and improve it".
-"I'm confident and secure about my progress in writing".
-"a lot of people experience difficulty when writing.Writing is not so easy for my teachers".
-"I need to learn how to use strategies that will help me with my writing".

These are some of the social-affective strategies ,they are easy to use and will hopefully help learners improve their writing skills.

All in all, these are one of the most important strategies that can be applied to the skill of writing. It would be interesting to make pupils aware of

their existence, it would even be better to train them in using these strategies(Lessard-Clouston1997, Miliani1998, Hismanoglu2000 ,Ngeow&Kong2001, Anderson 2002 , Crandal et al 2002)In this way, they will understand that writing must be viewed as means of conveying ideas and feeling and not only a matter of displaying one's linguistic competence. The following table summarizes the most important ones.

Memory Strategies	**Remembering; w**hen you read underline, highlight or take notes to remember the information (ideas/paragraph structure connectors….) Elaborating relating new information to what is already in memory
Cognitive strategies	**Pre-writing** -brainstorming: getting ideas on the topic -associating: making association of ideas -resourcing :reading on a particular topic to gather ideas and to learn about paragraph structure and organization Organizing: reorganizing main ideas from supporting details. Planning: deciding which information should go first and which should follow Deducing **Writing** Drafting: writing quickly first time Revising: bringing the necessary correction to improve the first draft. Writing a second draft using teachers' or peers' feedback to rewrite. Editing: drawing on one's knowledge to edit
Metacognitive Strategies	**Self managing:** when writing ,concentrate on details related to your purpose. Choose ideas that you are able to develop **Overcoming limitations** when unable to find a word, a phrase, or to write a satisfactory sentence, skip it for while. **Self monitoring**: knowing when to edit at the "macro " and "micro" level

	Self –evaluating using guidelines for evaluating one's draft
Social Strategies	**Cooperating with peers** :working with peers help you understand more as you discuss the work of each other. Getting information from teacher **Empathizing;** putting yourself in place of the reader to assessclarity of your essay.
A***ffective strategies***	**Self encouragement** ▪ Making positive statements to oneself ▪ Do not expect perfection on the first draft

Table 1.1. Writing Strategies

1.9. Conclusion

This chapter is primary concerned with writing as a skill on its own right. Skill in writing is a basic necessity in the academic environment and even the non –academic one.

Moreover, a well written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer 's intended meaning ,understand the writer 's premise and accept or reject the writer 's point of view. Put simply effective writing

- ✓ **Is focused on the topic and does not contain extraneous or loosely information**
- ✓ **Has an organized patterns that enables the reader to follow the flow of ideas because it contains beginning ,middle, and end besides that using transitional devices**
- ✓ **Contains supporting ideas that are developed through the use of details ,examples, vivid language, and mature word choice.**
- ✓ **Follows the conventions of standard written English.(i.e. punctuation, capitalization ,and spelling)**
- ✓ **Focus on product and process approach.**
- ✓ **Use some strategies to overcome the writing difficulties.**

From the review of literature ,one can deduce that writing is a complex productive skill that requires the mastery of conventional writing mechanics and organizational devices in order to write effectively.Learners,therefore ,have to be taught this skill because of its considerable importance for their language learning ,and for their future prospects at university or for job field.For that reason,writing has to be carefully taught ,keeping a balance between fluency and accuracy during teaching and testing practices.No less important is the fact that assessment is fruitless provided it aims at making learners rewrite or redraft their writings. It would be interesting to make pupils aware of the existence of the writing strategies.It would even be better to train them in using these strategies. In this way, they will understand that writing must be viewed as means of conveying ideas and feeling and not only a matter of displaying one's linguistic competence.

In the next chapter ,the researcher will tries to shed light on writing skill in3AS Secondary School Classes focusing on *the approach ,the teacher , the learners, New Prospects; the ELT designed textbook*.The ultimate aim is to uncover the major and the real causes underlying the failure in writing in particular and failure in EFL taching /learning in general.

NOTES TO CHAPTER ONE:

1. **native language** n (usually) the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. Children may, for instance, first acquire some knowledge of another language from a nurse or an older relative and only later on acquire a second one which they consider their native language.Sometimes, this term is used synonymously with FIRST LANGUAGE.

second language in a broad sense, any language learned after one has learnt one's native language. However, when contrasted with FOREIGN LANGUAGE, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. For example, the learning of English by immigrants in the US or the learning of Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) are cases of second (not foreign) language learning, because those languages are necessary for survival in those societies.

English is also a second language for many people in countries like Nigeria, India, Singapore and the Philippines, because English fulfils many important functions in those countries (including the business of education and government) and learning English is necessary to be successful within that context. (Some people in these countries however may acquire English as a first language, if it is the main language used at home.)

foreign language a language which is not the NATIVE LANGUAGE of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

2. *Skill:*

language skills *n*also **skills**(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptiveskills.** Often the skills are divided into subskills, such as discriminatingsounds in connected speech, or understanding relations within a sentence.

3. *Instruction :teaching someone how to write effectively. While speaking is spontaneous, obeys no strict rules to be meaningful, may be combined with body gestures or facial expressions to convey the message and receives immediate feedback,writing is acquired through a formal and a through instruction and takes time to convey a message effectively and explicitly,*

" *As regards skills in language learning, to write fluently, coherently, and*

audience, and style), social (being communicative and interactive with the target reader), and affective (being expressive of feelings as well as ideas) factors

4. *The following table illustrate the types of writing as put forward by Hedge(1988:96)*

Personal writing	*Public writing*	*Creative writing*
Diaries *Shopping lists*	*Letters of-enquiry* *-complain*	*Poems* *Stories*

Reminders for oneself *Recipes*	*-request* *Form filling* *Applications*	*Songs* *Autobiography*
Social writing	*Study writing*	*Institutional writing*
Letters *Invitations* *Notes-of condelence* *-of thanks* *-of congratulations* *Instructions-to friends* *To family*	*Making notes while reading* *Taking notes from lectures* *Summaries* *Essays*	*Reports* *Business letters* *Public notices* *Advertisements* *Note-making*

Table 1.2.the types of writing as put forward by Hedge(1988:96)

5. *coherence and cohesion are closely linked ;toghter they help to achieve linguistic and semantic unityof their written work.coherence refers to the same unity that should exist between sentences of the same paragraph.it is usually described interms of connectedness between sentences ,use of explicit cohesive devices at the paragraph level,and the use of connective devices such as pronouns,repetitive structures and transitional markers.Cohesion completes the unity of the text.thorugh the use of rhetorical devices*
6. Anaphora means the use of word or phrases which refers back to another word or phrase used earlier in a text. While (4)cataphora refers to the use of a word or phrase which refers to another word or phrase which will be used later in the text.
7. Regarding the definition of "strategy",this word comes from the ancient Greek word "stategia",which means steps or actions taken for the purpose of winning a war.Denotatively speaking ,the term refers to a general plan of action that is intended to achieve a particular purpose.Purpose or goal-orientation is,hence,a feature that is found in any definition of "strategy".In the literature of language learning strategies ,this distinctive feature ,that is goal-directness,is found in almost all definitions of learning strategies.In this context,Oxford(2003:9)writes "**in our field ,virtually all**

learner'seffectiveness. A number of approaches to strategy training are used,including:

Explicit or direct training: learners are given information about the value and purpose of particular strategies, taught how to use them, and howto monitor their own use of the strategies.

Embedded strategy training: the strategies to be taught are not taught explicitly but are embedded in the regular content of an academic subject area, such as reading, maths or science.

Combination strategy training: explicit strategy training is followed by embedded training. ‘

General introduction

Strategy Instruction will be used as a cover term for any any efforts by teachers, textbooks, or websites to focus attention on strategies that learners could utilize in order to facilitate their learning and use of the L2.' Cohen, A. (2007).

All in all,an effective method for teaching a writing strategy includes the following as stated by **Graham and Perin 2007a**; **Rogers and Graham in press**:

- describe the writing strategy and the purpose for learning it.
- make it clear when students should develop the strategy
- show students how to use the strategy.
- provide students with practice applying the strategy, giving instance as needed.
- continue instruction until students can use the strategy independently.
- encourage students to apply the strategy in appropriate situations once instruction has ended.
- ask students to evaluate how the strategy improved their writing

1.3 Introduction:

Writing is of great importance for foreign language learning, as it important in learning a native or second language (1). It is essential for not only academic success but also for many jobs. In addition, in this modern age, where e-mail communication is becoming the only means of rapid communication, an ability to compose an effective written message is an indispensable skill. So writing skill must be given its rightful place in the process of teaching as the whole. For the third year learners ,it may have two requirements. The first one being short term needs in written tests and exam, and for the second one, the long term needs for further studies at university or in the job field.Thus it is essential to know more about writing as a skill(2) and how it could be taught effectively. This chapter therefore, tries to define writing with its related sub skills, purposes, teaching norms ,learners strategies in order to have a theoretical basis which leads to an effective practice that in turn would, hopefully lead to improvement.

1.2 Writing as a Language Skill:

Before defining writing as a language skill, it would be better to know its role.

1.2.1 Role of Writing:

To be literate in the native language implies the ability to read and write (Rivers 1968). Thus man has always a desire to express himself either orally or writing with a purpose to make himself understood.

In other words, the primary purpose of language is to communicate facts ,ideas, feeling, requests, warning and so one .However, it is worth mentioning that communication is not always found in speech but in writing as well.

Writing is very essential for academic success and required for many occupations. In the same context ,Tribble (1996) demonstrates its importance as follows:

> **To be deprived of the opportunity to learn how to write …, is to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige.** (Tribble, 1996:12)

Similarly, Luo (1989) puts it this way:

> **Some of you wish to be writers…while other, wish to be teachers, no matter what carrier you choose ,the ability to write is necessity in life.** (Luo,1989:26)

The ability to write effectively in English is becoming increasingly important in our global community as communication across language becomes ever more essential. Good English writing competence is widely recognized as an important skill for educational, business and personal reasons.

After having mentioned the general importance of writing, as being one of the eloquent ways of human communication, it is worth dealing with writing as a language skill therefore what is writing?

1.2.2 Writing Defined:

Acquiring a language involves four main skills ordered according to the way they are acquired and taught i.e. Listening ,Speaking, Reading and Writing .This latter is one of the basic language skills. Yet it is called forth and last communicative skill, whether in the first or in the second language because of its relative difficulty and because of its consolidating role in language learning. In the same vein Huebner says:

> ":**the language skills should be presented in the following order: listening – speaking- reading and then writing".** (Huebener qtd in Milliani 1992:5).

Returning back to writing definition, the general meaning of writing in the Oxford advanced learner's dictionary (1996)" **is the activity of writing or the skill of linear sequences of graphemes in time".**

Writing, however for some authors means more than orthographic symbolization of speech. Therefore the latter i.e writing requires active thought in the sense that the writer/ learner should think about facts, organizing them according to his needs and keeping in mind his purpose. Then , think about facts he will need to select which one are relevant for his purpose and finally organizing them in coherent manner. Byrne (1988) puts it this way:

> **Writing requires some conscious mental effort: we think out sentences and consider various ways of combining and**

> **arranging them. We reread what we have written as a stimulus to further writing….the reason for this is that we are writing for a reader.**(Byrne 1988:1)

From the above definition, Byrne argues that writing is neither easy nor spontaneous in the sense that writing is almost a thinking process where number of mental operations comes into play.

Writing is a creative process which enables learners to describe facts, express their ideas and provide knowledge to an unseen audience. The essential idea is that:

> **Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language.**
>
> (Badger and white, 2000:157-158)

Thus writing requires from the writer (or the learner) the mastery of conventional writing mechanics and of organizational devices to write effectively. In addition to that ,writing is a discovery process which involves discovering ideas and ways of organizing them to convey a message to the reader but the most crucial is that writing is a thinking process. It makes thought appear on a piece of paper or others and permits the revision as explained in Harris (1993:12).

> **It is almost as if the act of writing makes thought visible and tangible, this is in turn provides the opportunity for revision and refinement because the thoughts are there on the page to be worked on.**

Finally, it is important to grant greater attention and concern to the development of this skill by learners but this skill often poses some problems as it will be explained in the next point.

1.2.3 Writing Difficulties:

It has always been argued that learning to write fluently and expressively is the most difficult of the four basic skills of all language users whether the

language in question is first, second or foreign language .Moreover "**writing is not speech written down since it is less spontaneous and more permanent",** Rivers (1968). Therefore, *why is writing found to be difficult skill to learn?*

Writing is difficult skill because of the mental and physical effort on the part of the writer/learner as it is an activity of transforming thought into language. In effect, Byrne (1988) explains that the difficulty in writing stems from three kinds of problems:The first one ,he called *psychological*. It is caused by lack of interaction and feed back between the reader and writer. In the same context Rivers (1968) states:

> **When we communicate a message orally, we know who is receiving the message. We know the situation including the mood and tone it requires of us…we receive feedback from the interlocutors or audience….which makes clear that the message is being received and if it is comprehended. With spoken messages many thing are visible…which can not be taken for granted in writing.** (Rivers 1968: 291-292)

The second consists of *linguistic problems* .Byrne argues that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevent us from fully monitoring what we are saying in particular. However in writing, writers have to express themselves in clear and more grammatical manner in order to compensate for the absence of certain features of spoken language such *as body language; prosodic features and immediate feedback between the interlocutors*. Moreover, the writer has to handle many things at the same time *content, organization, grammar, syntax, mechanics, word choice ,purpose, audience and writing process.*

Returning back to writing problems, the third category is labeled under the name of *cognitive*. The reason is that writing has to be taught through formal instruction (3). In other words, while speaking is part of child's world since he does it naturally and without prompting, writing seldom enters naturally into his world .Tribble (1996:11) states that

> **writing normally requires some forms of instruction. It is not a skill that is readily picked up by exposure.**

Similarly white (1981) states that :

Writing is not a natural activity. All physically and mentally normal people learn to speak a language .Yet all people have to be taught how to write.(White 1981:2)

All these difficulties make learning to write fluently and expressively the most difficult skill for all language users regardless of whether the language in question is first, second or foreign language.

Finally, writing is a difficult skill where the writer/ learner is required to show control over a number of variable simultaneously. Raimes (1983) puts these variables into nine categories. These components are: *content, organization, grammar, syntax, mechanics ,word choice, audience, and writing process.* The following figure shows and illustrates the writing features which cause problems not only to native speakers but also to foreign language learners. In addition it is possible to see from this figure the interrelatedness of these components in writing

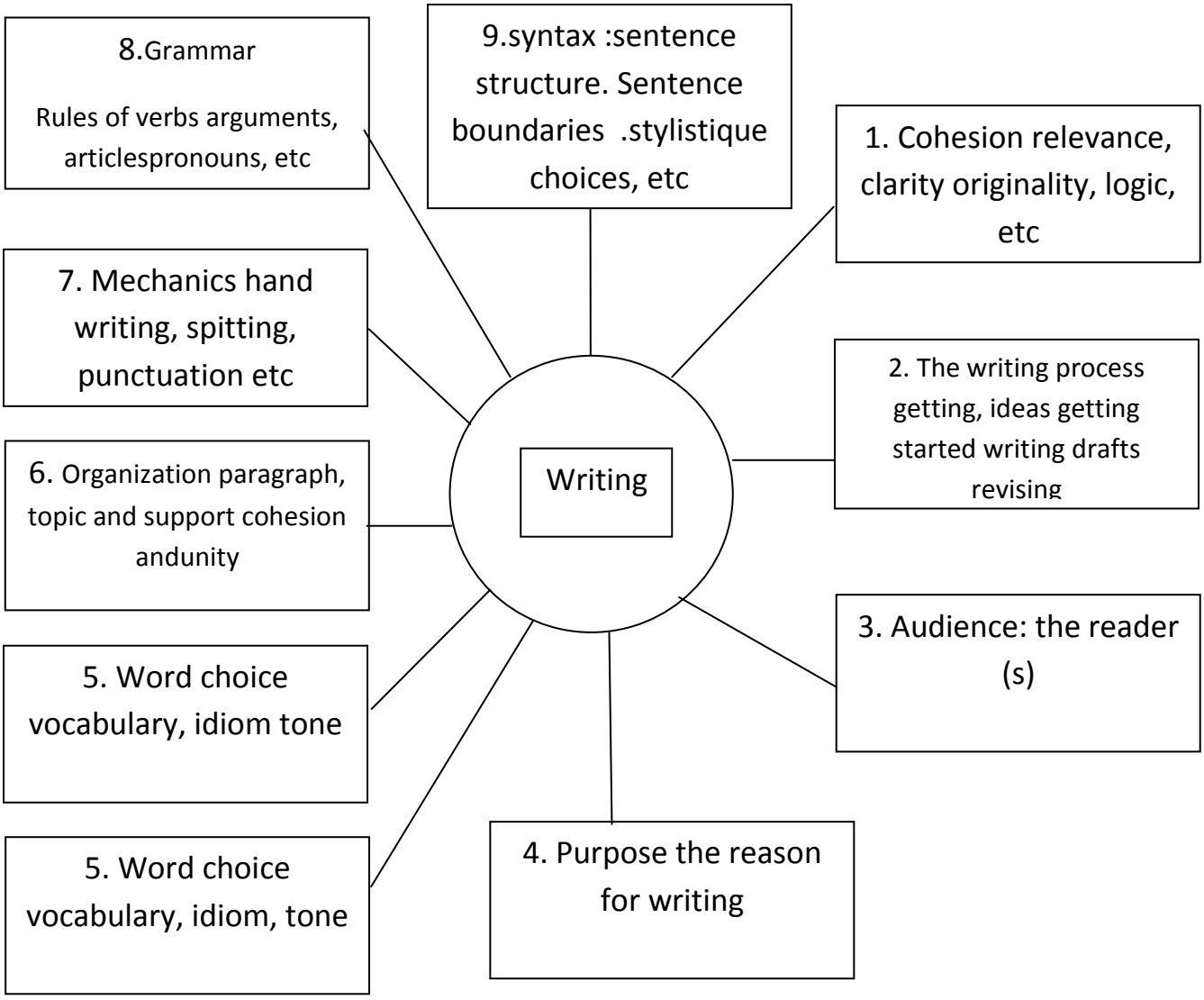


Figure 1.1 : producing a piece of writing (fromRaimes1983:6)

After having mentioned the factors that contribute to writing difficulties, it worth mentioning now writing purposes.

1.3 writing purposes:

Writing is used for a wide range of purposes; *telling stories*, *expressing feeling or reporting events*. It is also used as a means to *check whether learning has taken place as in everyday lessons and in exams* .In addition, writing *widens learners chances to think, learn and thus develop their thinking.*

Writing has a very important role to play in language teaching and can be considered as a skill in its own right. It can also be an occasion of individualized

work in large classes and through it pupils can evaluate their own achievement. *Thus, what are the main purposes of writing ?*

And, why is it important to learn it?

It is widely argued that writing is skill which must be learnt because of its importance as a communicative and as learning tool.

1.3.1 Writing for Learning

Writing is an essential part in any language teaching course. The teaching of writing therefore includes reinforcement, language development, learning style and most importantly writing is as skill in its own right. Rivers(1968) maintains that **writing plays the role of consolidating learning in other skills and is of paramount usefulness in testing** (Rivers 1968:293).

As it is needed to answer questions after reading passage or to summarize a text or write a composition on a given topic. In fact the roles of learning to write and of writing to learn are interdependent.

Using writing tasks to learning content offers students opportunities to expand their knowledge of vocabulary, to strengthen the planning ,evaluating and revising process and to practice grammar, spelling, punctuation, modes of argumentations and technical writing. Furthermore, writing can be a way to promote academic learning because of many reasons as has been pointed by kern and Harmer, writing serves to:

- *Reinforce language use and enhance understanding and memory, mainly when writing assignment is given shortly after a vocabulary or grammar lesson.*
- *Allow learners create and modify meaning through manipulation of forms.*
- *Develop learners' ability to think explicitly how to express thoughts and organize ideas in accordance with the readers' expectations.*
- *Enhance learning strategies through individual, pair or group work.*
- *Urge learners use dictionaries and grammar books as they focus on accuracy while writing.*
- *Develop learning experience as learners go through mental activities in order to write.*

- *Make learners think as they write develop their language and resolve problems which writing poses and so learners learn better.*

Kern (2000) Harmer (1998 and 2004)

From what has been stated previously, one may say that learning to write and writing to learn are interrelated. However writing is not only of paramount importance for learning but also for communicating through written discourse.

1.3.2 Writing for Communicating

Writing is basically a communicative activity where one needs not simply to write a homework assignment or composition during an exam but needs to write formal or informal letters, applications ,e-mail messages and even keeps a personal diary.

Raimes (1985:83) sustains **that "writing shouldbe primarily a means of communication"**. Harmer (2001) notes further that **when teaching productive skill the focus should be on communication and so activities with no communicative ends are not of productive skill category**. Likewise, the writing of sentences to practice *a grammar points* is not writing skill activity. So writing has to convey information to a certain purpose of given audience .Otherwise, it is but a mere graphic symbolization of speech and writing therefore, is not a language in the form of conventional visible marks or graphic signs on a surface. In order learners to communicate effectively, they have also to become aware of the basic principles of discourse.*So what is meant by writing as Discourse?*

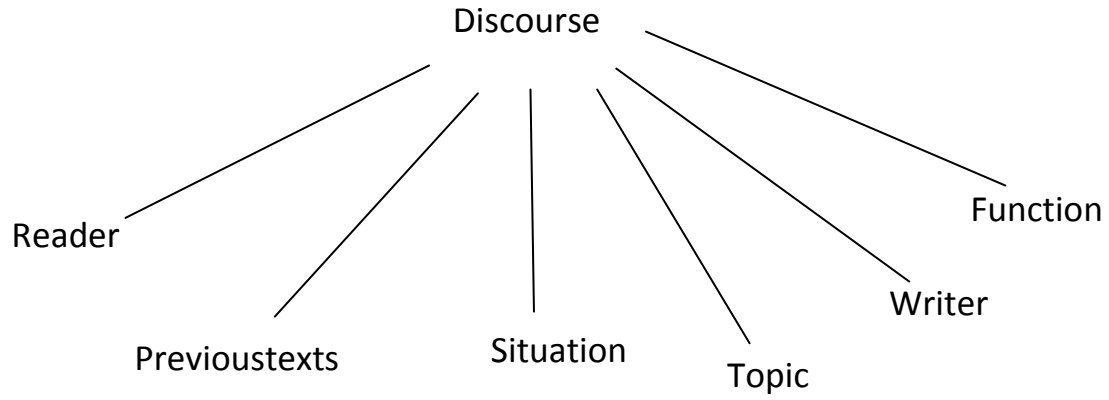
1.4 Writing as Discourse

The term discourse refers to language that is produced as an act of communication. It is then related to the term "text" which refers to any written record of a communicative event, the event itself may involve spoken or written language (Nunan, 1993).

While linguistic knowledge account for the writer's ability to combine words into correct and meaningful sentences, discourse knowledge allows him to combine and develop sentences into larger units to express complex thoughts and ideas. For this reason, learners should become aware of how discourse

works in English, as well as develop number of strategies in conversation and in writing. Hedge (2000) notes that "**the various abilities needed to create coherent written text or conversation and to understand them, have together been termed discourse competence". (Hedge,** 2000:51-52).

Paying attention to discourse, one may provide clearer description of discourse units in terms of *cohesion, coherence, text structure, rhetorical organization* according to text type(4) and to the difference between written and spoken discourse.



Text

- Cohesion
- Coherence
- Tropical structure
- Style register
- Rhetorical choices

Diagram 1.1 discourse constraints

It is proper to consider the relationship between writing and other forms of written and spoken discourse which is writing and speaking.

1.4.1 Writing and Speaking

Speaking and writing represent discourse in its spoken and written modes respectively, however they differ in many respects.

It has been argued that learning to write fluently and expressively is the most difficult of the four basic skills of all language users, whether the language

in question is first, second or foreign language. Part of the difficulty of learning to write is said to be due to the difference between spoken and written discourse. Moreover **"writing is not speech written down since it is less spontaneousand more permanent** (Rivers 1968:291) .For this reason the conventions of writing tend to be less flexible than those of the conversation and the language tends to be standardized. The goal of written language is to convey information accurately, effectively and appropriately and to do this, written language has to be more explicit than spoken discourse.

Brooks and Grundy (1990), Harris (1993) and Harmer (2004) have noted different aspect of divergence between speaking and writing .These are summed up in three main ways:

- **Situation:**

The act of writing differs from that of speaking in that it is less spontaneous and more permanent. In other words, speech is seen as the language of immediate and direct communication while writing as a way of making delayed contact at a distance, not face to face interaction between the reader and writer. Unlike speakers, writers have to compensate for the lack of paralinguistic features such as stress-gestures to convince the reader by the use of grammatical and stylistic techniques such as question marks, exclamation marks, underlining and using Italics. In addition writers need a plan and careful selection to attain effective communication as opposed to speakers who can correct, repeat or add when necessary since the interaction and the feedback are immediate.

***Grammatical Choices**

Typical grammatical choices are different. In writing the writer relies on the use of conjunctions and cohesive ties and his writing generally consists of fully developed sentences while speech is often made up of words and phrases rather than complete sentences.An example of condensed question can be illustrated as given by (Harmer, 2004), as follows:

Speech	*Writing*
Biscuit?	Would you like a biscuit?

*** Lexical Density**

Another important difference between speaking and writing concerns lexical density: that is the proportion of content words to grammatical or function words used. In speech the information is conveyed in many more words as there is lot of repetition. In addition, certain grammatical features are less common in writing than in speech as the use of contracted forms and tag - question which are common to speech than in writing. Halliday (1990) also shares the idea that "**relative to each other, written language is dense spoken language is spare** (Haliday, 1990:62). Thus the written language i.e. text has more content words than grammatical words.

Nevertheless, writing can also be used in informal way: letters, shopping lists, messages where a lot of modern electronic writing is said to include aspect of both conversation and prose to convey messages.

Examples: (cu/8r) for see you later.
(j4f) for just for fun
(Crystal: 2001:85)

In short, while writing is acquired through a formal and a through instruction and takes time to convey a message effectively and explicitly, speaking is spontaneous, obeys no strict rules to be meaningful, may be combined with body gestures or facial expressions to convey the message and receives immediate feedback.Speaking and Writing are thus interrelated, though similar they can be considered divergent skills. On the other hand reading and writing though different, can be considered convergent skills.*Thus ,what is the relationship between reading and writing ?*

1.4.2 Writing and Reading

Reading and writing are said to be two skills that mirror each other, and they ought to be taught in a such a way as to complete each other. The fact is that they are so complementary skills that one serves the other.

Kern (2000) indicates seven points of similarities or convergence between reading and writing as literary skills that are summarized as follow:

a/ Interpretation: the writer interprets the world and the reader then interpret the writer's interpretation in terms of his own conception of the world.

b/ Collaboration: writers write for an audience even if they write for themselves .Readers, in turn contribute their knowledge and experience to make the writer' s text meaningful.

c/ Convention: how people read and write is governed by cultural conventions that evolve through use and is modified for individual purposes.

d/ Cultural knowledge: reading and writing function within particular systems of attitudes, beliefs ,customs, ideals and values.

e/ Problem solving: reading and writing involve figuring out relationships between words, between larger units of meaning and between texts and real or imagined worlds.

f/ Reflection and self reflection: Readers and writers think about language and its relations to the world and themselves.

g/ Language use: reading and writing requires knowledge of how language is used in spoken and written context to create discourse.

(Kern 2000: 16-17)

Although reading and writing represent two different language skills, the former is decoding / receptive while the latter, is encoding / productive, they are so closely connected that many teachers assume that good writer make good learners. Krashen (1985) makes clear this notion in the following quotation:

> **Reading is good for language: it promotes better spelling, better writing skill higher reading comprehension and a more advanced vocabulary.** (Krashen 1985 qtd in Bouamrane 1997:1)

All educationists agree, then, that there is a correlation between reading achievement and writing ability and that efficient reading is a perquisite for success in writing. Yet Hedge (1988) claim that**" reading is necessary and valuable but itis not sufficient** and that "…**in order to become a good writer a student needs to write a lot** (Hedge, 1988:11).

Nevertheless integrating both writing and reading during each pedagogic unit in the language learning syllables is widely believed to increase proficiency in writing and so it needs to be enhanced by the teacher.

1.5 Writing and Culture

The relationship between language and culture has been a topic of debate for many decades. Culture is commonly defined as a set of rules and patterns shared by a given community. Specialists claim that every language is rooted in the culture of its speaking community.

Nowadays it has become important field of research in second and foreign language learning, with an aim to promote cultural understanding. It is now maintained that learning to understand a foreign culture helps learners use words and expressions more skillfully and more appropriately. For that reason, teacher has to draw his learner's attention to the cultural implications of language learning since "**language cannot be separated from the culture in which it is deeplyembedded" (**Rivers 1968:315).

Cultural differences that exist between languages affect learner's interpretations and comprehension of reading texts and are thus likely to affect then written products. Moreover ,

> "**Once we accept that learners bring with them a whole range of cultural experiences and first language skills, then we can begin to build on what they know instead of incessantly reminding them of what they don't know** ". (Prodromou 1992:49).

All in all, since learning a language involves more than learning the pronunciation, vocabulary and grammar; the language teacher should, right from the beginning, encourage the thinking of learners so that they become conscious of such difference while listening, reading or writing Liebman (1992:157) highlights this point stating:

> **If ESL writing teachers want their students to succeed in a variety of academic writing task, they must become aware not only of these different forms but also of differences in instructional background. It is not enough to determine what will be expected of ESL student….we must also determine what these student's prior experiences are.**

After having seen the close relationship between writing and culture, it is necessary to know the written language elements that are the different variables that contribute to the effectiveness of any written products.

1.6 Written Language Element

Writing is an extremely complex activity in which the writer (or the learner) has to master different variables simultaneously. Nunan (1991) posits that successfulwritinginvolves.

- **Mastering mechanics.**
- **Mastering and obeying conventions of spelling and punctuation.**
- **Using the grammatical system to convey one's intended meaning.**
- **Organizing content at the level of paragraph and complete text to reflect given/new information and topic.**
- **Polishing and revising one's initial efforts.**
- **Selecting an appropriate style for one's audient**

(Nunan, 1991:37)

Writing, therefore is not a skill that can be picked up by exposure, it needs to be taught through formal instruction starting from Graphological Element which includes: *spelling, punctuation, Handwriting and layout* to Rhetorical Elements which is composed of *grammatical knowledge, lexical knowledge, cohesion and coherence.*

1.6.1 The Graphological Elements

Writing sub skills: Handwriting, spelling, punctuation and layout have to go hand in hand with the writing process. Learners need to be aware of the importance of these clues to teach organization of a paragraph or of longer compositions.

V. Handwriting:

Handwriting is a very personal matter. It plays great importance to make the writer's out put clear to the expected reader. Learners have to know that bad handwriting may influence negatively the reader or exam corrector; this is why they should learn how to improve it. Although more and more communication takes place through computers, handwriting is still important for personal letters, written assignments (homework) and mainly for exams (Harmer, 1998 and 2001). Even when Handwriting is not the main concerns and focus of writing, the teacher has to point to the importance of a clear legible handwriting and the best way to improve handwriting is through copying.

VI. Spelling:

It is generally admitted that the mastery of writing system includes the ability to spell. Since poor spelling can not only promote ambiguity but creates a bad impression for the reader's expectations. In the same context Ourghi (2001:79) states that:

> **Readers generally wish to have the primary meaning readily available to them without serious difficulties in decoding and encoding written symbols. Thus correct spelling is a part of language awareness since it takes into account the need and expectation of the readers of clear and legible writing.**

Like punctuation, spelling differs from formal (job application) to informal (a short message to a friend) writing. One of the reasons that spelling is difficult for learners is the absence of complete correspondence between the sound of a word and the way it is spelt. Harmers (2004:46) explain this as follows:

> **learners of English need to be aware about how we use different spelling to distinguish between homophones (words that sound the same but spelt differently) such as "threw" and "through", pair of words that sound identical like sun and "son" are immediately differentiated in writing.**

As the responsibility for ensuring an adequate mastery of spelling should be the shared concern of both teacher and the learner. On the one hand, it is the teacher's task to provide help and guidance through rules by giving student words formations exercises or making them listen to series of words which share the same sound.E.g. plane –plain, name-main, sum/some, etc.

On the other hand, it is the learner's task to consult a dictionary for guidance and for the purpose of drawing attention to mistakes rather than correcting them should be encouraged. Besides that, one may stress the importance of reading to develop writing ability since this later could only be achieved through the amount of exposure.i.e. reading for pleasure. According to Harmer (2004):

> **The best way of helping students to learn how to spell is to have them read as much as possible. Extensive reading helps the student remember English spelling rules and their exceptions.** (Harmer 2004:47)

To conclude, it is worth mentioning that to be able to spell correctly, the student needs to have both phonological awareness i.e to cope with regular spelling pattern and good visual awareness to cope with exceptions.

Thus what about punctuation?

VII. Punctuation:

As it has been stated earlier, writing is only effective if it is constrained by rules and conventions. Thus using punctuation correctly is also an important skill. According to Harmer (2004):

> **Many people judge the quality of what is written not just the content, the language and writer's handwriting but also on their use of punctuation. If capital letters…are not used correctly this can not only make negative impression but can of course also make a text difficult to understand.** (Harmer 2004:49)

This means that punctuation helps not only the writer to communicate both accurately and elegantly but guides the reader to make sense of what the writer wants to convey as well. Hence inaccurate punctuation can not only affect meaning but destroy or distort communication. Initially, learners have to know that punctuation marks /devices are not decorating the written texts and are rather bringing in and influencing meaning. Halliday (1989:33-34) defines the function of punctuation into three main ones:**"Boundary- Marking, status marking and relation marker."**

a/ Boundary marking serve to separate units of grammar i.e. sentences clauses, phrases, words and morphemes from each other. It is generally admitted that sentence boundaries are marked with capital letter at the beginning of the sentence. "Coma" "colon", "semicolon" for words, clauses and phrases.

b- Status marking: indicate the speech function of the sentence. Is it statement, exclamation, question, or quotation?

c/ Relation markers: which set up a close link between units of a sentence. This includes: "hyphen" "dash" "parenthesis," the apostrophe" etc.

Therefore, if one produces a piece of writing, he should take these into account in order to get his message across. All in All, the learner needs to learn the graphic system and be able to spell and punctuate accordingly." **Good writing implies a knowledge of convention of the written code "(**Rivers and Temperley 1978:264), "as well the **ability to use them"** .(Heaton 1985:138).

> ***"Neatness and accuracy in writing have an aesthetic value which discloses the extent to which the writer values writing and values the reader",* (Winch and Wells 1995: 85).**

On the whole, principles of punctuation differ from one language to an other, that's why EFL learners need to have this knowledge for two reasons: The first is to be able to write comprehensively and second for their reading skill.

VIII. Layout:

Writing letters ,e-mail, newspaper articles or advertisement is not the same because the layout differs according to the writing genres. This is why learners must be made familiar with these differences. The teacher therefore could engage pupils in drawing conclusions about the differences in layout existing between the various text types. (4)

1.6.2 The Rhetorical Elements

After having dealt with the Graph logical elements, now it is the turn to speak about the rhetorical elements. These concern all the devices needed in writing so as to produce a text in which all sentences are organized into a coherent whole. The purpose from such organization is to help the writer to fulfill his communicative purposes.

Tadros puts it this way:

> ***Rhetoric, in this sense, refers to all the techniques by which the writer organized sentences into unified paragraph in order to communicate.*** (Tadros 1980: 220)

Hence, it is possible to look at these rhetorical elements under three headings:logical, grammatical and lexical devices.

IV. Logical Devices

Known as logical connectors, transitional words or phrases. They are also called, linking devices, cohesive devices, connecting words, linking words (Pincas 1982),(Byrne 1988).

They are words or phrases which serve to show the relationship between ideas. Moreover they help the reader or writer move from one sentence to another or from one idea to another in the same sentence or in different sentences.(see appendix A).

On the whole, it is through the use of such devices that the writer can make his message across and also make the relationship between sentences and paragraphs clear to the reader.

V. Grammatical Devices

The function of these devices (connectors) is notlogical but grammatical. Thus such devices are very important for the coherence(5) and cohesion of a text. According to Tadros (1980:223) **Such connectors are referential or anaphoric that is, they refer to a word or phrases mentioned previously.**

Hence, it is those which signal relationship between sentences by means of anaphora (6) or cataphora referencing.

VI. Lexical Devices

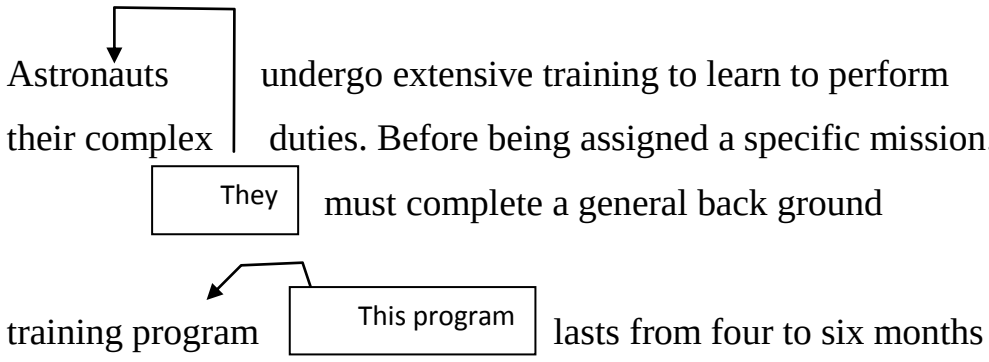
Lexical devices or lexical relationships are a way in which sentences are linked together. This means the links between words themselves.

> **The term lexical connectors refer not to a special class of words, but to various devices that employ pairs of related words to link one sentence (or one part of sentence) with another**(Tadros 1980: 223)

Furthermore, there are many ways in which the choice of words and expressions can unify a piece of writing because of the similarity in meaning among them. The chief ways are:

- Repetition of key words.
- Use of synonyms or antonyms.

- Use of an expression with slight change in the wording to avoid repetition,
- Repetition of the same base word in different form
- Repetition of an expression but with a slight change from singular to plural or vice versa.



(Adapted from: think it over: 205)

1.7 Writing a Process and Writing as Product

1.7.1 Writing as Process

Writing *is n*ot merely putting and producing a sequence of unrelated sentences. On the contrary, one has to organize ones ideas in such a way that they can be understood by a reader. Furthermore, one has to master the written form of the language and to learn certain structures which are important for effective communication in writing.

In this context Raimes(1983) states:

"Writing means ,a connected text and not just single sentences that writers write for a purpose and a reader, and that the process of writing is valuable learning",(Raimes, 1983: 11)

In the same vein, writing requires some preparation, that is, the different stages that the writer goes through to produce final written text. How long the writer spends on this preparation and what he does largely depends on his reader, his purpose, the content and writing situation. Hedge (1988) puts it this way:

> **Before putting pen to paper, the skilled writer in real life considers two important questions, what is the purpose of this piece of writing?...[and]... who am I writing this for?**
>
> **(Hedge, 1988: 212)**

Raimes (1983) also makes a list of steps which should be followed by pupils while writing:

- **Identify why they are writing?**
- **Identify whom they are writing for?**
- **Gather material through observing, brainstorming, making notes or lists, talking to others and reading.**
- **Plan how to go about the task and how to organize the material.**
- **Write a draft.**
- **Read the draft critically in terms of its content.**
- **Revise.**
- **Prepare more drafts and then a final version.**
- **Proof-read for errors.**

(Raimes, 1983:21)

Therefore writing as a process depends on:

- **Who you are writing to / for (reader).**
- **Why you are writing (purpose).**
- **What you are writing (content).**

(Brown and Hood, 1989: 6)

Before speaking about the writing process in detail, one should refer to Tribble's definition, He defines it as follows:

This means where by a text is produced. It includes all of the preparatory work a writer does before beginning writing, as well as the work that he or she does while writing and during revising and editing. (Tribble, 1996: 161).

It is generally, recognized that competent writers do not produce final texts at their first attempt. Moreover, when planning, writers have to think about three main issues: in the first place they have to consider the purpose of their writing since this will not only influence the type of text they wish to produce but the language and information used as well.

In the second place, they have to think of the audience they are writing for since this will not only influence the shape of writing for instance, *letter of application*, *letter to a friend*, but also the choice of language whether formal or informal. According to Markel (1988): ***Knowing the audience is a good idea***

because it forces the writer to be specific as possible **(Markel 1988 in Khattak 1993:40).**

Thus, readership awareness helps not only the writer to select the content, that is what to say, but the appropriate style as well. In other words to be coherent, the text needs to make sense to the reader. Hamp-Lyons and Heaseley (1987). Usefully divide the cooperative principles into the following criteria:

> ***Clarity:*** where the writer has to make everything clear to the reader but has not to give more information than necessary.
> ***Reality:*** the writer has to assume that his reader knows how the world works and does not need to know everything, but to be sure to tell them only the things felt they are unknown to them.
> ***Relevance:*** the writer keeps to his topic and his purpose of writing and the last one is Honesty: where the writer has to state only what he can provide evidence for.
>
> (Hamp-Lyons and Heasley (1987; 1992: 105)

Returning back to the three main issues that the writers have to think for when planning, the third point requires that the writers have to consider the content structure of the piece that is how best to sequence, organize the facts or arguments that they have decided to include. Writing, therefore, is a long and often painful process, in which the final text emerges through successive drafts. In the light of this, Byrne (1988) states: **We may even write several versions of a text before we are satisfied with the result**. (Byrne 1988: 1)

So, what is meant by drafting?

(iv) Drafting

The drafting stage is where the writer really begins writing. Harmer quotes: **We can refer to the first version of a piece of writing as draft. The first go at a text is often done on the assumption that it will be amended later.** (Harmer 2004: 5).

As result, the most important thing at this stage is to get words on to the paper; it is not the time to worry about spelling, grammar, punctuation or best

organization, i.e. structure. Besides that, in the process approach, the focus is first on quantity rather than quality. During this stage, writers simply get down as many ideas as they can in any order i.e. the writers, therefore, concentrate on ideas and content rather than expressions. The next stage is Labeled ,Editing.

(v) Editing (Reflecting and revising)

Editing is the stage where the writer organizes his ideas according to the topic and begins with what he and his reader know and then introduces new information. Moreover, the revising stage is where the writer checks that he has said, what he wanted to say and said it in clear and appropriate way.

> ***Revising might take place while you are drafting or after you have finished a draft (your first, second or twentieth draft)*** **(Brown and Hood 1989: 20)**

> ***Writing is a medium where there is time to reflect, to rethink to use language as way of shaping thought. (*****Crystal 1997: 257)**

All in all; the revising stage is the most important in the writing process. It involves checking that the content and purpose are clear and are appropriate for expected reader. However, it is not only a matter of checking spelling, punctuation and grammar, it involves also arranging, changing, adding, leaving out words and so on, Successful writers need to be able to make appropriate choices from the language system and to match their text to their readership in a way which ensures maximum impact.

> ***Texts are shaped as much by the writer's sense of characteristics of their readers as they are by the writer's own characteristics*** **(Brooks and Grundy 1990: 20)**

It is worth mentioning that for more effective revising, the writer has to proofread his work by asking some one else to read it and comment on it. In the light of this, Harmer states: ***Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion.*** (Harmer 2004: 5)

He adds: ***another reader's reaction to* a *piece of writing will help the author to make appropriate revisions…one way of***

> ***encouraging drafting, reflection and revision is to have students involve in collaborative writing.*** **(Harmer, 2004: *5)***

Therefore, getting students working together in pairs or groups on a piece of writing is very important where they can respond to each other, making suggestions for change and thus contributing to the success of the finished product. (white 1987).

(vi) Final Version

After writers have edited their drafts making the changes whenever necessary, they produce their final version. This latter may look considerably different from that or both the original plan and the first draft since things have been changed in the previous stages. Thus,during this stage, the writers are ready to edit their product to their intended audience. (see Appendix B)

It is thus possible to say that the writing process requires prewriting, revising and editing approximately in this order. The writing stages can be outlined as fallows

1- Prewriting:

↓ (Specifying the task/Planning and outlining/collecting data/making notes.

2-Composing:

↓ (Drafting)

3- Revising

↓ (Reorganizing/shifting emphasis/focusing information and style for your readership).

4- Editing:

(Checking grammar/lexis/ surface features for example, punctuation, spelling, layout, quotation convention, reference.

Adapted from: (Tribble 1996: 38)

Figure 1.2: The writing stages

However, this simple linear model of writing process has been criticized by a number of researchers .They have described the process of writing as recursive and complex. (Zamel 1983, Raimes 1985).

By recursive they mean that writers can look backward and forwards to refine what they have done. In this context Larsen Freeman (1987) writes:

> ***Investigation of the writing process has determined that composing is not linear process of first think, second plan and third write as it has been described but rather a recursive one. Writers begin to write; they stop, go back, reread what they have written and usually even revise it before they resume writing. As such writing is not thought so much to be process through which one reports one's thoughts, rather, it is a way writers explore and clarify their thoughts and even discover new ideas.*** **(Larsen Freeman 1987: 7)**

Similarly Raimes (1985) states:

> ***Contrary to what May texts books advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while awriter's product, the finished essay, story or novel - is presented in lines, the process that produces it, is not linear at all. Instead it is recursive.*** **(Raimes *1985:* 229)**

By recursive, they meant that writers not only plan, draft, edit but often replan, redraft and re-edit. On the whole, one may say that writing as process requires both revision and rewriting. Revision means seeing again, rewriting means writing again i.e. writers think again,see again and write again (Keh, 1990).

The following figure will show the whole process, not fixed sequence but as dynamic and unpredictable process.

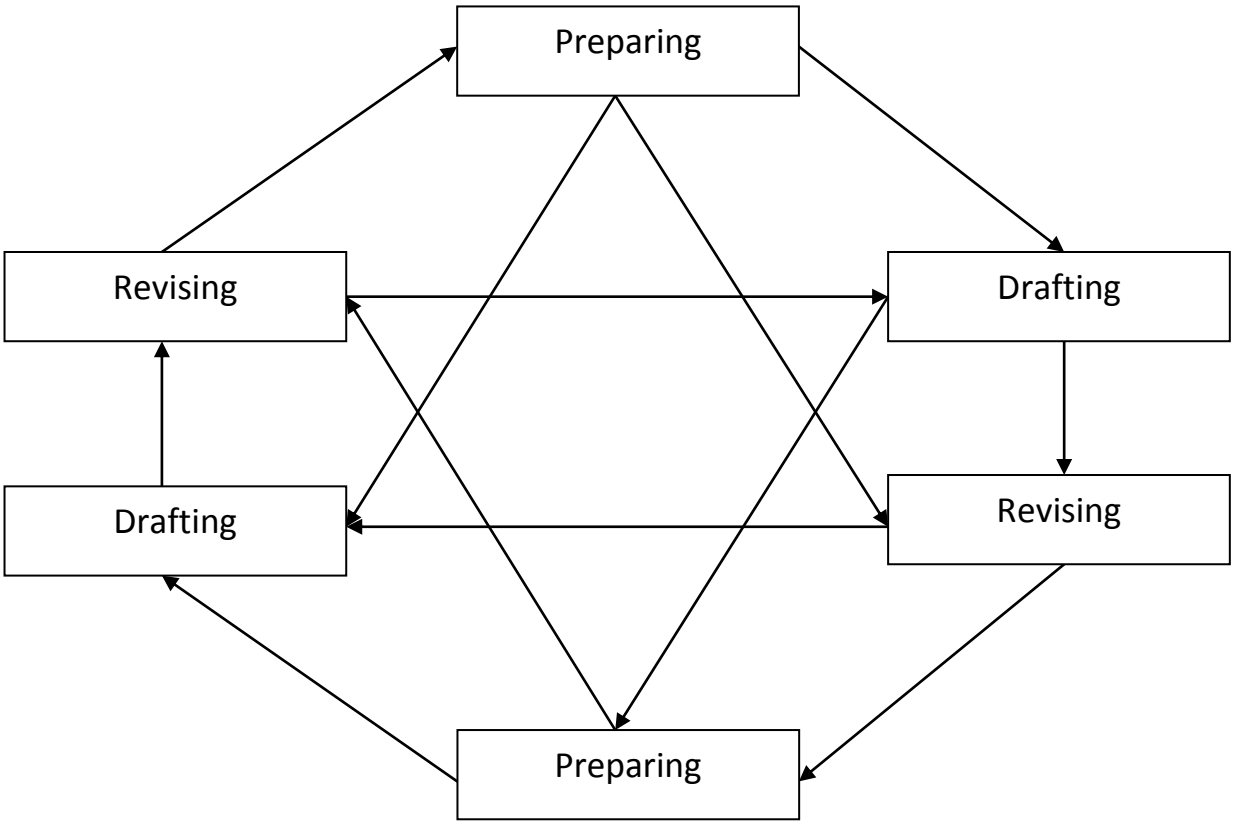


Figure 1.3: The whole process of writing (Brown and Hood 1989: 6)

1.7.2 Writing as Product

In language teaching and second language acquisition research, the product/process distinction is sometimes made between completed acts of communication or language output i.e. product, and the abilities and skills used in producing them i.e. process. For instance, letters, composition and essays are examples of the products of writing. While in order to write an essay, as an example, a number of processes are involved such as: collecting information, note taking, outlining, drafting, and revising. In this respect Harmer (2001) states:

> ***In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a***

> ***process approach to writing…pay attention to the various stages that any piece of writing goes through. By spending time with Learners on pre writing phase, editing, redrafting and finally polishing their work…*** **(Harmer 2001: 257).**

Therefore language teaching is concerned both with product and with underling process. The main concern of a product oriented approach to the development of writing is the use of classroom activities, in which the learner is engaged in imitating, copying and transforming models of correct language.

Thus one may say that learners need models to imitate, to copy and they still need transforming models, for example, carrying out sentences so as to get a paragraph from **c**ue words and from models of various sorts, this of course demands grammar knowledge because, **"The *grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of grammar would lead to a serious limitation on the capacity or communication."* (Wilkins 1976: 66)**

In addition, one of the biggest problems in teaching writing is that the learner must have facts and ideas to write. These must be manifested in the form of grammatical English sentences.

To conclude, learning to write is a step by step process where some mastery at one level is necessary before the students precede to the next level. The first step is learning the basic sentence patterns. The next step is learning to master them, the last step involves developing cohesive paragraph and multi paragraphs, i.e. text that adhere the English rhetorical rules, In this respect Byrne (1988) states:

> ***Any piece of writing is an attempt to communicate something that's the writer has a goal or purpose in mind that he has to establish and maintain contact with his reader, that he has to organize his material and that he does this through the use of certain logical and grammatical devices.*** **(Byrne, 1988: 14)**

A product approach concentrate, therefore, on ends rather on means focusing on form and structure of writing rather than on how writers create writing that has form and structure.

1.8. Learning and Writing Strategies

Second language learning researchers have stated that language is closely linked to human behavior and personality and that **learners differ in their cognitive style and learning styles as well as in their learning strategies** (Richards and Lockhart 1996:56). Hence without going any further it is worth defining learning strategies and how should be categorized.

1.8.1 Learning Strategies Defined:

As having mentioned by Wenden (1986), there is an old proverb which states: **"Give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time"**. Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning. Yet what is meant by the term strategy?

In general, a strategy is a tool, plan, or method used for accomplishing a task. Although used by many prominent writers (such as Rubin,1975; O'Malley *et al*, 1985; Oxford, 1990) the term strategy is not without its controversy. Consensus is not assisted by some writers' use of conflicting terminology such as learning behaviours (Wesche, 1977; Politzer and McGroarty, 1985), tactics (Seliger, 1984) and techniques (Stern, 1992) more or less (but not always exactly) synonymously with the term strategy. Larsen-Freeman and Long (1991, p.199) opt for the term strategy since, as they point out, Rubin (1975) used it "in perhaps the earliest study in this area and it enjoys the widest currency today". For this reason, strategy is the term which will be used for the purposes of the present work And a learning strategy is sometimes refered to as tactics, potentially conscious plans, problem solving or language learning behaviors. However one commonly technical definition says that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations.

Rubin (1975, p.43) provided a very broad definition of learning strategies as "**the techniques or devices which a learner may use to acquire knowledge".** In 1981 (pp.124-126) she identified two kinds of learning strategies[(7)]: those

which contribute directly to learning, and those which contribute indirectly to learning. The direct learning strategies she divided into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), and the indirect learning strategies she divided into two types (creating opportunities for practice, production tricks.

Similarly Weinstein and Mayer (1986) define learning strategies as follows:

> **Learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to affect the learner's motivational on affective state or the way in which the learner selects acquires, organizes or integrates new knowledge**
>
> (Weinstein and Mayer 1986:315)

The above definition stresses the facilitating effect of learning strategies. It implies also that the use of them is conscious and that it may include selecting organizing, or elaborating new information during the acquisition stage.

Few years later, Rubin (1989) defines learning strategies as being: ,"**A set of operations used by the learner in order to process the target language to store in his/her long term memory and to retrieve it when needed"**. Rubin focuses on the getting, the storing and the retrieving of the new information process. In the same year (1989) Wenden underlines the fact that learning strategies are used to help learners control and organize their effort in learning and these later should be part of any learning program and this is for the purpose of making learners more autonomous. Tarone(1983:9)defines a learning strategy as "**an attempt to develop linguistic and sociolinguistic competence in the target language".**The goals expressed by Tarone in this definition are;to attain various cometences in the target language ;mainly linguistic and sociolingustic ones. Wenden ,on the other hand, puts it this way:

> **Learning strategies are mental steps or operations that learners use to learn new language and to regulate their efforts. They are one type of learner training content that**

should be included in plans to promote learner autonomy. (Wenden 1989:11)

Learning strategies are defined by O'Malley and Chamot (1990, p. 1) as **"special thoughts or behaviors that individuals use to comprehend, learn, or retain new information".** Oxford (1994, p. 1)also defines them as **"actions, behaviors, steps, or techniques students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the L2".**

There are a number of different names and classification systems for learning strategies .There are few "rights" and "wrongs" in learning strategies taxonomies, but specific ways of organizing the strategies can be useful for different teaching situations.(appendix E)

1.8.2 Characteristics of Learning Strategies :

To complete the general definitions of learning strategies, it would be interesting to include the following characteristics based on learners strategies research made by Wenden (1989) and oxford (1990).

- Learning strategies are steps taken by the learners to improve their learning.
- Learning strategies are important as they help learners become more self directed so more autonomous.
- When learners use learning strategies, they usually develop better communicative abilities (communicative competence)
- Learning strategies do not deal with the cognitive function only but they deal with metacognitive functions like organizing or planning and social ones like cooperating with others or asking question for clarification or verification.
- Some learning strategies like reviewing well or analyzing words or expressions are used consciously, other, like guessing or predicting content of passage can become automatised through training.
- Some strategies can be observable as when learners ask question to clarify something they do not understand, others can not be observed.
- Unlike learning styles, strategies are flexible, that is adaptable to a specific task. Ineffective strategies can be changed or adapted to new situation or tasks.

- ❖ They are problem oriented that is learners use them in response to different kinds of problems like guessing the meaning of unknown words from context or encourage, oneself when loosing self confidence.
- ❖ Learning strategies can be taught and teachers should be informed about their value and usefulness and thus should include stategy instruction in their programme.

All in all ,learning strategies are aids(devices)that should be taught to learners so they cann assist them to better understand the target language input,to accomplish any task or solve any problem.A learner who uses language learning strategies is in better position to become a more successful and less anxious learner.

1.8.3. The Importance of Learning Strategies:

After having mentioned their characteristics it is better to shed light on their importance .Learning strategies can be taught and teacher should be informed about their value and usefulness and thus should include strategies instruction in their program.

Strategy-based instruction(8) includes the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation. Teachers may conduct strategy-based instruction by starting with established course materials,then determining which strategies to insert and where; starting with a set of strategies they wish to focus on and design activities around them; or inserting strategies spontaneously into the lessons whenever it seems appropriate (e.g., to help students overcome problems with difficult materials or to speed up the lesson).

All in all, Learning strategies are aides (devices) that should be taught to learners so they can assist them to better understand the target language input to accomplish any task or solve any problem. A learner who uses language learning strategies is in a better position to become a more successful and less anxious learner .Different learners have different types of strategiesfor successful learning and these types can be arranged into three categories: Meta cognitive, cognitive and social (see Appendix E).

2- Metacognitive Strategies: these are skills which are used for planning supervising and assessing the learning activity. Some of these strategies are directed for selective attention, self monitoring and self reinforcement. The metacognitive model of learning consists of four metacognitive processes planning monitoring problem solving, evaluation (Chamot et al 1999:11). In fact they refer to knowledge about cognitive process which may include application of thoughts about the cognitive operations of oneself or others and regulation of cognition i.e. planning ,monitoring and evaluating.they have been defined in this way by O'Malley and Chamot:

> **Metacognitive strategies involve thinking about the learning process ,planning for learning,monitoring of comprehension,or production while it is taking place;and self evaluation after the learning activity has been completed.(O'Malley and Chamot;1990:8)**

In other words metacognitive strategies includes three strategy sets:arranging and planning your learning,centering your learning and evaluating your learning.they are represented in this way:

Metacognitive: A/centering your learning
B/ arranging and planning your learning
C/evaluating your learning (Oxford;1990:136)

Learners receive too much input at the same time;unfamiliar vocabulary,new grammar rules,different writing systems,target language social customs but they usually do not know how to handle all this new material;therefore they need to use metacognitive strategies in order to organize,regulate and control their learning.

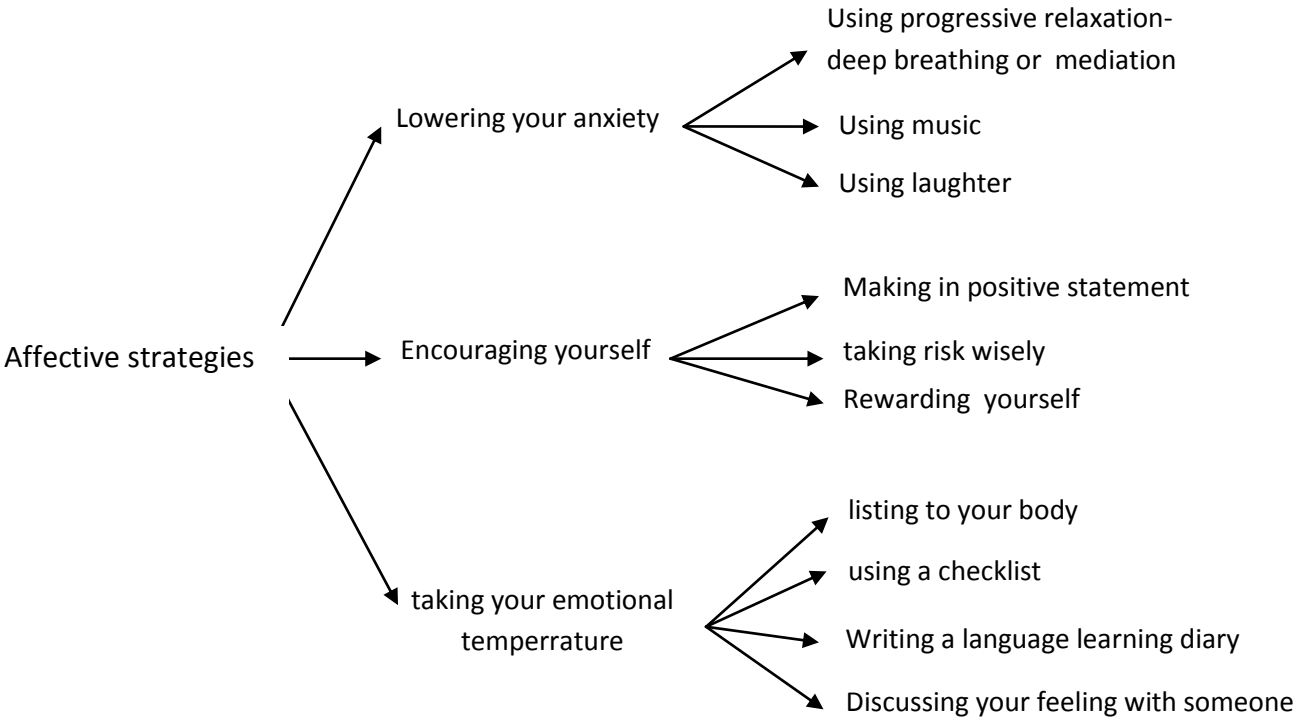
2. Cognitive Strategies: they involve the manipulation or transformation of the target language by the learner. in ways that enhance learning .learners may use one of the following strategies: repetition, resourcing (using dictionaries or other materials) translation (Use of the mother tongue), note taking, deduction, transfer or inferencing. These strategies involve interacting with the material to be learned manipulating the material mentally or physically, or applying a specific technique to a learning task (O'Malley and Chamot, 1990:138).

3- Social and Affective Strategies: these strategies represent the third category grouping. They involve interaction or cooperation with peers, and self talk to encourage oneself or to control one's emotions during a learning activity. They

involve **"either interaction**" with another person or**" ideational control over affect"** (O'Malley and Chamot 1990:45).

Oxford refers to affective strategies as follows:

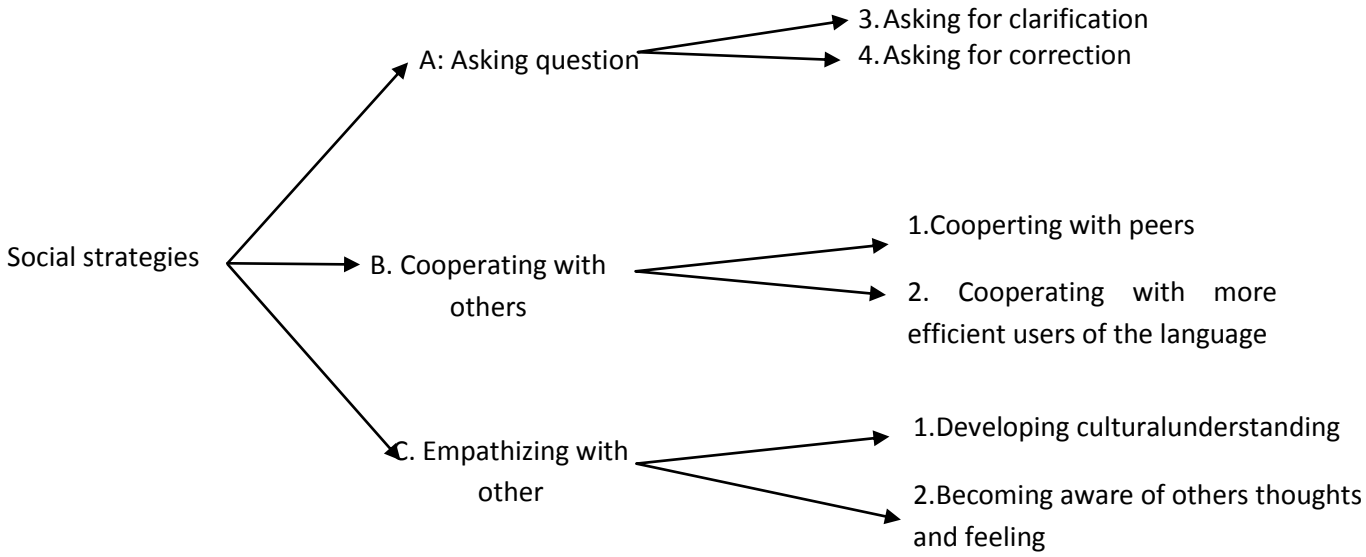
> **The affective side of the learner is probably one of the very biggest influences on language learning success or failure.Good language learners are often those who know how to control their emotions and attitudes about learning(Oxford;1990:140)**



Affctive strategies Oxford 1990 : 141

Referring back to social strategies, one may state that learning or using a language involves other people and the use of social strategies is more than appropriate.

These strategies are divided into three set of social strategies and each set comprises two distinct strategies ;Oxford (1990)



Classification of social strategies (oxford; 1990:145

Learning a language on the other hand is a difficult task during which learners experience negative feeling such as anxiety or low self esteem that inhibit or render learning more difficult .To control such feeling learners make use of affective strategies such as lowering their anxiety, encouraging themselves and taking their emotional temperature.

The purpose of all those strategies is to help learners to assess their feelings, motivation and attitudes. These learners have to be trained and encouraged to use them as the successful learners .In the same vein Hamzaoui (2006:55) states that:

> **Teacher's awareness of their student's learning behaviors and strategies can help them understand how learners approach task and difficulties encountered during the process of language learning, detect the effective and defective process, and then adapt their instruction to their students needs and teach them some beneficial strategies revealed by research to overcome their linguistic problems and learn more effectively.**

From the above quotation, it is clear that it is both useful and important to study learning strategies and transmit the effective ones to students as it is explained similarly by Wenden (1987 b:8).

One of the leading educational goals of the research on learning strategies is an autonomous language learner. It is intended that insights derived from the research guide the development of learner training activities so that learners become not only more efficient at learning and using their second language but also more capable of self directing these endeavors.

To conclude, learning strategy instruction should be regular part of class activities, as part of the curriculum. It is widely agreed that "**while it is not necessary to put learners into boxes labeled according to learning styles it is useful to try to identify which approaches to learning they favors and how teaching can accommodate their learning preferences",** (Richards and Lockhart, 1996:59). Themost important aspect of teaching is to promote learners awareness and control of the most effective ones as the core of this research is the writing skill, it is better to narrow the focus to writing strategies only.

1.8.4.Writing Strategies

Writing was one of the language skill which was examined as early as seventies. Researchers were interested in the common steps or strategies undertaken by successful writers. They mentioned a number of them with different labeling; however those steps were grouped under five stages, each composing several strategies (Frederick 1987).

1/ ***The pre-writing strategies***, it is considered to be the most important step where students brainstorm to select a topic, generate ideas either individually or in groups gather information, determine the most appropriate purpose and style and finally develop an outline.

2/ ***The drafting or actual writing stage***: at this stage, writer/learner does not need to bother too much about sentence-level grammatical errors as some words, some sentences or even some parts of the essay will be probably changed or rewritten in the redrafting. Thus" **students start writing a tentative product that will require evaluation and revision later on " .**Hamzaoui(2006:62).

3/ ***The Revision Stage***: this stage and the previous one begin nearly at the same time because as they write student revise and evaluate in order to make changes if necessary in both form and content. Otherwise, once the writers have been given feedback either from peers or from the choices that have originally been

made to produce the first draft, pupils reevaluate the choices that have originally been made to produce the first draft. If the organization and text structure are satisfactory the learners will deal with more superficial problems such as cohesion, grammar, spelling punctuation, etc .If they are still not satisfactory with their text they are prepared to write a third or even forth draft.

4*/* ***The Editing Stage***: when the draft of a writing task is realized, students review the documents in the light of decisions- made during the pre-writing stage. It is in this stage where form and structure are given much importance than content.

5*/* ***The Publishing or Presentation Stage:*** this is the last stage where students present a final version of their written text to intend audience.

However, In the beginning of the eighties, research on writing revealed that the process of writing is not a linear one involving five successive stages, but a recursive one in which the writer returns to various elements of his written product before submitting his final draft (Perl 1980,1981).

As previously mentioned, one of the paramount aims of L2 composition researchers was to compare the writing strategies used by successful writers and those used by unsuccessful ones so as to draw a list of successful writings strategies for the sake of helping unskilled writers.

Jones (1982 qtd in Krapels 1990) compared one "good "L2 writer to a poor one. He found that good student is more concerned with the expanse of ideas, allowing them to generate the text while poor one is concerned with the surface level text at expanse of ideas. He concludes that the poor writer lack writing strategies and therefore had never learned how to compose. For that reason awareness strategy training is necessary. Kasper (1997) puts it this way."**As student gain experience with a given task, we would expect them to learn to use strategies that lead to more efficient task completion", (**Kasper 1997:13).

Therefore, the assumption was held that knowledge of strategies enhances learning and leads to more successful task completion. A finding raised earlier by Brown (1980).

Thus,Why do pupils have difficulty in getting started? And also once brainstorming is over? And for what reason do they apprehend the writing?

Before answering these questions, let's us define the pre-writing strategies

- **Pre-Writing Strategies:**

These pre-writing strategies should carefully be dealt with because they help learners find something to say. According to Daoust:

> **Pre-writing activities generate ideas, they encourage a free flow of thought and help students to discover both what to say and how to say it on paper. In other words pre-writing activities facilitate the planning for both the product and the process**. (Daoust 1986:7).

Urquhart(2005:1) reported that teaching writing strategies such as *re-drafting and pre-writing strategies "*had positive effect on writing achievement and correlate to higher scores"In the same line of thought,the study of Nasr and Samadi(1995 quoted in Hamzaoui2006)revealed that strategy-based instruction in listening and writing they have used with fifth grader pupils helped them enhance their abilities in these two skills.

Thus ,having difficulty in getting started is simply because Pre-writing strategies are not used effectively. Therefore Pre-writing strategies like (fast writing, clustering, and cubing need to be included into strategy training. One of these strategies is oral group brainstorming. Hence what is meant by this strategy?

- **Oral Group Brainstorming:**

The generation of ideas or brainstorming is usually done by the teacher, but is best done by pupils arranged in pairs or in groups. In this way the pupils will feel more involved. Besides this way of doing moves this particular task from a teacher- centered activity to a learner centered one and by this way, learners become autonomous. Thus, in order to gather a maximum of ideas ,the pupils proceed as follow: each pair starts writing their ideas.After few minutes,they join another pair of two,forming a group of four,they will exchange their ideas and attempts to generate new ones.The teacher may intervene at this

point,he/she will ask each group to select at least two or three ideas from their discussion.Finally ,these ideas will be written on the blackboard and discussed.This activity will be easily demonstrated.Teachers have to set a time limit so that not too much time is wasted in the pre-writing phase.Teachers who fear that group activity will generate too much noise and movement will restrict the brainstorming to pair work discussion.

The pair or group brainstorming can be guided. That is,the teacher provides questions to help learners discover ideas.The brainstorming can also be unguided ,in ther case the pupils get no questions and attempt to generate their own ideas .During the group discussion,one pupil from each group take notes of the imprtant points that emerged from the discussion.Then ,each group designates a 'reporter' to write the group 's ideas on the blackboard.

Finally, each pupil selects the ideas that he/she wishes to develop in his/her own way group discussion has proved for the pupils as well as for teachers because it allows them to find out whether the pupils have the necessary linguistic knowledge to express then ideas in writing. Furthermore, it provides the weaker students with ideas to write on and have a vocabulary or structural problem; they may seek the help of other pupils.

- **Clustering:**

Clustering has been defined as pre-writing technique that enables the writer to map out his/her thought on a particular topic or subject and then to choose which one to use (Carr, 1986:20).Similarly, Rico (1986:17) defines clustering as non linear brainstorming process that generate ideas, images and feelings around a stimulus word until a pattern become describe.

First, teacher needs to explain what clustering is . Although some pupils are already familiar with the idea of semantic mapping which is a very much similar from clustering.Teachers can illustrate the idea of clustering with the following example:First,The stimulus word is put in a cluster on the black board and the word suggested for instance is "Immigration" .Then, the pupils therefore are asked to say anything that comes to their mind about this particular topic.

Eventually, if learners cannot generate enough ideas the teacher may ask questions such as.

- Why do people immigrate?
- What do day expect to find in the host country?
- What jobs? What kind of housing.
- Are they easily accept or rejected by the people in the hoot country.
- Do they seek for integration or do they want to keep their traditions?

When the map is quite full, the teacher can ask question on the best order in which the different points can be related, ordered and presented. They can even go further in trying to discover the possible logical links between paragraphs.

❖ **Cubing:**

Another interesting and no less helpful techniques is know as cubing because the topic is locked at from six different angles, like the side of a cube. This activity involves a rapid consideration of the topic from six points of view. Initially the six sides of the cube have been labeled as following:

- Describe it.
- Associate it.
- Analyze it.
- Apply it.
- Argue for or a against it

However, this six side's cube may not work with all topics, this is why it is better to examine the topic from the following six categories and questions. Let's take this topic as stated by(white and Arndlt 1991): describe an important festival in your country. This can be illustrated on the blackboard as follows.

First step:

Definition:

What are festivals? Classify and divide them into types.

Second step:

Comparison:

*To what extend is this festival like or different from other festivals?.

*What is like or unlike?

Third step:

Relationship:

*What effect does this festival have on people?
*What comes before this festival?
*What follow this festival?
*What is against this festival?

Fourth step:

Circumstances:

*Is this festival the same in the present Circumstances as it is used to be?
*Is it better now or was it better before?

Fifth step:

Testimony:

*Where and how this festival originate?
*What personal experience of the festival do you have?

Sixth step:

Ague:

*What points can be put for or against this festival?
*What reason are there for taking a position for or against this festival?

(Adapter from white and Arndlt: 1991:26).

This activity should be retained because in the context,the choice of the topic is always teacher-centred.Therefore,the pupils would not all be inspired to talk about the imposed topic either because they do not like the topic or because they may not have the relevant ideas or sufficient material with the topic.That is why the six sides of the cube will guide them understand more about the given topic and discover some ideas about it.This technique will prove particularly successful when pupils have to perform a writing task during an examination and so have to work by themselves.Each time,the pupils fell anxious about writing,when they do not know how to get started,an efficient strategy,would be to use these questions in order to lower their anxiety and inhibition,and facilitate the writing process.

❖ **Free-Write Strategy**

This strategy is very useful for the pupils who experience the writers cramp or mental block that to say those who have problems starting the task put simply:

> **Free-writing involves putting pen to paper and attempting to write anything that enters to the writer head regarding the topic without stopping the writing until free writing session ends.** (Oxford and Scarcella, 1994:82)

So the teacher may begin by asking the pupils to put down as many words and as many ideas on the page as they can on a limited time (for example five minutes).H e also encourages them to write about whatever is on their minds in relation with a given topic.Teachers will collect or read the pupils papers unless they want to.

Free-write can be considered to be a valuable strategy as it contributes to the achievement of two goals*: first, it will train pupils to quickly put their through into papers, thus shorting the distance between thoughts and the written words.It will also give the learners the opportunity to free their minds from the pressure they bring with them to class*.Most learners will feel in a better position and mood to engage in their writing task once the free –write is over.The effect that the free-write has on the learners may be likened to the therapeutic effect that writing journals (see 4.5.2.)have on pupils'writers.In most cases,when the free-write is over,many pupils keep on writing because they have discovered something to write about.

It is worth mentioning now,that teachers should make it clear to the pupils that what is really important at this stage is not to bother about organization, coherence and unity but rather to think and write quickly.

These are the strategies that will help pupils /writers to overcome their inhibition so as to start the writing task with confidence. It is this later that often makes the difference between good and poor writing. Thus what about the next strategy?

❖ **Focusing: Outlining:**

If generating ideas is an important part in writing process, knowing how to organize and order those ideas is equally important for successful communication. The writer has not only to convey a message but also has to make decision on what information to select and how to arrange so as the message is conveyed clearly.Although writing is not a linear process where writers/ learners may write several drafts until they reach the final version, it is advisable that they should organize their thoughts by writing up a brief outline before they begin to write. The efficient way to train pupils in paragraph organization, unity and coherence is to provide them with sufficient practice.

➢ **Drafting Stage: Strategy:Writing with Fluency in the First Draft**

After exploring ideas and attempting to organize thoughts and ideas into a brief outline the second stage of the writing will involve drafting for the first time.

Pupils need to understand that is not time to worry about the grammatical errors at this stage but rather to put one's ideas on paper. In other words at this stage, the most important thing is put ideas on paper because if they stop to correct themselves too much, they may interrupt the flow of ideas.

The strategies that can be used during the drafting stage may be summarized as follows: because ideas take time to develop,pupils need to think about their topic carefully for when they begin writing,they have to do it as quickly as possible so as not to lose their ideas and also not to lose the thread that links between ideas .

It is not time to worry about grammar,appropriate vocabulary or spelling as they concentrate more on writing down ideas and thoughts.However it is necessary to have an adequate language competence that will enable writers to concentrate on meaning rather on the form.

Teachers, can train their pupils in a quite useful drafting technique called fast writing. It is defined by White and Arndlt as: "**fast writing is a technique not unlike brainstorming in that it depends on speed and lack of inhibition however, where brainstorming produces lot of individual ideas fast writing is concerned with developing and relating them".**(White and Arndlt 1991:46)

If free writing is a new technique for the pupils ,teachers should give them the following instructions:

6- ***Concentrate on ideas, not on language, grammar or punctuations.***
7- ***Write as quickly as you can and don't stop writing.***
8- ***Don't stop to cross out or correct mistakes.***
9- ***If you can't think of a word or phrase, either write in your native language or leave a blank or write "something".***
10- ***Return to the blank spaces or words in your native language when you have finished writing and then using a dictionary …add or translate the words or phrases concerned. (White, Arndlt: 1991:46)***

As it difficult for some pupils to put down one's ideas on paper, this strategy will help them overcome the inhibition and fear they experience at the beginning of writing. This is why the first draft doesn't need to be perfect but it doesn't mean they don't rewrite their first draft or evaluate what they have written in the next stage so they bring the necessary revision to be able to do so ,they have to use the revising strategies.

- **Revising Strategies:**

"**In the revision stage writers reconsider the content and organization of their writing and make whatever revision that they feel appropriate",**(Scarcella and Oxford 1992:126).Good writers do not wait until they finish writing to review and revise throughout the writing process, they constantly stop to read what they have written asking themselves questions such as:

- Is my introduction appealing enough?
- Have I developed my ideas clearly enough?
- Is the order of my ideas logical? Have I used the appropriate connectors?
- Have I said enough about the topic?
- Are there any irrelevant ideas?
- Can my reader understand what I really want to convey?
- Are there sentences which repeat the same point and can be left out?
- Etc

As previously mentioned, learners/writers shouldn't worry about minor mistakes, that is the mistakes at the surface level during the drafting phase, and

for this they should concentrate on what they want to say on organization, unity and coherence. In the same context Hedge (1988:23) states: "**Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later".**

Once the first draft is finished, they revise at all levels (lexical, sentence and discourse) they add, delete, substitute and reorder and this is in order to bring some more clarification. This time they will ask such types of question:

- Is the layout correct? Have I used paragraph correctly.
- Have I used tenses correctly? (Is tense continuity respected)?
- Do the verbs agree with their subject?
- Is the word order correct?
- Have I used the correct article?
- Have I used the correct register?
- Have I joint information together with appropriate words?
- Is spelling correct?
- Etc.

To sum up and as previously stated ,revising strategies can be applied at two level.The first revision is at the macro level:this means checking that the ideas and thoughts are clearly conveyed and that the text is logically organized.It is only when the message in the text is clear enough that the writer moves on to the second stage which is to revise at the 'micro' level.Now the writer deals with other aspects .These two important but not seriously impede the comprehension of the message.They include items of spelling ,grammar,vocabulary,or punctuation.Zamel stresses this point by saying that:**Syntax,vocabulary and rhetorical forms are important features of writing,but they need to be taught not as ends in and of themselves but as means with which to better express one's meaning.**(Zamel;1982:276).

This is as far as prewriting ,writing and revising strategies are concerned.Let's now deal briefly with socio-affective strategies that are equally said to have their importance in successful writing.

- **Social Strategies :**

Writing is a means to convey a message to the reader. Thus it implies social interaction and therefore social strategies are very important to facilitate this process interaction and communication.One strategy consists in putting oneself in the place of the reader to better understand his thought and to check if what has been written is understood or nor. This is known as ***emphasizing strategy*** (Oxford 1990).In case where the writer thinks that part of this text might be unclear or confusing ,he/she has to seek for ways to improve it .

Another social strategy is ***cooperating with peers*** where the pupils interact with each other to decide on the over structure of the piece of writing.Although the teacher's aim is to develop the writing abilities of each individual pupils ,an efficient strategy consists in making pupils work either in pairs or in groups either for brainstorming a topic , or for discuusing the organization and the logical sequencing of ideas. This strategy enables the poor writers to benefit from the best ones and so gradually develops their own writing skills.

- **Affective Strategies**

Writing is skill with which pupils have the most difficulties on the other hand where they experience negative feeling such as anxiety, low self esteem and hopelessness. It is necessary to use the affective strategies to reduce the writing anxiety and encourage themselves by making positive statements as the following:

-"I shouldn't be afraid of writing .Writing may be used to help me discover what is on my mind".
-"I don't have to know everything ,I'm going to write about".
-"It's okay if I make mistakes".
-"Everybody makes mistakes and I can learn from mine".
-"It is not important if my essay is not good enough,I can revise it latter and improve it".
-"I'm confident and secure about my progress in writing".
-"a lot of people experience difficulty when writing.Writing is not so easy for my teachers".
-"I need to learn how to use strategies that will help me with my writing".

These are some of the social-affective strategies ,they are easy to use and will hopefully help learners improve their writing skills.

All in all, these are one of the most important strategies that can be applied to the skill of writing. It would be interesting to make pupils aware of their existence, it would even be better to train them in using these strategies(Lessard-Clouston1997, Miliani1998, Hismanoglu2000 ,Ngeow&Kong2001, Anderson 2002 , Crandal et al 2002)In this way, they will understand that writing must be viewed as means of conveying ideas and feeling and not only a matter of displaying one's linguistic competence. The following table summarizes the most important ones.

Memory Strategies	**Remembering; w**hen you read underline, highlight or take notes to remember the information (ideas/paragraph structure connectors….) Elaborating relating new information to what is already in memory
Cognitive strategies	**Pre-writing** -brainstorming: getting ideas on the topic -associating: making association of ideas -resourcing :reading on a particular topic to gather ideas and to learn about paragraph structure and organization Organizing: reorganizing main ideas from supporting details. Planning: deciding which information should go first and which should follow Deducing **Writing** Drafting: writing quickly first time Revising: bringing the necessary correction to improve the first draft. Writing a second draft using teachers' or peers' feedback to rewrite. Editing: drawing on one's knowledge to edit

Metacognitive Strategies	**Self managing:** when writing ,concentrate on details related to your purpose. Choose ideas that you are able to develop **Overcoming limitations** when unable to find a word, a phrase, or to write a satisfactory sentence, skip it for while. **Self monitoring**: knowing when to edit at the "macro " and "micro" level **Self –evaluating** using guidelines for evaluating one's draft
Social Strategies	**Cooperating with peers** :working with peers help you understand more as you discuss the work of each other. Getting information from teacher **Empathizing;** putting yourself in place of the reader to assessclarity of your essay.
A***ffective strategies***	**Self encouragement** ▪ Making positive statements to oneself ▪ Do not expect perfection on the first draft

Table 1.1. Writing Strategies

1.9. Conclusion

This chapter is primary concerned with writing as a skill on its own right. Skill in writing is a basic necessity in the academic environment and even the non –academic one.

Moreover, a well written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer 's intended meaning ,understand the writer 's premise and accept or reject the writer 's point of view. Put simply effective writing

- ✓ **Is focused on the topic and does not contain extraneous or loosely information**
- ✓ **Has an organized patterns that enables the reader to follow the flow of ideas because it contains beginning ,middle, and end besides that using transitional devices**

- ✓ **Contains supporting ideas that are developed through the use of details ,examples, vivid language, and mature word choice.**
- ✓ **Follows the conventions of standard written English.(i.e. punctuation, capitalization ,and spelling)**
- ✓ **Focus on product and process approach.**
- ✓ **Use some strategies to overcome the writing difficulties.**

From the review of literature ,one can deduce that writing is a complex productive skill that requires the mastery of conventional writing mechanics and organizational devices in order to write effectively.Learners,therefore ,have to be taught this skill because of its considerable importance for their language learning ,and for their future prospects at university or for job field.For that reason,writing has to be carefully taught ,keeping a balance between fluency and accuracy during teaching and testing practices.No less important is the fact that assessment is fruitless provided it aims at making learners rewrite or redraft their writings. It would be interesting to make pupils aware of the existence of the writing strategies.It would even be better to train them in using these strategies. In this way, they will understand that writing must be viewed as means of conveying ideas and feeling and not only a matter of displaying one's linguistic competence.

In the next chapter ,the researcher will tries to shed light on writing skill in3AS Secondary School Classes focusing on *the approach ,the teacher , the learners, New Prospects; the ELT designed textbook*.The ultimate aim is to uncover the major and the real causes underlying the failure in writing in particular and failure in EFL taching /learning in general.

NOTES TO CHAPTER ONE:

9. native language n (usually) the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. Children may, for instance, first acquire some knowledge of another language from a nurse or an older relative and only later on acquire a second one which they consider their native language.Sometimes, this term is used synonymously with FIRST LANGUAGE.

second language in a broad sense, any language learned after one has learnt one's native language. However, when contrasted with FOREIGN LANGUAGE, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. For example, the learning of English by immigrants in the US or the learning of Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) are cases of second (not foreign) language learning, because those languages are necessary for survival in those societies.

English is also a second language for many people in countries like Nigeria, India, Singapore and the Philippines, because English fulfils many important functions in those countries (including the business of education and government) and learning English is necessary to be successful within that context. (Some people in these countries however may acquire English as a first language, if it is the main language used at home.)

foreign language a language which is not the NATIVE LANGUAGE of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

10. *Skill:*

language skills *n*also **skills**(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptiveskills.** Often the skills are divided into subskills, such as discriminatingsounds in connected speech, or understanding relations within a sentence.

11. *Instruction :teaching someone how to write effectively. While speaking is spontaneous, obeys no strict rules to be meaningful, may be combined with body gestures or facial expressions to convey the message and receives immediate feedback,writing is acquired through a formal and a through instruction and takes time to convey a message effectively and explicitly,*

" *As regards skills in language learning, to write fluently, coherently, and appropriately in the* target *language is considered the most difficult skill to acquire"* (Nunan, 1999, p. 271). It is, therefore, a complex process involving cognitive (linguistic competence for composing), metacognitive (awareness of purpose,

audience, and style), social (being communicative and interactive with the target reader), and affective (being expressive of feelings as well as ideas) factors

12. *The following table illustrate the types of writing as put forward by Hedge(1988:96)*

Personal writing	*Public writing*	*Creative writing*
Diaries *Shopping lists* *Reminders for oneself* *Recipes*	*Letters of-enquiry* *-complain* *-request* *Form filling* *Applications*	*Poems* *Stories* *Songs* *Autobiography*
Social writing	*Study writing*	*Institutional writing*
Letters *Invitations* *Notes-of condelence* *-of thanks* *-of congratulations* *Instructions-to friends* *To family*	*Making notes while reading* *Taking notes from lectures* *Summaries* *Essays*	*Reports* *Business letters* *Public notices* *Advertisements* *Note-making*

Table 1.2.the types of writing as put forward by Hedge(1988:96)

13. *coherence and cohesion are closely linked ;toghter they help to achieve linguistic and semantic unityof their written work.coherence refers to the same unity that should exist between sentences of the same paragraph.it is usually described interms of connectedness between sentences ,use of explicit cohesive devices at the paragraph level,and the use of connective devices such as pronouns,repetitive structures and transitional markers.Cohesion completes the unity of the text.thorugh the use of rhetorical devices*

14. Anaphora means the use of word or phrases which refers back to another word or phrase used earlier in a text. While (4)cataphora refers to the use of a word or phrase which refers to another word or phrase which will be used later in the text.

15. Regarding the definition of "strategy",this word comes from the ancient Greek word "stategia",which means steps or actions taken for the purpose of winning a war.Denotatively speaking ,the term refers to a general plan of action that is intended to achieve a particular purpose.Purpose or goal-orientation is,hence,a feature that is found in any definition of "strategy".In the literature of language learning strategies ,this distinctive feature ,that is goal-directness,is found in almost all definitions of learning strategies.In this context,Oxford(2003:9)writes "**in our field ,virtually all definitions of strategies imply conscious movement towards a language goal"**.

16. strategy training *n* also **learner training**

training in the use of LEARNING STRATEGIES in order to improve a learner'seffectiveness. A number of approaches to strategy training are used,including:

Explicit or direct training: learners are given information about the value and purpose of particular strategies, taught how to use them, and howto monitor their own use of the strategies.

Embedded strategy training: the strategies to be taught are not taught explicitly but are embedded in the regular content of an academic subject area, such as reading, maths or science.

Combination strategy training: explicit strategy training is followed by embedded training. ‘

Strategy Instruction will be used as a cover term for any any efforts by teachers, textbooks, or websites to focus attention on strategies that learners could utilize in order to facilitate their learning and use of the L2.’ Cohen, A. (2007).

All in all,an effective method for teaching a writing strategy includes the following as stated by **Graham and Perin 2007a**; **Rogers and Graham in press**:

- describe the writing strategy and the purpose for learning it.
- make it clear when students should develop the strategy
- show students how to use the strategy.
- provide students with practice applying the strategy, giving instance as needed.
- continue instruction until students can use the strategy independently.
- encourage students to apply the strategy in appropriate situations once instruction has ended.
- ask students to evaluate how the strategy improved their writing

2.1. Introduction

This chapter attempts to give a rough picture of the Algerian educational context with reference to EFL writing skill in secondary education ,and more specifically to 3AS Literary streams ,and maily literary and philosophy stream.The writing skill is chosen on account of its importance in learning and testing ,and the fact that is the skill most neglected by both teachers and learners.

As for the choice of 3AS literary and philosophy stream, this year is considered to be the most decisive year in secondary education because of the Baccalaureate Examination[1] (in short Bac exam).Besides ,the literary and philosophy stream is the one which shows more failure in English and mainly in writing ,compared to the other learning streams.

For the above reasons, the ELT situation in Algeria is portrayed as well as the EFL objectives and syllabus for 3AS are stated. In addition the variable which directely or indirectly influence learners'achievement in EFL and more precissely writing, are examined. Therefore the different variables related to the teaching of the writing skill are considered(firstly the implemented teaching methedology is illustrated in terms of stated objective and classroom practices, secondly the official ELT textbook designed for third year classes is examined in terms of writing skill activities.Thirdly,the teacher 's role ,training and administrative constraints are discused.Fourthly,the pupils,as the center of the whole educational system,are dexribed in relation to their proficiency level in English.This is done in accordance with the pedagogical instructions and recommendations of the ministry of Education mentioned in Syllabus for English(2004) and in the Guide for the baccalaureate exam Elaboration(2003).

2.2 ELT Situation in Algeria

After Algeria got its independence in 1962,the issue of what language to be chosen as the official language ,and what language to be used as the language of education became of top priorities. Arabic was selected to be the national language as well as the medium of instruction so as to recover and maintain the Arabo_islamic identity. In the same vein Hamzaoui puts it this way;

> **After independence,French was still used as the language of instruction in schools.Henceforth,the Algerian government engaged in huge process of "Arabisation"…The objective of this process was to spread the use of standard Arabic gradually replacing French in all domains,starting from education.(Hamzaoui2005:72)**

Benmoussat puts it this way:

From 1971 on wards Arabic replaced French as the medium of instruction in primary schools;by1976 all middle school Education was conducted in Arabic ;by 1984 all secondary Education , and by 1986 most university education ….has undergone this change(Benmoussat 2003:106).

Hence ,French comes to be considered as the first foreign language, and English as a second foreign language. Concerning English, it is a foreign language in Algeria, taught at schools and Higher Educational Institutions. In this respect. Benmoussat (2003:144) states that:

> **Foreign language learning denotes an educational setting in which the language being learned is not the native language of any group within the country as community, nor does it fulfil the functions of a second language**.

In deed, English in Algeria is not widely used outside classrooms either by teachers or learners, in other words English has not a social or administrative function in Algeria, but its status takes a new direction towards a higher position since it is used as a global language for the international exchange, educational, technological and economic challenge.

Because of the world wide changes ,however, English has imposed itself as an international language, and has consequently become the most studied language in the world. English is now one of the most important languages of communications: it gives access to information in different fields: business, finance, medicine and technology.

2.3. The Importance of English Language in Algeria

At present, the English language is the dominant international language and indispensable key to the changing world of science, technology and communication. Ourghi (2002) puts it this way.

> **It is primary language of computer soft ware of the cutting edge in scientific research of business and management, and of politics and international networks…..It is also the medium of**

interaction in countless activities- air traffic control, world organizations, prestigious higher studies such as MBA, academic conferences, research and publications. Even the international pop music relies on English for boosting its sales and spread just as space sciences and computing games.(Ourghi 2002:55)

Thus, it is no longer the property of the English speaking countries alone as USA .Instead it has become a sort of universal language: a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.

Moreover, it is considered to be the lingua Franca[2] of the 21st century. Algeria like the rest of the world is well aware of such key role especially the importance of English dominating communication in development that is seeking and enjoying greater opportunities for realizing benefits in terms of participation , education and partnership. In her educational charter (1976) , she considers English as:

A means to facilitate a constant communication with the world, to gain access to modern sciences, modern technologies, and to foster creativity in its universal dimensions.

For such reasons ,the Algerian authorities have proceeded to reform the existing educational policies to cope with the new world requirements. Thus much importance has been given to the teaching of EFL ,and thus English has become a compulsory subject-matter in the curriculum in all schools all over the country. Broadly speaking the general objectives for teaching English in Algeria can be grouped into three headings:

2.3.1 Educational and scientific objectives

- To enable the younger generation to develop sound proficiency in English
- To gain access to the huge need and inexorable wealth of the scientific and technological knowledge stored in English.
- and prepare learners to develop into responsible, productive member of society by equipping them with personal, interpersonal thinking information, and academic life skills to both perform and communicate effectively in variety of situation (social or / the workplace)

2.3.2 Economic Objectives

The introduction of English in our educational system is closely linked with the economic opportunities, development and globalization. Therefore the main economic functions conferred to English can be illustrated as follows:

- To play significant role in economic development.

- To ensure effective communication with foreign partners as tool for participation and partnership.
- To help Algeria diversify its economic and business relations and,
- Generate further economic opportunities

These objectives are necessary for Algeria so as to gain (significant) decent place in increasingly complex and reckless globalization whose rules are fierce competition and tight negotiation.

2.3.3 Cultural Objectives

their aims are:

- To accept differences and participate in intercultural networking, cross cultural dialogues and activities,
- To be able to infer similarities and differences between our culture and the cultures that use English as a national or official language.

Similarly **Wilson(2001) states;**

> **The ability to negotiate meaning with both second language speakers and an awareness of a range of cultural norms are now essential requirements for the English language learner.(Wilson 2001b:7)**

All the above objectives can be summarized in the following table:

Educational- scientific	Economic	Cultural
➢ **To develop intellectual and emotional aspects** ➢ **To maintain the profile of a well educated man** ➢ **To gain access to science and technology** ➢ **To ensure continuing professional development**	➢ To widen economic and investment horizons ➢ To widen the bonds of partnership/ joint ventures with foreig companies ➢ To prepare future managers and employees for globalization.	➢ To develop in the learners an awareness of the world around them ➢ To overcome cultur hudle ➢ To prepare learners as world citizens

Table 2.1.Mid and long term objectives of ELT in Algeria (Benmoussat 2004: 253)

All in all, the recognition of English language as a factor of economic and intellectual growth has led Algeria to promote a policy which makes English as a part of the official curricula.

- Primary level: it was introduced as the first foreign language (in 1993/1994) in some primary schools. Unfortunately the experience was unsuccessful.
- Middle school which lasts four years.
- Secondary education which takes 3 years preparing for Bac exam by the end of the third year.
- At university level only for those who choose to carry on their studies in this field.

2.4. The Algerian Educational System

Education in Algeria is free of any charge, but private schools are authorised by the law. It is also compulsory under the constitution. Most Algerian schools are mixed sex. The academic year starts in September and ends in June for southern regions and July for the other parts of the country with two 15 days break in December and March.

The educational system is structured as follows: the pre-school, the primary school, the middle school, the tertiary is the secondary school and at last comes the university level. At five years old, the Algerian children go to the pre-schools which are generally close to their houses. At the age of six, they often start their primary education in the same school. At the end of this stage pupils should take a final exam to be able to move to the middle school where they fulfil their four years of study. Later on, they should sit for another exam called the "BEM"(3) that they must pass for admission to secondary education which begins at age 15 and ends when students take the baccalaureate examination before they proceed to one of the universities, state technical institutes, or vocational training centres which fall under the responsibility of the Ministry of Higher Education and Scientific Research, as well as by institutes run by other ministries. The specific degrees awarded are determined by the field of study, not the institution. The Ministry of Higher Education approves the curriculum, which is standardized for each field of study. Algerian institutions also award graduate degrees in most fields in which a Licence is awarded.

2.4.1. Teaching EFL in Secondary School:

Nowadays English is taught for seven years[4]: four years at the middle school level and three years at secondary school level. Thus by the end of the secondary education, the pupils will have accumulated an ELT learning experience of seven years.(see appendix F)

Once they pass the BEM exam, learners, then move to the secondary school where an orientation is made (i.e.Literary,Scientific, economy and management streams) on the bases of the marks obtained throughout the 4 AM level. Put it simply secondary education lasts three years at the end of which baccalaureate examination is held. EFL is part of the curriculum for all streams at all levels, with a different coefficient and time load.This can be clearly seen in the folowing table:

Streams	**Weekly time allowance**		
Literary streams	1AS	2AS	3AS
-literary streams - Literary and philosophy - foreign languages	 4h 4h	 4h 5h	 4h 5h
Scientific streams			
-Experimental sciences -Mathematics -Techniques and mathematics	3h	3h	3h
Management streams			
Economy and Management	3h	3h	3h

Table2. 2.English Teaching Time Allowance

After seven years of formal instruction ,however,Algerian learners still display a low level performance in English whether in speech or in writing. Moreover, they score badly during tests and exams and mainly in the Bac exam. Here is a sample of the results of the English examination in the Baccalaureate ,session 2009.

Stream	**Succes percentage**
-Foreignlanguages	82,86%
Mathematics	32,43%
-experimental sciences	41,23%
Economy &management	29,41%
technical mathematics	31,37%
Literary &philosophy	11.17%

Table 2. 3 The Percentage of English Results in Bac Exam ,Session 2009,in Wilaya of Tlemcen for All Learning Streams

Theses results in the above table are to great extent self- explanatory; they reflect a total failure on the part of the 3AS learner. The results are approximately similar all over the country .This is so despite the combined efforts of teachers ,inspectors and syllabus designers aiming at improving learners' proficiency in English through setting objectives based on learners needs ,designing syllabus that would fulfill with the set objectives and through teaching and assessment practices.

2.4.2.A Diachronic Overview of ELT Methods in Algeria

The quest for the best method (5) in langage teaching was a preoccupation of teachers and applied linguists throughout the twentieth century.I t has always been teachers and linguists main concerns .The innovations and reform in Foreign Language Teaching generally reflects the changes in how language is believed to be "best taught'.Put it simply,world wide changes resulting from the Globalization process,have imposed educational reform as a major condition for human development.Part of this educational reform concerns foreign language teaching/learning .

Like many countries,Algeria is affected by worldwide changes.In the field of education ,this can be clearly noticed throughout the approaches used in EFL teaching at successive periods.Moving from the grammar translation method,the audio-longual method,the direct method and then the communicative approach.

In the 1960's **the Grammar Translation Method** prevailed in Algeria,and this can be seen in ELT textbooks existing at that time.Language was then, taught through the explicit teaching of grammatical rules,their memorisation and the application in translation tasks.Reading and writing were the major focus ,but little attention was paid to speaking and listening skills. In the same context,Rivers(1968) states that:

> **This method ,then ,aims at inculcating an understanding of the grammar of the language,expressed in traditional terms and ut training the students to write the language accurately by regular practice in translating from his native language...."(Rivers 1968:16)**

This indirect method focuses mainly on the writing ability of students and give very little attention to the oral side of learning.Similarly stated by Rivers(1968); " **little stress is laid on accurate pronunciation and intonation;communication skills are neglected;there is a great deal of stress on knowing rules and exceptions,but little training in using the language actively to express one's own meaning,even in writing.....(Rivers,1968:17-18)**

Therefore,Pupils were exposed to literary texts and long lists of words equivalents.Accuracy was favoured to fluency,and the teaching was basically teacher-centred.But, teachers themselves were deprived of any innovation ,and were keen on finishing the programme in a limited period of time.The result was that the pupils were passive learners and ended their education unable to speak the language even though they learnt the grammatical rules(Richards and Rodgers,1986).

The Grammar Translation Method was criticised worldwide,and reactios to its limitations were accompanied with socio-political changes ,the fact that urgerd the introduction of new approaches and methods in ELT methodology .This gave way to the structuralist view of language based on the principles underlying the **Audio-Lingual Method** ;there are the primacy of the spoken language over the written one,the gradation of the four skills into Listening,Speaking,Reading,and Writing;the use of the target language as the only language of instruction and the development of speech habits through mimicry-memorisation of entire sentences or whole dialogues ;while the writing skill is delayed to later stages .

This stream of thought was deeply rooted in the Algerian school in the 1970's .The structural approach was evident in the ELT textbooks ,such those designed by Alexander(6),which included artificial texts meant to illustrate grammatical points.The extensive teaching of grammar was believed to be essential to language learning .However,concentration on formal grammar instruction can not lead automatically to the practical use of the language as was expressed by Hymes (1971:15)"there **are rules of use wihtout which rules of grammar would be useless"**.The pupils were left short of any ability of using language effectively in formal and informal situations,though the core principle of structuralism and audio-lingualism is to stress on the oral side of language teaching.This was so because emphasis was put on studying 'about' the language rather than on using the language for communication.

Despite huge effort devoted for so many years to the improvement of learners'achievement in learning in general and EFL in particular,Algerians learners have always found it difficult to communicate naturally or at least correctly.They were in position of a pionist who knows a lot of rules but cannot play with this instrument well.Therefore,learning a language is not a matter of mastering set of rules.Student's mastery of language is ultimatly measured by how much he can use it and not how much he knows about it.Besides,the need to change these views concerning the teachers and the pupils roles ,in the learning

process by developing awareness for a more self directed learning and also by making the learners aware of their own learning ,have been clearly noticed.

Hence ,there came the necessity to adopt another approach,the one that has 'revolutionised'the field of foreign language methodology:**the Communicative Approach**.Highly influenced by the concept of 'communicative competence'(7),the new orientation in language teaching has shifted towards Communicative Language Teaching .

CLT came to be strongly applied all over the world;in Algeria,it has been present since the 1980's.In CLT,learning is to be learner-centred,since focus is on communicative needs of learners.In other words,language is taught to enable learners to use it for communicative purposes.The new methodology aims at developping in learners'communicative competence' rather than 'linguistic competence' in the Chomskyian sense.Language is no more considered in terms of structures-grammar and vocabulary-,but also in terms of the communicative functions it performs.Accordingly ,a new series of ELT textbooks has been designed to meet the requirements of the new approach:My New Book of English,The new midlines and COMET (to mention just the most important ones) for the first ,second and the third year secondary classes respectively.

Nevertheless ,the application of the CLT principles in Algeria has led to the foreseen results . It has been mentioned earlier that the general objective of EFL syllabus according to the official guidelines is that learners should be able to **"communicae efficiently in a normal social and/or working situation both orally and in writing".**But there seems to be clear discrepancy between the stated objectives and the educational conditions that prevail in EFL teaching setting to accomplish the desired objectives**(Benmoussat2003)**.

Put it simply,Although Algeria was one of the pioneers in implementing CLT,little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach.Holliday(1997)quoted in Benmoussat(2003:120)describes the 'popular perception'of the communicative language teaching as including the following:

-primacy given to oral practice.

-practice equally distributed in the classroom.

-group or pair work for enabling distribution of practice.

-most useful in classes under 20seated in U –shaped arrangement.

By and large ,classroom practices do not reflect the set objectives or even the CLT principles.This can be seen in the teaching conditions:***overloaded programmes,large classes,absence of adequate materials or teaching***

aids,insufficient time alloted for the teaching of EFL,and inadequacy of textbooks.All these led to the appearance of new teaching approach known under the name of the Competency –Based Approach.

Before defining the competency-based approach,it would be better to shed light on the main reasons that led to its appearance.

2.4.3.**Reasons of Implementing the Newly Adopted Approach:**

The technologicalexpansion in the late 20th and early 21st century has called for educational reforms on multi –level scale.Likewise,the world importance of English on political ,economic,and communicative grounds has led Algeria to reform her educational policies in order to consider EFL curricula at different school levels.

It is clearly stated in her national charter (1976) that **"English is a means to facilitate a constant communication with the world ,to have access to modern sciences ,modern technologies,and encourage creativity in its universal dimensions."**To this end,English language teaching has to be improved to enable Algerian learners to learn this universal language.On one hand,they will need it for short and long term goals,in their future studies or in job careers.On the other hand,Algerian learners have to be well prepared to contribute in the development of their country ,on the path of the globalisation process.

In this respect and at this level,learners are to **"move from skill getting to skill using.(Syllabus of English 2004:36).**

On the path of globalisation process ,whose rules are fierce competition and tight negociation ,learners are advised to take part and widraw from their passive roles ,as being *the only recipient of knowledge* to *active roles.*Therefore,to achieve these objectives,a successful teaching /learning situation should be systematically based on the collaboration of both teachers and learners.Besides,learners'needs ,aptitude and interests have to be central to syllabus design and curriculum development.

As a developing country,Algeria needs to cope with the new world requirements not only by keeping abreast all development forms but also by setting about whole programs for evolution.This urge need has forced Algeria to adopt a new educational approach known as the Cometency-Based Approach or the CBA in a short.In the same context Sultana (2001:4)states **"...a confident belief that progress in learning inside and outside the school is the key to the future."**

2.4.4 The Competency- based Approach

The recent changes in the country's political-economic policies, have forced the Ministry of national Education to introduce a new language teaching method

so as to cope with the latest development in many fields. Similarly the previous Algerian minister of education "Benbouzid" declares that the previous educational system doesn't prepare learners to real life situation and this is why it is introduced. Put it simply **" Apprendre à lire, à écrire, à calculer, pas de manière scolaire, mais pour pouvoir faire face à des situations de la vie quotidienne"**, (Benbouzid 2006:15) .

The competency based Approach is the newly introduced approach in the Algerian educational system. This approach concerns all the disciplines (subjects) included in the curriculum: Foreign Languages, Math, Physics, History, Geography…and Philosophy

Hence the CBA advocates shift from memory-based to problem solving learning, taking into consideration learners "communicative needs and learning strategies" .According to the Algerian designed ELT teacher's textbook At the Crossroads , CBA is characterized by the following:

1. **It is action- oriented in that its guides language learning to the acquisition of know –how allowing the learner to become an effective language user in real life situations outside the classroom**
2. **It is problem solving approach in that it engages the learners in situations where they have to overcome obstacles and solve problems through language use.**
3. **It is social constructivist in that it regards learning as occurring through social interaction with other people, and do not only with the pages of the copybook or the walls of the classroom**

At the Crossroads (teacher's book 2005:17-18)

It is therefore a modern approach , though it does not represent a complete change from the communicative approach. It is not completely new to teachers in that most of aspects were implicitly dealt with the previous ones. **Hence what has the CBA mainly come with?**

- a reinforcement of the concept competent performing learner who is part and parcel of the learning process using the knowledge he acquires for the sake of real performance in appropriate situation
- awareness of his learning and his progress
- a more pronounced independence and autonomy as he is guided and given the tools to do research and use resources other than those brought by his teacher.
- A change in the teacher's attitude towards knowledge and teaching
- A more rigorous planning, integrating, teaching and assessenent

Linguists establish a difference between ***competence*** and ***competency***. They refer to the first one as the end product or the outcome and the most appropriate question here is "what", while the second one refers to the behavior in other words "how".

In the competency based approach, three important domains are included:

1. The cognitive domain related to knowledge
2. The sensory motor domain related to brain/ memory
3. The affective domain related to feeling

The affective domain is considered equally important to the achievement of competency. This is shown in the adoption of the pedagogy of the project which aims at inculcating such values as autonomy, creativity, initiative and responsibility through problem-solving activities. CBA is then learner- centered.

The successful realization of CBA heavily relies on the teachers, who are expected to give up their role as "**knowledge transmitter**" and adopt the new role of **" coach"(**Kerr 1996, Pratt and Associates 1998, Enkenberg 2001, Samuelowcz 2001) and **instructional designer.**

The main linguistic and socio-linguistic objectives of this approach as far as our learners are concerned are:

1. To be able to interact orally (oral communication)
2. To be able to interpret oral and written messages.
3. To be able to produce oral and written messages.

The above three competencies should be acquired by the end of the four years at the middle school and three years at the secondary school level. They will enable learners to sit for the BEM or BAC exam.

In order to achieve these objectives the learners are trained through the flowing tasks activities:

1. Activities related to interaction in pairs/ groups (communicative approach)
2. Activities related to interpreting of messages (dialogue, conversation, role play)
3. Activities related to project work
4. Activities related to problem -solving situation.

The main characteristics of this newly approach can be classified as follows:

- It is action oriented: it is allows the learner to be competent language user in real life situations
- It is problem- solving : it places the learner is situation where they test their capacities to solve problems
- It is social constructivist: it regards learning as creative construction of knowledge though the process.

- It is cognitive, it is accords importance to mobilization and integration of knowledge and skills at higher level

To sum up the core principle of CBA is learner centeredness as opposed to teacher centeredness. Nevertheless, learner autonomy in Algeria may be a new notion and may be difficult to inculcate simply because Algerian learners are not used to be responsible as result, learner autonomy may be restricted at the beginning however success in inculcating it, would hopefully lead to success in forming autonomous citizens.

2.5. Teacher Training :

Secondary school teachers of English hold a « License » degree in English studies .In addition to the License degree in English,teachers become certificated to teach this language on the basis of a regional written examination, consisting of achievement test and an interview. In other words, to become a teacher in secondary school ,the licence holder have to pass a regional test ,and to be qualified teacher by passing latter on a professional examination called the CAPES(Cerificat d'Aptitude Profisionelle de l'Enseignement Secondaire).

After this crucial step in the teacher career, the Algerian teacher receives a periodical-often irregular –visit from the inspector of English who assess the teacher's evolution or regression in teaching performance, and who gives recommendations as well. However, apart from seminars or a study days held once or twice a year, teachers have just few opportunities to develop and improve their teaching practice .They find themselves rather at a loss ,since they notice a great difference between their formal pre-service training and the university level, and what is actually required from them in the job field. Thus, they are trapped in an endless number of teaching constraints.

As the core principle of this dissertation is the writing skill ,it would be better to speak about the teaching of this skill at the university level.During University instruction, students have several modules including written composition which they study for the first two years (see table 2.4.) ,Students are introduced to this skill through theoretical and practical lectures. It is generally assumed by programme designers that, since they have been presented with necessary guidelines in this skill, students are then to develop it through practice in some other modules mainly in Civilization and Literature where learners have to prepare term papers(commonly called in the Algerian universities "exposés").

Year Level Discipline	First year	Second year	Third year	Fourth year
Linguistics and Language Skills	Linguistics (1/30) Oral Exp (3hours) Written Exp (4/30) Grammar (3hours) Phonetics (1/30)	Linguistics (1/30) Oral Exp (3hours) Written Exp (1/30) Grammar (1/30) Phonetics (1/30)	Sociolinguistics (1/30) Oral Exp (3 hours) Phonetics (1/30)	Applied Linguistics (1/30)
Literacy	None	British Literature (1/30) American Literature (1/30)	British Literature (1/30) American Literature (1/30)	Seminars in Literature (1/30) African Literature (1/30)
Historical	None	British Civilizatio (1/30) American Civilization (1/30)	British Civilizatio (1/30) American Civilization (1/30)	Seminars in Civilization (1/30)
Didactic	None	None	General psycholog (1/30)	Psycho pedagogy (1/30) T.E.F.L (1/30)

Table 2.4. Distribution of Hours over the modules taught in the four years.

Adapted from the unpublished Benmousat's Doctorate thesis (2003: 161)

The writing skill is later dealt with in the fourth year ,in the TEFL module as a part of the theoretical lessons about the teaching of the four language skills.this can clearly explained in the following table:

Year	Module	Teaching time per week
	-Oral expression -written expression -Grammar -Reading comprehension -Phonetics -Introduction to Linguistics -Arabic	3hs 3hs 3hs 1h30 1h30 1h30 1h30
Time load for written expression		3hs/15
Second	-oral Expression -written Expression -Grammar Linguistics Phonetics British Civilisation American Civilisation British Literature American Literature Arabic	1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30
Time load for written expression		1h30/15
Third	oral Expression -Sociolinguistics -Phonology - British Civilisation -American Civilisation -British Literature -American Literature -Afican Literature -General Psychology -Arabic	1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30
Time load for written expression		0/15
Fourth	-Seminars in Linguistics -Seminars in Civilisation -Seminars in Literature -Educational Psychology -TEFL	1h30 1h30 1h30 1h30 1h30
Time load for written expression		0/7h30

Table 2.5. Time Load for Written Expression at University Level

What has been deduced from the previews tables is that unfortunately these students have little (or no) opportunity to attend real writing session. At this level

of English degree, students previously had the choice between attending teacher training or writing an extended essay in any module.

Recently ,however, the secondary school –teacher –training have been dropped out. As result university teachers have found an alternative to such a situation and instead, presently, training sessions take place at the university. At these levels, while attending seminars, fourth year students are also required to prepare lessons to present to their classmates, and during which they have to act as a teachers.

Unfortunately, because of large number of EFL university learners ,such a task does not provide them with regular practice .Besides, it worth adding that teaching classmates is by far different from teaching secondary –school learners.

After all, teachers have to be convinced that the licence degree is just the beginning of their teaching career, which is in fact a life long learning process. Therefore, raising the skill awareness among the teachers of writing is of paramount importance, since it is often the case that they almost ignore all the theoretical aspect of writing .Consequently, in service and pre-service trainings (before and after graduation from the university) are essential .

Inspectors' demonstration classes could also make teachers more aware of their roles as teachers of writing, in attempt of avoiding random teaching detached from learners needs and expectations.

2.6. Teacher's Roles

The teacher is usually defined as the person who gives knowledge, instructs and trains. He is often asked to be helpful, patient, imaginative, energetic, but first of all competent in his his/her subject –matter. It is often maintained that there is no fixed formula for good teaching .However, the EFL teacher must have a good knowledge of English language, and of the way this language is to be taught, in addition to a set of behavioral traits necessary to get learners involved in the learning process in constantly changing environment.

Teaching &learning is of course best when the teacher is able to draw up his lesson plan according to the needs, interests, and capacities of the specific learners involved

It is well established fact that a teaching that does not give opportunity for the learner to develop learning styles and strategies is a useless teaching.In this respect, Widowson claims that:

> **A pedagogy that doesn't involve learners participation is not likely to be as effective as one that does**.(widowson1983:76)

Thus,the teacher's role nescessary changes.He has no longer the role of absolute holder of knowledge,but has to be a guide,a coordinator,an observer,and an asessor.He has mainly to be an instrument rather than authority.Consequently,learners are no longer dependent on their teachers.Rather they should be more responsible fo their learning.

> **These changes strenghten teachers 'roles making them more varied and more creative.Their status is no longer based on hiarachial authority,but on the quality and importance of their relationships with learners**(Oxford1990:11).

The role of the teacher ,as a model to be imitated and parroted ,has been eliminated with the changes resulting from the recent approach (CLT then CBA). The task of the teacher is no longer the purveyor of knowledge and the source of the authority, but rather "**a facilitator (8) of learning resource for students to draw on"(**Harmer,2001:57.)

In 3AS level, the teacher has to help learners "**reach a certain level of performance when using the foreign language"**and is supposed to reach the set objectives prescribed by the syllabus which aims at:

- **expanding their language acquisition**
- **developing their verbal and graphic communicative skills**
- **exposing the various types of discourse: narrative, descriptive, expository, prescriptive and argumentative(9)**

Syllabus for English, 2004:36l

Lessons are no more based on teacher presentation. Instead, each lesson focuses on a particular communicative function. Teacher encourages learners to speak, read, or write in order to ask for or to communicate information or ideas.Therefore, the teacher becomes a classroom manager or a guide, encouraging and helping learners to communicate (teaching is no longer a one sided of information).

Teachers are viewed as co-learners.In this way learners are encouraged to risk errors (as the objective is to make learners communicate, errors are inevitable.).

The following points clearly clarify what have been said before; Concerning teacher'roles in the previous approaches and the new one.Let's start with:

❖ ***Teacher' s role in the approach currently used:***

-holds knowledge
-provides knowledge

-is over-present in the classroom
-take all decisions in class
-is authoritarian.

- ***Teacher's role in the new approach:***

-give guidance and help
-advise pupils
-facilitates learning
-is a co-learner
-engages the pupils in tasks
-provides individual teaching (if necessary)
-develops learner autonomy

- ***What changes:***

-a less authoritarian attitude
-openness to discussion and negotiation
-sensitiveness to pupils' concerns

Ministry of national education (May 2003:4)

All in all, the newly adopted approach (i.e. the Competency Based Approach), is supported by a philosophy based on learning, in no way aims to lessen the teacher's role. It sets out to help teachers to become autonomous and to free them from the constraint of using teaching prompts, which is in fact do not take into account the pupils, specificity as individuals.

Far from relinquishing their roles teachers in this approach, they should no longer restrict themselves to communicating contents. Rather, they should guide, help, encourage pupils to take part in their own training. Put it simply it now consists in helping learners to put together appropriate learning strategies, to build knowledge by means of discovery activities in the form of problem –solving (here, the teacher's part is minimal), or by means of guided discovery (teacher's part is more important),and to incite learners to make use of more learning strategies.

Such an important task requires ,however ,an adequate teacher-training progamme, technically called pre and in-service training ,i.e. before and after grading from the university.

2.7. The EFL Learners

In its broadest sense, learning can be defined as a process of progressive change from indifference to understanding. In other words, Learning " can also be defined as a constant process of change of behaviour(linguistic or else)and/or

acquisition of specific items ,either abilities or memories,that occurs through appropriate encounters between cognitive shemas and the envirement"(Brief ,J.C.1983,quoted in Miliani ,2001:77).Gagné(1973ed) posits that **"learning is a change in human disposition or capacity ,which can be retained and which is not simply ascribable to the process of growth".**(Gagné 1973 quoted in Miliani 2001:77-78) ,and according to contemporary dictionaries, learning is the acquisition and getting of knowledge of a subject or skill by study, experience, or instruction. More specialized definition might be read as follows:"**Learning is relatively permanent change in the behavioral tendency and is the result of reinforced practice"(**Kimble &Garmezy(1963:133).

The Pupils are the centre of the teaching –learning process, principally within CBA methodology. The syllabus, the textbook, and the teaching method are all to be selected and designed to suit their needs and cope with their proficiency level in each stream accordingly. The focus of this study is on third year pupils, more specifically the literary and Philosophy stream.

2.7.1. Profile of the 3AS Learners:

Third year learners are generally aged between 17and 21.As adolescents, one of their main concerns is the search for identity. This later is to be developed among classmates and friends; this is why adolescents consider peer appreciation to be more importantly than the teacher's attention (Harmer, 2001).They cause mainly problem of discipline because of their anxiety related to the language classroom in general, and because of their lack of motivation in learning as well as their negative attitude towards the English language in particular. As result, it is the teacher's role to manage this, in supportive and constructive way so as to help learners.

Herbert Puchta and Michael Schratz (1993) argue that the reason of teenagers problems is,"**..The teacher's failure to build bridges between what they want and what have to teach and their students worlds of thoughts and experience"** (Herbert Puchta and Michael Schratz 1993:4) quoted in Harmer2001:39).

It should be noted also that pupils of the Literary &Philosophy stream have undergone stream orientation twice times .The first one takes place at the end of the middle school studies, when they pass the BEM Exam.The orientation of learners is done on the basis of scores: high-scoring pupils are oriented to the *scientific or technological streams*, while the low-scoring pupils are sent to the

literary or the technical stream. The second one is done at the end of the first year in secondary education,1AS,where literary stream learners are oriented to three different branches; Literary& Philosophy, Literary and Foreign Languages, Literary and Islamic Sciences. The last one does not exist in the newly adopted approach.

It should be added that third year learners are in a transitional and decisive learning period, leading to graduate studies or to the job field. Although they have undergone the same learning experience, the same formation (i.e. formal instruction), these learners differ greatly in many aspects. In this context, Wilkins admits that; **"Getting educated is a personal matter, in contrast, providing education is a social enterprise" (Wilkins1972:149).**

Put it simply learners differ from one another because of their differences in motivation, learning aptitude ,attitudes ,language anxiety ,and learning strategies.As it has been stated by Rivers:

> **Individual students prefer different modalities of learning, through the ear or the eye they learn….at different rates and employ different strategies for understanding or retaining material**
>
> **(Rivers1968:89)**

For the above reason teachers have to take all these into consideration when preparing activities for learners. In brief, they need to know which kind of learners they have in class, to tailor their teaching methods, the materials, the language used to the level they are working with, so as to match the different personalities in front of them.

Explicit training in strategies is also important,it is hoped that learners might learn specific language techniques and the most important thing is that they become aware of strategies in general ,in order to select ,implement and monitor their own use of some of them in the future so as to engage in the learning process.

2.7.2. Pupils Needs and Motivation

2.7.2.1. The Pupils Needs

If Algerian pupils are asked what they need English for,most of them would be unable to state their real needs.Only those who are thinking of preparing a"licence d'Anglais"(B.A in English)understand that they need to pay particular attention to the learning of English.It is true that apart from some institutes like the foreign language institute,the institute of international commerce or some "computing" or "banking schools",English is not an entry requirement.Those who intend to pursue scientific or medical studies ,indeed understand the necessity of

knowing English but they are too taken by what they consider more important subjects like mathematics,physics,or natural sciences that they do not see it as an immediate need,even for passing their final examination.

Furthermore,the foreign language coefficient in general and in *English* in particular given is only three ,wheras *philosophy ,Arabic,history and geography* is five .That's why even if literary and philosophy pupils understand the importance of learning English ,they do not see it as an immediate need but as a long term goal,not among their priorities.This can be explained by the following table;

	School subjects	Success percentage
Subjects with high coefficient	Arabic	32,37%
	Philosophy	67,68%
	History &Geography	68,58%
Subjects with low coeffifcient	English	11,17%
	French	09,37%
	Mathematics	12,40%
	Science Islamic	96,25%

Table 2.6 the results of the bac exam for the literary and philosophy streams in all subjects in all secondary schools in Tlemcen

For those who intend to leave school for a more active life, the need of English is just meaningless and irrelevant as they know they will not need it for the kind of job they aim to have in the future.

Despite the fact that the majority of pupils are unable to see the importance of English,it is necessary to explain to them that they will need it for academic as well as vocational purposes,and,apart from those who will leave school prematurely,it is in their interest to be more careful with the learning of English.It is equally important that learners become aware of their needs because,as a general rule,it is the learners'needs and interests that stimulate and reinforce their motivation.this leads to talk about pupils'motivation.

2.7.2.2. The Pupils'Motivation

It is very difficult to learn a foreign language among many other subjects if the learners do not have a certain amount of motivation.Many experiments and studies ,notably those by Gardner and W.Lambert(1972)have shown that in any type of humain learning,motivation is a key to efficient learning.

Unfortunately,the two basic kinds of motivation that is "integrative" and "instrumental" are in different degrees lacking in our pupils.It is clearly understood that Algerian learners do not have what is referred to as integrative motivation since only those who wish to integrate the foreign language culture are 'driven' by this type of motivation.

The 3AS literary and philosophy students have no particular contact with the foreign culture,nor can they visit the country where the target language is spoken,nor seek friendship with native speakers.The kind of motivation,those pupils may have can only be instrumental since their main objective is to have good grade at the final examination,or to apply for a certain type of job that requires from the applicant to know at least two foreign languages.Whatever motivation our pupils may have ,a motivated learner is in a better position to become a successful learner than a learner with neither instrumental nor integrative motivation.

Teachers have to stress the importance of learning languages for better jobs or they may build up interest in the foreign language culture through exchanges, visits or at least exchanging letters with English speaking students.

If it is not always easy to stimulate all pupils'motivation,teachers have to be careful not to demotivate them either by ineffective teaching or unplanned lessons or by a too inhibiting and critical attitude that may put off the learner of EFL.

Both teachers and learners are responsible for the failure or success of their relationship and thus "**teachers and learners roles define the type of interraction ,characterisics of the classroom..."(Richards 1994:23)**.

Furthermore ,the teacher should work with both good and weak pupils and provide them with support which will increase their motivation and interaction and their participation in the classroom. "**motivation techniques succeed better if the atmosphere of English class is relaxed and if the teacher provides continuos support and encouragement"(Rivers 1968:42)**

Indded interaction in the classroom is a condition for successful langauge learning and intellectual emotional and social development .In addition, **"Natural language use will come only when barriers are broken down" (Rivers(1983:112).**

2.7.3. Learners'Roles

Due to the impact of the traditional educational system(tradiditional as far as the teachers and learners roles and relationship are concerned),many students are accustomed to be *passive ,'spoon-fed'learners;*they are here to follow the teacher and the textbooks'instructions.They do what they are told to do .They are never asked to participate in a way or another in the choice of topics or activities.Everything is imposed to them,*the teacher,the textbook,the method,the activities* to be performed and so on.

They do not know that they can themselves take the initiative and responsibility for their learning.Most of them ,think that they are incapable to work

or to learn without the dominance of a teacher.They even do not understand that their teachers may ask them to take more responsibility for their learning.

Teachers who wish to encourage autonomy and involvement in the learning process are considered as bad teachers who are not doing their job properly.Hence,the need to change these views concerning the teachers' and the pupils'roles in the learning process by developing an awareness for a more self-directed learning and also by making the learners aware of the learning strategies that will lead to a more self-reliance and thus to more autonomy.

Learners who rely heavily on the teacher,do not involve themselves directly in the learning process ,nor do they take responsibility for their learning,will learn very little or nothing.

2.8. 3AS Syllabus

To give a general definition of a syllabus, one may say that it is the content of a course i.e. the list of any subject that compose a course. The syllabus is necessary element in the teaching/learning process and nationwide official document in a country. It is thus an indispensible tool for teachers and a guide which by virtue of necessity, may be adapted to meet the pupils' needs and expectations.

> "**According to the Ministry of education ,the general aim of the English syllabi is to provide the learner with the language necessary to communicate in normal social situation both orally and in writing"(Benmoussat 2003:122)**

According to Nunan(1988),syllabus design is concerned with the selection ,the organization ,and the gathering of items to be learned in an appropriate sequence, quoted in Harmer(2001).Whatever its type ,every syllabus needs to be developed on the basis of certain criteria informing about the choice and the order of what should be taught. In this perspective ,Harmer(2001)says:

> **No one element predominates; all have to shift to accommodate the others, and the end result is always a compromise between the competing claims of the different organizing elements. (Harmer2001:300)**

By organizing elements, Harmer means the different components of a syllabus as stated earlier(grammatical structures,lexical items,tasks,language

functions,etc). He asserts that in such a syllabus no element takes priority over another and can be taught in isolation; on the contrary, all those elements are interrelated and work together.

In the Algerian context, one one hand,the General Objectives for the Teaching of English in 3AS can be summarized as follow;

.1- Linguistic and communicative objectives

- Endow the learner with reliable linguistic basis in grammar, syntax, lexis, pronunciation, a mastery of oral and written expression which will allow him to successfully persevere in learning English whether at university or for professional purposes later on.

2-Methodological and technological objectives

- Promote learning and self-assessment strategies .
- Teach learners to use technological means such as computers or the Internet which are necessary for research.

3-Socio-cultural objectives :

- Integrate themes studied in other subjects, such as in history, philosophy or astronomy.
- Make of the learner a curious and open-minded individual by providing him with aspects of other cultures and civilizations such as the British, American and African ones.

On the other hand, according to Ministry of education ,the Entry profile in 3AS**,**The learner should be capable of producing a fifteen-line message dealing with a picture, an oral or written input, to report about a fact (seen, read or heard)**.**While the Secondary Education exit profile 3 AS **,**The Final Integration Objective that the learner is aimed to reach at the end of his secondary studies is **a** written message of about twenty lines using a given type of discourse (descriptive, narrative, argumentative, expositive, …)

Besides , each paragraph should start with a topic sentence, have supporting sentences to justify the main idea and a concluding sentence. They can show a relatively satisfactory mastery of the main language functions. The curriculum is based on the Competency-based approach. It is built on a pedagogy of integration of knowledge and skills.Students will learn because they do and through what they do. They are the centre of the learning process They learn

how to cooperate, exchange and share ideas. They feel that they are working for themselves and not for the teacher only

Thus, after a seven-year –experience of foreign language learning, They are supposed to :

-dominate more than one language function at a time.
-have acquired the ability to express themselves with sufficient fluency.
-move from skill getting to skill using through the integration of the four skills.
-know some learning strategies.

(syllabus of English,2004:36)

Put it simply,English teaching in the secondary school is aimed to consolidate the knowledge of skills and linguistic items acquired in the preceding years. In 1AS,the focus is on the three main components;grammar,vocabulary,and study skills such as how to use a dictionary,keep notes and cooperate with each other.The objectives of the English syllabus are to build communicative efficiency in learners through spontaneous desire to communicate,correct grammar and at last reasonable fluency.In 2AS,however,the teacher focuses on developing communication by teaching at the same time ,some communication strategies and language structures.Whereas,in the 3AS level,the teacher turns to systematic teaching of some discourse modes and language function,assuming that their pupils have build a range of necessary communicative skills.

Yet, one sticking observation about English language teaching in the secondary level,is the the difference in skill focus.While emphasis is put on the development of oral skills in the middle school and both in the first and second year of secondary education,writing skill is given due attention only in the third year which is not enough to prepare 3AS pupils for formal examination requirements.The other important reasons is due to the difficult aspects of some discourse types such as the expository or the argumentative which are often skipped by teachers to limit writing activities to the usual production and reproduction,controlled$_{(10)}$ and free composition . The following table shed light on 3AS Syllabus and Writing Activities suggested for the literary streams as it is the core of this research:

Themes	Projects / writing skill activities
1-Ancient Civilisations	**Project:** -Rise and collapse of civilizations. -Making the profile of an ancient civilization **Writing :** -writing an expository essay -writing a story.
2-Ethics in Business	**Project:** -Awareness of an ability to deal with ethics in business. -writing a charter of ethics **Writing :** -Writing a policy statement -Writing an opinion article -writing the description of an ideal school
3-Education in the World	**Project:** -Understanding of educational systems in the world. -Designing an educational prospectus. **Writing :** -Writing a descriptive essay. -Writing an expository article
4-Feeling and Emotions	**Project:** -Exploring the realms of feelings, emotions and humour. -Writing a booklet tips for coping with strong emotions. **Writing :** -Writing a letter of advice. -Writing a newspaper article. -Writing a book/film review article

Table2.7.. A survey of EFL syllabus, and Suggested writing activities for the 3AS literary streams learners according to Syllabus for English(2006)

All in all ,from the above table one can say that according to 3AS Syllabus, and by the end of secondary education pupils are supposed to express themselves in fluent,accurate,and meaningful English both orally and in writing. However reality shows opposite results embodied namely in the disappointing low scores obtained by pupils in the Baccalaureate examination. The reason behind that can be linked to the over-ambitious syllabus objectives which do not go in line with pupils' real cognitive and linguistic competence. "…**a related point worth raising here is the form of incongruity between the syllabus**

designers'own theoretical perception and knowledge of the pupils'cognitive and linguistic capabilities and their actual abilities(Ourghi2002 cited in Benmoussat2003:131).

Similarly Benmoussat(2003) points that **"Many teacher believe that the curriculum is 'overloaded';this has given rise to a major preoccupation among most teachers ….to cover the syllabus rather than teach effectively following the learners'progressive intake and assimilation capacity.Teachers ,…often select only those aspects of language that feature prominently in the BEF and the Baccalaureate EFL exam….what seems to matter most is the rate of success in the aforementioned exams…Arguably,emphasis should be put on academic success and concentration on the pupils'development of his/her potential rather than on training them for a particular exam"(Benmoussat 2003:132)**

On the other hand,Syllabus designers and language inspectors claim that **"the textbook is not the Holy Koran"(Official Syllabus for English 1999:4),**and the syllabus as such is only a guide which by virtue of necessity ,may be adapted to meet the pupils'needs and expectations and to centre one's teaching on those needs and expectations.Teachers are not obliged to follow the textbook slavishely " **the textbbok writers expect you[the teacher]to be a teacher not just a textbook users"(General Inspectorate of English**).

In this respect ,the demand for an appropriate teaching methodology is therefore as important as ever.The next section will be devoted to a general description of the textbook designed for 3AS learners as it is an indispensible and very useful for the learner.

2.9. The ELT Textbook

Language instruction has three important components: the teacher, the learner and the material i.e. the textbook which are the centre of instruction and one of the most important influences on what goes on in the classroom

The textbook is an integral element in the teaching/learning process.It plays a crucial role in developing learners competence and increasing their performance.It is equally essential for both learners and teachers as it inevitably determine:

> **"the major part of the classroom teaching and student's out of class learning"(Rivers1968:475)**

The importance of the textbook refers to the direct practice of English teaching material.It reflects the objectives of the syllabus depending on the method and the techniques used by the teacher:

> **"the role of the textbook is to present raw material that must be adapted by the teacher to cover the syllabus**
>
> **(Pedagogical Instruction,Inspectorate of English,MEN.1982)**

In the same context,Harmer states that:

> **Good books are carefully prepared to offer a coherent syllabus,satisfactury language control,motivating texts(Harmer2001:304)**

In fact ,the textbook may be considered as the major material used in the classroom.However,teachers are not compeled to folow it slavishly but rather to adapt it in order to suit their learners needs and abilities**, "the textbook is not the Holy Koran"(Official Syllabus for English 1999:4)**.Therefore,Teachers are not obliged to follow the textbook slavishely " **the textbbok writers expect you[the teacher]to be a teacher not just a textbook users"(General Inspectorate of English**).

Put simply, the textbook is one of the important elements of the teaching and the learning process. It plays great role in increasing learners' performance and developing his competence. It represents therefore a raw material that should be adopted and adapted by the teacher in order to cover the syllabus.

In fact,The changing needs of the Algerian school made it imperative that ELT textbooks are revised and up dated.The following figure illustrates the different texbooks used for ELT in Algeria from 1981up to now :

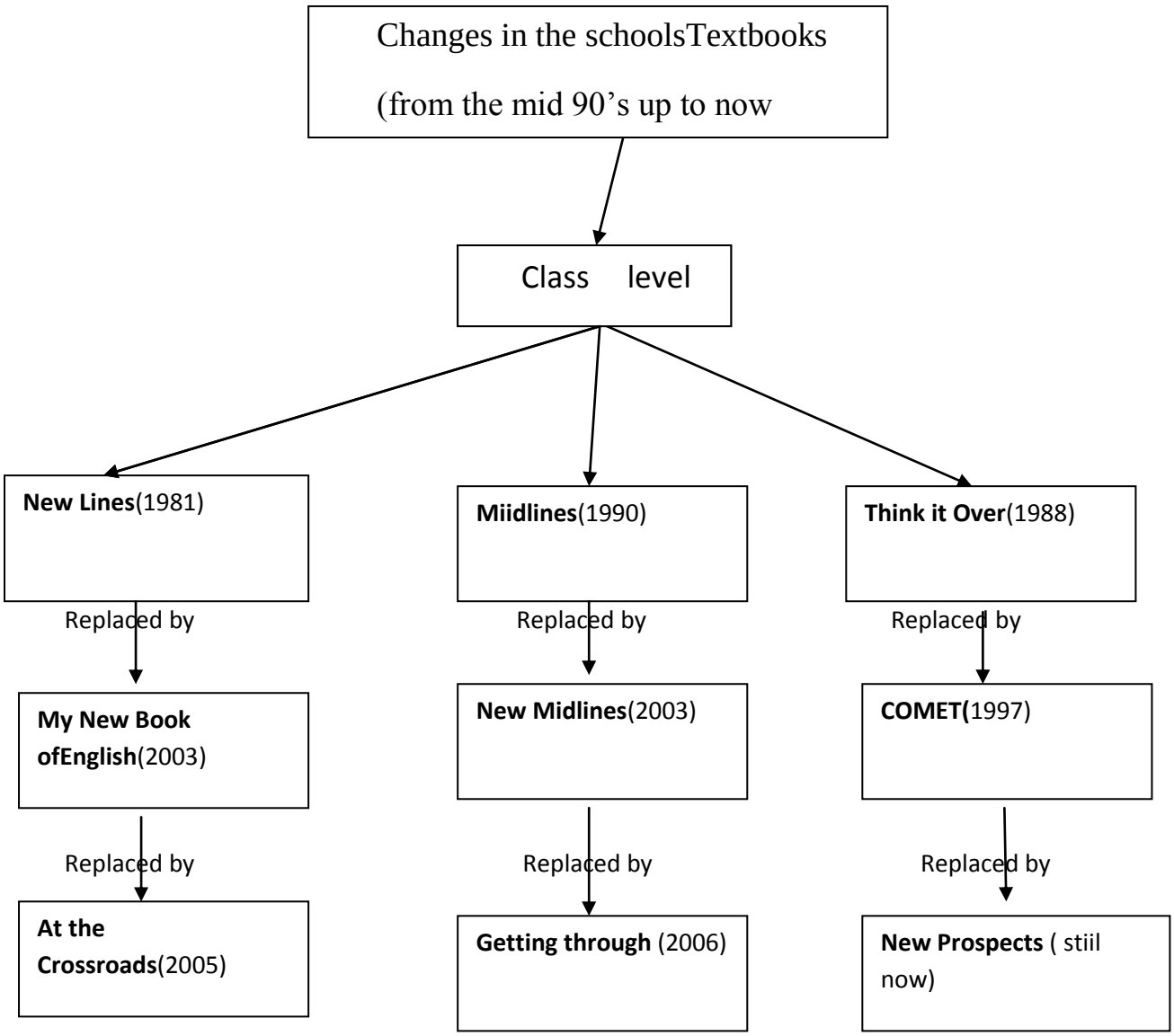


Figure 2. secondary school designed textbooks from 1981 up to now

As noticed from the above figure,***New Prospect*** is the last of a series of three course books designed for the teaching of English in the Algerian secondary school. It was introduced in 2007.

New Prospect is the 3rd book of the Algerian ELT designed textbooks.It has been conceived for 3AS classes for all streams,but with different timing .In fact it has been designed to meet the accademic requirement of the end of the third year "Bac Exam".For the different streams.

It is a textbook based on thematic approach with a competency dimension added to it. This textbook complies with the new English syllabus for 3AS as laid out by the National Curriculum of the Ministry of National Education in March 2006.Its main principle ,therefore, rest on the communicative language

teaching ,which engages learners in real and meaningful communication. In other words learners are given opportunities to process content related to their lives so as to develop both fluency and accuracy.

New prospects emphasizes competency based learning ,learner-centred, and project geared. It provides therefore a large number of tasks through 3AS students are brought to notice, reflect and analyze how English is used. Riche,the head of the project, (2007: IV) states that:

Three major features of the syllabus have been carful in designing this book:

(i) the fact that baccalaureate is exclusively the written mode

(ii) the emphasis on thematic orientation.

(iii) the need to cater for the pedagogical requirement of all baccalaureate streams

He adds : **The overall approach remains basically competency- based, learner-centered and project geared (Riche 2007: IV)**

The tasks devised, provide opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks are intended to enhance autonomy i.e. individual learning as well as learning with peers .On the other hand, the texts selected, present language in different types and styles: *radio interviews dialogues, news reports, encyclopedia entries, newspaper and magazine articles, excerpts from work of fiction, poem et*c. Their aim is to prepare learners to interact with various language situations they will encounter in real life.

New prospectcontains six units with six main themes and their topics are different to cater for the need of major baccalaureate streams, some related to science and technology while other related to language and humanities. Riche (2007) claims that each stream will study four mandatory units which are mainly related to its field of study .These are divided as follows.

1. **Ancient civilization (lit. and F. Languages)**
2. **Ethics in business (all streams)**
3. **Education in the world: comparing educational systems (lit. and F. Languages)**
4. **Advertising, consuming and safety (science and management)**
5. **Astronomy and solar system (science and management)**
6. **Feeling and emotions (all streams)**

In 3 AS syllabus, each unit is built around themes and each theme allows the use of several interrelated language function. New prospects progressively develop in students the three competencies of *interaction, interpretation and production* that cover all areas of language (morphology, vocabulary, pronunciation, spelling, syntax) through six graded units. Besides, the graded tasks are of the type ***"to be found in English paper in BAC examination and thus provide the students with a gradual familiarization with examination requirements in English (New Prospect 2007:60 "teacher's book'')***

Moreover ***" New Prospects provides a large number of effective tasks through which students are brought to notice, reflect, and analyze how English is used…most of these tasks involve the use of "discovery learning" (inductive learning) and are intended to enhance individual learning as well as learning with peer" (New Prospects 2007:57/ teacher's course book)***

From the above quotation, one may deduce the principals of the newly adopted approach "CBA. Finally what are the different task types dealt in New Prospects?

Each unit in New Prospect includes the presentation and practice of grammar, vocabulary and pronunciation/ spelling with the four skills. Hence this practice is related to the theme discussed in the unit. Each unit is followed by an evaluation grid to check on the learner's progress. It reviews students knowledge about the language items presented and test their ability to use the skills and strategies through reading passages found at the end of the course book. Other items are also included such as listening scripts, grammar reference with an aim to foster learner's autonomy and keeping on learning after classes by checking grammar.

It should be kept in mind that the themes or topics included in each unit should be dealt with in nearly thiry hours under the teacher'guidance.In so doing the learners are presented with different types of activities in relation to the four language skills:Listening,speaking,reading and writing.

Each unit ,therefore ,consists of four sequences:the first is *Listen and consider*(getting started,let't hear it,around the text,vocabulary explorer,pronunciation and spelling,Think,pair,share), the second is *read and consider*(getting started,taking a closer look,around the text,vocabulary explorer, pronunciation and spelling and Think,pair,share),the third is *Listening and speaking*(which includes;before listening,as you listen,after listening,saying it in writing) and the last one is *reading and writing* (before reading,as you read,after reading ,writing development)

To sum up,Each unit is structured as follows:

- Presentation of the project outcomes.
- Two parts: each part contains two sequences, each of them containing two or three sections subdivided into rubric. In the first sequence the reader will find two sections: the first one being listen and consider while the second one read and consider. These sections are rounded off with a section where in student is invited to take break to better start the next sequence.*The purpose of these sequences is to work ,through the around the text rubric,on the language dimension of the texts by the study of grammatical structures ,vocabulary ,pronunciationand spelling.What is aimed is getting the pupils to internalise the thematic and lingustic tools they will make use of ,more naturally to speak and write fluently.Both sequences are closed with the rubric entitled* ***think,pair ,share****.The tasks in such a rubric aim at getting the students to re-invest the thematic and language elements acquired through out the sequence ,by foregrounding a particular function(advising,comparing,informing,etc,)*

Referring back to the second sequence entitled skills and strategies, the learner will find five sections, arranged as follows:

- Research and report
- Listening and speaking
- Reading and writing
- The main project and alternative ones
- Assessment which is followed by another break under the title: "time for….."; in which pupils will be able to relax with a song or poem.

In the first two sections Listening and speaking ,reading and writing ;the focus is on the awareness and practice of primary skills(listening,speaking,reading,and writing)and social skills(collaborative work,peer assesement,responding to problem-solving situations,etc).They are aimed at getting the students to eventually apply in the *saying it in writing* and *writing develpoment* rubrics what is termed in the official syllabus as 'L'objectif terminal d'integration'Syllabus of English (2006)

2.9.1. Writing Skill in New Prospects:

In New Prospects, the writing skill is first introduced in the first sequence of each unit in a rubric named: ***think pair share*** which encourages students to interact, negotiate. And latter on, in sequence two in :

Saying it in writing
Reading and writing
Writing development

In the same view, the head of the project, Riche (2007:68) claims that:

> **The writing activities that we have been suggested reflect real life tasks, such as writing simple reports, brief articles, formal and informal letters etc**"

He adds:

> **the units of this course book offer a variety of activities reflecting real-life situations and prompting the students to practice English in creative ways. Their consolidation of skills whether oral or written, is to be realized through a number of activities stemming from the competency basedapproach.**
>
> (Riche 2007:70)

As far as writing strategies are concerned,what has been noticed in New prospects ,is that in each writing task,pupils are presented with some pre-writing strategies that will help them to write. ***The pre-writing strategies***, it is considered to be the most important step where students brainstorm to select a topic, generate ideas either individually or in groups gather information, determine the most appropriate purpose and style and finally develop an outline.

The process oriented approach is also highlited since it stresses the importance of writing different drafts before the final product.

However, It should be kept in mind that the themes or topics included in each unit should be dealt with in nearly thiry hours under the teacher'guidance.In addition to that the themes presented in this textbook such as ***Ancient civilisations*** are far beyond the interest of 3AS literary and philosophy stream learners.thus, Causes of low achievement in writing are manifold. Some applied linguists have noted the existence of a writing anxiety from which learners suffer deeply .Not only learners are deprived from help and encouragement ,but also "**teachers expect from them to write accurately and meaningfully about an imposed topic in a limited amount of time"(**Tsui,1996:97)Therefore,it could be understood that learners learn more when doing rather than just thinking about abstract things.Moreover,they do better when they are exposed to topics and themes related to their everyday life and interests for example;***Ethics in Business,Education***,etc

This way ,they may respond to different texts and situations with their own thoughts and experience rather than by doing abstract learning activities.Showing the importance of rousing learners'interest debates and discussions ,Harmer(2001:39) suggests "**Indeed part of our job is to provoke intellectual activity by helping them to be aware of constracting ideas and concepts which they can resolve for themselves –though still with our guidance.**

In New Prospects,3AS literary stream pupils are asked to do the following writing tasks :

- writing an expository essay
- -writing a story
- -writing a policy statement
- -writing an opinion article
- writing a description of an ideal school
- Writing descriptive essy
- Writing an expository article
- Writing a letter of advice
- Writing a newspaper article
- Writing a book/a film review article. (See appendix G)

Although, Writing instruction mainly centres on the four types of texts :narrative,descriptive,argumentatives and expositives,3AS literary and philosophy streams know little,if not at all,about the genre-specific conventions and contexts in which these genres are used.

What makes the situation even worse than it was is that at the seondary school level ,the pupil is introduced to essay writing for the first time;he is exposed to a wide variety of writing types such as reports,biographies and stories .The frequency of writing session ,on an other hand,is one hour week for literary stream pupils and one hour every fornight for scientific stream pupils

In addition,it is generally argued that learning to write fluently and expressively is the most difficult of the four language skills ,whatever the language in question (first,second ,or foreign language) .An obvious reason is that writing is a complicated recursive process instead of a linear one whereby writers are supposed to go back and forth when they compose.(Byrne(1979) and Burnaby(1984),Raimes(1983)).Writing,by its nature demands much of the writer and not many pupils can learn to become good writers because writing tasks are presented in a decontextualized way,neglecting the content and audience.

The competency –based approach stresses the need to integrate the four languge skills.Indeed,we can not teach one without the other because they are

interdependent and cannot be dissociated.However and mainly because the communicative approach is designed to lead to communicative competence, quite the opposite can be noticed and,of the four language skills,writing is the skill most frequently neglected.

It appears that primacy of speech is taken as the fundamental principle and it is obvious that learners spend most of their time listening and speaking.The oral use of language is thought to be the most useful for EFL learners even though they have no opportunity to use the foreign language outside the classroom.

In addition ,the writeen task comes at the end of the unit which make teachers frequently neglect it.All too often,when written work is set,it is assumed that if learners can say something,they should be able to write it.It should be borne in mind that little preparation is done for written work in class and most of the time learners are let to work on their own. In this respect,Flower(1984) says that writing is not just an individual act but a social and communicative one,too.Writers use different text types to accomplish different purposes and to fulfill certain social functions(Paltridge2004).learners need to understand the social functions on multiple genres and how language creates meaning in different social cultural contexts (Hyland2003).

2.9.2.English Examination

The writing skill is evaluated along the school year in the form of tests or home works and at the end of the year during exams. Third year literary and philosophy learners have to sit for tests and end of terms examinations through which their learning proficiency is evaluated. These exams give a general picture of learners knowledge and ability. They are intended to measure learners' language and skill progress in relation to the syllabus they have been following. An EFL exam is basically written, the oral practice of the language is not tested at all. Each term exam in English as well as the baccalaureate exam is divided into two different parts for learners to tackle. The first part; Reading and Interpreting ,contains two sections: comprehension/interpretation and text exploration (see appendix).the objective of the first section is to check learners, comprehension through activities related to the text. The second section(text exploration)consists of activities aiming of testing grammar and vocabulary knowledge and assessing learners, receptive and productive skills.

The part written expression; may have several forms such as essays, dialogues or letters, expecting learners to use a variety of forms. Such type of activity requires from learners to have control over many language aspects through which their final products will be examined and evaluated at both levels

content(ordering and selection of ideas)and form(spelling, punctuation, vocabulary, grammar ,etc).most of the time ,however, since 3AS literary and philosophy stream learners find this section difficult ,they just skip it .

The objective of written expression phases is to evaluate the candidates 'ability to express themselves reasonably ,correctly through either a guided or free composition(see appendix H & I).

After having mentioned the main features and objective of the English Exam,it would be better to shed light on the most important variable which either foster or hinder the teaching /learning process in Algeria.

2.10.Problem Areas

Teaching English in Algeria to 3AS classes is carried out under authority of a nationaly unified syllabus and baccalaureate exam system.EFL teachers focus on teaching correct language forms and test oriented skills rather than helping learners develop their creative thinking and language skills for communicative purposes;this is mainly due to the presure of the final exam (Bac) while accuracy is emphasised.Therefore,EFL learning can be affected by the following:

2.10.1.The Educational Process

Although teachers and learners are the most important participants in any teaching/learning process,there seem to be other variable which either foster or hinder that process.among these variables one may includes the following:

1-Lack of Practice Outside the Classroom

Algerian learners have no opportunity to practice the target language ,to use the knoweledge and skills acquired in class because of lack of immediate use of English outside the foreign language session. In this respect,Wilkins adds **"Foreign language learning in many countries does not go beyond the stage of progressive accumulation of linguistic knowledge .The language teacher is the only person to provide exposure to the language"**(Wilkins ,1972:156).

2- Timing

Language learning is so complex that it proves quite impossible for anyone to learn any foreign language in such short time. Bearning in mind that four hours a week for the literary and philosophy classes are just sufficient to preserve some of the acquired language.The time attoled to EFL teaching is ,indeed ,hardly enough to equip the learners with the necessary information and skills required to achieve their needs and the stated objectives.For this reason ,Harmer (2001) argues that :

Even if students have three English lessons a week,it will take a great numbers of weeks before they have had the kind of expossure and opportunities for use which are necessary for real progress(Harmer2001:335)

Nunan(1988),on the other hand ,states that not everything should be taught in class.For this part,Cotterall(1995) adds that even if learners are taught everything in class,the teacher will not be arround when the learners wish to use the language in real life.To compensate for the limit of classroom time,it is advisible to develop in learners learning strategies and in making them autonomous.

As far writing is concerned,less time is devoted to it because teachers believe that writing is time consuming ;another reason,is that much work needs to be corrected.As a result,writing is often relegated to a homework activity(and thus out of class activity),because many teachers think that there is not much time to be devoted to writing and prefer to deal with reading,grammar,and vocabulary tasks.However,learners would benefit from classroom practice in writing with the teacher in class,and receiving the necessary feedback.

3-Large Classes

The huge size of the Algerian secondary school classes proves to be quite a serious problem.Year after year,EFL classes are experiencing significant increases in the numer of learners(more than 40 pupils).

Dealing with classes of more than 45 learners presents the teacher with several problems.Some of the costs associated with large classes are reduction in teaching quality.For that reason,it is advisible to reduce class size because according to Krieger(2003),teachers in small size classes use more facial expressions,more eye contact,more positive remarks ,spend more time on direct instruction than on classroom managemen and more often in small groups than they do in the regular – size classes.

Halbach,Ehrle,Zahorik,and Mlnar(2001)add that smaller classes (15 pupils per teacher) have fewer disipline problems ,more time for instruction and individualization ,varied instructional strategies,and more content in-depth coverge.Zahorik(1999) also finds that smaller classes have three effects leading to increased individualization:fewer discipline problems,greater knowledge of learners ,and more teacher enthusiasm.

Learners'grade can also be affected by class size .As result ,individual learners do not receive sufficient attention from the teacher.When classes are large,the teachers pointed out that they cannot accommendate the wide individual

differences(ability-levels) available in class.Poor learners do not get enough attention.They cannot have a one-to-one contact and do not have adequate time to follow their learners'progress.Learners feel that the teacher calls and focuses on those in the front row.They do not have a chance to answer or practice.Some learners talk in class and make it difficult for the majority to hear the teacher and concentrate due to the increasing noise level.

Moreover,over-crowded classes have a negative effect on assessement.Extra work is require of instructors(teachers) when classes are large.All the instructors reported that grading 200-300 essays (nearly each month)is exhausting,tedious,and time consuming. To sump up,teachers will not be able to deal with each learners indivdually and ,thus, learners are not going to be given sufficient time for speech and practice.As a result,they are going to spend most of their time listenng to their teachers' talk.Second,with overcrowded classes both teachers and learners will lose the sense of community.

Consequently,class size at elementary,secondary and college levels should seriously be taken into account because it would have many impacts on the teaching /learning process

2.10.2.Teaching Constraints

However, what is clearly noticed in Algerian secondary school, the role of the teacher of English is hard to assume because of administrative constraints.EFL teachers encounter various inpediments.They are compelled to finish the programme,write on the class log –books ,and fill in scores in pupils correspondence copybooks. Besides ,teachers have to cope with an overloaded curriculum, large classes ,few resources ,and low coefficient subject matter .

In addition ,the English sessions are usually scheduled in the afternoon(4-5)or in the morning final hours (11-12),when both teachers and pupils are tired.

Amidst these conditions, the EFL teachers are asked to make pupils score well in tests and exams*(quantitative assessments*)and they have never been asked whether they have developed real communicative abilities in learners*(qualitative assessments)*.All these make teachers question the necessity to devote time and energy in trying to foster pupils communicative skills ,mainly in listening and speaking .

Concerning the writing skill, EFL teacher has to manage to teach it among other skills, to large classes where the number of pupils in many schools exceed 50.With such extravagant number and at this crucial level where pupils need individual help, teachers confront a great challenge;

-to complete the progamme
-prepare the pupils for the bac exam adequately,
-tackle the problem of descipline tactfully,

Furthermore, teachers have to deal with pupils of mixed abilities, of different learning strategies, and low motivational drives. These learners have rather low proficiency level in English, and most importantly, they hold negative attitudes towards foreign language learning mainly towards English. They consider its learning as a waste of time for being subject with low coefficient compared to *Arabic*, *Philosophy, History and Geography*. In the same vein, Hamzaoui (2006) states:

> **Low coefficient as well as limited teaching time and resources allotted to French and English language teaching ….led the younger generations…to encounter real learning problems in both foreign languages.(Hamzaoui2006:73).**

2.10.3.The Learner

It should be reminded that apart from the classroom setting ,the Algerian learners have no opportunity to practise the foreign language.In other words, there is no direct contact with the language except in the classroom.As result learners do not seem realy motivated because of the lack of practice they have which is mainly due to the insufficient time.Sometimes,learners feel limited and embarrased by their incapacity to express their ideas in the new language.

Learrners differ enormouslyin needs ,lacks and affective dimentions.Nevertheless,they can be made more responsible and interractive if they are provided with a clear statement about the curriculmum,syllabus,objectivess and evaluation.Moreover,they should not be looked at learners as "empty vessels",but as a resource (Wajnryb,1992) and as participants in the making of the lesson .For this ,the teacher has first to be attentive to differences among learners concerning their personatities,learning styles and language aptitudes,mainly since modern teaching methodologies revolve around learner-centredness.

- **The Learners' Motivation**

Motivation is one of the factors that contribute either to success or failure in performing a particular task .It is closely bound up with a person 'desire to achieve a goal' .Harmer(2001)points that "Motivation is some kind of internal

drive which pushes someone to do things in order to achieve something".(Harmer2001:51)

Usually ,people have a certain motivation for learning a foreign language and make a deliberate choice concerning the learning of a given language.This means that when people decide to learn a foreign language,they exactly know why they are doing it.For those people,the aquisition of a foreign anguage 'broadens the mind',is 'useful when travelling' or for 'getting better jobs',is 'culturarally valuable' or 'allows a person to read literature in the original language'.

In our context,an eduactional institution decrees that all school goers should learn at least two foreign languages.There is no argument against such decision but if one considers the great numbers of children and youngsters who are currently studying a second or a foreign language,their reasons for learning a language are quite different from the ones listed above.Few learners believe in the importance of language learning for better jobs,for establishing contact with foreigners when travelling or for being able to read literature in the original language.All these reasons are simply irrelevant and meaningless to them.Consequently, the motivation and the desire to learn are effectively very small and no great effort to enhance learning is provided.

However this is the case of Algerian EFL learners in general and 3AS literary and philosophy streams learners in particular.Such learners seem neither motivated nor interested in an English class.On the contrary they seem bored and do not perform adequately in such learning class.EFL teachers add that such learners are motivated neither extrinsically nor instrumentally.

In the same vein Benmoussat(2003:119) states that **the immediate goal and the primary motivating force in learning English in Algeria is to help pupils pass examinations.Indeed ,informants almost overwhelming cite passing exams as the primary motive for studying English particularly for secondary school pupils".**and as Alexander posits **'a formal examination with bias towards the written language will only exert a pernicious influence on language learning when it is regarded as an end in itself'(Alexander1967:vii).**

Thus,if learners are not motivated they are probably going to fail in their education .In the same respect,Harmer(2001) argues**: "most researchers and methodologists have come to the view that intrinsic motivation is especially importnt for encouraging success".(Harmer2001:51).**

As a conclusion to this point,we may say that a certain amount of motivation is of paramount importance in seccessful learning and if learners have no motivation

or no desire to learn a foreign language,any effort to teach them something will be ineffective.

- **Language Aptitude**

Teachers know from everyday experience that some language learners appear to have ' a gift for languages' which other learners do not pocess .This factor generally favours the learning process and relates to the learners'ability to identify and remember sounds,memorize and retrieve words and also the ability to induce grammatical rules from language examples(Littlewood 1984:62-63).

Good language learning is said to depend, at least, on three variables: "aptitude, motivation, and opportunity" (Rubin, 1975, p.42) and there is no doubt that some students are more successful learners if compared to others (Rubin, 1978, p.15).

Learners who have this 'gift of tongues' or language aptitude will surelly become successful learners,but those who do not have it, are already having problems with the home language and will only accumulate more failure with the target language .The teacher,then will end up with demotivated learners who experience great difficulties but do not make much effort to improve themselves.

It would be less demotivationg for these learners if they are placed in a more or less approximately homogeneous group before a language learning programme.

By doing so,the teachers' task will be easier as they will deal with learners with more or less the same level.More importantly,it is also less demotivating for learners who will be exposed to teaching that meets their needs and aims at levelling their difficulties.

- **Learning Styles**

Second langauge learning researchers have pointed that language is closely related to human behaviour and personality and that "**learners differ in their cognitive styles or learning styles as well as their learning strategies"Richards and Lockhart,1996:56).**Some learners are aid to be 'extroverts' and so they are active and more willing to take risks with language.Other are 'introverts',silent in class,they listen well ,think hard and learn much.Some learners are more tolerant at ambiguities ,while others are more anxious . 'Analytic' learners prefer a deductive approach;they are given the rule and are let to deduce other examples. 'Holistic' learners prefer an inductive approach;they are given the examples and are let to induce the rule (Willis,1996).

Besideslanguage aptitude,it is necessary to take into account that students learn in many different ways.Each learner has his/her own learning style preference.Some learners have a visual major learning syle ,that is,they learn best by seeing words in

books or on the whiteboard.They understand and remember things better if they see them written.

These types of learners need to take notes of teacher's talk or explanations if they want to remember the important points in each lesson.Other learners have a major auditory learning style.Instead of seeing words written,they rather need to listen to them.They remember best the information if they read it aloud and benefit from listening to tapes,class discussion or the teacher's oral explanation.

Another type of learners learn best by experience.This means that they need to be physically involved in the classroom.They benefit from participating in different activities such as role plays or stimulations.This physical involvement may help them understand new material and remember information well.Some students learn best when they work alone.They concentrate better and feel comfortable if they study by themselves.Others learn more easily in groups;they feel more secure and make better progress when they work with two or more classmates.The stimulation they receive from the group help them learn ,understand,and finally remember better.

Teachers can help learners find their preffered learning style through a questionnaire that will show them the most helpful way for them to learn and remember best.(known as learning style checklist by Brown 1994)

Therefore,for learning to be facilitated ,teachers have to be aware of the importance of recognising and dealing with the variety of cognitive styles and subsequently have to vary their teaching methods and techniques according to their students'needs and preferences.This is essential if one wishes to avoid a clash of the students'personality with the method.Besides,the method has to appeal to them because if they have confidence in the method ,if they feel secure and comfortable,they will probably be more involved and more motivated and will not make so many errors.

By varing the techniques ,the teacher will at least ensure a maximum number of students will be 'reached'.It is advisable to have a mixture of group and individual work ,and alternate activities based on visual and auditory techniques.Varying the classroom techniques also has the adventage of breaking the monotony of the lesson and keeping the learners more alert and therefore more attentive.

Apart from learners'motivation,language aptitude,learning styles and the method used,there also personality traits such as self -confidence,self-esteem,risk-taking and tolerence of ambiguity that contribute to making learning easier or more difficult.

- **Self-Confidence**

Self-confidence is not normally assumed to have an influence in successful learning.In Krashen's theory (1981),self-confidence is identified as an important aspect of the **"affective filter"** in that it enables the learner to encourage maximum intake.Conversely,a lack of self-confidence would be an inhibiting factor for learners and this is supported by teachers who in their experience report that poor learners lack self-confidence.It is true that a lack of self-confidence may prevent some learners from totally exploiting what they know.However,on some occasions,too much self-confidence may have a negative effect.

A reasonable level of positive self-evaluation is necessary because it will assits the learners in fully exploiting their abilities for a better performance.

Teachers can help students feel good about themselves by having an encouraging rather than a hostile or threatening attitude by asking questions or setting tasks the learners are able to understand and perform and not putting them in tricky situations which will only cofuse and make them lose their self confidence.

- **Anxiety**

It is usually associated with feelings of self-doubt,apprehension or worry.Scovel(1978:134)defines it as **" a state of apprehension,a vague fear....All learners know what anxiety is and have experienced this painful feeling of fear or uneasiness when they undertake a complex learning task."**

Whereas too much anxiety hinders learning,a certain amount of facilitative anxiety can stimulate a learner to invest more effort and energy in a learning task.Anxiety can be easily observable through physical actions such as fidgetting ,forgetting the answer...

It is possible to reduce the level of anxiety in many different ways.Oxford(1990),Lavine and Oxford(1990) and Horwitz (1990)suggest a number of ways to deal with anxiety.Firstly,teachers have to be aware of language learning anxiety.This awareness will help teachers to be less impatient and less critical with students who are unwilling or unable to learn because of debilating anxiety .This awareness will also make them adapt a supportive and trusty attitude that will help learners lower their level of anxiety instead of raising it through criticism.

Secondly,teachers have to create a positive learning environment ,by learning students'names,by holding an encouraging attitude instead of an authoritative one.The teacher can also help the learners to help themslves through positive self-talk.They need to learn to believe in themselves and in their abilities.Teachers will

also have to reward students for a good work through complimenting,cooperatingwith others.Working in groups or in pairs is not only stimulating but also contributes in reducing anxiety.

Language learning diaries and journals that the students write to their teachers to express their fear and anxieties might be a valuable aid as they enable teachers to be aware of the learners'psychological state and thus provide the emotional support expected from them.

- **Risk –taking**

In language classes ,it is essential for learners to be able to take moderate and intelligent risks ,such as guessing meaning or actively participating in a conversation despite the possibility of making occasional mistakes.Some learners are so afraid of making mistakes that they choose to keep silent because their inhibition and fear have taken over completely.They feel emotionaly paralysed and so are unwilling to take the smallest risk,particularly if they are asked to perform in front of others .They do not want to expose themselves to criticism from their peers or to self- criticism .Because of this ,such learners take very few risks so they **'avoid any clinks in their self protective armor'** Stevick(1976).

In trying to protect themselves from criticism,these students do not enjoy the oppoprtunities to use and practise the language communicatively.Therefore,if they do not have enough practice ,their progress is seiously slowed down.From this,one would assume that risk-taking will inevitably faster positive results in language learning but this is not always the case because the point is not to take wild,impulsive risks as some bold learners do but it is advisible to take wise ,moderate risks.And as Rubin(1975) notes: **"the good language learners makes willing and accurate guesses".**

The concern of most teachers is to encourage more involvement and more participation in class,but in some cases,some high risk-takers dominate the classroom with their "foolish gambles".These learners need to be trained in compensation strategies that allow them make intelligent guesses in reading for example and use communicative strategies when listening and speaking(Oxford,1990).

Learners will be encouraged to take risks if teachers create an atmosphere where students are willing to try out the language and venture a response and not just wait for teachers to designate someone to do so.The activities should be reasonably challenging,not too difficult and not too easy.Teachers should be careful enough when giving feedback .They need to praise their students for trying but at the same time friendly attend to correct language.

In such positive environment,learners may eventually know how to take risks wisely and appropriatly.

Before concluding this chapter,it is necessary to shed light on the most important remarks drawn from the teaching of writing skill at the secondary school level,as it is the core of this research.

2.11. **Writing in the Secondary School Level :**

As previously stated,secondary education lasts three year (1AS.2AS.3AS) during which pupils are prepared for the baccalaureate examination.However,learners coming from the fundamental school and entering secondary school have not developed efficient thinking and linguistic skills that allow them to produce a good performance in writing. What makes the situation even worse than it was is that at the seondary school level ,the pupil is introduced to essay writing for the first time;he is exposed to a wide variety of writing types such as reports,biographies and stories .(see Appendices J)

The frequency of writing session ,on an other hand,is one hour week for literary stream pupils and one hour every fornight for scientific stream pupils.Yet ,as Hamzaoui (2006) points that **:**

> **many writing difficulties are encountered by the secondary school learner.He is required to write long essays which consist of several paragraphs,while he was used to write only a short paragraph.Morever,he is asked to write creatively and expand on his ideas,while he was used to mechanical writing,always needing a model and already explained ideas in class to write composition.(Hamzaoui2006:92)**

She adds ;

> **While emphasis is put on the development of oral skills in the Middle Schools,and the first and second year of Secondary education ,the writing skill is given due attention only in the third year of the Secondary education which is not enough to prepare students for formal examination requirements.(ibid:94)**

So can teacher expect from this pupil to produce something that he has never been taught ?

Another stricking observation about English language teaching in pre-university education (i.e. secondary school level),is the difference in skill focus.While emphasis is put on the development of oral skills in middle school

,and first and second year of secondary education,the writing skill is given due attention only in the third year of the secondary education which is not enough to prepare pupils for formal examinations requirements.

In the same line of thought, Hamzaoui says that;**English teaching in secondary school is aimed to consolidate the knowledge of linguistic items and skills aquired in the preceding years.(Hamzaoui2006:94)**

In addition, by the end of secondary education ,pupils are supposed to express themselves in fluent ,accurate and meanigful English both orally and in writing.However reality shows opposite results embodied namely in the dissapointing low scores obtained by pupils in the Baccalaureat examination*.In fact many reasons can explain pupils'low performance in writing and speech.Among them:overcrowded programmes and unsufficient teaching time,divergence between classroom activities and examination requirements leading pupils to develop negative attitude towards communicative activities and group work and at last the over ambitious syllabus objectives which do not go in line with pupils'real cognitive and linguistic capacities.in this context,Allen and Widdowson(1979) posit that there is a wide gap in EFL teaching between elementary level and intermediate or advanced level ;explaining that pupils move rapidely from basic English knowledge to complex use of that knowledge ,with no materials to help them make a transition between the two extremes.What is more,despite the importance of evaluation as a learning tool in the teaching /learning process, **"too little time and few resources are generally budgeted for evaluation in language development"(Rhichards,1985:9-10).**

All in all, what can be deduced from here is that writing *is a* **negleted skill**.While the competency –based approach stresses the need to integrate the four language skills,quite the opposite can be noticed,of the four language skills,writing is the skill most frequently neglected .It appears that primacy of speech is taken as the fundamental principle and it is obvious that learners spend most of their time listening and speaking.In addition the written task comes at the end of the unit which makes teachers frequently neglect it.All too often,when written work is set ,it is assumed that if learners can say something they should be able to write it.It should be borne in mind that little preparation is done for written work in class and most of the time learnes are let to work on their own.

2.12.Conclusion

This chapter attempts at describing the conditions under which the teaching and the learning of English as a foreign language is taking place.it has been particularly concerned by the linguistics environment,the pupils'needs and motivation,their role in the learning process,the lacks they have in reading and writing ,the teaching material and finally the teachers background,the study of these diffirent parameters may enlighten the readers on some of the causes for the learners'difficulties in getting and also in using the target language.

This chapter has attempted to give a general view of the Algerian educational context.One conclusion we can draw is that failure in writing is partly linked to failure both in teaching and learning.Besides,there seems to be many contradictions between the objectives officially stated and how teaching is actually performed.as a result in spite of the six years spent in learning English ,3AS literary and philosophy stream learners still find themselves unable to use the target language both orally or in writing.

This chapter has demonstrated some of the variables affecting negatively the teaching/learning of writing.Neither the approach nor the teachers'methodology really favour the teaching of writing. In fact many reasons can explain pupils'low performance in writing,among them:overcrowded programmes and unsufficient teaching time,divergence between classroom activities and examination requirements leading pupils to develop negative attitude towards communicative activities and group work and at last the over ambitious syllabus objectives which do not go in line with pupils'real cognitive and linguistic capacities.

With regard to the major participants of any teaching/learning situation ,it worth mentioning that in addition to ill-trained teachers,3AS learners for their part do not seem to be motivated and show negative attitudes towards EFL learning because of numerous difeciencies accumulated at a previous stage ,leading to the present low proficiency level. And finnaly,As the core principle of CBA is learner centeredness as opposed to teacher centeredness, learner autonomy in Algeria may be a new notion and may be difficult to inculcate simply because Algerian learners are not used to be responsible as result, learner autonomy may be restricted at the beginning.

All in all ,learners are offered neither suitable learning conditions nor sufficient time for acquiring sufficient and adequate knowledge.If such conditions were available ,if the teaching profession were between the hands of competent,well-

trained teachers,then teaching would care of itself.This would not only foster students'learning but improve their performance as well.

Nevertheless,these outcomes observations are the researcher'hypotheses and interpretations.To analyse the situation more objectively,it is of paramount importance to carry out an investigative study that would lead ,from different viewpoints ,to practical evidence about the source of the problem and ultimately to alternative remedies.This what will be attempted in the following chapters.

Notes to chapter two

1. Baccalaureate examination; entrance exam to university level, held at the end of the third year of the secondary education, roughly equivalent in English to O-level.

2. A lingua Franca can be defined as: "***a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a second language" (Harmer 2001: 1)***

3. BEM(Brevet d'Enseignement Moyen)entrance exam to secondary school.

4. An innovation in ELT has been implemented since2003,the fundamental school has been replaced by the middle school ,and English is taught hereafter from1AM instead of 8AF.pupils will have EFL learning experience of seven years before university level ,but the first generation of pupils undergoing these changes will not sit for the Bac exam until 2010.

5. Language teaching is very often discussed in terms of 3 related aspects; **Approach, Method** and **Technique**. Different theories about the nature of language and how languages are learned "approach" imply different ways of teaching "method" and different methods make use of different kinds of classroom activities "technique".
   Approach how languages are learned?)⟶ method (ways of teaching)
   (ways of teaching) ⟶ technique(classroom activities)

   Edward Anthony (1963) identified three levels of conceptualization and organization, which he labeled, *approach, method and technique*. The arrangement is hierarchical .The organizational key is that technique carry out a method which is consistent with an approach. So approach is the first criterion upon which methods are defined ,from these latter derives the techniques to be used. One approach can give one or several methods. Each method consists of a host of techniques. Contrary to approach and method which cannot be apparent ,technique can be seen since they are what happens during a class session such as the audio visual aids.

6. **Practice**and **progress,developing Skills,** and **Fluency In English**

7. The term ***communicative competence*** was first coined by the sociolinguist Hymes in the late 1960s to denote the knowledge of the rules in socially and culturally appropriate ways in order to achieve the desired communicative effect. It came as a reaction to Chomsky 's "linguistic competence", the speaker's ability to form and

while communicative competence stresses on fluency .It was also defined by Miliani as the ability to achieve successful communication in English in any given situation .It includes not only linguistic competence(i.e. the mastery of the abstract system of rules)but also the attitudes ,values, and social rules concerning a given language.

8. Facilitating learning is an essential teaching concept. It is apart of the teacher role specifications defined by the General Inspectorate of English ,and assumed in the acronym P.L.E.F.T.E.R. standing for Planner, Linguistic Model, Evaluator, Facilitator, Team member, Educator, and Researcher.

   Planner; the teacher sees planning, and structuring of learning activities as fundamental to success in teaching and learning

   Linguistic model; the model learners should imitate , we try to imitate teachers in terms of pronunciation as an example.

   Evaluator, teacher assesses the learners' progress

   Facilitator; the teacher simplifies the learning process.

   Team member ;the teacher takes part in cooperative activities and team work.

   Educator ;the teacher serves as an example suitable for imitation adapted from Benmoussat2003:237)

9. the following table clarifies and explains the characteristics of the different rhetorical modes

Rhetorical mode	Types and Purposes.
Narrative	Tells a sequence of events in a report or a biography. Two types of narration can be distinguished :fiction (imaginary)or non-fiction(true facts /events)
Descriptive	**Static description** :describing a place, a person, a system. **Process description**: describing the sequence of steps in how something is done or the operations in how something works.
Expository	-It is used to explain ,inform, illustrate, or analyse. -It can be expressed through different modes: **Definition**: defining ,explaining, and exemplifying something. **Classification**: organizing a description into a hierarchy of categories. **Cause-effect:** explaining how events are linked ,how one thing leads to another, giving reasons for outcomes. **Comparison-contrast**: discussing similarities and differences
Argumentative	It is used to persuade the reader of a given point. **Discussion:** putting forwards arguments ,evidences ,examples ,etc

10. The composition can be controlled ,guided ,or free.

-Controlled composition can be defined as one where both content and the language are determined ;this means that the learner's writing is controlled by various means (for example, providing questions to be answered ,sentences to be competed, or pictures to follow..).
-A guided composition has controlled content and free language
-while free composition is free both in content and language. In other words ,the learner's writing is not controlled or limited in any way.

CHAPTER THREE:

RESEARCH METHODOLOGY

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Notes to Chapter Three

3.1. Introduction

This chapter is devoted to the empirical phase, which strives to arrive at more consistent analysis of the EFL teaching /learning situation, with reference to the writing skill .It is based, in addition to classroom observations on different analytical tools .It will require the contribution of three partners in the teaching / learning context: teachers, learners and EFL inspectors. Research in this chapter seeks to investigate real causes underlying learners'low achievement in writing .It aims at highlighting different facts about writing skill; the teaching of writing skill in 3AS level, the writing skill in EFL curriculum, the learner's apprehension to this skill and many other factors related to this problem, which would serve as groundwork for alternative remedies that will be dealt with in the next chapter.

3.2. Analytical Tools: Aims and Procedures

The investigative phase will be conducted through different analytical tools: two questionnaires, different classroom observations, an unstructured interview and semi -structured interview.The questionnaire is chosen as research instrument because it is less time consuming and allows the analysis of a large number of informants in relatively short period of time (Wallace, 1998).The interview on the other hand, are conducted to elicit different facts in a relatively relaxed atmosphere(ibid).

To check the accuracy of the informants'responses, a combination of different analytical tools has been used in this research work.Indeed, a semi-structured interview has been conducted with both EFL teachers and EFL inspectors.In this respect, Weir and Robert (1994) state:

> **A combination of data sourses is likely to be necessary in most evaluation because often no one sourse 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 sourses collected by different methods ,and by different people(i.e. triangulation(1)).It is now widely held that multiple methods should be used in all investigations**.
>
> (Weir and Robert 1994:137)

Concerning questionnaire,Brown (2001) puts it this way:

> **Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers .**
>
> **(Brown, 2001:6).**

The first questionnaire is intended to 3AS pupils literary streams(see Appendix C) but; since this work aims to provide analysis of EFL writing skill teaching and learning at secondary school level ,a specific stream has been selected mainly literary and phylosophy stream because it is the one which shows and illustrates more failure in English and mainly in Writing skill compared to other learning streams. While the second one is intended to 3AS Secondary School Teachers from different lycees(see Appendix D).

In both questionnaires the hypotheses of the research were translated into questions of three types: close ended, open ended, and combined questions.Closed questions consists of a range of possible responses.The informants have to choose and tick the response(s) which best fit(s) his /her opinion.Therefore,such a type of question limits the respondents'answer.However,in open questions,the informants are entirely free to expres their own ideas and give their judgements and opinions.In the final step,(i.e.mixed questions);the respondents have to choose among a set of several responses.Furthermore,they have to justify or give the reasons of their choice.

Though teachers and learners constitute two major poles in the teaching /learning process,This research required the viewpoint of a third partner i.e;EFL inspectors.To this end ,another inquisitive means was selected;a semi- structured interview was held with two inspectors from the Middle school and two from Secondary -School level.These inspectors were asked to give their view as evaluators and observors,specially of teachers and learners,in the teaching learning process. The researcher aims to investigate the real causes of such low achievement mainly in writing skill and the sources of learners difficulties as well.

Data gathered via this triangulation (1)will be interpreted quantitatively and qualitatively .Partial conclusions will be drawn at the end of each investigative procedure before dealing with concluding remarks derived from the results of different poles of study.

3.3. Informants ' Profile

As previously mentioned,this investigative study has required the contribution of the three partners in the teaching/learning context:3AS literary and philosophy streams learners,EFL teachers and EFL inspectors of both the middle and secondary school levels.

3.3.1. 3AS Literary and Philosophy Streams'Learners

It is worth mentioning at this point,that since the introduction of new educational reform ,instruction in the primary school is reduced to five years instead of six years with French introduced in the third year.Instruction in the middle school ,on the other hand,is extended to four years instead of three,and English is taught from the first year in the middle school.

As far the subjects of this research is concerned,the majority of 3AS learners have had thirteen years of schooling during wich standard Arabic has been the language of instruction for all subjects.In addition,they are supposed to have studied French for at least ten years(see appendix G)since this first foreign language is introduced to them in the fourth year of the primary level.English ,being the second foreign language after French,is introduced to them in the first year of the middle scool.Accordingly 3AS literary and Philosophy streams learners will have an experience of seven years of the EFL learning .

In 3AS ,and after seven year of EFL learning ,the pupils can be said to have an 'elementary'(2) rather than 'intermediate' level.Harmer (2001)puts the distinction this way:**Elementary students are no longer beginners and are able to communicate in a basic way.They can string some sentences together ,construct a simple story or take part in predictable spoken interactions.However,they have not yet achieved intermediate competencewhich involves greater fluency and general comprehension of some general authentic English.(Harmer 2001:12)**

3.3.2. EFL Teachers

The sixty teachers to whom the questionnares were addressed, work in different lycées in Tlemcen(Maliha Hamidou,Yagmouracen,Hamed Bendimrad,Dr Benzerdjeb,Ahmed Benzekri,Ibn Tofail,Miloud Boumechra,Lac Kerrar(Remchi),Ikhwa Atar (Chetwan), Bouhmidi Tahar(Ouled Mimoun).The researcher also adreesed these questionnaires to other EFL teachers from Oran and Sidi Bellabes during Secondary school teachers'training held in Oran.Such teachers have a licence degree in English obtained from different universities in the Algerian territory.Their teaching experience ranges from only one year to thirty four years .yet,out of sixty questionnares addressed to EFL teachers,only fifty two were returned.

3.3.3.EFL Inspectors

The third part of this investigation, is conducted through an interview with EFL inspectors of not only secondary school level but the middle school as well.This pole of study aims at collecting data from such informants for two major reasons.The first and the obvious reason for choosing inspectors from two different levels stems from the fact that English is the first learnt/taugh at the middle school and carried on at the secondary school level.The second reason,is that inspectors are the only observers of both teachers and learners .Indeed,when attending lessons,inspectors can actually evaluate teachers' competence and methodology.Likewise,they have an idea about learners involvement and performance.

3.4. Learners Questionnaire

The subjects chosen for this quesionnaire are forty five learners in their final year of study (3A S literary and philosophy stream) at Beseghir Lakhdar secondary shool in Tlemcen.(it is situated in Tlemcen city center and was founded in 1984.). There are thirty eight female, and only seven male learners.Their age varies from seventeen to twenty years old.As they are in literary stream, they have "four hours of English a week instead of three for the scientific, mathematics and management streams.

The questionaire was explained and given to them as a homework so that they could think more about the questions,or even discus the answers with their peers.This was done with a purpose of lowering their anxiety and making them

believe that the questionnaire was not a test but a way to express their personal ideas,and an opportunity to make their difficulties known.As they had the choice to answer in any language ;most of them responded in Arabic,few of them in French and even fewer in English.

The learners ‘quesionnaire aimed to elicit from pupils ,as the centre of the teaching -learning process within the newly adopted approach in the Algerian educational context, the Competency –Based Approach,i.e. “CBA”,information about the causes of their low achievement in EFL and in writing particularly. In other words it was designed at eliciting from them how they felt about writing and how they viewed and approached the writing task.The learners were invited to give insight into their motivational drives and attitude towards English ,to shed light on their own weaknesses and to propose sollutions that would fit them.

3.4.1. Learners’Questionnaires Analysis

Learners’questionnaires comprised seventeen questions which were studied individually.

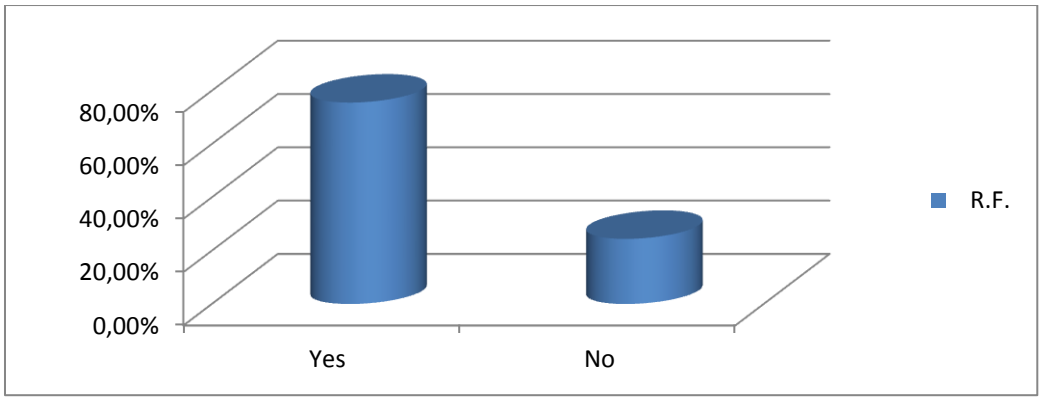
Question one: How Long Have you been studying English?

This question concerned learners’ EFL learing experience in order to have a clear idea about the amount of formal language instruction the target population had been exposed to .There were differences because some of them had repeated the years (retaken courses) at different stages of their schooling, mainly in 1AS &3AS.Their EFL learning experience, then, oscillated beteween 7and 8 years.Such a piece of information permits to determine what kind of third year pupils are.

Question Two:Do you like studying English?

Enjoyment in learning English	A.F.	R.F.
Yes	34	75.55%
No	11	24.44%
Total number	45	100%

Table 3.1 Learners'enjoyment in studying English in Class



Graph 3.1. 1 Learners'Enjoyment in Studying English in Class

This question was interested in pupils 'attitude towards EFL study.Most of the respondents 75.55% said that they like studying English,even those who admitted that they were not good at it.They gave different arguments for their positive attitude explaining that English was an essential subject-matter in the Baccalaureate exam and even important for their future studies and careers.

They explain that Engilsh is the most important languge since it is the first international one in the world and then proves necessary in many domains. They add that English is the language of the future and fashion (films, songs, travelling, etc) and dexribe it as being an important means of communication that will soon be expanded.Therefore,it helps them read books,understand their favourite songs and films ,and then facilitates travelling and communication with the external world. Some of the informants state that they enjoy studying English simply because they like EFL teacher.A few learners recalled the Prophet 's (MPBH)citation"**He who learns a community's language is safe from their evils".**

The rest of the respondents ,that is 24.44% of the learners,claim the opposite .They complain about the difficulty of the language itself,the

complexity of the grammatical rules and the lack of vocabulary .In addition to that ,they state that they can neither understand people nor teacher nor make themselves understood.Matter of fact,the respondents have difficulties using the language (speaking,reading and writing).Such pupils explain that in exam ,for instance,they do not even understood the instructions because of word meaning .

Question three: Do you think it is necessary to your succes?

Learners'interests in studying English	**A.F.**	**R.F.**
Yes	39	86.66%
No	06	13.33%
Total	45	100%

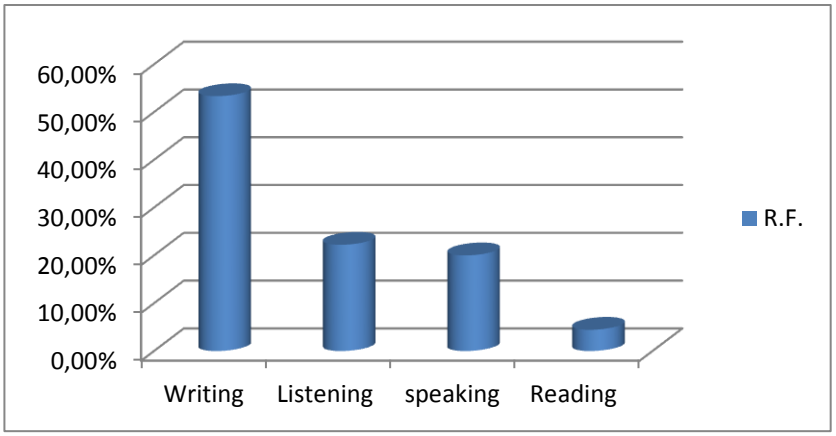
Table 3.2 learners'Interests in Studying English

This question further explored learners 'motivational drives in learning English'.Most of the respondents 86.66% claimed that English is necessary ;they refered to its importance as a subject matter in school curriculum and in the Bac exam.While others, recognized EFL utility in the future mainly in future studies or in the professional domain.However 13.33%of the respondents expressed their carelessnes about English because they foresaw a failure in the bac exam or the future unemployment .Besides some learners considered the coefficient is very low to grant English subject matter much importance.They prefered to work hard in school subjects having a high coefficient as **Arabic, Philosophy, History&Geograhy** because they are the most important in their studies rather then focusing in English.

Question four: Which skill appears to you the most difficult?

Language skills	**A.F.**	**R.F.**
Writing	24	53.33%
Listening	10	22.22%
Speaking	09	20%
Reading	02	4.44%
Total	45	100%

Table 3.3 learners's Weaknesses in the Four Language Skills



Graph 3.2. learners's Weaknesses in the Four Language Skills

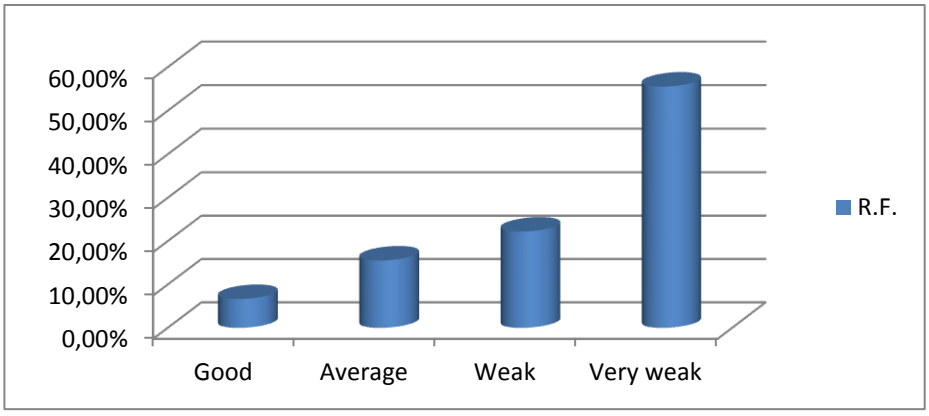
This question inquired about the skill that posed great difficulties for 3AS pupils. Learners were required to grade the four language skills in order of difficulty. As predicted, (53.33%) of the respondents confirmed that writing is the most difficult skill among the other skills, followed by listening (22.22%), speaking (20%) and reading (4.44%). It is worth mentioning here that 53.33% learners's difficulties did not lie principally in productive skills only, but in receptive skills as well.It is then a question of input before being a question of output.

Question five: How do you assess your level in EFL writing?

The aim of this question is to explore learners self-assessment in writing proficiency; by evaluating their level as Good, Avereage, Weak or Very weak

Learners'self assessment in writing proficiency	**A.F.**	**R.F.**
Good	03	6.66%
Average	07	15.55%
Weak	10	22.22%
Very weak	25	55.55%
Total	45	100%

Table 3.4.Learners'self assessment in writing proficiency



Graph 3.3. **Learners'self assessment in writing proficiency**

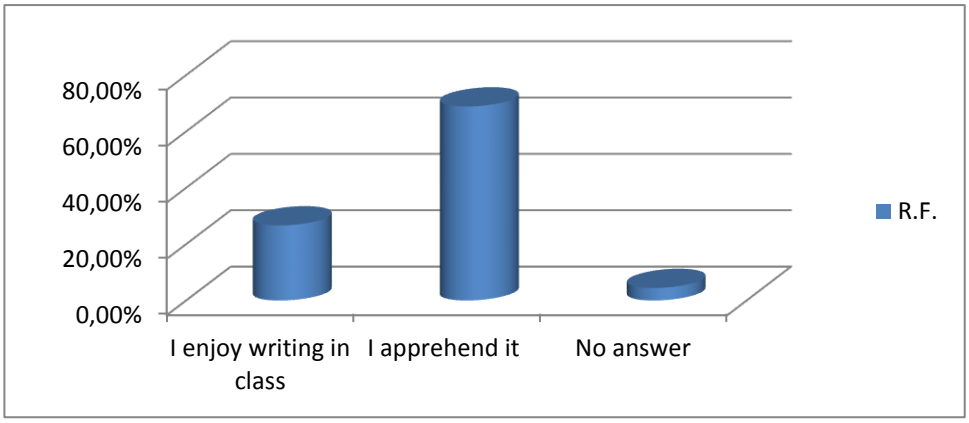
Of the total number of respondents , 55.55% honestly admitted that they were very weak ,22.22% weak ,while 15.55% presumed they were rather average, but only 6.66% thought they were good.At the level of this question some informants provided extra explanation pointing to their fear of making mistakes ,and also making allusion to their poor lexical luggage/background in English.

Question six :How do you fell about writing in English?

This question enlightened the researcher on learners'feeling about writing.

Learners'feeling towards writing	**A.F.**	**R.F.**
I enjoy writing in class	12	26.66%
I apprehend it	31	68.88%
No answer	2	4.44%
Total	45	100%

Table 3.5.learners'feeling about writing.



Graph 3.4. **Learners'feeling towards writing**

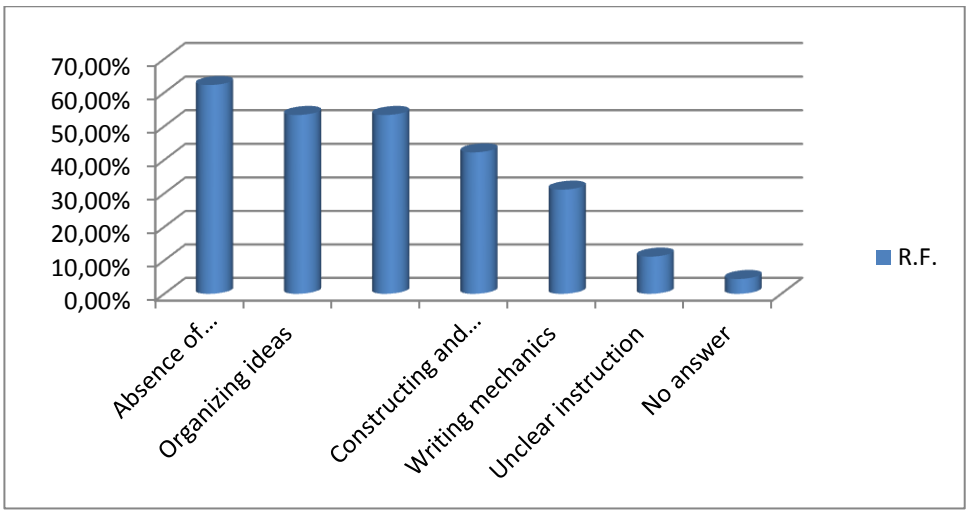
Twelve pupils (26.66%) reported that they enjoy the writing class because they discover new ideas, can get help from their peers or from their teacher.The remaining 31pupils i.e. (68.88%) claimed that they apprehend it because they are afraid of making mistakes,they are also afraid of not finding ideas to write about. While two pupils (4.44%)did not answer this question This apprehension reveals that brainstorming phase is not always organised before writing begins.The fear of making mistakes is also detected through their answer in the following question.

Question seven: Do you face serious difficulties when writing?

This question aims not only to elicit from the informants whether they face serious difficulties in writing or not ,but also to encourage those who encountered these difficulties to state them; so as to have clear idea about them. All respondents admitted they face great difficulties when writing.

Learners's difficulties in writing	**A.F.**	**R.F.**
Absence of ideas(finding ideas)	28	62.22%
Organizing ideas	24	53.33%
Insufficient amount of vocabulary	24	53.33%
Constructing and combining sentences	19	42.22%
Writing mechanics	14	31.11%
Unclear instruction	05	11.11%
No answer	2	4.44%

Table 3.6.Learners's difficulties in writing



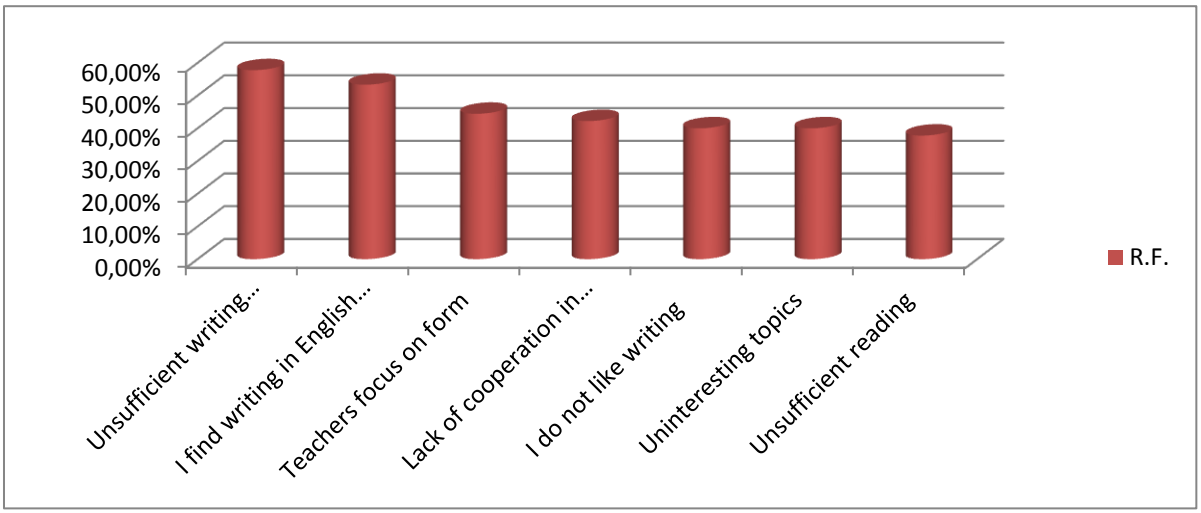
Graph 3.5 **Learners's difficulties in writing**

The biggest problem , they faced in writing is either finding enough ideas to write about(62.22%) or being able to organise their ideas(53.33%) if ever found.The majority of them recognized that the most serious difficulties can also be well illustrated with their lack of appropriate vocabulary linked to the topic dealt with (53.33) ,followed by their unability to combine and construct sentences(42.22%) and their fear of making mistakes concerning spelling or punctuation(31.11%) .Finally, they claimed also that they might face an other serious problem which prevents them from their achievement in writing linked to the unclear instruction(11.11%) given by their teacher which stopped them from being able to write appropriatly.Yet 4.44% did no answer.

Question eight:What are the reasons of your difficulties in writing?

Causes of learners'writing difficulties	**A.F.**	**R.F.**
Unsufficient writing practice	**26**	**57.77%**
I find writing in English difficult	**24**	**53.33%**
Teachers focus on form	**20**	**44.44%**
Lack of cooperation in classroom	**19**	**42.22%**
I do not like writing	**18**	**40%**
Uninteresting topics	**18**	**40%**
Unsufficient reading	**17**	**37.77%**

Table3.7. **Causes of learners'writing difficulties**



graph 3.6. **Causes of learners'writing difficulties**

The informants are asked again about the reasons behind their low achievement in writing.According to the results, it appears that**57.77%**of the learners do not write very often "unsufficient writing practice",The difficulty to write in English comes in the second position with a ratio of **53.33%.**Learners claimed also their unability to write in English is due mainly to teacher'focus on form i.e. mistakes,grammar while paying little attention to the content on one hand(**44.44%)** . On the second hand, lack of cooperation **42.22%** also make their writing difficult especially in getting started.The ratio given to "I do not like writing "is in the same position with "unintersting topics" .while**40%** of the learners affirmed that despite the fact that they enjoy studying English (see question one),they do not like writing .Finally,they also revealed that unsufficient reading(**37.77%)** or their lack of reading is an other reason that make their writing difficult because it has a close relation with vocabulary .They claim that they face many problems which add to the complexity of the English language on the one hand,and which prevent them from achievement in writing on the other.

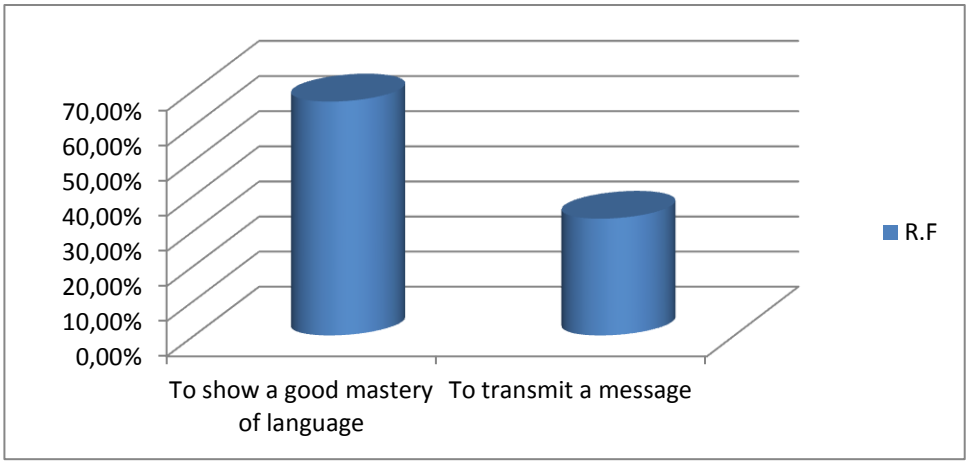
Question nine: Do you experience the same difficulties when you write in Arabic as you write in English?

All the respondents report that they do not experience the same problems when they write in Arabic.They prefer writing in Arabic rather than in English because they have a better mastery of the Arabic language since it is their native language and besides they think in Arabic.So, it is easier for them to express themselves.They also say that they have more ideas in Arabic than in English.

Question ten: Do you know why people write?

The purpose behind writing	**A.F.**	**R.F**
To show a good mastery of language	30	66.66%
To transmit a message	15	33.33%
Total	45	100 %

Table 3.8.The purpose behind writing



Graph 3. 7. **The purpose behind writing**

This question aims to shed light on learners main concerns while writing.Do they focus on the surface level or do they want to communicate a particular message?Few learners(33.33%)consider writing as a means of communication but as a means to display their linguisics knowledge.In other words they saw writing rather as a means to show their good mastery of grammar, vocabulary, syntax, etc. in the same way, the purpose of writing is not always obvious for them because for many pupils(66.66%) writing is an opportunity to show that they have a good mastery of grammar ,vocabulary and syntax, very few, view writing as a means to convey a particular message.

Question eleven: Where do you prefer to write?

To this question whether they prefer writing in class, or writing at home, most of them answered that they prefder writing in class because they can get help from their teachers or from their peers. This is why they apprehend having to write a composition at home because they find themselves confronted with may various problem.

Question Twelve: Do you think that writing in class is different from writing your personal journal or writing a letter to a friend? Say why?

All the pupils agree that they prefer writing in their personal journals or writing a letter to a friend because they can express themselves freely,they are happy to talk about their feelings,about things that are of interest and value to them and they say “nobody controls my ideas”,but unfortunatly ,in the language class every thing is teacher-control.Nobody asks them about their feelings or about their field of interest.This question illustrate that pupils like writing about

topics of their choice.Thereefore,teachers should not always impose a topic to write about.Furthermore when they do not write to express themselves ,it is difficult for them to imagine a potential reader.

Question thirteen: When you are stuck, what do you do?

This question was interested in finding the strategies that the pupils might resort to while writing if they were stuck**.**

As far as learning strategies are concerned, twenty six (57.77%) pupils report using the following strategies:

-I try to concentrate on the topic and what to say.
- when I am stuck,I look at my friend who apparently are not having problems and say to myself that I too ,can write a good essay.
-I write ideas first so that I do not forget them
-I make a plan with an introduction, a development, and a conclusion
-I write my ideas in Arabic or French and then translate them to English.

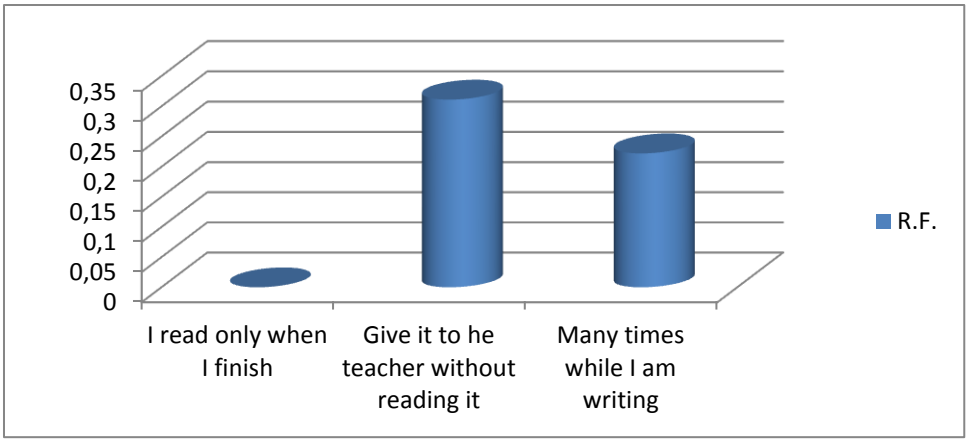
Obviously, the pupils resort to strategies, and these are quite interesting, but they do not use them in systematic way and probably uncounsciosly.However, the strategies that the pupils resort to, are not among the ones that the proficient and skilled writers use.

The rest of the respondents (nineteen with a ratio of 42.22%) affirmed that they panic and look at the white page.

Question forteen: Do you read through your essay?

Learners'use of revising and editing strategies	**A.F.**	**R.F.**
I read only when I finish	21	46.66%
Give it to he teacher without reading it	14	31.11%
Many times while I am writing	10	22.22%
Total	45	100%

Table 3.9.Learners'use of revising and editing strategies



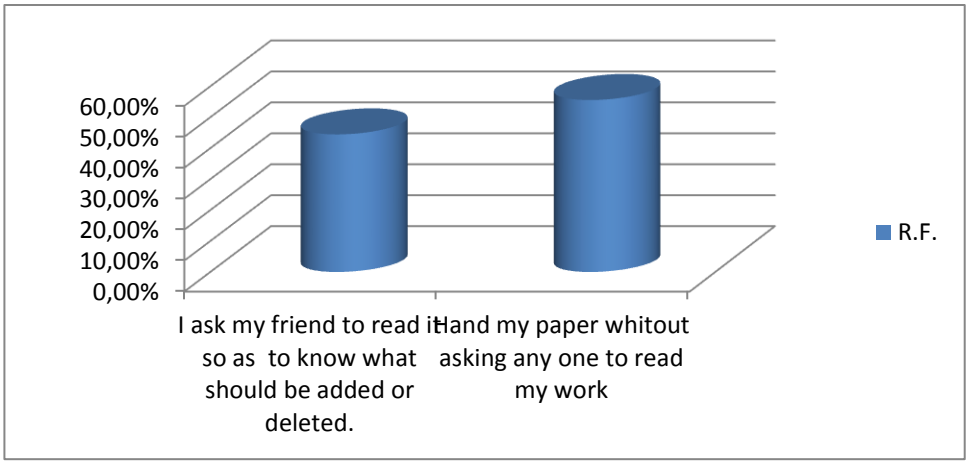
Graph 3. 8. **Learners'use of revising and editing strategies**

This question is concerned with revising and editing strategies used by 3AS pupils .The majority of them(46.66%) state that they do not pay much attention to the revision and proof-reading stages.They claim that they read their essay only when they finish..Others(31.11%) hand their papers without revising because they have not time . While others (22.22%) admited that they read their essay through,but if they feel satisfied with what they have written,they do not bring any revision.

Question fifteen: Did you ask sombody to read your paper before handing it to the teacher?

Revising their paper before handing it to teacher	**A.F.**	**R.F.**
I ask my friend to read it so as to know what should be added or deleted.	**20**	44.44%
Hand my paper whitout asking any one to read my work	**25**	55.55%
Total	**45**	**100%**

Table 3.10.Revising their paper before handing it to teacher



Graph 3.9 **Revising their paper before handing it to teacher**

About twenty informants(44.44%) admitted that they sometimes asked their peers or friends to read their papers so as to know what should be added or omitted .On the second hand ,the rest of respondents(twenty five pupils representing (55.55%) prefered to hand their papers to the teacher whithout asking any one to read**.**

Question sixteen: What do you suggest to your teacher to help you learn writing?

This question gave learners an opportunity to express their ideas as well as to feel involved in the learning proces by suggesting possible sollution that would enable their teachers to help them learn how to write.

They suggested the following:

- ✓ to devote more sessions to writing i.e. have lot of writing practice.
- ✓ to devote more sessions to correction to determine pupils'mistakes and weaknesses.
- ✓ to give more written work, not only in the classroom but also at home.
- ✓ To bigin with simple exercises as sentence structure moving from simple sentences to complex one i.e. combining sentences.
- ✓ to provide students with more interesting & authentic topics, that will motivate them to write.
- ✓ to give exercises on spelling, vocabulary, summarising stories,
- ✓ Have cooperation and group work.

Questin seventeen:Which of the following suggestions that may help your peer to overcome writing difficulties:

This question gave learners a chance to provide or suggest possible sollutions to their peers so as to help them depict their weaknesses and overcome their difficulties in writing.They all agreed on the following suggestions **:**

Learners'proposition to improve writing	**A.F.**	**R.F.**
- Have good and solid knoweledge of grammar	**38**	**84.44%**
- to be more attentive to teacher's advice and instruction	**33**	**73.33%**
- to give more importance to English language as to the other School'subject with high coefficient.	**33**	**73.33%**
- have a rich vocabulary by constant reading(reading at home simple passages,short stories,newspapers articles,magazines,…so as to enrich his vocabulary)	**22**	**48.88%**
- have a lot of writing practice (at home).	**20**	**44.44%**
To work in groups or in pairs to have more cooperative work.	**13**	**28.88%**
No answers	**05**	**11.11%**

Table3.11. Learners 'propositions to their peers to improve writing

From the above results ,one can clearly notice that learners pay more attention to grammar(84.44%) because they saw it as the most important elements in their writing.learners states that despite studyning English for more than six year,they still saw it not important;such a subject is not given due importance.Therefore,73.33% of the pupils consider EFL learning as more important as any other subject and thus diserves to have much effort and attention. In adition to that,they encourage their peers to be more attentive to their teachers in class.Learners (48.88%) also encourage their peers to read extensively, stating that there is a close relationship between reading and writing.In other words, it helps them enrich their vocabulary and structures. The rest of the informants (28.22%) stressed the need to write extensively which will help them overcome their problems,depict their weaknesses and then

minimize their production of errors .Finally,11.11% of the respondents give no answer to such question.

3.4.2.Learners'Suggestions:

The first part ot these suggestions was addressed to teachers.They think that more EFL sessions should be devoted to the teaching of writing as it is the most dificult skill to be learnt.The purpose behind that, is to make them have enough instruction during which the explicit teaching of grammar,vocabulary, and writing rules should be fostered. In like manner, they believed they would be able to express and organize their ideas in their written prose.Most respondents pointed to the inclear instruction.They expressed their great difficulty in understanding the meaning of words.such problem prevented them from understanding the writing topic,from expressing their ideas in English and even from comprehending the teacher himself.They suggested to their teacher to use Arabic or French from time to time to explain the meaning of difficult words.In addition ,they confirmed that writing should be completly guided and should therefore preceded by a speaking activity or a reading phase because most of the time they find it difficult to start.Furthermore,they thought of the use of translation ,the use of dictation to learn spelling ,the use of summarizing as writing procedure.what is more ,the majority of the pupils , expressed their boredom vis a vis the topics suggested in their textbook especially those which dealt with **Ancient Civilizations** such as **"the Egyptian civilization",** and they prefered to deal with recent themes of close interest to their young age.

Concerning the second part of suggestions, one may say that it seems more appropriate to the educational system rather than the teachers.First of all; learners think that there should be some changes concerning EFL teaching. They propose introducing English at primary level with much more EFL teaching sessions.

One intersting point to mention in the third part of learners' suggesions concerns EFL learners.They all encourage their peers to be involved in the teaching/learning process by asking questions for clarification,and making more efforts. Besides, they all agree that they see a close relationship between extensive reading and good writing. Finally, they urge their friends to work on their own because of time shortage by having more written practice at home, both frequently and extensively.

3.5. Teachers' Questionnaire

In order to have a better understanding of 3AS pupils'writing behaviour in English, and writing strategy use, theses questionnnaire was addressed to EFL teachers from different schools in two different wilayas "Oran&Tlemcen". The 52 informants, 18male and 34 female, hold a licence degree in English language studies.They have a teaching experience that ranges from 1 to 34 years.The questionnaires were meant to be directed to teachers of varying experiences in order to gather informations from two different types of informants ;"novice and experienced teachers".

The data gathered would help the researcher to have a clear idea of the type of teachers and so the kinds of teaching third year pupils have.

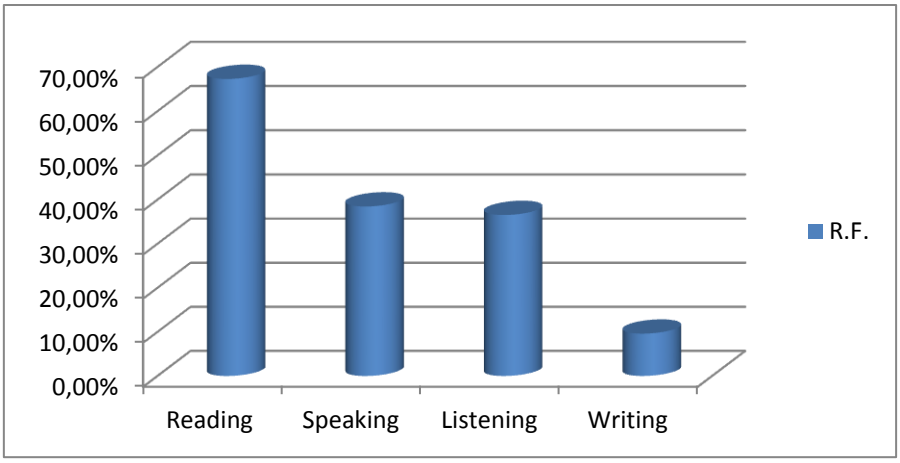
Therefore, The aim from these questionnaire is not only to investigate teachers'viewpoint about learners' attitudes and involvements in the English learning process,their level of their proficiency in the writing skill but also the causes of their difficulties.It also strove to shed light on teachers 'teaching practices ,evaluation procedures,and improvement suggestions. Teachers'questionnaire includes eitheen Questions, composing of the three types of questions;

3.5.1.Teachers'Questionaire Analysis

Question one: Which skills appear to you hold the greatest importance for secondary –school learners?

Learners'involvement in the four language skills	**A.F**	**R.F.**
Reading	35	67.30%
Speaking	20	38.46%
Listening	19	36.53%
Writing	5	9.61%
Total	79	100%

Table 3.12.Learners'involvement in the four language skills



Graph 3.10 **Learners'involvement in the four language skills**

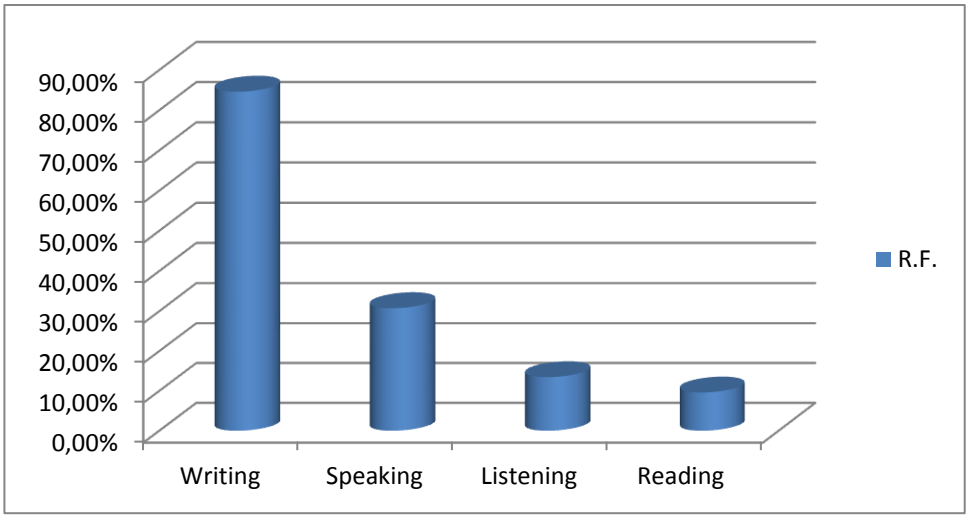
Teachers are asked to classify the four language skills according to learners' involvement.Thus it is intended to check teachers'evaluation of learners motivation to learn English ,by depicting the skill in which pupils were most involved.According to them ,learners are most involved in reading(67.30%) and least in writing(9.61%),while listening(36.53%)and speaking (38.46%)have approximatly equal status.In other words,their involvement in the four language skills is as follows:Reading,speaking,listening,and then writing.

Question two:In which skill are your pupils least performing?

This question is concerned with the skill in which pupils displayed the lowest performance.

Learners 'weaknesses in language skills	**A.F**	**R.F.**
Writing	44	84.61%
Speaking	16	30.76%
Listening	7	13.46%
Reading	5	9.61%

Table 3.13.Learners 'weaknesses in language skills.



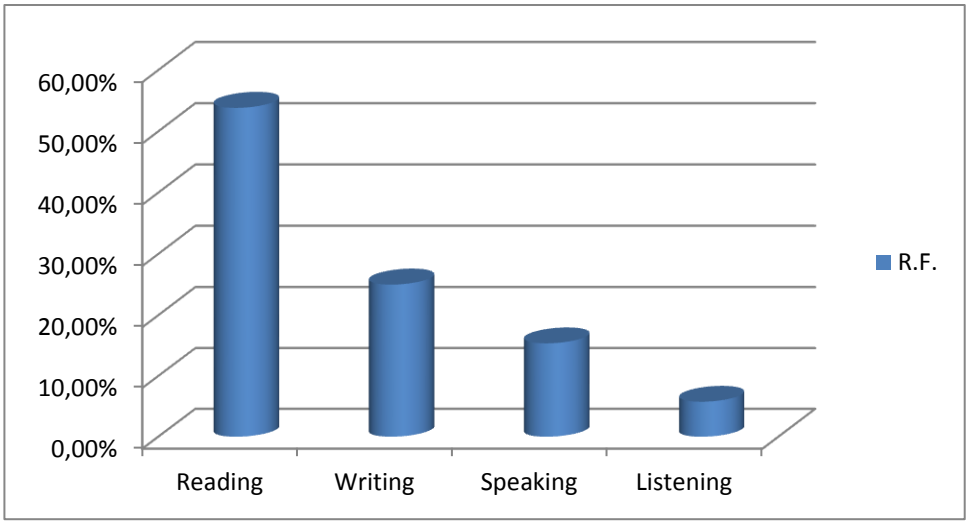
Graph 3. 11.**Learners 'weaknesses in language skills**

Such question ,therfore, aims to disply the skill in which learners have a low achievement.The majority of teachers reported that pupils were worst in writing and best in reading.They added that learners' production tended to be better in receptive skills(reading(9.61%)and listening(13.46%))than in the productive skills (speaking(30.76 %)and writing (84.61%)).This fact contradicts results in learners'questionnaire

Question Three:According to you, which skill/skills seem(s) to be most developed at secondary school level?

The Skill most developed in secondary school education	A.F.	R.F.
Reading	28	53.84%
Writing	13	25%
Speaking	8	15.38%
Listening	3	5.76%

Table 3.14.The Skill most developed in secondary school education



Graph 3.12.**The Skill most developed in secondary school education**

This question aimed to see which skill is the most developed in the secondary school level.Most informants agreed on reading comprehension as being the most developed in learners and most important skill to be learnt, followed by writing, speaking and then listening, which might be the result of the concern with written examination.

Question four: How much time do you devote to the teaching of writing skill according to each unit?

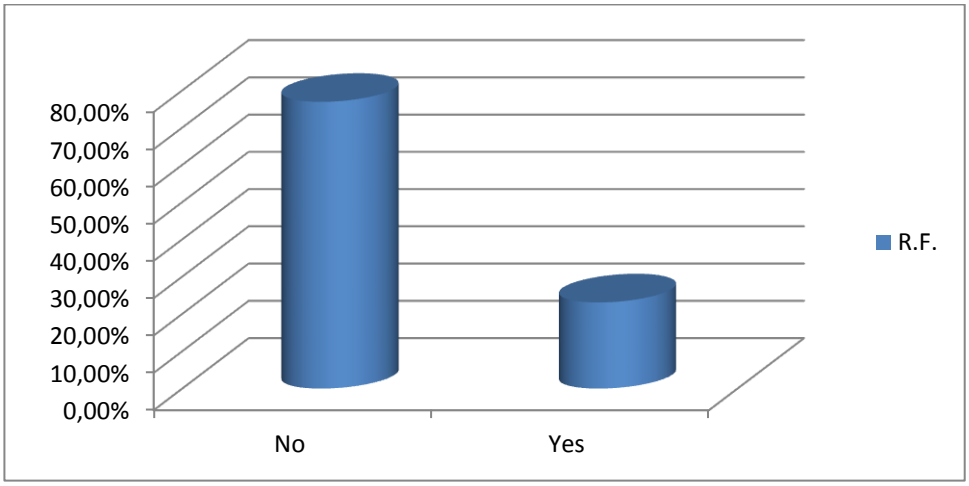
When asked about the time they devote to the teaching of writing in the unit, most respondents state that this depends on the teaching unit itself, the learners'interest and their ability. Most informants59.61% confirmed devoting two hours per units. Bearing in mind that 3AS literary and philosophy streams learnrs have four pedagogic units in the English programme, the amount of time devoted to the teaching of writing is then approximate nine or ten hour for the whole year.About 32.69%of teachers said that they devoted more than two hours for teaching writing while the rest of the informants7.69% revealed that they alloted only one hour because of the unsufficient time to complete the overloaded program.

Concerning the second part of this question the majority of teachers were satisfied with the amount of time alloted to teach writing, while the rest of the informants were not, and thought writing skill needed more time to be fostered since learners level is very weak to improve in only few hours.

Qestion five: Do you think you learners have enough writing practice in the classroom?

Time sufficiency for teaching writing	A.F.	R.F.
No	40	76.92%
Yes	12	23.07%
Total	52	100%

Table 3.15 Time sufficiency for teaching writing



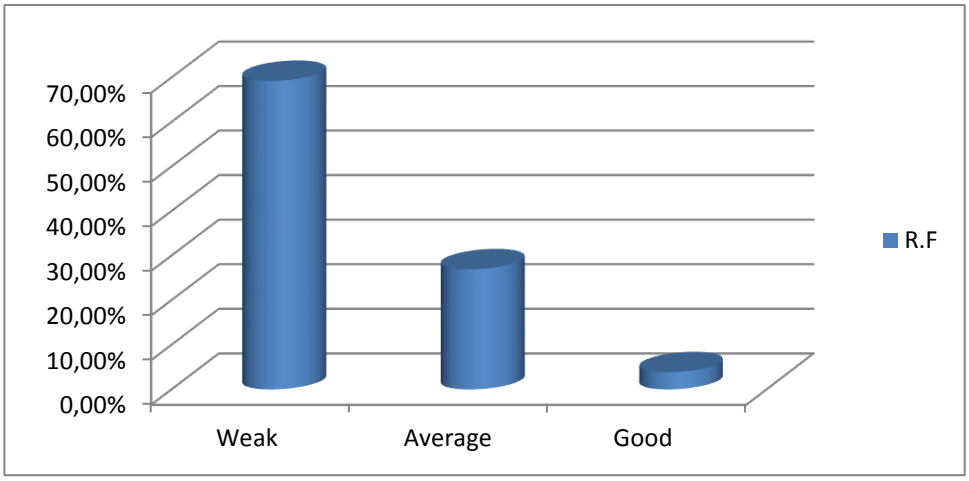
Graph 3.13. **Time sufficiency for teaching writing**

Teachers were asked again if the pupils have enough practice in writing or not.While a small minority of teachers (23.07%) considered that such time devoted to writing practice is sufficient, 76.92% of the informant claimed the opposite. They state that since writing is the only mode of evaluation, more sessions should be devoted to the teaching of this skill.For them such practice would be highly benefited to learners

Question six: With regard to the 3AS Pupils, how do you assess their level in writing?

Teachers' assessment of learners'level in writing	A.F	R.F
Weak	36	69.23%
Average	14	26.92%
Good	2	3.84%
Total	52	100%

Table 3.16.Teachers' assessment of learners'level in writing



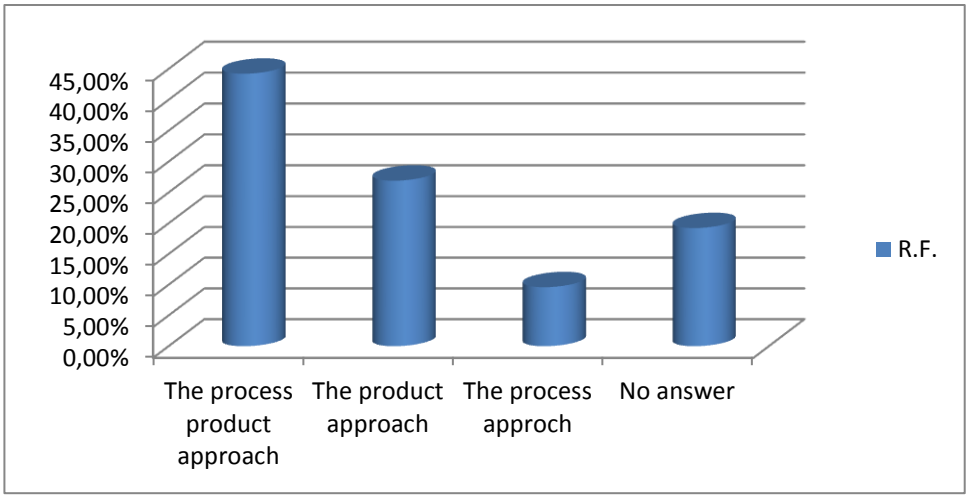
Graph 3.14. **Teachers' assessment of learners'level in writing**

Teachers were asked to evaluate their pupils ' writing performance in particular as being weak,average or good.Most of the informants(69.23%) admitted that their pupils were rather weak at writing with low achievemement, 26.92% of the informant claimed that learners writing performance is average. Only 3.84%of the repondents confirmed that their learners have a good writing performance and they are successful.

Question seven: Which approach do you focus or adopt while teaching writing?

The followed approach to teach writing	**A.F.**	**R.F.**
The process product approach	23	44.23%
The product approach	14	26.92%
The process approch	5	9.61%
No answer	10	19.23%
Total	52	100%

Table 3.17.The followed approach to teach writing



Graph 3. 15. **The followed approach to teach writing**

This question strove to know the approach followed by teachers while teaching writing skill, they are also required to give the reasons behind their choice.The first observation that could be deduced from this question is that some teachers did not answer this question with a ratio of 19.23%., while some other(44.23%) inquired about the meaning of the process/product approach, they stated that they mostly advocated a combination of process-product approach.The rest of the informants who opted for the product approach(26.92%),state that their opt for this approach is due mainly to teachers focus on the final produt during the bac exam.However,only 9.61% informnts choose the process approach.

Question eight: Do you ask your pupils to do homework related to the writing skill?

This question probed to know whether pupils were assigned written homework or not, and at which frequency.80.76% of the respondents assurted that they assigned writing homework to their pupils regularly, either at the end of each fornight or at the end of each unit.The rest of informants confirmed that they did only 3 to 4 writing assignment a month.The question raised at this point is the following:

Do pupils have that amount of writing practice? If so, the problem may lie else where, in the correction phase for instance.

Question nine : what are the main reasons behind pupils'weaknesses in writing? (what makes learners have low achievement in writing?

In this question,teachers were encouraged to give their point of view concerning the reasons behind learners' writing weaknesses. From the above

table,great majority of teachers related it to the the difficult nature of the writing skilll.others believed that pupils'lack of interest and motivation was the primary cause behind their failure. Yet ,some respondents admitted that the insufficient teaching time for classroom practice prevent teachers to foster pupils writing ability.The rest of informants believe that the lack of practice in writing skill,the overcrowded classroom,inadequate textbooks &over loaded syllabuses are all to great extend involved in learners' problems in writing.Many informants mentionesd other reasons that seemed of great importance:

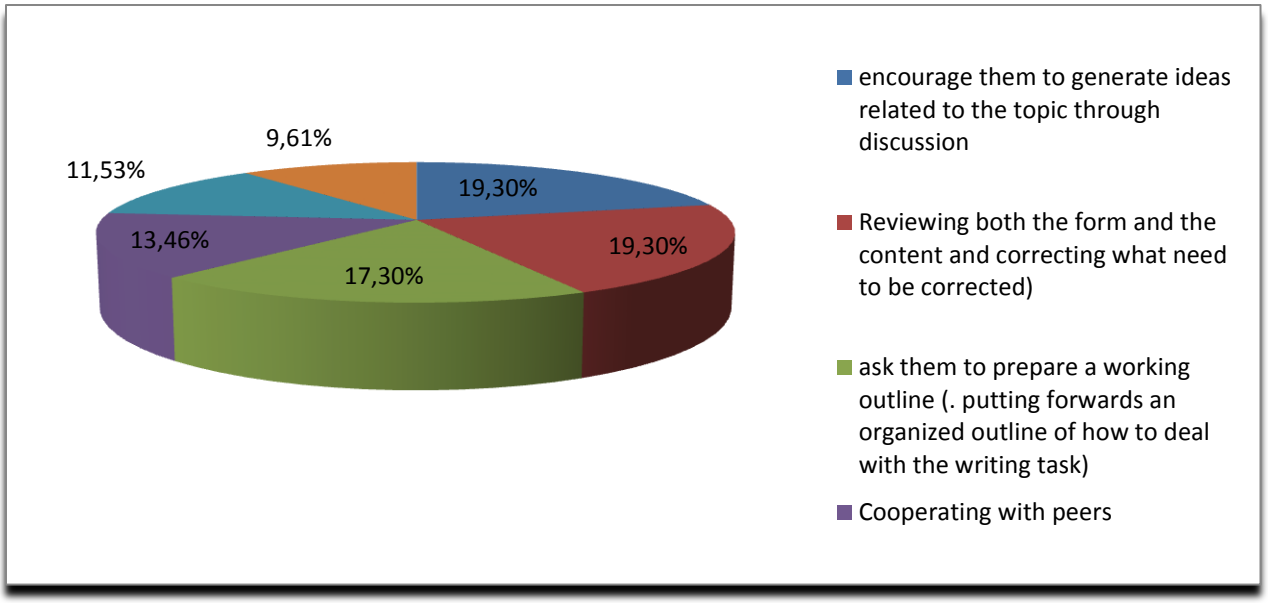
- ✓ Lack of supportive English linguistic envirement.
- ✓ Texts are of no interest to pupils socially or culturally(e.g.unit one Ancient Civilizations).
- ✓ The majority of 3AS pupils are unable to recognize different parts of speech,how could they write accuratly or meaningfully.
- ✓ Pupils do not read in English thus they lack vocabulary.
- ✓ Teachers,themselves,are not adequatly well trained to teach writing effectively.
- ✓ Writing skill is not taken into consideration since middle school level.

Question ten:

In addition to the basic writing skills (spelling, punctuaion...), do you teach your pupils any specific techniques or strategies to help them carry out writing tasks successfully and to overcome some of their writing difficulties?

Strategy instruction	A.F.	R.F.
encourage them to generate ideas related to the topic through discussion	10	19.30%
Reviewing both the form and the content and correcting what need to be corrected)	10	19.30%
ask them to prepare a working outline (. putting forwards an organized outline of how to deal with the writing task)	9	17.30%
Cooperating with peers	7	13.46%
Rereading what has been written to be able to continue writing	6	11.53%
Others	5	9.61%

Table 3.18.writing'strategy instruction



Graph 3.16 writing'strategy instruction

The above question asked about the writing strategies taught by teachers to help learners overcome the writing difficulties.With regard to strategy instruction, most teachers admitted that they use:

brainstorming strategies with the same ratio of Revising and editing strategies(19.30%)

- Planning strategies(17.30%)
- Social affective strategies(13.46%)
- Reviewing(11.53%)
- Others 9.61%: here teachers mentioned extra work on mechanics and grammar,probably because they are confusing strategies with micro skills.They explained that they did not use collaboration because of the insufficient time and the overloaded program.

Question eleven: Do you encourage your students to rewrite i.e to use more than one drafts when doing writing task?

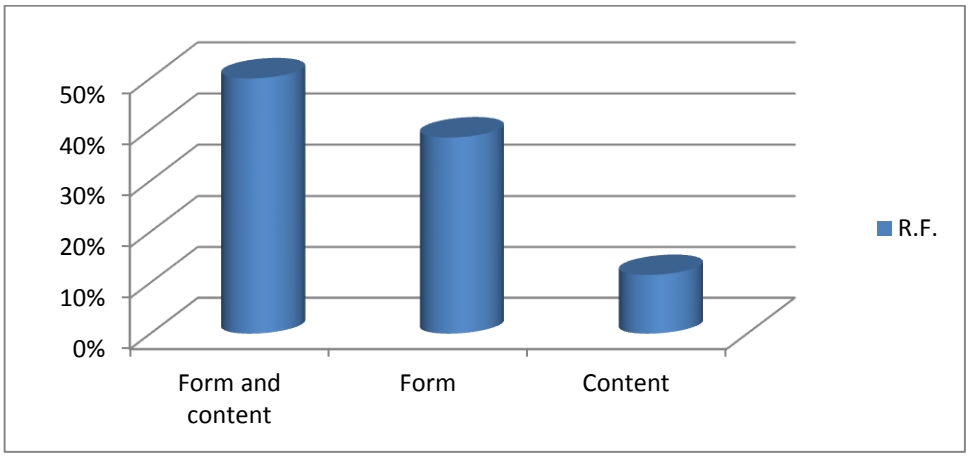
This question seeks to know whether teachers encourage their pupils to rewrite or not.

Most informants claim that due to the over loaded program they do not encourage their learners to rewrite their paragraphs.According to them,it is a time consuming activity.Yet a small minority of teachers state that they encourage their pupils to write and rewrite using more than one draft when composing so as to modify their first drafts and to overcome their weaknesses.

Question twelve: What do you focus on while correcting pupils's writing?

Teachers'focus while correcting pupils'writing	A.F	R.F.
Form and content	26	50%
Form	20	38.46%
Content	6	11.53%

Table 3.19.Teachers'focus while correcting pupils'writing



Graph 3.17.. **Teachers'focus while correcting pupils'writing**

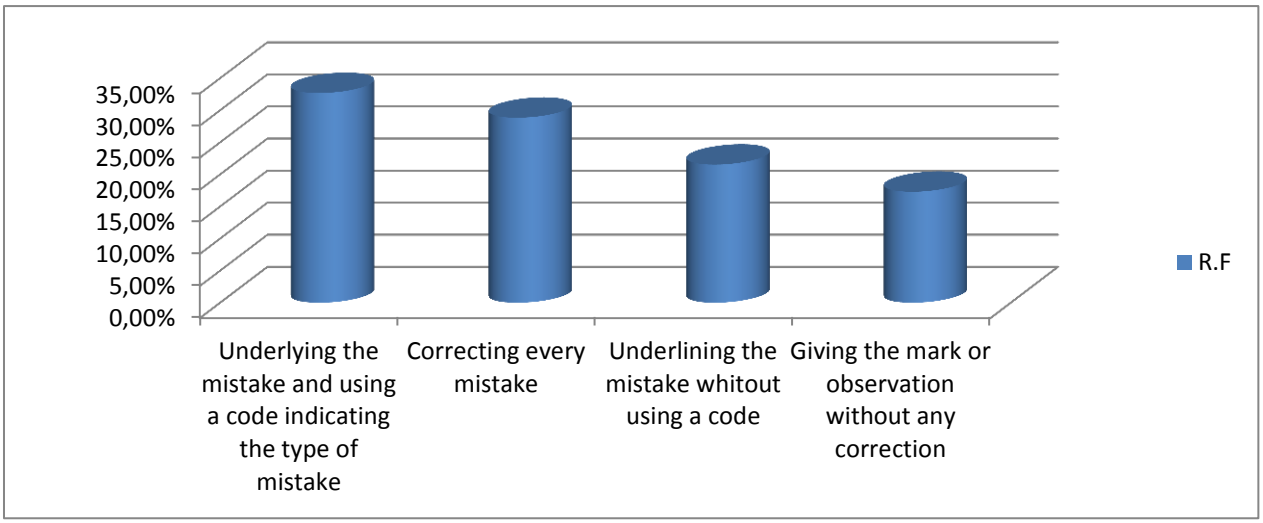
This question attemted to discover further details about teachers' focus in their correction so as to have more chances to diagnose their pupils 'low achievement.They also required to state their reason behing their choice.

According to the above results, it clearly seen that great deal of informants; 50% focus on both content and form when correcting pupils' written productions.Their reason is that a good piece of writing can be judged on both sides;accuracy&fluency.However,of 38.46% the respondents claimed that while correcting pupils'writing, they focus on the form taking into account; grammatical accuracy, mechanics,and ideas organization as they are the main criteria on which to base writing correction. Very few respondents 11.53% favour content over the form "meaningfulness and rich vocabulary

Question thirteen: How do you correct your pupils' writings?

Ways of correcting pupils 'written work	A.F	R.F
Underlying the mistake and using a code indicating the type of mistake	17	32.69%
Correcting every mistake	15	28.84%
Underlining the mistake whitout using a code	11	21.53%
Giving the mark or observation without any correction	9	17.30%

Table 3.20.Ways of correcting pupils 'written work



Graph 3.18. **Ways of correcting pupils 'written work**

The purpose of asking this question was to have a clear idea about the mode of correction applied by most teachers.Results of this question showed that, most teachers preferred to underline every mistakes and use code indicating the type of mistake. Other teachers prefered correcting every mistake.While 28.84% prefer to correct every mistake,21.56% of the respondents affirmed that they prefer underlining the mistakes without using any correcting code.However the rest of teachers17.30% when correcting pupils' writing ,they just gave the mark or observation without any correction.

Question forteen: After correcting learners' written work, do you devote special sessions for correction in class and remedial work?

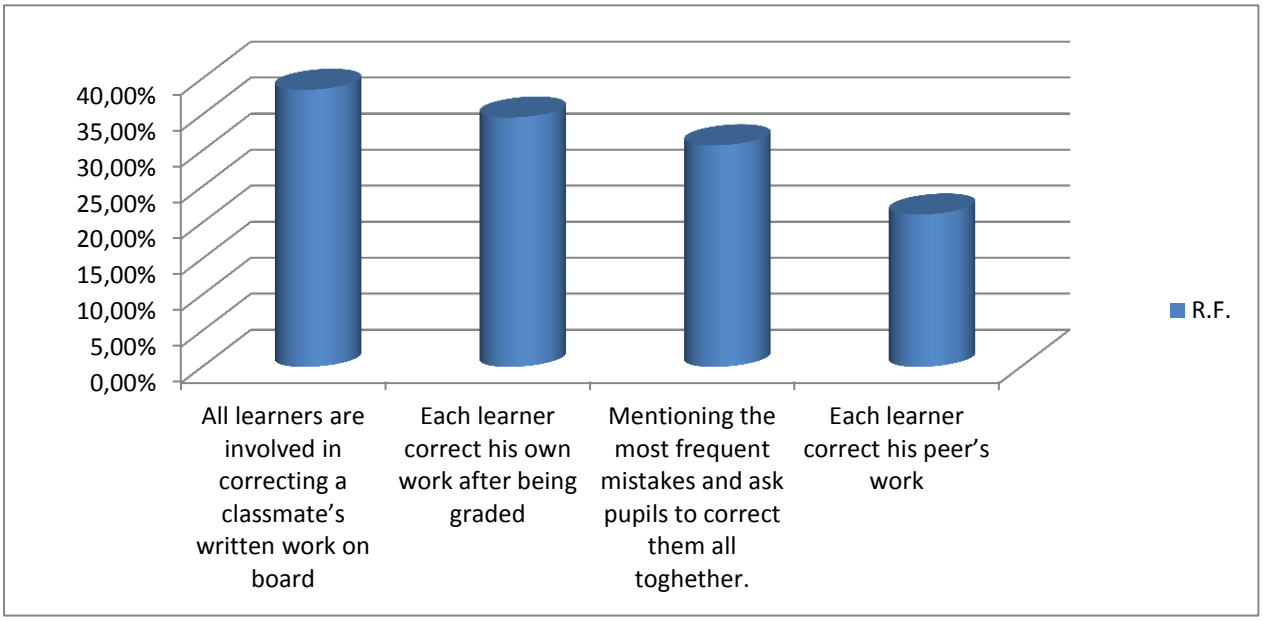
This question seeks to know if teacherrs devote other session after correcting their pupils'written works or not.It strove to analyse a crucial methodoligical teaching concept which is often referred to as "remedial work".A great deal of teachers admitted not organizing any remedial work after

correction phase.They explained that such activities took too much time and they were obliged to finish the overloaded program.The rest of teachers actually deal with such task.

Question fifteen: How do you deal with correction in class?

Different techniques of classroom's correction	A.F.	R.F.
All learners are involved in correcting a classmate's written work on board	20	38.46%
Each learner correct his own work after being graded	18	34.61%
Mentioning the most frequent mistakes and ask pupils to correct them all toghether.	16	30.76%
Each learner correct his peer's work	11	21.15%

Table 3.21.Different techniques of classroom's correction



graph 3.19. **Different techniques of classroom's correction**

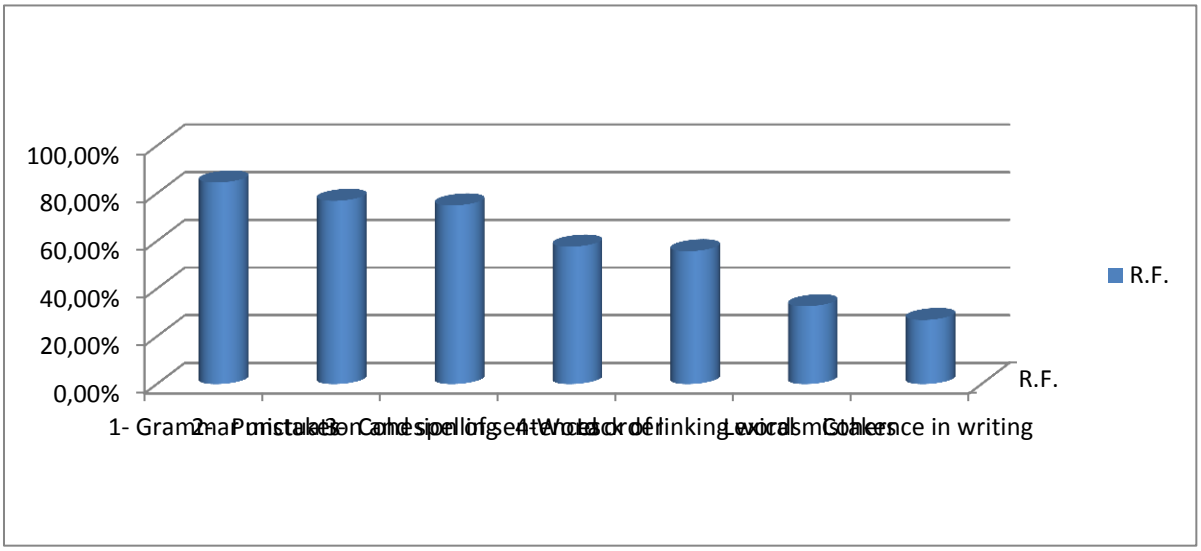
This question seek to know how teachers proceed when dealing with correction in class.The respondents state that they use several techniques and strategies.They explain that all the four ways of correction mentioned in the question,are dealt with alternatively depending on the difficulty of the written task.38.46% of the informants say that they involve all the class in the correction of a poor written work.Other teachers,34.61% claim that they prefer to make

each learner correct his own work after being graded by the teacher.While these latter favour self correction,30.76% teachers prefer dealing with remedial work concerned with grammar mistakes and vocabulary;for example ,they put down mistakes on board and ask learners to correct them all together.The purpose behind their choice is that it is less time consuming,and it help learners to learn cooperatively and collectively by spoting mistakes .The rest of teachers 21.15%prefer that each learner corrects his peer's work

Question sixteen : What type of mistakes do your learners make when writing?

The sort of problems encountered in learners'writing	A.F.	R.F.
1- Grammar mistakes	44	84.61%
2- Punctuation and spelling	40	76.92%
3- Cohesion of sentences	39	75%
4-Word order	30	57.69%
Lack of linking words	29	55.76%
Lexical mistakes	17	32.69%
Cohernce in writing	14	26.92%

Table 3.22.The sort of problems encountered in learners'writing



Graph 3. 20. **The sort of problems encountered in learners'writing**

In this question ,teachers were drove to assess the types of errors commonly made by pupils.Teachers stressed the fact that learners made errors of alll

kind.As far as writing is concerned,teachers believed that the most frequent mistakes are related to Grammar ,punctuation &spelling,cohesion of sentences,word order. In addition to that, teachers mentioned the vocabulary shortage of the learners that most of the time leads them to language transfer and use of their mother tongue.In the same vein,kaplan(1983) states:

> **The non native speaker brings with him/her the alternatives available in the L1 and applies those in the L2, thereby creating a tension between the apparent relationship of ideas and the possibility inapropriate realisation of focus through intersentiontial syntax**
>
> **(Kaplan 1983:150)**

Reterning back to the difficulties encountered by 3AS pupils while writing,they are arranged by their teachers as follows; it clearly appears that the grammatical mistakes84.61% ,also the incorrect punctuation and bad spelling 76.92constitutes the biggest hindrances since they have the highest ratios.In addition to that, cohesion of sentences 75%,word order57.69% and lack of the use of transitional and linking words .55.76 % apperas to be important as well.This fact clearly showed that teachers ' main concern was on form over content.

Other teachers added that the lack of interest on the part of their pupils plus the insuuficient use of English in class are to great extend involved in their pupils 'poor performance.They ,finally complain about the lexical mistakes with a ratio of 32.69% and lack of coherence in writing with the following ratio 26.92%

Question seventeen: What do you think your learners lack to be regarded as successful writers?

This question seeks to know if EFL teachers are aware of their learners ' lacunas(3) in their writing competence.The first remark that can be drawn from this analysis, is that only small minority answered this question with a ratio of 19.23%.they all agreed on the following:

- Lack of interest & motivation,

- Lack of reading
- Lack of Grammar and organization
- Lacking the bases of English language

To overcome these lacunas, the majority of teachers encouraged their learners to pay attention to the following areas if they needed to be successful writers:

-read a lot
-write at home.
-consolidate their knowledge in lexis and syntax.
-have a good mastery of Grammar.
-Pay more attention to writing mechanics and spelling

Question eighteen: Relying on your classroom experience,what suggestions would you make to help improve learners'writing performance and to remedy the problem of writing at 3AS level?

This question gives teachers chance and opportunity to express their ideas and suggestion freely.The aim of the teachers 'suggestion is to build remedial work later on in the following chapter.

To this question(14%)of the respondends did not propose any alternative sollution.The rest of teachers provide many proposals which are not only linked to writing but also,classroom practice,lesson plan,how to enhance learners motivation and interests,building writing habits in learners.

Put it simply, teachers'suggestion fell into three broad categories:

-What learners should do to enhance their writing performance?
-what EFL teachers should do to help their learners improve, and
- What policy makers should do to lessen the problem?

3.5.2. Teachers'Suggestuions

As far as learners are concerned,most teachers advised their students to read.They alluded to the close relationship between reading and writing skills.Likewise,they proposed to promote reading as an effective means to enrich learners' vocabulary,feed into their imagination, and finally prepare them to the composition phase.They also recommended their learners to use dictionarries,keep a note book of difficult or interesting expression to be used later on.On the other hand ,they urged their pupils to learn English outside the classroom by listening to people speaking English.Finally,three respondents made allusion to the benifites of diary- keeping.

As to what concerns teachers,most (if not all) respondents advised their collegues to teach writing gradually:from simple to complex and compound sentences until pupils are able to generate whole paragrahs.Other informants advised to encourage pair/group work,and to motivate their learners by choosing activities and topics that would suits not only their age but also their interests.On the other hand,teachers advocate the explicit teaching of writing conventions in addition to recycling basic knowledge about grammar,vocabulary,so as to enable learners to produce meaningful sentences without mistakes.As far correction,many teachers recommended correcting and grading writing homework,and organizing sessions for collaborative correction of pupils'writing to keep them involved in the learning process.

In so doing,teachers therefore proposed remedial work based on learners'mistakes and needs through more drilling activities in the classroom.Thus teachers think that writing should be learner centred in that teachers encourage learners to have more practice in the writing skill.They should be aware that leaners who rely heavily on their teachers,*(do not involve themselves directly in the learning process,or do not take responsibility for their own learning),*will learn very little if not nothing. Said differrently, teachers should stop being spoonfeeders.Instead,they should motivate their learners and rise their confidence. Adopt the book to their pupils'level

About the other reforms adressed to policy makers, the teachers proposed the following:

- To devote more time to EFL teaching
- To avoid over crowding classes (class size reduction).

- The syllabus should be shortened to enable teachers give more time teach writing.
- To reconsider EFL teaching from the middle school
- To set up writing curriculum from the middle school ,starting from 1AM.In other words,the writing curriculum should be set since 1AM with a continuity until 3AS.
- To improve ELT textbooks in terms of texts and topics that suit learners needs,interests,ages,and new generation requirements.
- Raise the coefficient of English.
- A reconsideration of teaching methods and approaches.
- Teachers education and teachers training should be reconsidered.
- Develpopment of textbooks according to the real cognitive and linguistic level of the learners.

3.6. The Interview

3.6.1. Teachers' Interview

The informal interview was chosen as an investigative technique in order to" **tap into the knowledge, opinions, ideas and experiences" (**wallace,1998:124) of the EFL teachers.It was used to elicit and extract from secondary school teachers ideas about what makes EFL teaching /learning and mainly writing successful or unsuccessful.Therefore,this interview will help the researcher to know more about the writing lesson, the teaching /learning problems with regard to writing as well as learners'writing performance.

The interview was conducted with four EFL teachers, in which they were informed about the research topic, and the objective of this interview has also been explained to them. They were, therefore, required to answer the following questions;

1-what problems do you usually encounter while teaching English in general and writing in particular?

2-What are the different steps that you follow when teaching writing? In other words ,How do you proceed in writing lesson ?

3-concerning language learning strategies ,what particular writing stategy did you teach and found it succsessful?

4-As an observer,what do you notice when pupils are doing a writing assignment in class, in terms of procedures and difficulties?

5-As a language teacher, what are the main objectives of seminars and study days? i.e.What do you wait from study days and seminars?

3.6.1.1. Results Interpretation

Regarding the difficulties encounterd while teaching ,most teachers reported different aspects.Some of them, mentioned the insufficient time alloted to the teaching of English ,unvailability or sometimes the absence of materials and equipement at school such as tapes and internet that help not only EFL teachers in their tasks but keep learners interested and motivated as well. Besides, they also help teachers reach their learners'needs and then achieve their goals.Others made reference to learners'low level in English in general and in the composing skills in particular.The explanation they gave is that learners 'low level in English is due to learners 'dificiencies" accumulated through the previous years of EFL learning.They think that 3AS secondary school learners were not adequately formed in the middle school. The teaching /learning methodology (and even evaluation) of this latter ;relied heavily on rote learning.A fact that,according to them,contradicted secondary school procedures and objectives .The respondents ,further added that middle school learners arrive at the secondary school level with a very poor lexical luggage in English,with a very simple grammatical structures and no effective learning strategies.In addition to that ,they have been accustomed to be passive;"spoon-fed learners'.

Some other teachers confirmed that even EFL evaluation and mainly the BAC exam was not fair.It is getting more complex each year (there is no correlation between learners'level and the kind of exams they take). Two informant even maintaned that exam topics were challenging learners in the degree of their difficulty.English Bac exam was much more difficult than that of French,though English was a second foreign language,and french was almost a second language to most Algerian learners.

Concerning writing skill, a great deal of teachers reported the fact that 3AS pupils were equally weak in French and even in their native language, Arabic. Therefore what about English if they already display a failure not only in French, but in their native language as well.

As far as the writing lesson is concerned ,they generally proceed as follow: first of all ,the chosen topic had to be related to the theme being dealt with during the whole unit.Then the writing topic was written on the white board ,and the key words were explained and discused with pupils.The second step was brainstorming ;in which learners were asked to recall any idea related to the topic and the teacher wrote all pupils 'suggestion on the board whether they were relevant or irrelevent.After this step, the teacher asked his pupils to select only the relevant ideas and organize them into a plan which should be composed of an introduction, a development,and a conclusion.The teachers claimed that after that,learners were asked to work individually and write their first draft using of course the ideas discused earlier.However if time was over ,learners were required to elaborate their writing at home to be submitted on the following session.On the correction day , a model composition was written on the board and taken up by the learners.

Concerning writing strategies , one may say that, they were not generally used in a writing lesson as stated by teachers .The only strategies that worked according to them consisted mainly of short and guided activities such as "gap-filling,information transfer(from tables and graphs),or writing individual sentences.Therefore,learners' level did not allow their teachers to proceed to the composing strategies .

As far as the forth question ,the respondents confirmed that while doing a writing assignment,the majority of learners displayed different strategies,some learners wrote whatever ideas came to their minds without worrying too much about the accuracy of their sentences and carrying much about the plan(free writing or fast writing). While others stack to the plan agreed on, in the classroom, and after that they expresed the ideas discused before ,in written prose. In addition to that ,teachers mentioned an other type of learners who have strong desire to write in English but the thing that prevented them from doing so was that they were impeded each time basically with vocabulary problems that why teachers were overwhelmed with endless questions.The remaining pupils ,however,just could not get started because they have very poor lexical luggage in English.The only thing they did was to write down the model composition without understanding a word.

Teachers were also asked about seminars and study days.They all shared the same point of view concerning the two.They all agreed that they repesented

a vital part of an in-service training and that they were an occasion to learn from the inspector, and from the workshops, as well as the model lessons presented. Furthermore, teachers also stressed the fact that during seminars ,they could meet other teachers from different school,having different experiences and therefore exchanging with them ideas especially about the new adopted methodology in the Algerian educational system ,i.e.the Competency- Based Approach.

As a conclusion,teachers hoped that seminars would be held frequently ,and that they would deal with the practical problems teachers often met while persuing their tasks.

All in all, the majority of teachers believe that writing is completely difficult skill requiring both time and energy to be taught, learned, and then fostered and improved.Such problems, according to them, could be solved only with the contribution of three parts;the teachers,learners and education policy makers.

3.6.2. EFL Inspectors 'Interview

The semi structureded interview has been chosen as an investigative way to be dealt with. The reason behind the choice of semi structured interview as Nunan argues (1992) is that " **The interviewer has a general idea of where he or she wants the interview to go,and what should come out of it",Nunan(1992:149).**Therefore, such a kind of interview was used for its flexibility.

The third and the last pole of this investigative study is conducted via the semi- structured interview held with four EFL inspectors of not only the middle school but also secondary school level.The purpose behind this is to extrapolate data from these two –level informants for two main reasons .First,, it stems from the fact that ,EFL Teaching/learning begins first at the middle school level ,before continuing in the secondary school. Second ,inspectors are the only "observers" of both teachers and learners with scrutinizing eye ;and as stated by (Scovel,1998:3),"**it [distance]also fosters observational objectivity".**In other words ,inspectors are the only accepted persons to attend writing lessons and take notes of teachers'methodology and competence,as well as of learners'involvement and level of output**.**That 's why ,they were asked in the

interview to give their point of view as 'observers' and not as former practitioners.

Th Inspectors'participation has three main goals: to observe,to evaluate,and to suggest .Therefore,the resercher strives to know and investigate the causes of writing failure in 3AS ,by investigating the conditions of teaching and learning from the very beginning of their schooling i.e.middle school level.In addition to that ,EFL teaching/learning can not be divided into two separate periods;both secondary and middle –school levels constitute one whole period,at the end of which every body's effort is portrayed in the baccalaureate results.

Inspectors have been asked to give their opinion concerning the importance of the writing skill as compared to the other three language skills with regard to the 3AS literary &philosophy stream'learners.Besides ,they are required to state the major causes behind learners'low achievement in writing , evaluate the quality of teaching it,and then try to suggest some possible sollution to remedy the problem of writing in English.

The semi structed interview included Five open question which centered on the EFL writing assessment at two school levels.The questions are as follows:

- How do you evaluate the state of art of EFL at the Middle or Secondary school level?
- As an observer,how would you evaluate the teaching of writing skill if you compare it to the other three skills?(in terms of methodology,practice,assessement)
- What are the main reason (cause) behind learners' failure in writing, ? (teachers'training,learners'motivation and interests or others)
- What do you think about teacher training?
- What do you suggest to remedy the problem?

3.6.2.2. Data Analysis

- **Part one:Middle School Level**

The first EFL inspector expresses the fact that Algerian middle school pupils face difficulties basically in handwriting and in recalling and mastering of English alphabet because of the diffrerence betwwen Arabic and English

scripts.Put it simply the first difficulty,according to him, lied in the graphic representation of the language.He also maintained that EFL in Algeria was below the average due to a numbers of methodological problems .He assumed that the focus was still on teaching and learners "products".

On the part of teachers ,the respondent affirmed that they were not adequately qualify to teach writing effectively since they had not been adequately trained in pre-service training.To clarify his point of view ,he explained that at university level,writing was taught to them only theoretically.In other words, there is a lack of initial training (university).

In schools,he added ,the teaching of writing is completely neglected and not given much importance as the other skills;it is even the same in exams since the written expression is alloted only six points out of twenty.He also added that the focus in teaching this skill was on "**reproduction"** .

To solve this problem, he advised to give more attention to this vital skill, and teach the composing skill and not just reproduction.

The second informant reported that the teaching of writing was done unformally for all pupils whithout taking into account learning styles and strategies .The informant also confirmed that failure in EFL was essentially due to a variance between teachers'teaching styles and learners 'learning styles.He also asumed that writing has never been taught properly;even if it is taught ,teachers test writing but does not care about writing process(the writing process is competly inexistant).He further pointed to pupils difficulties in writing as follows:

- Learners are not motivated by the topics suggested to them.
- Insisting on grammatical correctness inhibits learning.
- Teachers'training is very insufficient (it does not prepare the new apointed teachers successfully).
- Learners' styles and learners needs are neglected.
- Teaching writing is neglected.
- A fundamental element in writing is disregarded: the audience.

To solve the above problems, the informant recommended a reconsideration of teacher- training and development, beginning with university – level students. He assumed that the profesional development was crucially

important and essential to level up teaching,and therefore learning.He also states that when dealing with particular writing topic,learners should first be trained to jot down ideas,order them,expand them into meaningful sentences ,link sentences using connectors so that they become cohesive to form meaningful whole.He concluded that teaching had to be varied according to pupils'styles,with an emphasis on,pair work& group work.

The above points were mainly concerned with the middle school level,that is why ,it is necessary to proceed to the next part.i.e.S econdary school level.

- **Part Two: Secondary –school level**

As stated earlier,this investigative study was also conducted with two secondary school inspectors.The first respondent reported that though both formal and informal evaluation were done in the written mode, (tests, quizzes, essays, term exams, and even the baccalaureate/BEM exam), teachers did not usually devote much time on teaching writing. According to these inspectors, the educational system did not promote the teaching of EFL,since little time was devoted to teach English , and even less time was devoted to teach writing.

Writing was generally dealt with at the end of a session for only ten or fifteen minutes. In addition, teacher-centrednes and the focus on grammatical accuracy and on learners'end –products left few chances for the promotion of learners'competence in written expression. The reason behind such failure in written expression,according to him, was due to other reasons:first of all ,not enough sessions(time load) were devoted for the teaching of English at school in the present educational system,In addition, reading ,the skill which actually prepares learners for writing is not given due importance by *learners (learners did not have opportunities to write or even read in English outside class).*Moreover the methodology used in class required from teachers to devote more time to speaking and reading skills. Besides, because of large classes and consequently discipline problems, teachers can not afford enough time to teach writing in a thorough way, neither for correctly teaching writing nor for correcting learners'written productions.As a posible remedy, the first informant suggested the following:

- Devote more time for the teaching of foreign languages,

- Classify the learners in terms of levels (beginners,advanced)rather than in terms of classes(1AS,2AS,3AS),though this seems quite difficult because learners'level in English or in Foreign languages in general does not correlate with their overall level in other subject-matters
- Avoid crowding the classes;groups of 15 to 20 pupils enable the teacher to correct their written products(paragraphs'essays'letters,articles,projects,dialogues…)more often,
- Give learners opportunities to correspond with foreign learners
- Make learners familiar with the different types of discourse :narrative,descriptive,argumentative,expository, and prescriptive at an advancel level
- Make learners familiar with the effective use of writing strategies,
- Include library sessions in the weekly time –table ,

The second informant,on the other hand, maintained that, the four language skills are of equal importance for a compete mastery of the language.In his opinion,they are complementary because both Communicative competence and Competency –based approach involve all the four skills.That is why ,teachers try hard to implemente all these skills in spite of the lack of congruency between teaching and assessing.However ,as far as the 3AS learners are concerned ,writing and reading are the two skills which seem to have some priority.With regard the present situation,however,teachers often meet considerable handicapts which prevent them from teaching writing effectively*(since it is the only mode of formal &informal evaluation).*Thus,they realise that they are more concerned with semi – communicative activities,that is, dealing with mechanics of the language,grammar, drilling,etc,than with the true, well thought,well planned and well graded writing.In other word, focusing on form rather than on the content.

Teacher's education and training have also been advocated by this interviewee. He argued that the majority of the new teachers face a serious problem when being first landed in the teaching field. A major reason is that initial training (pre_service training at the university) is not complete; with a more theory but no practice at all. Therefore ,university learners have no chance to improve their fluency in English (training in an English speaking country as an example).On the other hand,it is believed that absence and inavailability of

training colleges for teachers present an other serious problem for these new teachers .

The respondent also stressed the fact that during seminars and other study days ,teachers are somehow demonstrated how to deal with writing lesson.Thus many of them would succeeded in leading their learners to acceptable competency.Unfortunatly,those teachers feel too busy with inculcating such mechanics as how to behave and act in front of a given situation in the Bac exam.They prefered taking out insurance for good mark and *thus making robots rather than competent writers or examiners.*

To conclude, he advised to reconsider the importance of writing skill in the foreign language learning by first reconsidering pre- and in-service teacher training and development programmes. He also advises to acknoweledge differences in learning styles and strategies and makes of them a basis for teaching practices.

All in all, all the four English inspectors aggreed on the following suggestions:

- ✓ Creation of training colleges(as it has been recently done with the new appointed teachers in Oran in 2011).
- ✓ More EFL teaching session,
- ✓ Avoiding crowded classes,
- ✓ Training learners to use writing strategies effectively,
- ✓ Appropriate activities to teach writing skill,
- ✓ Promotion of the reading skill and emphasising the role of libraries in schools,
- ✓ Pair or group work should be encouraged.

3.7.The Different Classroom Observations:

Writing is the language skill with which students have great difficulties.Therefore,in an attempt to identify the learners 'attitudes toward writing and their difficiencies in the same skill,the above research instruments have been used in this work:, learners'questionnaire,teachers' questionnaire, and interviews for both EFL teachers and inspectors.in addition to that various classroom observations(4) have been conducted..

The different classroom observations tend to explain what students do while they write and what strategies they use,if any.The various classroom observations,attended to in different institutions in two different willayas(Tlemcen and Oran)all revealed that most students displayed more or less, the same ways of dealing with writing task.After teachers have elicited some ideas related to the topic through questioning,the majority of students began writing immediately without caring about selecting ideas among the ones written on the white board or about elaborating a plan. Very few learners ,on one other hand,devoted a short time trying to think how they may begin.On the other hand,few other pupils were "stuck"for some time,not knowing how to get started (these learners were among those who have the lowest language proficiency). Thus,one may say,that their inhibition is caused by their poor linguistic competence.

On other stricking point at this stage ,is that the majority of learners did not prepare a plan before "throwing themselvers into the writing task". As they were writing , some students read back sentences they had just written but none of them made major reformulations of their previous sentences.They were not seen ,adding,deleting or changing a sentence in order to clarify meaning;they were most of the time concerned by correcting spelling or grammar mistakes.In addition ,for the majority of students,the first draft is either the only one or if there is an attempt to rewrite a second draft, it resembled to the first one in every way.

As far as strategies are concerned ,the only ones,the students resorted to, was the use of a bilingual dictionary(Arabic-English).Other students tried to translate from the mother tongue into the target language,or they ask their teacher or peers to provide the missing vocabulary items.

Many pupils wasted some valuable time at the beginning (to get started),thus reducing the composing time.Therefore,they have no time for reading through their work.The only thing they did ,was to hand their papers without being able to bring any revision to them.

When papers are returned back to the learners,these latter are generally more interested by the overall mark than by the teacher' comments or by the different mistakes,they had made.However,if students are not made aware of

their mistakes and if thery do not correct them,they will learn no thing and thus will continue making the same mistakes.

The conclusion that can be drawn from these classroom observations is that 3AS learners are not equiped with efficient strategies that will help them overcome some of the writing problems.Therefore,it is esential that these learners be introduced to a more modern approach to the teaching of writing which help them improve their writing and understand that writing does not opereate just on the surface level.

3.8.Discussion of the Main Results

3.8.1.Writing and its Status

Most English classroom observation have more or less revealed the same models of teaching writing.The writing task is usually set at the end of each teaching unit.Each unit being related to specific theme such as ***ancient civilisation,ethics in business,education in the world,feeling,emotions and humour***.As generally noticed ,the topics of writing are always related to the theme of the unit.Therefore,pupils are never allowed to choose the topics they want to write about.Writing topics are always teacher-controlled.Not only learners are deprived from help and encouragement ,but also "**teachers expect from them to write accurately and meaningfully about an imposed topic in a limited amount of time"(**Tsui,1996:97)Therefore,it could be understood that learners learn more when doing rather than just thinking about abstract things.Moreover,they do better when they are exposed to topics and themes related to their everyday life and interests for example;***Ethics in Business,Education***,etc

This way ,they may respond to different texts and situations with their own thoughts and experience rather than by doing abstract learning activities.Showing the importance of rousing learners'interest debates and discussions ,Harmer(2001:39) suggests "**Indeed part of our job is to provoke intellectual activity by helping them to be aware of constracting ideas and concepts which they can resolve for themselves –though still with our guidance.**

Topics are teacher-controled, just like what is referred to as *brainstotrming phase* where teachers ask various questions in order to generate ideas from their learners. If learners fail to bring intersting ideas to the discussion either because of their lack of interest to the topics or because they lack background knowledge,teachers usually provide ideas, arguments and even counter

arguments.After this discusion, the writing task is usually asigned as homework because of lack of time.Therefore students are required to do it at home and hand it back a few days later to be marked and returned to them.Indeed,there is nothing wrong in giving a writing assignement as homework but what is not right is to suppose that writing is best done alone. Acoordingly,many student report that they feel very anxious when they have to write because they worry about so many things such as ;how to get started ,what to say,how to say it,what appropriate style or vocabulary item they needed,how to organize the many ideas they have and so on.In brief,they experience what is referred to as ***"mental shock";*** precisely because they are alone faced with so troublesome questions.For these reasons,learners need to collaborate and assist one another so as to overcome their writing limitations and writing apprehensions.

Another weak points concerning the teaching of the writing skill ,is the response of the teacher to the students piece of writing .The problem,here is that the teacher's feedback is often limited to the treatment of language errors.The teacher's task means going through the students 'papers with red ink,underlying ,circling,crossing and writing comments such as "be careful with handwriting,with tenses, with spelling, and the like".Some teachers even rewrite incorrect or awkard sentences for the learners.Other teachers do not point to any particular weakness in learners' writing but just say that the paragraph is incomprehensible, and give a bad grade.

3AS pupils on their part look at their final grade, put their papers without scrutinizing the red-ink corrections and inevitably will make the same errors again and again in therir incoming written products.

This is explained by the fact that teachers never ask their pupils to revise their first draft and write a second or third draft.This way of doing conforms the traditional approach of teaching writing where the focus has been much more on the end result of the composition rather than on the process of writing.

All in all one ,this approach is deficient in two important aspects.firstly,when teachers give writing assignment,they view writing as solitary activity assuming that all their students know how to write ,organize ideas into coherent piece of writing that they evaluate as final product.Second, the teacher focuses on form that is on syntax,vocabulary,grammar,spelling and mechanics,rather than on content.Consequently writing is reduced to the

reinforcement of functions and language points seen in class rather than an act of communication

3.8.2.The Learners'lacks

Evaluating our teaching and learning situation brings us to identify the gaps of the learners.This has been carried out in three different ways.the first being through various class observations in different institutions with experienced and less experienced teachers in two different ' wilayas'-Tlemcen and Oran.The second technique of evaluation was through a questionnair while the third was done through the interview

- **Learners'Lack in Reading**

The observations were all carried out in 3AS classes.All the observation agreed that pupils at this level read slowly.This can be explained by the fact that the great majority is not yet efficient in botten up processing.This weakness will quickly be put in evidence if they are asked to read out aloud.They also read in word by word manner and not by quick chunks .One can predict from this,that it will also be so difficult for them to make the connections and inferences necessary to comprehend what they are reading .This word by word reading also reveals that they are not good readers but this time ,it is because ,they have probably not been trained to read in purposful way.

For example, the first reading is intended to ensure global understanding, therefore, the learners were expected to go through the text quite quickly (skimming). It has been noticed,however, that this first reading was in most cases slow. In addition,when they were asked to look for specific information,they went on reading in the same way because they are still word bound.

As far as vocabulary is concerned , the class observation also showed that the learners have very little knowledge of the target language vocabulaty,and that they do not use any guessing or inferring strategies.Whenever,they encounter an unknown word,they immediately interrupt their reading,and turn to their bilingual dictionary or to ask the teacher to provide meaning.

It has been also noticed that in most class observations,the reading class is limited to the pupils reading the text and answering questions about the content.Too often,teachers have missed golden opportunities of those discourse

markers and transitional words that give life to the text but also will assist the reader in extracting meaning from it.It is only through this kind of teacher's interventions that pupils will be trained to notice them,understand them and later on be able to make use of them in their own writing.

As a conclusion,it can be said that EFL learners(3AS pupils) face many difficulties in reading because on the top of the big language problem they have,they have not been introduced to the new reading process which stresses the importance of a rapid,selective,purposeful and interactive process.It is also the responsibility of the teacher to know the nature of the reading process and to train his pupils accordingly.

- **The Learners' Lack in Writing**

Tha different classroom observation also revealed intersting points about how the pupils approach the writing task.Here,the learners were observed during normal classess and also while they were performing during the final exam "Bac".Most papers were collected and graded .At the first sight,some had great difficulty starting their paragraph ,other began writing without caring about generating ideas,organising them or elaborating an outline.During the "Bac "exam,the candidates did not even care about writing a first draft,they directly wrote on their exam sheet and handed it back without making any kind of revision.During an ordinary writing class,the pupils did write a first draft but the revision was limited to correcting spelling or some few grammatical mistakes.

The first conclusion that can be drawn from the various observations is that the pupils have not obviously been trained in the different writing strategies that would allowed them to produce a better piece of writing.The second point to mention in this conclusion is that 3AS pupils not only have a composing problem but also a language problem.This situation could easily be predicted by the diagnostic of the learners 'weaknesses in reading since the amount of the reading not only improves reading skills but also has a positive effect on writing.Therefore,the study of the learners'gaps will lead us to wonder if there is relation between the learners 'gaps and the amount of the instructional time.

3.8.3.The Instructional Time

EFL Teachers have always complained about the insufficient time alloted to the teaching of this language.The number of hours in secondary schools ranges from two to four hours/a week.To attain a certain lingiustic competence,the pupils need a certain amount of input (either in or out of the class).It is known that the degree of the success in a foreign language is greatly influenced by the amount of input the learners are exposed to.A limited amount of input also makes that pupils rely on their mother tongue and what they write or say will display a lot of interference form the mother tongue.

The insufficient amount of the instructional time also renders the teaching task difficult because teachers will also have to work under the pressure and the fear of not being able to finish the program before the final exam.So they become more concerned with completing the different units and grammar points rather than by what their pupils have processed for the exams.Finishing the program is certainly not all .Because if the pupils need a good amount of input ,they also need to process this input through meaningful practice and revision .Augmenting the amount of instuctional time is not the sollution and some people would agree that it is not so much the quantity of hours that is important but the quality of input and teaching that matters.

3.9.Assessing Pupils Learning Strategies

The different research instruments that have been previously used indicates that our learners are not aware therefore, are not equipped with these tools that aid and facilitate learning. Researchers like (O'Malley and Chamot1990, Wenden1989, Oxford1990 and many others) advocates an appropriate strategy training for a more effective learning. Accordingly, Oxford states that;

> **Learners who receive strategy training generally learn better than those who do not, and certain techniques for such training are more beneficial than others.**
>
> **(Oxford;1990:201)**

Language learning strategy training can be conducted in at least three different ways: *awareness-training, one time strategy training, and long term strategy training.*

Because of time constraint on pupils'needs, and also because it was not always easy to meet our participants on a regular basis,we have thought it more beneficial to opt for and work on an awareness strategy training.The aim of this strategy training is simply to acquaint and familiarize our participants with the language learning strategies that will help them become better learners and particularly more skillful writers.

We may explain our pupils 'unawareness and little use of learning strategies by the fact that the teachers themselves are not conscious of the importance and the usefulness of strategies.So ,hopefully ,this consciousness-raising will interest teachers as well as learners although this point of interest is far from being exhaustive.at this stage of training,our goal will be strictly informative.In addition,we shall limit ourselves to the strategies that are essential for some writing tasks.For instance;*outlining or editing* because of the lack of information on those specific strategies ,pupils are in fact very poor writers.

The results of the observations and questionnaires have enlightened us on the way our pupils view and approach the writing task.They have also help us identify the strategies that pupils need to develop so as to alter their traditional views on writing on one hand,and to improve their writing skills on the other.The pupils have difficulty in getting started because ***pre-writing strategies*** are not used effectively.Therefore,pre-writing strategies like*(fast-writing,clustering,and cubing* need to be included in our strategy training.

Once the brainstorming is over,pupils are often left with a bulk of information to be ordered and organized into a coherent and relevant paragraph.According to the pupils 'answers to the questionnaire,this constitutes one of the most problematic tasks in writing .Therefore,strategies like ***organizing and outlining*** should be made explicit to them.

Because teachers often view writing as an individual performance,they do not encourage their learners to cooperate with peers,either in exchanging ideas or revising each other drafts.Therefore,strategies like ***cooperating with peers and revising for rewriting*** have to be also considered in our strategy training.

Finally,many pupils apprehend the writing task for various reasons;*like not knowing what to say or how to say it*;this apprehension may give rise to

negative feelings such as anxiety and lack of confidence.The pupils will certainly benefit from an awareness of social and affective strategies such as ***cooperating with peers and encouraging oneself.***

3.10. Results of the Awareness Training:

In order to evaluate the usefulness of this "training",the researcher conducted the following experiment with the 42 pupils of 3AS literary and philosophy class at Besghir Lakhdar Secondary School in Tlemcen(Three pupils were absent).

The experiment started in October 2009,the pupils were asked to write a paragraph on a given topic.While,they wrote,they were observed in order to determine what writing strategies they resorted to.The observation revealed that the pupils used a narrow range of strategies;they spent very little time gathering ideas or organizing them,not a single pupil drew an outline.They all seemed to focus on form rather than on the expression of ideas because they edited all through their writing finally,very few 15% revised their paragraph before returning it to the teacher and no one rewrote the first draft.

Soon afterwards , the teacher began the strategy awareness with particular attention to the following strategies:

- Gathering ideas
- Organizing them
- Drawing an outline
- Drafting
- Revising

As these terms and what they represented were new to the learners,the first task consisted in explaing and demonstrating with concrete examples.For instance,the teacher can show the pupils how to organize the various ideas gathered during the brainstorming phase.The teacher may show them for example what ideas have to go first,what other ideas should follow,what idea is redundant or irrelevant and therefore must be left out.After this stage,it would be easier to show them how to make the outline for their essay before drafting.

Besides this strategy-awareness,the teacher,also made his concern to explain what the skill of writing entails.In this way,the pupils understand that

writing must be viewed as a means conveying ideas and feelings and not only a matter of displaying one's linguistic competence.Unfortunatly,this training lasted only four sessions of about fifty minutes each.

When training was over and the pupils knew more about the writing process and the writing strategies,they were once again asked to write a paragraph on the same topic as the one given before the training.

This time,the while- training observation revealed different aspects of the pupils 'composing behaviours: about40% of the pupils,gathered ideas,20%organized their ideas and even fewer pupils15% drew an outline before drafting.However,we noticed that about 35%attempted to put their ideas onto papers quickly without being too much concerned by editing.Concerning the revision,it was noted that 50%spent more time revising than before the instruction but only 25% rewrote their essays.

The percentage of the strategies used before and after the instruction can be reported in the following way:

Writing strategies	**Gathering ideas**	**Organizing ideas**	**Outlining**	**Drafting**	**Revising**	**Rewriting**
Before instruction	5%	5%	0%	10%	15%	0%
After instruction	40%	20%	15%	35%	>50%	25%

Table 3.23.Percentages of learners'writing strategies before and after the awareness training

Although these figures do not seem quite satisfactory at first sight,they are significant as far as pupils'writing behaviours are concerned.It is easy to detect the noticible and encouraging change in the use of writing strategies.Furthermore,it was noticed that the second essays the pupils display better organizational skills in the presentation and ordering of ideas.It was also noticed that the pupils composing performance improved and that they were less concerned by grammatical or spelling mistakes than the first essays,it is then supposed that the pupils did more editing and more monitoring.

We were quite pleased with the pupils 'efforts and writing performance although we realized that an awareness training alone is not enough because what is,in fact ,needed is firstly an exposure to models of different kinds of writings(thus the relationship between reading and writing).They also need a regular training in composing strategies ,an awareness of the skill of writing and finally,it is necessary that they are quit proficient users of the target language .We may conclude by saying that an awareness training is quite useful but the pupils would surely benefit more if it is paired with a regular strategic training.

3.11.Conclusion

The investigative study concerned three omnipresent partners in the teaching/learning process:learners,teachers and inspectors.Learners questionnaire revealed interesting facts about their attitudes and motivation towards English as a language and as a subject matter.Besides,it gave insights into their language and writing difficulties.Teachers'questionnare and semi-structrured interview ,on the other hand pointed at teachers' practice and the difficulties they encounter in the teaching of English in general and writing in particular.EFL inspectors fo their parts,assessed the teaching learning of EFL writing skill and gave unvaluable guidelines towards solutions.Bearing in mind the research questions and Hypothesis set to shape and conduct this study,it appears that from the interpretations and analysis of the results ,have led the following conclusions.Writing can not be assosiated from learning English and from learning in general.The most important reasons behind ,consist in the lack of coherence between teaching objectives,classroom practices and evaluation norms,in addition to learners 'dependence on the teacher and the inadequacy of teacher training programmes. Thus writing is neglected by both teachers and learners despite great importance in EFL learning and in learning in general. Success in writing, therefore, is teacher'responsibility to draw learners'attention on the importance of language learning and thus learning how to write in English so as to become better learners and consequently fluent writers.

The following chapter proceeds to give some recommendations related to the writing skill development ,on the basis of the informants'answers and the obtained results.It will tackle some perspectives on writing skill development,on the basis of learners and teachers'needs portrayed so far,and in accordance with

national and international pedagogic changes in ELT and in education as a whole.

Notes to Chapter Three

1. Triangulation: is the procedure of obtaining more than one aspect of the topic researched via different sources of data.

2. Harmer 1998:12 makes a distinction between three main learners levels as follows:
   - **Beginners** are those who do not know any English
   - **Intermediate** have a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading
   - **Advanced** are those whose level of English is competent ,allowing them to read unsimplified fact and fiction and communicate fluently with native speakers.

3. Lacunas: a lexical gap or lacuna is an absence of a word in a particular language.

4. Observation is invaluable research approach ,but often considered as an intrusive method(Wallace,1998)

4.1.Introduction

The emperical phase has helped us to shed light on some important causes of learners'failure or low achievement in EFL writing skill.It has also enabled the analysis of learners needs as far as the writing skill is concerned through learners',teachers',and inspectors'suggestions.Thus ,with regard to literary streams in general and literary and Philosophy classes in particular,the present chapter attempts to propose alternative and hopefully some ,useful recommendations to tackle the problem.Since failure in writing is closely related to teaching/learning of EFL in general,it seems relevant to reconsider the writing skill issue before moving on some of the teaching and learning parameters .

4.2. A New Approach to Teach Writing :Developing Students Strategic Knowledge

The teachers'responces to the questionnaire indicate that teachers'assessment of their pupils 'achievements in writing is quite negative ranging it from weak to average.The reasons behind such failure according to them lie on the current methods of teaching writing not only at the university level but at pre-university level too.

In addition to that ,the questionnaire also reveals that teachers give priority to mastery of language and grammatical accuracy over the writing process. However,it is not enough to present them with vocabulary,grammatical structures and tasks to do .It seems clear then, that teachers need to re-assess the way in which writing is taught to students.In the same vein,Hamzaoui puts it this way:

> .M**ore works needs to be done in teaching learners how to integrate the skills we expect of them and to raise their awareness of effective writing strategies ....The curriculum$_{(1)}$ fails to raise learners'awareness of how learning process takes place,and therefore ,to develop effective learning strategies in learners in order to help them cope with learning difficulties in general and writing difficulties in particular. (Hamzaoui,2006:260)**.

What emerges from the above quotation,is the importance of including the teaching of effective strategies in writing instruction.Though teachers may feel the need to establish a firm grammatical base,it is not least important to train pupils to use some successful writing strategies such as*brainstorming,planning,and revising*.

The same idea is held by Best (2004:2) who explains that teachers should go beyond basic concepts in grammar and help learners learn about:

> "**....the strategies available to writers in order to develop their personal styles .In this context,the students engage in learning ,and they operate at high level of thinking....".**

Similarly,Hismonoglu(2000)argues that **"the language learner capable of using a wide variey of language learning stategies appropriately can improve his language skills in better way".(quoted in Hamzaoui2006:261)**

Strategy-based instruction is believed to help learners in three ways:***first ,it can assist students to become better learners,second,skill in using learning strategies help them in becoming independent and confident learners,and third,they become more motivated as they begin to understand the relationship between their use of strategies and success in learning languages*.(Chamot&Kupper1989,Chamot & O'Malley,1994).**

Regarding the writing skill,proposals were made for helping students to face writing problems by the integration of strategies into the teaching of this skill.An example of this approach is "process writing"(e.g.Arndt and White 1991) which helped to develop teaching /learning materials wherein pupils are asked to use strategies such as *planning,editing,*and *revising* in various process tasks.

The incorporation of strategy training into the teaching of writing skill was found to enhance students'comprehension of the taught strategies and to faciitate their retention. *But should strategy instruction be explicit or implicit?*

in other words,should students be informed of the value and purpose of the strategies they receive training in,or should they simply presented with activities

structured to elicit the use of the strategies being taught but not be informed of the reasons why this approach to learning is being practised?

Many subsequent studies (Wenden1987,Oxford1994,Graham1997)have suggested a more explicit type of strategy teaching and added a metacognitive dimension to strategy training by informing learners about the importance and the purpose of the instructed strategies ,and teaching them how to regulate and monitor the learner strategies.Graham(1997:84) remarked that explicit teaching of writing strategies should be encouraged because students need to be in control of their learning.She stated:

> ***one of the most vital factors is the need for strategy training to be 'informed','integrated' and to involve a high level of 'self-control'.That is to say,students need to be aware of the purpose and utility of strategy training,activities should be integrated into language learning tasks,and students should be encouraged to monitor,evaluate and control their use of strategies .Thus they should engage in a large degree of metacognitive reflection.***

It should be mentioned at this point that teacher has an important role to play in strategy training.He may either encourage students to develop effective use of strategies or discourage them . Teachers may argue that they may not have sufficient time to devote to strategic activities as their main concern is to complete the syllabus .Simillarly Graham (1990:145)pointed out:

> **The greatest obstacle to developing effective learning strategies in students lies within their teachers.Lack of time,insufficient training in teaching strategies and low motivation to implement them may be some of the reasons behind this.**

However, in the light of the present research finding we may confidently assert that it may be very useful to teach students effective use of strategies since

increasing students'strategic awareness(2) is as valuable as increasing their writing performance.

Therefore ,success or failure of inducing students to use strategies depends in large part on the teacher,his training,his interest in the process of teaching strategies and the method and materials he uses to implement strategy instruction.

Another factor which may encourage or discourage strategy learning and its use is motivation.If students are not motivated towards learning the taught strategies either because of the task chosen,the method used or simply the relationship between the use of strategies and achievement in writing is not clear to them,strategy learning and use may not be effective.On this point O'Malley and Chamot(1990:185) remark:

> **Of particular importance is the inclusion of motivational training with learning strategy instruction in order to develop will as well as skill for learning.**

In effect ,a number of other researchers (Oxford1994,Lessard-Clouston1997,Graham 1997,Cohen and Dornyei 2002,Hamzaoui2006)state the importance of learner motivation to the learning ,use and choice of strategies.Thus,if students are not motivated towards the learning of strategies this may lead to ineffective learning and use of the taught strategies.

Although the teaching of writing strategies may hold many promises ,great care has to be exercised in the preparation of teachers,the teaching method and materials ,in additrion to the consideration of some important variables such as language proficiency and motivation.

It is then essential to take some pedagogic decisions to introduce stratey-based tasks in the teaching of writing to induce students to use writing strategies effectivelly and to change their behaviour from passive behaviour to a more reflective one to produce effective and efficient writers.

All in all,training students to use cognitive and affective strategies successfully will probably help them in generating sentences,overcoming writing difficulties

and controlling anxiety related to the task,but students will not be able to plan,control and evaluate the writing task they engage in unless they learn some effective metacognitive strategies .It then appear to combine the three type of strategies (metacognitive,cognitive and social/affective strategies)in a strategy-based writing course.

4.3.Improving Learners'Writing Effectiveness

Concentarating on developing linguistic competence and emphasizing phonological,syntactic or semantic differences only is surely not enough to ensure that pupils will be able to write a correct paragraph in the foreign language.In this section,we shall attempt to find out about the rules of English paragraph development since it is this aspect of writing that seems to be the most problematic.We shall also point at the central role of purpose ,audience and topic of good writing.

Many teachers wonder whether product writing or process writing is most effective to teach clear and fluent writing .So a brief overview of the two approaches will be discused.Finally,some sugestions on how to respond to pupils'writing will also be included.

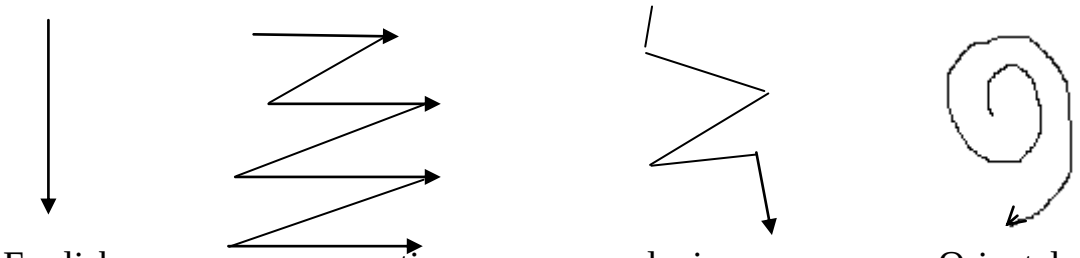
4.3.1.Contrastive Rhetoric:(Contrastive Rhetoric$_{(3)}$and the Traditional approach to the teaching of writing):

In the traditional approach to the teaching of writing,classes chiefly focused on how to teach strictly grammatical and simple sentences;the foreign language teacher generally emphasizes phonological ,syntactic or semantic differences but fails to mention the differences related to the principles of paragraph organization.By doing so,the foreign language teachers mistakingly assume that rhetoric of a particular language may just be transferable to any other.This false and preconceived idea may account for the fact that pupils writing in the Foreign language,no matter how competent they are, will remain poor writers ,partly because they are not made aware of the rhetorical differences between their own language and the target language.For this ,their writing may appear unclear or difficult to understand for the native reader because they display features of the native language prose.

4.3.2. Rhetorical Awareness

Just like are differences in cultures in the world,there are also differences in the way of thinking and this thought patttern influences the rhetoric of each culture.This is why Kaplan(1966) refers to English ,Romance,Semitic,Oriental

and Slavic rhetoric.He illustrates the different types of those patterns in the following way:



English semantic slavic Oriental

(Kaplan,1966;64)

The difference in thought patterns ,and therefore in rhetoric makes us realize the importance of raising pupils'awareness of rhetorical differences and lead us to envisage the necessity of training pupils in writing paragraphs in conformity with the charecteristics of English rhetoric.But to be able to do so ,teachers themselves must know about these differences so as to be able to make pupils aware of them;

In the teaching of paragraph structure to foreign students,whether in terms of reading or in terms of composing ,the teacher must be himself aware of those differences .He must also make these differences overtlty apparent to his students.In short,contrastive rhetoric must be taught in the same sense that contrastive grammar or phonology are presently thaught.(kaplan,1966:70)

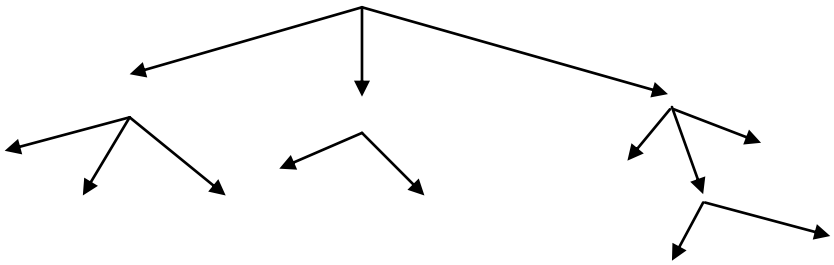
4.3.3.The Structure of English Paragraph:

In order to be able to write a good paragrah,foreign langage pupils need to be aware of the general rules of paragraph development in English.They also need a good training in English rhetoric.Kaplan **described "the structure of the English exposition as linear,because a paragraph in English typically begins with a topic statement supported by examples that are related to the central themes."(kaplan,1966).**

In the same line of thought, Miller (cited in Hinds,1980)remarks that:

Paragraphs fequently begin with the topic sentence and follow it with supporting details which elaborate on the controlling idea in the topic sentence.(Miller;1980:123)

Therefore, a diagram of English rhetoric structure develops in the following way:



Mckroom (also cited in Hinds ,1980)states that :

The information in the semantic representation of text is ordered hiearchically,from most important topic information down to least important detail information (Mckroom**,1980:122)**

Therefore, each paragraph contains a topic sentence and supporting sentences.The topic sentence usually occurs at the beginning of the paragraph but it may appears somewhere else.It may appear at the end .The topic sentence informs the reader about the main idea of the paragraph.Supporting sentences support the idea of the topic sentence and develop it.They are related to each other and no irrelevant sentence should be included.The characteristic of a well developed paragraph is that it includes sufficient supporting sentences.The support sentence may be an example,a fact,stastics or an anecdote.

To ullustrate this point,pupils may given the following short paragraph and asked to identify the different type of supporting ideas.

Instruction:*Read the following paragraph ,identify the type of the supporting material.Write the number of the sentence in the appropriate column.*

(1)Stonchenge,in Wiltshire,England,is an ancient monument that sill mystifies scientists.(2)It is a group of huge rough-cut stones that probably marks the site of an ancient religious structure.(3)The monument dates from 1848B.C.and was originally a circular arrangement of blocks of gray standstone,each about thirty feet long and wheighing an average of twenty-eight tons.(4)There were three sets of stones inside this hundred_foot circle,and near the center was a sixteen-foot block of that standstone,which was probably an altar.(5)Although scientists have been able to approximate the age of the monument,they can only conjecture about why the huge stone were transformed there.No one knows exactly who brought them.

Example	Facts	Statistics	Anecdote

A single idea is developed in one paragraph, but if the writer wishes to wrie about another idea. He must begin another paragraph.Thus, a long piece of discourse consists of several paragraphs, each paragraph developing one idea. Thus, a well-developed paragraph includes three parts:

Part one:an appealing topic sentence that expresses the main idea.
Part two:supporting material that includes examples,facts,statistics or an anecdote.
Part three:the concluding part in which the writer summarizes what has already been discused and concludes the paragraph with a sense of completion.Insome cases,a bridge sentence,placed after the topic sentence,is used to explain the main idea and leads to the supporting material.

An example is illustrated by the following paragraph:

At the age of six,a child begins to emancipate himself from his family and to make his place as a responsible citizen of the outside world.This emancipation includes many changes in behaviour and attitude.He becomes more independent of his parents and often can get impatient with them.He's more concerned with what other kids say and do.He becomes interested in impersonal subjects like arithmeticand engines. It is at six,then the path to self-sufficiency and in conclusion adulthood begins	Topic sentence Bridge Support 1 Support2 Support 3 conclusion

In order to help pupils discriminate between the topic sentence and the supporting ones,the following activities may be tried out:

Exercise 1:

Aim :to make pupils understand the logical order of sentences in a paragraph.

Instruction:Find the topic sentence and arrange the supporting sentences into their correct order.

Text: Before someone had the idea of stamps,sending a letter was very inconvenient.The person who thought of the paper clip has helped everyone who has worked in an office since then.Most of our small,common conveniences came into existance because someone in the past had a bright idea.And the person who get the idea of the safety pin made another small but important contribution.(Horn,1977)

= **Feedback**:the teacher may ask a student to read the rearranged paragraph out and discuss the points with the class.

Exercise 2:

Aim:to make the students understand the relationship between the topic sentence and supporting sentences

***Procedure:**reminding briefly what the topic and supporting sentences are,students will be given the following exercise:

Here is a topic sentence,followed by several other sentences which support the topic sentence,and some do not.Put anX in front of the sentences that do not support the topic sentence.

Topic sentence:The increasing number of car accidents is a serious problem

…….	1-the number of accidents last year increased 10 percen over the year before
……..	2-One cause is the great increase in the number of cars on the road.
……X…….	3-ownership of a car involves a lot of expenses .
……..	4-there would be fewer accidents if drivers were more careful
……X……	5-a car owner must have a licence.
……..	6-Many drivers do not pay attention to the speed laws.

Feedback:A class discussion as to why sentences 3 and 5 are not the answer may follow:

To ensure the logical relationship between ideas ,transitional devices ,are used.These often appear betwween sentences or between paragraphs,their function is to serve as linkers and also to allow the reader to establish the relationship between ideas.It is ,therefore,important to make a judicoius choice concerning the right transitional words.For this ,pupils need practice in recognizing and using them.

A useful activity would consist in making pupils read a text,identify the transition used,discuss the meaning of each transitions,and say if the use of a particular connector is appropriate.Finally,say whether the passage would have been clear enough if the transitions were absent.

Text:Are Japanese school always better?

There have been many comparisons recently between U.S.educational methods and Japanese methods.As a matter of fact, the implication has always been that U.S.educators have a lot to learn from Japanese counterparts,since Japan has become such highly industrial,economically,successfiul country in such a relatively short amount ot time.It is likelythat there are several areas that U.S.educators may choose to copy.However,not all Japanese educational methods are easily applied in the U.S.

First,we tend to admire the japanese character for its emphasis on effort.It is this very effort that apparently explains the rapid economic rise of the country.For example ,in some Japanese kindergartens,pupils go shirtless all along to build endurance and some school require boys to wear short pants during winter.The Japanese six-day school,which appears to us to be accademically motivated,is ,in fact relly a part of this emphasis on effort.

Second, emphasis on group responsibility is a characteristics of Japanese education.This tends to reinforce confrmity,which Japanese sociey values highly.For example,techniques such as assigning a single grade to a whole class rather than to each individual and discussing issues interms of group welfare reiforce this value.We should remember,though,that Japan has a great amount of racial unity.As a result,group responsibility may be easier to promote in japan than in the U.S.

It may not be so easy to adapt Japanese methods to U.S.school because of the difference in the two cultures.Nevertheless,this does not mean that there are no lesson to be learnerd from the Japanese,only that we must be careful in choosing what we wish to copy from Japan

Fallows:1991:55-59)

A variation of this activity would be to hand the pupils a text where all transitional words have been deleted.The pupils are then,asked to provide the

appropriate links.Depending on the level of the pupils,the teacher may or may not supply the transitions in questions but in scrambled order.To make it clear,we can illustrate with the following example:

Instructions:the followning linking words (linking markers)have been deleted from this paragraph.read the text and try to replace them in the appropriate gap so that the text makes sense.

First of all-another-one reason-one more-second-yet another-finally.

Steven Speilberg's movie,Jurassic Park'was a major commercial succe…….,it was the biggest box-office money-maker of 1993……..,It wasbased on the best selling book by Michael Grochton,and is made that bookeven more popular.

…….way that movie made money was by the starting a craze for dinosaur,toys,books,and posters……..result of this book-buster movie succes is Jurrassic Park interactive computer game……..,the Jurassic park attraction is the biggest hit in the universal studios theme parks in California and Florida.

(From Olsher;1996:68)

Because most pupils'paragraphs are not successfully segmented into three disticnt parts,and also because they are not correctly punctuated,we thought a useful to suggest an activity similar to the following:

Instruction:

Rewrite the following paragraph being careful to divide it into it three main parts:-topic sentence

-supporting sentences.

-conclusion

-supply the correct punctuation and capitalization.

-Pupils can also be asked to draw the outline from a paragraph.

Crydon is the largest town on the outskirts of London. It is a popular shopping center and several large busineses have their headquarters there.Many of the people who live there work in london which is about half an hour away by train.I went to school in Croydon for six years and I never liked it.In the first place there are hardly any historical buildings so it is a rather dull town secondly it is full of unfriendly people who are busy to stop and chat lastly because it is on a main road into London the streets are always full of traffic and sometimes the air is so polluted that it is almost

impossible to breath.As I am concerned I would not mind if I never went to Croydon again.

Finally, we highly recommend that pupils read a lot of authentic paragraphs.they will be asked to read them, analyse them,study the paragraph paragraphs.They will be asked to read them,analyse them,study the paragraph patterns and discuss the use of the connecting words.Hence,the need for the teacher to select appropriate material suited to the level and interest of their pupils.It is through a reasonable amount of readings that pupils are likely to improve their writing abilities.

Reading and writing are two skills that mirrors each other,and they ought to be taught in a such a way as to complement each other. (Smith;1982:45)

4.4. Suggestion to Improve the Writing Skill from Sentence Level to Paragraph

4.4.1. Sentence Combining Approach

To help the pupils develop the notion of paragraph building and cohesive devices,different techniques can be used successfully. Learners have to be urged to write sentences at every step of the pedagogic unit.Many activities can be suggested :*finishiung sentences,matching beginnings with endings,or writing about a given topic*.

In writing ,they are tremendously varied among them *the sentence combining approach*.Combining sentences is also a technique designed to increase the syntactic complexicity of learners'expressions.It involves taking two or more simple sentences and combining them through the use relative pronouns,conjunctions,or other devices.In other words, Sentence combining exercises are good for practising connective devices and relative clauses.They help learners lo learn how to tighten up their sentences and rearange them ,to achieve effect.

Examples of these types of exercises are provided here after;

Exercise 1:*in the following sentences, linking words and phrases are missing .Working in groups of two or three ,decide which of the following words given would be possible.Note that in some cases more than one of the words given may be possible.Then compare your answers with those of other groups*

- I am writing to you….clarify certain confused points.

  a) to b)in order c)so as to d)for.

- Our reply has been delayed……the recent postal strike.

  a) because of b)owing to c)for d)by.

- These matters are difficult to deal with in writing……we feel that it would be better for us to have a meeting.

  a)this is why b)that is why c)this is because d)consequently
- …..you are an import-export company, you will, no doubt be pleased to know that I speak several foreign languages.

  a) For b) since c) as d) because of
- Most companies take their holidays in August…..there is little chance of much work being competed.

  a)so b)therefore c)thus d)so that

(Coe, Rycoft and Ernest;1983:18)

Exercise 2: *combine each sequence of sentences into a single sentence with at least one relative clause*.

-the Basques live in the mountains.

-the mountains separate Spain from France.

-The Basques were never conquered by the Roman

(Thiede-Gonzo;1983 cited in Abi Ayad;1997:146)

Learners may also be given a group of sentences which can be combined in any way they choose,to create an effective paragraph.An example of this type is given bellow:

Exercise 3:*Combine the following sentences into complex ones,then write a coherent paragraph:*

- His name is peter

  He's a famous professional athlete

  He's a baseball player.
- He has a large house in Miami

  The house is beautiful.
- He often travels around the US

  He plays away games in different cities in the US

  He travels by airplane
- He usually sleeps on the plane

  He stays late after games
- He is an excellent pitcher.

  Fans love his abilities

  Coaches love his abilities.
- Every week he plays a home game.

The game is played in Glover stadium.

The game is usually sold out.

- Glover stadium is old

  Glover stadium does not have enough seats for all fans

- The fans wait in lines to buy tickets

  The fans often play more than $60 dollars for tickets

- The fans are unhappy about the tickets prices.

  The fans love peter

(Kenneth;2007:1)

Exercise 4:*combine the following sentences into an effective paragraph.*

-Today, air travel is safer than driving a car on a busy motorway.
-there is a danger that grows every year.
-Airlines get larger and larger.
-Some airlines can carry over 300 passengers.
-The air itself becomes more and more crowded.
-If one giant airliner crashed into an other in mid air,600 lives could be lost

(Byrne1988:71)

What makes sentence combining so succesefful,is that learners at all level of proficiency seem to enjoy doing the exercises.Thus ,the pupils gain self-confidence.Sentence combining practice,not only gives learners practice in using a range of syntactic structure but also leads to overall improvement in terms of grammatical correctene,sentence variety and even organization and cohesion.

Daiker et al (1978 cited in Thiede –Gonzo1983:15)found student who had practiced sentence combining ,to be superior in five of the six criteriacommonly used in composition evaluation:**ideas,supporting details,organization,voice,sentence structure and diction.**

It is worth mentioning alo that sentence combining should be reinforced when pupils are asked to rewrite their composition.In the same line of thought,Kern(2000)states:

> **Sentence combining is most beneficial to students when it is done as a part of reworking their own writing rather than as an isolited activity. (Kern;2000:202)**

4.4.2. Dialogue Journals

Another writing mode where pupils cooperate with each other to exchange written messages is known as « dialogue journals ».The idea of dialogue

journals is not yet known and so not yet used in our context but as Oxford puts it:

> **Dialogue jounrnals are very effective and highly motivaing for language learning.**
> **(Oxford;1990:78).**

A dialogue journal is a written conversation in which a student and a teacher communicate on a regular basis.One interesting point in dialougue journal is that the teacher acts as a participant offering suggestions,giving opinions and clarification rather than a judge or evaluator who corrects and makes negative comments on pupils 'papers.The other interesting point in dialogue journal is that they help create personal relationship with the teacher as they will be encouraged to speak freely about their fears and difficulties or about topics of interest to them.More importantly,when pupils write in their journals ,they know whom they are writing for.In other words,they write with an audience in mind .In addition ,their main concern becomes to transmit their message so they focus on meaning rather than on form.The problem with Dialogue journal is that they require a considerable time to read and respond to pupils'writing.

However, teachers who have experienced Dialogue journal report that this does not constitute a real problem and there is not much time wasted because of the knowledge they get about their pupils'interest, problems and also the feedback they receive about their lessons and different activities.**4.4.3.Collaborative Writing**

Although many people in their personal lives write on their own,whether at home or at work,in language classes ,teachers and students can take the advantage of the presense of others,to make writing a cooperative activity,with great benefits to all those involved in .

Collaborative writing ,in pairs or in groups ,is great affective and cognitive help for learners,as this lessens their anxiety and promote their risk taking(Tsui,1996:98).Pupils ,also,have to be encouraged to share their writing with each other,both at draft and final product stage;they can brainstorm ideas,organize content and then edit and revise toghether.Self,peer or group editing encourage independence from the teacher and enhances learners'self confidence and self –reliance.It allows the teachers to give more detail and constructive feedback since he will deal with a small group rather than the whole class.Besides,while discussing their writing difficulties and strategies used to overcome these problems,learners are likely to learn from each other in the group or in class discussion more than with their teacher.

It worth mentioning also that,it will be more effective if teachers chooses the members of the groups himself and try to make a mixture between the slower and faster learners in the same group. By doing so ,The best students can help the slower who nevertheless,will contribute equally(Baskolf1981).Individual students,on the other hand,will find themselve saying and writing things that might not come up with their own."**Two heads are better than one because two can make conflicting material integrate better than one head can";**Elbow(1987).

In such case, the cooperative learning presents the following: "increased learner's talk,more varied talk,more relaxed atmosphere,greater motivation,more negotiation of meaning and increase amount of comprehensive input."(Olsen and Kagn 1992 cited in Abi Ayad1997:81).

Moreover ,numerous educationalists suggest gathering pupils writing in a same book(a portfolio),where learners select their best products during the whole school year.A portfolio may thus, become an invaluable sourse of writing inspiration for learners,since they learn by comparing their written products with those of other pupils.

4.4.4.Importance of Extensive Writing

To overcome the problem of interference,i.e. thinking in Arabic and writing in English,the pupils should have a great amount of writing practice either in side the classroom or outside.

One way of getting students to produce a great quantity of writing is through free-writing in class.Heaton(1975) argues that:

Free composition ...provides the testee with an opportunity to demonstrate his ability to organize language materials ,using his own words and ideas,and to communicate.(Heaton;1975:128)

Thus ,in order to make it easy to begin ,the teacher should provide them with one or two general topics for referenc to ensure that everyone can write something about.By choosing a topic that involves the studenst ,the teacher is providing a context within which effective learning can be undertaken.Yet ,if a student finds the topics provided not in his taste ,he may choose a topic of his own.

Futhermore,Harmer(2001) suggests the following**: "In order to bolster the product pride that students may feel when they have written creatively,we need to provide a appropriate reader;audience.A part from ourselves as teachers,the whole class can be such an audience.(Harmer;2001:260)**

To guarantee that the pupils should write abundently, the teacher should not worry ,at least for the time being ,about the grammatical or mechanical mistakes in their papers.Indeed many mistakes may be slip of pen which the student himself is able to identify later on (Edge1989).

Emphasising the quantity of writing does not mean that quality should be neglected .It is a rather a way of making pupils feel confidentt not threatened by their teacher stressing the form i.e.the surface level .In so doing,even pupils with a low level of proficiency will be encouraged to compose.

As a result,learning to write takes practice and take guidence;if teacher gives his pupils plenty of opportunities to write in his class and outside ,he will set the stage for improvement in clarity and depth of his students' writing .

4.4.5. Extensive Reading and its Role in Improving the Pupils Writing

3AS pupils should be advised to read in order to overcome the tendency of using continually the same words and phrases in their writing.Thus the more they read,the more varied,the better their style come.Reading is the only sourse for the foreign language learners,from which they can inspire ideas,imitate expressions and learn vocabulary.Krashen(1985) makes clear this notion in the following quotation:

> **Reading is good for language acquisition:it promotes better spelling,better writing skil, higher reading comprehension, and a more advanced vocabulary.**
>
> **(Krashen1985in Bouamrane1997:1)**

Similarly Nutall(1986) states:

> **The best way to improve your knowledge of foreign language is to go and live among its speakers.The next best way is to read....in it.**
>
> **Nutal 1986:168 in Bouamrane 1997:1)**

As extensive reading (4)is ,or should be ,reading for pleasure on topics that interest the student,increases his motivation and give him a positive attitude towards the target language,the teacher has to make reading session more effective by encouraging 3AS pupils to read some selected texts in the textbook,**NEW PROSPECTS** ,or provide them with interesting reading handouts.In this context,Nutal (1989)explains:

> **If no body give assignments that require them to read,some pupils will not feel the heed to read at all....thus never aquire the habit or the skill. (Nutal 1989:169)**

Undoubtedly,the main way in which the teacher can help the students to read extensively is by directing the student'attention towards reading material that he is going to find interesting.Above all extensive reading should be reading for pleasure and not a chore.

Though,reading may be a goal in its own right,it is advisible to read to improve pupils' writing .Paul O'dea (1965) reports:

> **Those who read widely are rewarded in several ways,one of which is increased proficiency in writing ,most clearly seen in...the areas of dictions and sentence structure.(Paul O'dea 1965 in Yemi Aborderin 1986:38)**

Consequently,the more they read;input,the more they feel confident and the better their written output will pave the way for writing effectively.

As a conclusion,it must be remembered that forcing students to read defeats the object of this exercise and it is the duty of the teacher to introduce the reading programme in such way that the students are interested inspite of themselves.

Besides,one may say that reading in quatity is not necessarly enough,the thorough understanding of the texts read can provide the students with a model to imitate in his initial writing attempts and latter allow him to develop his own style as he gains proficiency in the structures and vocabulary.Thus, as stated by Reid(1993:64**) 'Reading and writing are "integrally connected"'**.For this reason,they can be and should be taught as integrated skills.

4.4.6.Other Useful Techniques

To increase the learners 'writing ability,some other techniques have been used successfully in teaching writing.such as note taking and note making, summarizing , dictation and other .These are among the most acknowledged techniques to improve proficiency in writing.These techniques , whether done individually or in groups,can be introduced at any section of the unit.

- ✓ ***Note taking*** is regarded as a valuable learning tools because of many reasons.It allows learners to organize,manage and monitor their own learning more easily.It also involves learners to take the appropriate decisions about not only what to note but also to make use of these notes. However,there is no best way for taking and making notes.The most important thing to mention ,is that the notes should be organized in a way that shows links between ideas.

- ✓ ***Summarizing*** equally has great learning and composing value,This why it requires special attention from teachers.Summarizing is an activity which aims at evaluating pupils'ability at anlysing and synthesizing .It is very difficult task because it involves not only reducing the length of a text ,but also differentiating main idea and suppporting details.
- ✓ ***Dictation***, on the other hand,is a controlled writing activity . it has been identified that it has advantages and drawbacks(Doff 1988).the following table illustrate this point better.

Advantages	Didvantages
-it is intensive activity,which makes students concentrate. -the teacher can keep good control of the calss,so it is a suitable technique for large classes -it helps develop listening as well as writing.	-it takes up a lot of time in the class especially if the dictation is corrected word by word afterwords. -it doe not really develop writing skills,students do not have to express ideas in written form,or find ways of constructing sentences -it is an realistic activity listening is word by word and at an unnaturally slow speed.

Table1.4. advantages and disadvantages of dictation (Doff,1988:152)

- ✓ **Interactive computer use**—Using computers has the potential to change foreign language education in significant ways by bringing the target culture closer and making communication almost direct. Students and teachers can communicate with each other electronically outside of class. Process writing is also facilitated by the ease of revising text on a word-processing program. The World Wide Web provides good resource for students seeking current information on almost any topic in the target culture.

Example 1: Students communicate with other students in the target culture through the Internet as e-mail "key pals." E-mail exchanges could also be done

with language students at other institutions. There are also "chat groups" or "list serves" for foreign language students.

Example 2: Students can use collaborative writing software to compose, edit, and comment upon group writing projects. This type of software allows a group of students to work on a text simultaneously from different computers, either in the lab, across campus, or from home. Spell-checkers, dictionaries and thesauruses are available on computer for most foreign languages, and students should be encouraged to use them.

Example 3: Students create web pages on a variety of topics, focusing on current events and cultural or literary topics. Students can write weekly news stories, write author biographies, or create links to other resources on the Internet.

Publication on the web provides students with the sense of reaching a real audience with their writing, rather than submitting material to the teacher who is already an "expert" on the subject.

- ✓ **Class Newspaper**

Creating a newspaper is an excellent way for students to use the foreign language creatively, while simultaneously exploring elements of culture and focusing on current events. This activity can be completed at all levels of language learning ranging from the end of the first year to advanced classes.

Students divide into small groups around various general topics they want to research for the class newspaper. For example, one group might investigate holidays in the target country, another might research sports, and another group could focus on politics, economics, or the environment. As a group, students research their topic and discuss their findings. Then each member of the group must come up with a sub-topic of the theme to study in more detail. Using a process-writing approach, each group member writes an article on his or her sub-topic for the class newspaper.

All in all these proposal are not the ideal ways of teaching of writing , rather they represent an attempt to help the teacher distance himself from the

traditional approach ,in fact amount to a form of continuous testing rather than teaching this skill. There is nearly always an opportunity for new ideas ,attitudes and techniques .Therefore,it is always worthful to try new methods and keep pace with results of educational research.The ultimate aim would not only to improve the teaching/learning of the writing skill,but also to introduce cross-cultural learning ,and so contribute to a global education.

4.5.Techniques of Paragraph Development

We have previously stated that pupils overuse conjunctions such as: *but, and , or, when*, and *because* for the simple reason that there are the ones that they learnt first and so seemed to be impressed in their mind.This may also be due to the lack of sufficient and appropriate practice in writing.In this section,we shall suggest some activities that will provide the pupils wih some practice opportunities to enable them to improve their writing.For this reason,we have chosen to develop a paragraph in cause-and – effect mode since many learners of English have problems with this type of paragraphs.

4.5.1.Cause-and-Effect Writing

In the cause-and-effect mode,the cause is something that happens and when something happens,it affects someone,something,or a situation.The results of the cause are called the effects.

The following lit of words structures a caue-and-effect paragraph:

If……,then……..	because(of)
Since	due to
So ,thus	therefore
Consequently	as a consequence
For this reason	the reason for
To cause	to be the causeof
To have an effect on	to be the effect of
As result	to result in

Exercise1*: Combine each group of sentences to make one sentence.Those make a cause-and-effect paragraph.The vocabulary cues at the right will help you.*

Aim *:to make the students understand how to combine the sentences using cause-and-effect expressions.*

Procedure*:students are given some couples of sentences .They can drill either individually or in pairs.*

1- a)I never had a realistic fear for dangerous situations b)Inearly experienced a horrible death e.g.since I never had a realistic fear for dangerous situations ,I nearly experienced a horrible death	(since)
2- a)I was always ready for adventure b)Many people would warn me of a potential danger.	(even though)
3- a)But one confrontation with a shark was enough to cure me of being foolish. b)but one confrontation with ashark was enough to cure me of taking risks	(and)
4-a)My friends and I were vacationing in the caribbean. b)we were all intersted in deep-sea diving.	(because)
5-a)We were warned to avoid diving on the south side of the island. b)I wanted to explore that sea. c)A treasure ship had once disappeared there.	(although) (because)
6-a)I suggested a diving expedition. b)I could not interest any of my friends	(when)
7-a) So one morning very early I gathered all my diving gear. b)So one morning very early I drove to the southern coast of the island.	(and)
8-a)Ihad been in the water only five minutes. b)Isaw a shark about fifty feet away from me	(After)
9-a) Fear ran through my whole body b)I could not move at first.	(and)
10-a)I regained some sense. b)-They quickly swam to the surface of the water.	(when)
11-a)Luckily there were some fishermen in a small boat nearly b)They came to my rescue	(who)
12-a)For one terrible moment I watched the boat approach me b)For one terrible moment I watched the shark approach me	(and)
13-a)I am here to tell the story. b)I have stopped taking crazy risks	And consequently

(Auerbach and snyder,1983:54)

Feedback: the teacher can elicit as to which setence should be a subordinate or independent clause and how to deal with redundant words or phrases.

Exercise 2: ***Aim:*** *to make students get familiar with the usage of cause-and –effect expressions in a paragraph by analysing a model and also pay attention to an outline.*

Procedure: students are given a cause-and –effect paragraph.They can practise the following instruction :

Read the following cause-and-effect paragraph.underline the topic sentence.Circle all words and phrases that indicate cause-and-effect ,and then underline the outline of the paragraph

At the beginning of the century Wareham was a sleepy,coastal village,but a sudden growth in tourism resulted in the changes that made Wareham a busy,commercial town.Todayas you drive down the main street,you see an endless row of hamburger places,souvenir shops,and molts .Due to the amount of people who vocate on the coast,prices at restaurants and hotels are very high.In addition,the rise in tourism has consequently causedheavy summer traffic and increased the amount of car accidents.Even though some changes are depressing,a positive effect of tourism is the number of jobs that has been created.Because of the vacationers,the people of Wareham enjoy a more stable economy.For this reason,the town is growing each year and no longer resemble the wareham of many years ago.

The expected outline:

A-Topic sentence…..the growing tourism changed Wareham.

B-the cause and effect of the changes.

(cause) (effect)

Bad: more visitors…….higher prices.

Rising tourism……heavy traffic.

……more car accidents.

Good: rising tourism…….more jobs.

Many visitors…….more stable economy.

C-Conclusion.

(Taken from ; Auerbach&Snyder,1983:57)

Exercise 3: ***Aim:*** *to make pupils write cause-and-effect paragraph*

Procedure:

1-teachers set topic/or give the pupils a list of the possible topics they wish to write on.

2-As a brainstorming ,they discuss causes or effects based on the topic.The discussion may be conducted in pairs or in groups.It may also be a teacher and

class discussion.During the discussion,the pupils take notes and make a list of ideas or make a mapping chart.

3-Next,they individually develop the outlines of the paragraphs,referring to the list or chart they have prepared.

For example:

1-introduction:topic sentence

2-Body:examples of causes and effects.

3-Conclusion

4-they write their first draft.

5-they read each other'draft and discuss it first in terms of paragraph organization and ordering of ideas, then in terms of grammar, spelling, punctuation, etc.

6-they revise and rewrite their draft.

Feedback: teachers intervine and help at different stages of writing.During the brainstorming,when outlining or when they check the first and final drafts.They also have to make supportive comments through all the writing process.

In short, Since the rhetorical pattern of Arabic is quite distinctive from that of English, it is more than effective to introduce pupils to the general rules of paragraph development and organization and more importantly to provide a deliberate and relevant practice in writing paragraphs with clear English rhetoric.

To clarify this latter ,it is preferrable to discuss them in the following points.

4.5.2.Outling Techniques :Organizing Ideas

If generating idea is crucial part of the writing process,knowing how to order and organize those ideas is equally important for successful communication. Accordingly, a writer can best comminicate his ideas by working from a plan. It is ,then advisable that pupils organize their thoughts by writing up a brief outline before they begin to write.

The results of questionnaire ,the analysis of the pupils 'papers all revealed that our pupils have difficulty in organizing and categorizing the many ideas generated during the brainstorming phase.Thus ,they have to be shown how to form a simple outline before they begin writing.In addition,they need to be aware of the general rules of paragraph organization and development in English.In this respect Silva(1990)points that: "**The paragraph must consist of the topic sentence ,the supporting sentences,the concluding sentences,and transitions,as well as the various variables to develop it such as**

illustration,exemplification,comparison,contrast,partition,classification,definition,causal analysis and so one".(Silva 1990:14)

There are two types of outlining techniques.The first one is passive outlining.It consists in recognizing the main ideas and the supporting details in a written or an oral text.The second, referred to as active outlining, consists in organizing and classifying ideas before writing.In both techniques, recognizing categories and distinguishing between main ideas and details within the categories are important strategies.We shall illustrate the two outlining techniques by these two activities:

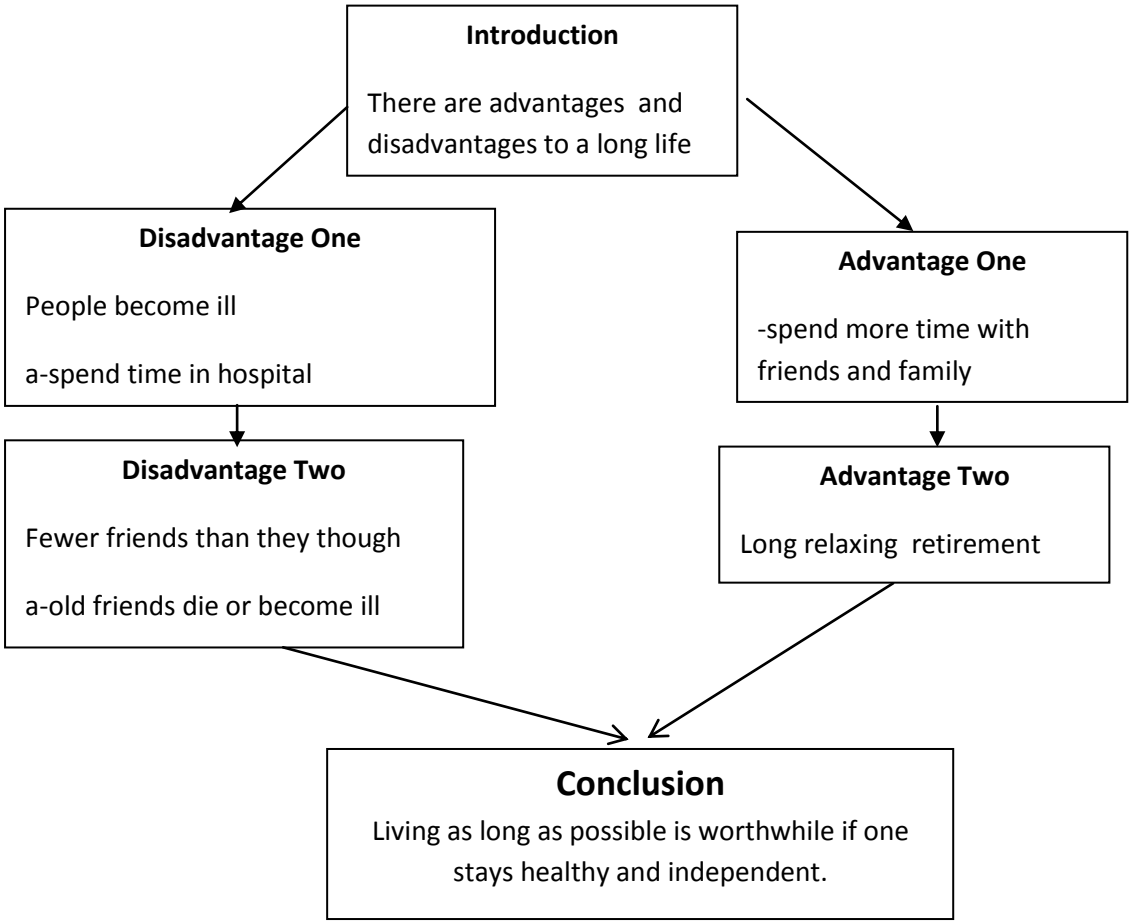
- ***Passive Outlining:***

*Procedure:*pupils are given a text to read .Then, they are asked to recognize the main ideas and the supporting details .If the pupils are given this paragraph:

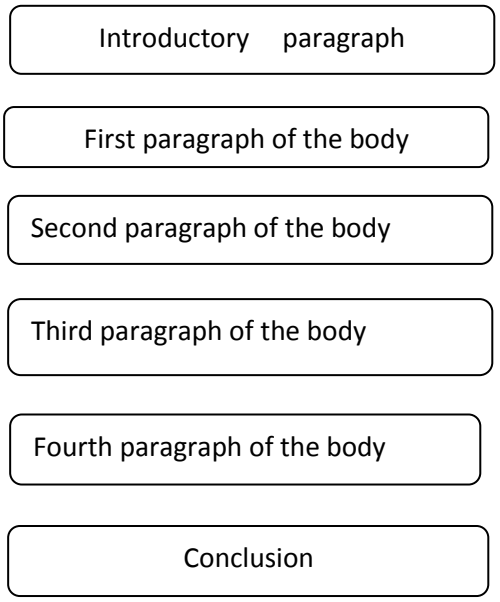
> *People have always dreamed of living forever, and although we all know this will never happen, we still want to live as long as possible. Naturally, there are advantages and disadvantages to a long life.*
>
> *In the first place, people who live longer can spend more time with their familly and friends. Secondly, people who have busy working lives look forward to a long ,relaxing, when they can do all the things they have never had time for.*
>
> *On the other hand, there are some serious disadvantages. Firstly, many people become ill and consequently have to spend time in hospital or become dependent on their children and friends. Many of them find this dependence annoying or embarrrasing. In addition to this, the older people get ,the fewer friends they seem to have because old friends die or become ill and is often difficult to make new friends.*
>
> *To sum up, it seems that living to a very old age is worthwhile for people who stay enough to remain independent and enjoy life*
>
> ***(From Haines &Stewart;1994:22)***

They can suggest the following outlines:

The first one may be represented in the form of a semmantic mapping:



Before drafting ,pupils may think of possible connectors to make their paragraph clearer and ensure a logical relationship between the different parts.
If the pupilstry to have a mental representation of their final product,they will have the following picture in mind.



❖ **Active Outlining**

Another alternative technique is **active outlining .**The pupils will be working with the following ideas generated during brainstorming phase.

Topic:*life is not always easy for immigration.Discuss.*

- **Brainstorming**:

problem of housing/better jobs/unemployment/socio-economic problems/low income/racism/job opportunities/precarious economic conditions/rejection/uncomfortable houses/do not speak the language/better life/builders/the children imitate the host country children/bad salary/traditions/homesickness/live in communities/factories,slums etc..

- **Procedure:**

First the pupils have to think about possible categories so as to locate their major ideas,that the topic sentence .Then,they have to select the supporting details that go under each main idea.By doing this ,they will be able to identify the irrelevant details and so eliminate them.It is important to identify the supporting details because the latter will ensure the unity of the paragraph .Then,they have to decide which category should be dealt first,which one comes second.It is possible to organize the ideas of the brainstorming in the following way:

1-living conditions

-industrial ares
-smallflats
-slums

2-working conditions:

-factory workers
-strenuous jobs
-manual workers
-badly paid jobs

3-segregation

-live on the fringe of society
-rejected by the host country
-congregate in communities

4-family

-parents wish to keep their traditions and come back home
-children seek integration.

This framwork will help pupils start the first draft.They may also think about the transitional words to use between the group of ideas.Once the pupils have understood how to make a simple outline,it will be easier for them when self-assessing or assessing each other's draft to check whether it is well structured, well organized or not.An efficient way to train pupils in paragraph organization, unity and coherence is to provide them with sufficient practice.

Three different activities are suggested to help pupils improve their organazational skills. The first one is known as ***jigsaw writing***(See appendix K)**.**This activity consists in selecting an interesting text suited to the interest and the level of the pupils. Then, the teacher rewrites each sentence of the text on a separate slip of paper .The slips with statements are put into an envelope. The teacher may insert one irrelevant sentence among them .Each pair or each group are given an envelope and are asked to reconstruct the story.

The teacher may suggest the following steps as a way of guiding them:

-First, decide which statements are general ones and which are supporting.

-Decide which statements can be grouped together.

Help yourself with the logical links you can find.

When they have finished,the pupils are presented with the original text and so compare their text with the real one and discuss the reasons for their choice.

Another way to train pupils in being attentive to the notion of unity and coherence may be illustrated by these two common examples:

- The first one will present the pupils with a set of scrambled sentences.They will be asked to rearrange the sentences into logical order and detedct the irrelevant one.

Instruction: *Revise this paragraph for greater coherence by arranging the sentences in logical order:*

George always shaves and dresses before eating. Somtimes,he falls asleep again. Then, he brushes his teeth, puts on his coat and says goodbye before he leaves for the office. When the alarm clock rings,

George wakes up and shuts it off. If this happens, his mother wakes him up so that he won't be late for work. After he finishes breakfast, he usually reads the morning newspaper.

❖ Another variation of this exercise consists in providing the pupils with a paragraph in which one or two unrelated sentences have been inserted.The pupils will have to recognize the unrelated sentence.

Instuction :*write out the sentence in each paragraph that is unrelated to the controlling ideas:*

The olympic games are display of international good will.The ceremonies ,with their emphasis upon nationalism and internatioanlism,are a thrilling sight to see.World fairs,such as those held in Montreal in 1967 and in Tokyo in 1970,attract visitors from all parts of the world.At the start,the king or president of the country in which tho olympic games are being held is presented.The national anthem of his country is sung....

Besides,Teachers, must always bring their students to the fact that writers address an audience and have clear purpose(Arnaudet&Barret,1984; Raime,1992).Hence, it is worth highlighting them in the next point.

4.5.3.Purpose,Audience and Topic

4.5.3.1.Purpose

Outside the classroom,most pupils,if not all,do not write unless they have comelling purpose to do so (White&Arnlt,1991).For example,in the case of letter writing,people do not decide to write unless they feel the need,either to inform the reader about an event: "we have just moved to a new house",to request information: "did you do well in your final exam?",to give a piece of advice: "Ithink,you really should accept that new job",to entertain,etc.

Writing in the classroom, on the other hand,is most often perceived by learners as a means to demonstrate their writing ability or certain language skills.

In the traditional approaches to writing and in certain EFL contexts, the purpose of writing is more than a means to reinforce the learning of the language itself.In a process approach, the learners are expected to identify the purpose of writing before they begin the writing task itself because this is what guides

writers to make choices about the content they should include and how they should express it.

Therefore, one of the writing teacher's task is to make his pupils aware of the important role of the writer's purpose in writing.

For example, if writer are asked to discuss an opinion ,the purpose for writing ,then, will consist not only in presenting sound arguments in favour of this opinion:they,too have to think of including counter arguments and also they need to use the language that is required to express an opinion.

Teachers may raise pupils'awarenes on the central role of the purpose in writing by suggseting activities like the following:

Teachers provide different texts and letters to the pupils to read.They will then ask them to determine what is the purpose of each text is and to evaluate howthe ideasand the language chosen serve that purpose. As the pupils are not familiar with the type of activity,teachers,put on the board questions like these to guide the discussion:

- ✓ what point is the writer trying to make?
- ✓ What is the writer's attitude?Is it clearly expressed?
- ✓ Has the writer given the necessary information for the reader to understand the message?Has he given more information than needed?
- ✓ Has the writer used the appropriate language to serve the purpose(idiomatic expressions,emphatic expressions,rhetorical questions,strong emotive words,irony,etc.)

Once the pupils have read the text,they get the following task sheet to complete. The teacher demonstrates with the following example:

Text/Letter:

Dear sir,

The new occupants of the adjoining house frequently play loud thudding music until late at night.Polite requests to them to reduce the volume have been met with hostility and rudeness.How does one handle a situation like this? Do your readers have any suggestions?

Your faithfully, Carol Smit

The	The writer's	Special language	How effective

writer'purpose	attitude	devices	the text
To complain To request a solution to the problem	-anger -despair	-effective choice of vocabullary items& expressions(thudding) (until late at night)	Very effective,short but straight to the point

(adapted from White &Arndt;1991:50)

This type of activity will hopefully help learners realize the central role of purpose in writing.

Considering writing as a way to display one's language ability is a false idea.Therefore,pupils need to understand that people decide to write only when they have a specific need and real purpose to do so.

4.5.3.2 Audience

We already mentioned that part of the content of people'writing is determined by what the purpose of the writing is.It is also partly determined by who the audience of the writing is.In real life for example when writing a letter,we have a clear idea of the reader.In the same way when writing in class ,pupils should think of a potential reader because writig becomes much easier if the writers know who will be reading them.

In the traditional approach,writers write what is called a writer-based prose(Flower,1979)because most of the time ,the pupils write for the teacher.Their main concern is trying to produce a piece of discourse without making too many mistakes.Besides,they are careful not to commit themselves intellectuallyas they fear to write things that might be unpleasant for the teacher.Therefore,they are more concerned about what they really want to say.

Furthermore ,even if they have a real audience in mind,namely the teacher,and a message to convey through writing ,their effort will be hampered because they know that their essay will be critically assessed and judged and that this potential reader(the teacher)is more interested in the writing(form)than in what the writer has to say.In fact,in this case,the audienceis more concerned by correctness than by the act of communication.However,in a more modern and more interactive approach,what is needed is unquesionably a reader-based prose that takes the reader'needs,background knowledge and experience into account.In order to do this ,writers musttry to put themselves in place of the future reader to try to predict the problems the reader may have in understanding a text but it is very difficult to do this when the writer does not know who the reader is.

More importantly,when the writer knows who the reader will be,he/she will be able to tailor his/her writing to suit the reader.This means that he/she has to take a decision on what topic to develop,what style to adopt,will it be formal or informal? How many details are needed and eventually how much cultural knowledge is needed for easy understanding.

For example,if the writer is asked about a religious festival in his/her native country;the content and the form will vary considerably whether the writer is addressing afriend from abroad,or a friend from his/her native country.For this,teachers have to be careful when formulating the prompt for the writing task as to specify whom the writing is intended for.

4.5.3.3.The Topic

The fundamental concern when teaching writing involves assigning topics that are relevant to pupils'lives in order to engage their interest and motivate them to communicate their thoughts and feelings.However,in most English classes,it has been noticed that the topics of the writing are always teacher-controlled.Therefoe,the pupils are not given the chance to choose what they wish to write aboutalthough it is known that pupils are ussually more motivated and less anxious about the writing task when they write about topics that appeal to them and that are related to their life and interest.As Scarella and Oxford put it:

> **Choice is a crucial component of writing.When students are allowed to choose the topics they write about,they elaborate their ideas,clarify their thoughts,and revise their text.**
>
> **(Scarella&Oxford;1992:121)**

Therefore,instead of compelling pupils to write about things they do not understand or do not like,it would be indeed,more advantageous for pupils to write about things they know ,they are interested in or for which they possess the required linguistic competence and the necessary background knowledge.

Hence,the necessity to let pupils select the topic they want to write about ,in the same way that they choose the ideas they want to write about.This selection would be done first in the brainstorming phase.

Motivating pupils to write can be elusive because the assigned topic is often arbitrary .However,when the teachers play collaborative roles ,never dominating nor insisting on their views ,pupils will be more likely to engage in exanging ideas regardless of the topic.Also given that the teacher is usually the only

audience ,it is imperative that students sense that the teacher is genuinely interested in what is being said and not only on how it is being said.

This make us realize that it is more than helpful ,that pupils are made aware of the central role of purpose and audience.

4.5.4. Real Writing:Product or Process writing?

These are two widely adopted methodologies for the teaching of writing in ESL/EFL teaching today:the traditional approch that focuses on form and on language accuracy and the process centered approach that views writing as a communicative act and focuses on content and fluency.Teachers may wonder which of the two approaches will be most helpful and most suited to their pupils'needs and for this brief overview of the weak and positive points of each will informn teachers on the best position to adopt.

A serious shortcoming of the traditional approach is that writing is not considered as an act of communication(with a purpose and audience in mind)because pupils view it as the means to display their linguistic competence and teachers view it as a means to test that competence .Besides,pupils are so taken by the concern to write a correct paragraph that they do not pay attention to what they really want to say.This means that,they do not concentrate on what they want to say but only on what they are able to say.In addition,they write only one draft.Seeing writing as a thinking and learning process has,therefore,no significance in product writing.On the oher hand,process writing helps pupils develop their ideas and discover new ones.It encourages writers to share ideas and write several drafts.For this,it is said that"**writing shapes and refines thought.**"

In the traditional approach,pupils often report that writing make them feel uneasy and overanxious about the writing task.This state of mind is due to the fact that pupils face several difficulties at the same time.For example,they worry about content and about the most appropriate language to use.Pupils with poor competency in language feel even more anxious when the writing is over,because they know that the product of writing will severly assessed by a critical teacher who expects them to produce an error free paragraph. Barnett (1989) , Summarizes this point as follows:

> **prewriting activities help students start their papers:they involves students with a composition topic,let them realize what might be included in their papers,help them work out rhetorical problems or review or provideuseful vocabulary.(Barnett(1989:36)**

The advantage of the process approach is that the writer's difficulties are lessened to some degree since the pupils are taught writing strategies that help them overcome their limitations in writing.For instance,during the brainstorming ,strategies like collaboration and interracting with peers to generate ideas and supply the mising information to each other enable the pupils,especially the weaker ones to reduce their anxiety and writing apprehenssion

The strategy of organizing the ideas gathered during the brainstorming phase and arranging them into meaningful outline will help pupils have clearidea of what they have to write and also it will help them get rid of the feelings of confusion. The writing strategy used to overcome negative feelings while performing a writing task is called ***drafting***.It consists in trying to write quickly and fluently without too much concern for correctness and grammar accuracy because what matter at this point is putting one's ideas on paper.Product writing,on the other hand,requires pupils to pay close attention to the correctness of the language used as soon as they begin writing because pupils usually write only one draft.The pressure of having to write accurately makes the pupil lose sight of the communicative purpose of writing.

Another strategy of process writing consists in using peers or the teachers'feedback to revise their first draft and write a more satisfactory one .It is this improved draft that will be evaluated,not on the basis of language accuracy only but also on the successful communication of ideas. Furthermore, process writing teaches pupils how to edit through their whole writing.

Besides ,assesing one's writing (self-assessement) another strategy, though, many teachers are skeptic about its usefulness, is peer-editing which is considered to be important part of the writing process.**"By learning to evaluate others'writing and responding in turn to evaluation of their own ,students will gradually build up that capacity for self/assessement which is such a vital element in the writing process.**(white and Arndt;1991:117)

Peer editing can be benifitial only if pupils are competent enough in the target language and have to know themselves what constitutes a good piece of writing ,so that they are able to detect the good points ,the weaknesses and the areas of improvement. Nevertheless, peer editing /interaction can not be discarded for various reasons. First ,asking pupils to read each other'draft and make comment that will help their peers improve their writing may prove very helpful if pupils are shown how to proceed. They need to pay attention to things like; form, purpose, and ideas, structure of text and response as readers. These are summarised in the following table.

Form	What type of writing ?	-A letter to a friend?

		-An informal business letter? -an academic paper? -Atelephone message A recipe?
	Has the writer obsered the convention required for this type of writing ?	Formal letter Does the type of writing call for formal or informal style? No abbreviation No ideas in note form
Purpose and ideas	Is the purpose of writing clear? Do we understand the main ideas?	Is it to inform?/discuss/persuade...?
Structure of text	Does the writer begin a new paragraph each time a new idea is introduced Is it easy to follow the development of ideas? Does the relation between ideas need to be changed? Would it be better to change the ordering of ideas?	
Responses as readers	Is the introduction appealing enough? Does it introduce clearly what the writer will talk about? Is the conclusion suitable?if not why? Are there any irrelevant points or ideas that need to be clarified?with more explanation or more examples? Are ther any places in the writer's essay where there is unessry information that is of no interest to the reader?	

(Adapted from White &Arndt;1991:122)

Whith these guidelines,in mind and with some practice pupils will learn to be more critical about their peer'writing but also more importantly about their own writing and indeed,..... "**at the same time of responding critically to their collegues'writing,students exercise the critical thinking they must apply to their own work"**
(James,1981;Knock,1982;Lambert,1980;Moore,1986,Witbeck,1976) from Richards in Writing.

Another reason ,to encourage peer review is that when pupils know that what they are writing will be evaluated by other persons than the teacher, they will be more careful ,and will produce greater efforts; they will try to put themselves in the place of the reader and by doing so, they will develop their ability of self – assessement and will train themselves to be more critical about their writing.

Another benefit from peer interaction, also, is when the pupils read their friends 'drafts ,they realize that they are not the only ones to experience difficulty and so will feel less inhibition and a little more confident about their abilities.So,even if pupils are not really competent in the language,and therefore will not be able to assess a piece of writing appropriately, they may, at least indicate which parts are confusing and need revision.

Now pupils will attempt to revise their first draft ,taking into consideration the teacher and their peer'comments. However, many pupils are reluctant to write a

second draft because they do not understand why they have to write the same essay over again. It is, therefore, necessary to make them change their preconceived ideas about writing .A good strategy consists in telling them that even professional writers never get their first drafts right the first time. They always write several darfts before being satisfied.

Teachers can also sit with their pupils in order to perform the same writing task .By doing so, pupils will notice that even their teachers too experience difficulties when writing and so are ready to rewrite in order to improve their text. Once the pupils have understood that rewriting is necessary and that thay are ready to do so, they need how to proceed to make the necessary changes in order to make their texts more explicit and more expressive.

Furthermore,process writing teaches pupils how to edit through their whole writing.Finally,an appropriate feedback will enable the pupils to learn from their mistakes. Another interesting strategy used to help pupils improve ,elaborate or introduce a new idea consists in providing the pupils whith what **Bereiter and Scardamalia (1987) refer to as "Planning cues";**these cues are grouped into functional categories and are writen on a list.If pupils are stuck, they will go through the different expressions ,select the one that seems the most appropriate and use it to generate a continuation of the text .

The list that the pupils will receive, will look like this:

a-if you need to elaborate ,you may use the following cues:

-I could develop this idea by adding...

-another way to put it would be...

-an explanation would be...

-And example of this ...

-This means that..

-Etc

b-if you need to introduce a new idea:

- an even better idea is...

-an inportant point, I have not considered yet is...

-a better argument would be....

-a different aspect would be....

c-if you need to improve:

-I'm not being very clear about what I have just said so...

-I could make my main point clear...

-I could add interest by explaining...

-I could give the reader a clear picture ..

.(Adapted from Bereiter &Scardamalia;1987)

This same technique may be extended to help pupils make their darfts clear and more coherent by selecting the appropriate transitional words or discourse markers from a list where the latter are classified.Very often,pupils think that their text is clear enough and logically structured.It may be clear in their mind but unfortunatly,it is not always clear for the readers unless the writer has selected the appropriate linkers between ideas.

The analysis of pupils papers before the training ,shows that apart from the overuse of coordinating links like ***"but,and,or***",or subordinating conjunctions like ***"when, or, because"***,pupils seem to ignore how to use the remaing connectors.It is ,thus ,essential to give sufficient practice in writing so they will be able to use them fluently and adquately.It is possible to include a list of the most common linkers but what is really needed is that pupils are able to select the most appropriate ones,know about their syntactic constraints and their correct position in the sentence.This can only be achieved through regular and contextualized practice at the text level rather at the sentence level.Nevertheless,if we wish to supply a list of the most common and the most useful connectning words,these need to be classified as each requires a different sentence structure, different location and also different punctuation. For example, if the pupils want to avoid the repetition of the coordinating conjunction-***but***-they may be right to choose another connector to improve their text provided that they know about their grammatical restriction that is their position in the sentence and what punctuation should go with.

In the following sentence *"john is tall and slim but his sister is short and fat "*.The pupils may want to change the coordinating conjunction-but- and if she/he wishes to use the contrasting connector-unlike-,she/he should know that unlike goes at the beginning of the sentence ,that it should be followed by the relative pronoun and a comma must be replaced between the two sentences. Only then will she/he produce the following correct sentence:*"Unlike his sister who is short and fat,John is tall and slim".*

Cohesesive links need also to be classified according to their function.So links such as ;"and,too,in addition,morever,furthermore,another point is,etc"all deal with the function of addition and may be presented to the pupils in the following way:

Connectors of addition

And	Used mid-sentence with two co-ordinate clauses.
Also	Normally comes mid-sentence;and is placed after the verb to be or an oxiliary verb or before a main verb.

	-He also speaks German. -He has also bought a new house. -He is also my best friend.
Too	Goes at the end of a sentence or clause -The U.S president has come too.
In addition	Usually goes at the beginning of aa sentence and is followed by a comma
As well as Etc ..	Can go at the beginning of a sentence .If it precedes a verb,the gerund is used. -As well as playing footballmy boy like swimming.

(Adapted from Hedge;1988:104)

There are ,of course,other writing strategies.These have been mentioned for the simple reason to demonstrate that proces writing allows writers to apply strategies that will assist them in many ways and will gradually teach them to become better writers.

In the same order of ideas.Chastain provides a good reason for teaching writing as a process:

Learning that the composing process is one in which writers make continuing efforts to produce the desired outcomes enables the students and teachers to shift their attention from product to the process, from the pressure of trying to produce a perfet paper the first time to the reality of finding the most reliable way to express what one wans to say as the culmination of a process

(Chastain;1988:252)

It has been made clear that process writing focuses on fluency and on the use of writing strategies such as *pre-writing,planning,writing drafts,reviewing,revising and rewriting*.If these strategies are used appropriatly,pupils are expected to become better writers.However,research into the grammatical improvement of students who use the process approach to writing show no improvement at all.

For this,and as rightly pointed out by researchers like Ann Raimes(1983),R.Oxford&Scarcella(1992),good writing should focus on all aspects of the learner's writing proficiency.Those aspectsare summarized and illustrated (in the first chapter,the diagram makes is apparent that good writing involves a combination of the two processes.A "mariage'of the technique of the product oriented approach where syntactic and grammatitical accuracy are emphasized with the techniques of the process-oriented approach,that put the accent on the stages of the writing process (getting idea, getting started,drafting…)and so keeping audience and purpose in mind without neglecting content.

Ann Raimes (1983) points out that:

> **All approaches to writing development overlap,and the teacher should not be so devoted to one approach at the expense of another.A teacher should be eclectic,drawing what is best from all methods available.**
>
> **(Raimes;1983:11).**

Thus ,because of differences in proficiency level,in needs,interests and motivation of the wide range of learners,one single method can not be effective for all of them.Also because ,there are possible points as well a drawbacks in each teaching method,it is the teachers'task to select ,adapt and supplement the teaching method that will best appeal and meet the needs and expectations of their particular learners.Our pupils have been trained to write their composition in the traditional way,following the three steps of gathering ideas, writing and editing. Bearing our assumption on the great number of errors that pupils produce in their writing ,we think it is necessary to shift the focus from product to process writing hoping that the different stages will gradually help pupils improve their writing skills.We are not saying that language accuracy is to be put aside but the grammar component can be dealt with at different levels of language teaching not just with writing.What is important at the beginning is that pupils become familiar with the ideas of process writing and that they accept to follow the most important stages.

4.6.Teaching Rewriting

Composition teachers who correct just the surface level mistakes such as ; "grammar mistakes,spelling and punctuation;without commenting ont the content as well as ,can not be said to be really helping their pupils.On the contrary,they are reinforcing the learners'tendency to focus on sentence level problems.the most common mistake made by both teachers and pupils is to equate errors correction(5)with rewriting and revision.Besides,regarding writing as process,one may say that pupils writing only one draft is a common mistake made by both of teacher and learners.For this reason,it is advisable that teachers should train their studens ,giving them the opportunity to rewrite drafts in ways that will improve the content,in a condition that the first draft is not graded.

In the same vein Lemos argues that:

> **The composition should be returned to the student marked but ungraded ,because we want the student to concentrate**

on the correction and not the grade.We also want them to consider their mistakes in relaxed way.(Lemos,1981:37)

the instructor therefore,should explain to his learners that the composition will be graded only after the students write a revision and hand in both drafts.The grade should reflect the improvement they are able to make.Thus the students will be motivated to continuilly improve their composition.

Rewriting is one of the recommended exercises that help learners produce acceptable piece of writing.In this respect,Lewitt(1990)says**; "writing ,and more writing ,and more writing teaches writing"**.(Lewitt1990:04).He means that writing practice teaches writing.Inother words,the more pupils write(write,read,rewrite,reread,arrange),the better their writing is likely to become.

Since any good piece of writing is not the product of only one draft,writers in general and learners in particular should be advised to write several drafts before the final product.For this part Zamel(1983) states that the composing process is "non linear,exploratory,and genrative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning(Zamel1983:165).From this quotation ,one may deduce that learners can develop their writing competence chiefly through their own continuous practice in writing and rewriting.Precisely because of this ,students should not only write papers but should revise their own papers ,with of course teacher'guidance when necessary.

4.7. Responding to Writing

Another problem in the teaching of writing concerns the teachers'responses to the pupils' piece of writing.In the traditional approach to the teaching of writing, some teachers restrict themselves to underlying the mistakes, supplying the appropriate word or phrase or even rewriting ackward sentences or paragraphs.Zamel (1982) points out that:

Teachers frequently misread texts,are inconsistant in their reactions, make arbitrary corrections,write contradictory comments,provide vague prescriptions,impose abstract rules,and standards,respond to texts as fixed and final products, and rarely make content specific comments or offer specific strategies for revising the text(Zamel 1982:94)

The teacher's feedback$_{(6)}$ in this approach is often unproductive a it is limited to the treatement of the language errors; grammar, spelling, or punctuation.As we previously mentioned, all these are not to be neglected for

the clear communication of ideas but concentrating only on this type of erros is not the most effective way to respond to pupils writing.What is also needed is that they get efficient strategies and suggestions to help them improve their writing. In the same context Ourghi states;

Text improvement and writing evaluation constitute an essential part in the teaching/learning process.Mere exposure to writing conventions and practices does not necessarly lead to the improuvement of student writing.Ourghi 2001:325)

Besides,the class observations revealed that when the compositions are returned ,pupils ,generally look at the final mark but do not pay much attention to the teachers'corrections or remarks,and because they are not asked to rewrite a second draft,they put their papers away and repeat the same errors on their next written works.*The question ,therefore,how can language teachers best provide feedback to their pupils on their writing?*

4.7.1.A Selective Approach

Ina general way ,teachers have the annoying tendency to overcorrect their pupils.There is nothing more inhibiting for the learner to be constantly interrupted when attempting to communicate.Sometimes teachers even interrupt their learners for minor mistakes,mispronunciation or lapses.The research generally indicate that too much correction by ther teacher is inneffective and may actually impede pupils'progress and learning (Omaggio1986,Hendrikson(1978).

In order not to overwhelm the pupils with correction,it would be easier for teacher and less embarrassing for the pupils if teachers use what is referrred to as a "selective approach" which discriminate between errors which can be postponed and those which can not.Errors that block or hinder communication merit to be corrected first.Those which do not do too much damage to the sentence may be postponed to a more appropriate time for treatment(Burt and Kiparsky,1972) refer to this type of errors as global and local errors.

Thus with this distinction in mind, the teacher will firstly focus on errors that impede understanding.Those which do not impair communication might be ignored for a while.In the same vein, Hendrickson states;

Certainly, errors that impair the intelligibility of sentences merit a higher priority for correction than errors that do not. (Hendrickson; 1980:217)

Another type of errors that also requires immediate treatment are the errors that occur frequently and consistently in pupils'composition. For instance,

if the writer systematically omits the (s) at the third person singular present tense, the teacher will deduce that this tense has not been learnt since the errors appears systematically.Besides, frequent and systematic errors help the teachers organize material for remedial work; for ”remedial teaching”.

A selective approach might be benificial to learners both in cognitive terms because the pupils can not learn from all the mistakes that have been pointed all at once and it is also beneficial in affective terms because they are not excessively overwhelmed by the numbers of errors made.

4.7.2.A Discovery Approach

Research showed that errors correction supplied by the teacher can ,in fact,be ineffective and may actually impede pupils'progress.Omaggio (1986),Hendrickson (1980)stated that supplying all the correct forms on adult students 'written work may actually hinder rather than facilitate the progress of second language acquisition in formal learning situation.Therfore,it would be better if pupils are made responsible for correcting their own errors.Similarly,other studies made by(Lalande1984),(Walz1982) suggest that pupils can improve their writing by correcting their own errors.

This approach may be considred as useful because pupils are made responsible for identifying and correcting their own errors and this involvementon the part of the writers will help them better thanif the errors were pointed by the teacher.However, it might not always easy for the learners to self-correct and for this reason, teachers may help less advanced pupils either in a direct or in indirect way.

- **Direct Correction Treatment**

Whenever teachers feel that their pupils are unable to self-correct, it is best to use direct correction treatment.This technique not only indicates the place of error, it also provides "clues" or 'hints' on how they can correct them.These are example of direct correction

Example:-Mother <u>cook</u> fish last Friday: use past simple.

-The children <u>digged</u> a hole in the garden: check past simple dig.

- **Indirect Correction Treatement:**

If teachers think their pupils are unable to find out by themselves an acceptable solution for the error by using avaible references such as dictionnaries, grammar books or their textbooks, it is of course better to let them self-correct.However, teachers may simply indicate the location of the error, they will then ask them to self correct.Teachers can also use a correcting code for that.In this case a copy of this should be ditributed to the learners.

S=subject missing/V=verb form error/A=article error/T =tense error/SV=subject verb concored error/Adv= adverb order error, misplaced adverb/Adj= adjective order error/Pre= preposition error/SS =sentence structure error/P= punctuation error/WW =word ordererror/Sp =spelling error.

BY doing so, the learners are encouraged to correct their own mistakes.Wood (1983) argues;

> **Using the correction code does not make marking papers more efficient but it does provide students with an oportunity to learn from their mistakes and to gain confidence in their ability to write**

By using such codes,when correting students papers,correction becomes such neater,less threatening and considerably more helpful than random marks and comments.Harmers(2001)puts it this why:

> **When we use these codes we mark the place a mistake has been made and use one of the symbols in the margin to show what the problem is.The student is now in a position to correct the mistakes (Harmer, 2001:112)**

The commonly used correction symbols are as follows:

S: spelling error
W.O: a mistake in word order
G: grammar mistake
T: wrong vern tense
X: something has been left out.
W.W: wrong word
{}: something is not necessary
? M the meaning is unclear
P: punctuation mistake
C: concord mistake (e.g.subject and verb agreement).

(Harmer2004:111)

The advantage of the code is that it indicates to the learners the type of errors they have made and also will involve them in assessing what they have produced.More advanced learners will only be shown the line where the errors are:

Example of pupils'writing:

All musulmancountrys have the same religious festivity has her traditions and her main of doing, and aid el fitr is one of thise.We

celebrate Aid el fitr once a year after on monthe of Ramadane and everyone prepare different dilisieuscaks.

Whether teachers decide to use direct or indirect treatment or the combination of the two depends on the writing proficiency of learners, on the pupils'writing goals and also on the types and frequencies of errors and motivation to learn from those errors.

(Hendrickson, 1980:219)

The analysis of the pupils papers with low writing proficiency revealed that they make a lot of mistakes.In fact, they make so many errors that one may wonder if they read through their composition before handing it to the teacher.One way to reduce the number of errors is to demonstrate that editing and proof-reading are important skills that can not be overlooked.

4.8. Proof-Reading and Editing

Proof-reading and editing constitute the last step of the writing process.They consist in writing out the definit draft of the text attending to errors of spelling, capitalization, punctuation, grammar and the like.If the pupils are systematically reminded to proofread and edit, they will relieve the teachers from the superfluous task of pointing at mistakes that learners are able to correct themselves.

Example of pupils'writing:

All musulmancountrys have the same religious festivity has her traditions and her main of doing, and aid el fitr is one of thise.We celebrate Aid el fitr once a year after on monthe of Ramadane and everyone prepare different dilisieuscaks

A list of the points that should be covered will guide the learners in finding what points need to be attented to.

The list includes the following:

1-Lay out: have you used paragraph appropriatly?

2-Punctuation: have you used the correct punctuation?

3-Capitalization: e.g.aid El Fitr or They celebrate.

4-Grammar: do the verbs agree with their subjects?

Have you use article correctly?

Do demonstrative adjectives agree with their oun? e.g. This problems.

Is the word order correct?

5-Verb tenses:Have used the correct tense?

Is the choice of tense consistent?

e.g.If I finished early,I will go shopping.

6-Register:have you used the correct style?(no contradictions,no colloquialism in formal writing).

e.g.I haven't got…..

7-linkers and markers:Have you made the correct transition between sentences and paragraphs?

Have you introduced ideas with appropriate markers?

e.g.Besides…./Another problem is….

8- vocabulary:have you used the right word?

9-Spelling/is your speelin,g correct?

The above list will help pupils edit their own papers ,they can also use it when responding to their peers'writing.

4.9.Kind of Feedback

Very often ,the great majority of teachers react quite severly to their pupils errors.This kind of reaction is indeed exaggerated,and will only contribute in increasing the pupils'embarassement and lowerning their self confidence. Thus,teachers will have to be careful on how to provide feedback.

Similarly,because writing tasks are in some or another a form of testing, they should provide students with a kind of dignosis of the task's strenghts and weaknesses, the motivation to revise and improve their writing, and a reward for hard work(Brown1992).

In the same line of thought,Ourghi(2001)states:

> **Teachers should also form an approach to error in student writing that strikes the balance betwwen accuracy and content,without overburdening or inhibiting the student.The feedback should be clear,adequately describe the problem and suggest methods of correction...To be effective,teachers responses should be ,therefore,comprehensible to the student,easily implemented and lead to text improvement. (Ourghi2001:325)**

Pupils with low self-confidence in their ability to write correctly will need a more important amount of supportive feedback on the errors than do their peers with higher self-confidence.This is why,when teachers correct the papers of pupils whom they know have low self-confidence need to focus only on high

priority errors and ignore less important ones until a more appropriate time.Accordingly,Oxford and Scarcella state:

> **The teachers limit the number of errors they correct according to their students'proficiency level and needs.(Oxford&Scarcella;1992:127)**

Another strategy consists in giving pupils more credits for the content of ideas rather than for the form but when pupils gradually improve their competence in the foreign language.Teachers can,then move to other error correction strategies.

In any case,an efficient feedback implies an interactional feedback all through the writing process because if learners are evaluated only on the quality of the final product,they are unlikely to improve their writing abilities.Pupils need to be shown what they have done wrong and teachers may try to elicit from pupils why they have made such mistakes by discussing with them on an individual basis.Helping pupils locate their errors and understand why they have produced them is already a step toward improvement as they will try to avoid similar errors on future compositions.

Many teachers will argue that such a way of doing ,is too much time consuming.It is true that this modern approach to the teaching of writing requires time but it should not discourage teachers from trying it because in the traditional approach,a lot of valuable classroom time is often wasted.For instance,all activities that do not require peers or teachers'interaction can be set as a homework.In fact,more time is only needed at the beginning because once pupils have understood what is required from them during any writing task,they will do it with less control and less guidance from teachers.

Aself-directed learning where pupils are trained to take in charge their learnig is finally what Algerian teachers are aiming at.If this desired aim is reached,teachers will not worry so much about time restrictions.But all this requires a sound training of the foreign language teachers in the teaching of writing.They should also be able to lessen the apprehension of the writing task by making the pupils recognize that writing is a long complex process that requires time and training.They should also know that all writers experience the same difficulties and that the making of errors is natural and a necessary phenomenon in language learning.

As a conclusion,we may say that a feedback that only focuses on the weak points and areas of improvements in pupils'writing is unproductive.Competent teachers should also point at the good areas.That

is,pupils are praised for the parts that they have successfully accomplished.Teachers try to look for something good in each piece of writing and even when writing is not satisfactory yet,it is thoughtful to compliment those who have made great effort to produce their essay.

Finally,error correction may prove useful for teachers because once they have corrected pupils'papers,they identify the most recurrrent mistakes to organize remedial teaching.Teachers will learn,develop and implement communicative drills based on grammatical structure that are most problematic for pupils.To summarize this section,the following feedback strategies may be suggested to teachers to facilitate the task of error correction.

❖ **Feedback Strategies**

-Use selective approach to error correction.Do not overwhelm students with overcorrection.

-A discovery approach will enable students to self-correct and to learn from their errors.

-After first reading,write a clear sentence that will constitute the first response to the content and effectiveness of the writing.

-After second reading:

*make positive comment on the well-written parts.

*mark the sentences that need revision.

*do not try to mark all the surface errors(these will be dealt with by the pupils when proofreading at the final stage.)

- To make correction easier,ask for clear and spaced writing with margins on both sides to allow room for comments.

-Do not accept any paper that is messy or a first draft.

-Ask your pupils to read through their text and write a second draft (Explain the neccessity to write a second draft.

-Use a clear correction code that is understood by your pupils.

-Ask pupils to exchange their papers and correct each other's compositions before handing their papers.

All in all,students need positive feedback on the way their writing is improving ,either through encouraging comments at the end of a text through a grade (A,B,C,d).Brown (1994:340-341)suggest the folllowing guidelines to students'writing

First Draft:
✓ Resist the temptation to treat minor grammatical errors

- ✓ Resist the temptation to rewrite a student's sentences;
- ✓ Comment wholistically,in terms of the clarity of the overall discourse;
- ✓ Comment on the introductory paragraph,
- ✓ Comment on features that appear to be irrelevant to the topic;
- ✓ Question clearly inadequate word choice and awkword expression within those paragraph/sentences that are relevant to the topic

Second Draft:

- ✓ Minor grammatical and mechanical errors should be indicated,but not corrected for the student;
- ✓ Check cohesive devices within and across paragraphs;
- ✓ In factual writing,comment on documentation,citing sourses,evidence,and other support;
- ✓ Comment on the adequacy and strenght of the conclusion,and
- ✓ Make explicit the need for a clear statement of the topic or thesis.

4.10.The Need for Change:

in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered.As Algeria is facing many changes at all levels;educational is not the least important,what is needed is a sound eduaction policy that takes into consideration syllabus design ,textbook elaboration,learners'needs analysisand teachers'training and development.

- **Teacher Eduaction Development:**

As mentioned in the previous chapters ,one of the major causes of failure in EFL teaching and learning is the inadequate training of teachers.Pre-service training does not provide teachers with the necessary tools to persue their tasks successfully.The university students should then be better prepared to assume the great responsibility of teaching.To this end teacher training has to be reviewed and "**initial teacher education progress should be based upon one ideal teacher profile,if they are to be functional…...Because most of all "the quality of teaching has the greatest effect upon the quality to education"(Cross,1995:34).**

Teacher training may be thus defined as preparation for professional practice,usually through formal courses at the universities and colleges. In order for educational reform to be effective and lasting ,teacher education development must undergo a transformation from undergraduate training in the forth year to life long professional development.Good education depends on teachers knowing and understanding their subject, having the skill not only to sustain students' motivation ,but also to match their teaching to the specified learning goals and to assess students' progress appropriately and positively.Therefore,it is clear that teacher professional development must change to equip new teachers and facilitate the transition from university based theoretical preparation to the job situation in order to meet the new challenges.

The first basic difference is that; teacher training implies pre-service learning and teacher education development in-service learning (Benmoussat ;2003:260).The distinction ceases to be useful one if the two concepts are considered to be completely separate or mutually exlusive.(see appendix L)

Teacher Education Developmnet asks teachers to observe themselves ,collect data about their own classroom and their roles and to use these data as a basis for self evaluation and for change. **"As individual,the teacher is the only one who knows where he begins his professional development and thus,he needs to go.The teacher knows best what steps need to be taken to become a better language teacher,researcher,or teacher educator"(Clair1998:465).**

Such a conception of development called differently "reflective teaching"(Richards&Freemen(1996), "Exploratory Teaching" (Alwright &Bailey(1994) and "Teacher Development"(Head &Taylor1997).

> **"it is self reflective process ,because it is through questioning old habits that alternative ways of being and doing are able to emerge".(Head &Taylor1997:1).**

Language teachers should understand the social,political,historical,and economic realities of English speaking nations.It requires practice in making informed decisions about classroom management(7) and about lesson and curriculum development and so one.To meet such challenges,these new teachers will need to be professional leaders and agents for change.,responsible for their own continuing professional development and that of their colleagues.They should conduct action research,reflect on their teaching and on their students'learning and use their knowledge and experience to make necessary changes in collaboration with others.

Action research(8) aims to solve classroom problems ,to develop appropriate methodologies,which in turn,are significantly improve the efficiency of classroom practices and eventually bring about desirable change.

> As Grooks (1993)posits **:"the conducting of action research as a means of critical reflection on teaching….has the potential to be a major component in the continuing struggle to improve language teaching". (Grooks ;1993:8)**.

It operates through a 4 fold paradigm:

- Planning;Eg ;select an issue to motivate reluctant pupils.
- Action;bring about change in behavior.
- Observation:observe the effect of feedback of the action plan.
- Reflection:reflect critically on the significance of your action plan.

Arguably,the role of the teacher is seen as highly significant in terms of successful implantation of change.One of the first things,teachers need to modify is their deadly routinized way of teaching.If teachers want to act as effective "agents of change" based on their self evaluation,self improvement,and self introspective skills. In the same context;Richards(1999:143)states;

> "**The process of change occurs when teachers articulates to themselves and others what they want to change and why,when they identify the factors that inhibit change ,and when they develop strategies to implement change over time".**

Paradiscally speaking,many teachers in our educational institutions are so focused on teaching that they do not have time to notice if their pupils are learning.In this respect,collaborative development is necessary to keep the process of reflection open to critical comments and to improve teaching effectiveness.On the other hand,teachers working together can come up with many more ideas than any trainee and the ideas are relevant to their context.In this respect,Harmer(2001)states:

> **As teachers most of us are understandably nervous about having other people observing our lessons.However,when we work with peers this nervousness is dissipated,and the result of our collaboration helps each participant to develop as teachers and as people.(Harmer2001:349)**

Collaborative development is of paramount importance to novice teachers who can benefits from the experiences and insights of well formed and trained teachers.Referring back to the particular side of organization of Teacher

Education Development sessions,these should be envisaged as meeting of groups of colleagues working in the same institution(intra group sessions)or in different institutions(inter group sessions).Individually,they can keep their teaching journal to reflect on their strengths and weaknesses.But since **"No teacher is an island"(Wallace;1999:207)**;teachers can develop with colleagues through cooperative work and peer observation which serves as a mutual reflective assessment.

Besides, seminars and study days are an occasion for teachers to exchange ideas.Successful writing lesson and activities and thus feed into one another experience and through the use of the internet ,he will become a culture interpreter rather than a simple sources of knowledge(Richards &Lockhart(1996)

Teacher Education Development focuses on the teacher's own awareness as a person as well as his conception as a teacher.It encourages them to learn from their own developing awareness and collaboration with colleagues through team actions like*; peer observation; joint journal writing ,collaborative action research.*

Arguably, teacher education development on its own is not efficient means for bringing about innovation and change.Acombination of aspects of training and teacher education development is needed.

All in all ,no teaching recipe is good for all times.This is why teaching should be flexible,based on constant need analysis and striving to introduce change.

➢ Longing for Learner Autonomy

Within the context of learner –centred teaching/learning ,the concept of learner autonomy[9]has gained much importance ,giving learners a central role in the learning process.In large mixed ability groups, students have to develop a certain level of autonomy, first because the teacher can accord only a limited degree of attention to individual learners, and second in order to ensure a more effective learning. In this perspective ,Harmer(2001) says: **"Language is too complex and varied for there to be enough time for students to learn all they need in a classroom".(Harmer2001:335)**

Autonomous learners are expected to take in charge their own learning and become aware of their own strengths and weaknesses; **"Furhermore, many writers have pointed out the importance of preparing learners for a rapidly changing future ,in which independence in learning will be vital for effective functioning in society"** (Cotteral quoted in Wallace1998:172) .

In the same vein, Wilson (2001b:10)states that; "**learner autonomy is a key feature of individualised learning and teachers need to train their students to use self-access centres in most effective way. The emphasis on individualised learning requires an increased focus in teacher education programmes on needs analysis and syllabus design"**

In order to achieved a desirable degree of autonomy ,we have to acknowlege the determining role of the teacher as well as that of the educational system. Learner autonomy can be fostered in class through appropriatly designed classroom tasks and materials such collaborative learning(10) and problem – solving tasks. Educationalists claim that this interaction reduces learners'dependence on the teacher, Out of class, Pupils should be assigned homework that would cater for their individual needs and interests ,and that would encourage their interaction. Pupils have also to be encouraged to keep learning diairies /journals to reflect on their learning experiences ,successes and failures and thus arrive at greater understanding of language learning. Besides, self –access centres, such as books ,computers and the internet, would be an invaluable source of autonomy out of school .By doing so, Learners would consequently get rid of traditional view of the teacher as the fount of knowledge.

Learner autonomy, however, does not mean the suppression of the role of the teacher. It is an ideal that can be achieved only with the goodwill and shared responsibility of learners and teachers (Scharle and Szabo,2000).learner autonomy requires a skilled teacher who is likely to gear learners towards different sources of knowledge to learn independently during and after the course.

In a learner-centred classroom both teacher and learners share responsibility. The teacher takes the role of model and facilitator ,while learners increase their role as active participants ,who are aware of their learning processes and who are constantly responsible for their learning .In this context, Chamot et al (1999) argue that "**learners whose learning abilities and strategies are aknowledged and encouraged will embrace strategies instruction as a way to further their own independence as active thinkers"(Chamot et al ,1999:53)** .

Refering back to our context,In recent years ,emphasis has been put on learner-centred teaching ,through the newly adopted approach "CBA",focusing on learners as a drive for the syllabus design.This involves a constant learners'needs analysis(11),since it is believed that "**the suc**cessful **implementation of language program may depend on how well it matches**

the expectations, learning styles ,and value of the learners" (Richards,1985:14) .

Nevertheless, learner autonomy in Algeria may be a new notion ,and may be difficult to inculcate simply because learners are not used to be responsible and rely heavily on their parents, teachers and everything. As a consequence, learner autonomy may be resisted at the beginning ;however, success in inculcating it would hopefully lead to success in forming autonomous citizens. This is clearly stated by Robles(1998:46)who exlains this as follows: **" Fostering our students'awareness of the learning process is clearly in their own interest; however, making them more active ,responsible, autonomous and positive has to be in the teacher'interest,too."**

All in all, though ,it will take a long time to be accomplished, teacher should make all their best to foster it. It is up to them to guide learners towards autonomy by helping them become aware of their learning strategies ,taking into account their individuals learning habits ,interests ,needs and motivation.

- **Towards a Principle Eclecticism**

Teachers are to work for a period of 32 years; that is for three decades!During this period, every thing is bound to change around them; the learners, the educational policy, and the teaching methodology(12) ,at national and international levels. In other words ,to be a teacher requires more than linguistic and pedagogic competence; it also requires a teaching practice that draws on learners'needs and interests to cope with constant changes occuring at various levels; educational, socio-economic or political, national or international. Therefore, the language teacher has to be trained to cope with any change that might occur,and to be able to cause change.

Although **"teaching cannot be defined apart from learning"(Brown,1994:7),**teaching and learning have long been considered separately .In addition, teachers variables and learners variables are not taken into consideration by syllabus designers or decisions makers :EFL teachers are to teach a given syllabus, using a given textbook, and following a given approach to pupils .In Algeria, the teaching method is always imposed on the teachers, often without any prior training. These teachers take no part in the decisions about content choice, methodology or evaluation practices. Learners for their part are considered as being uniform in cognitive abilities, learning strategies and potential needs. They are to take the knowledge poured on them by the teacher, memorise it and reproduce it faithfully during exams, this is on the one hand.

On the other hand, the problem also relates to the fact that Engish subject-matter is taught with overloaded programme, and unsufficient time load ,a low coefficient and unsuitable evaluation. thus, in order to be effective ,the EFL teacher has to manage teaching his subject matter defying the school contraints, namely the crowded classes, the amount and scheduling of the time alloted to the teaching of English, and the lack of textbooks as well as appropriate materials.

Third year learners ,mainly those in Literary and philosophy stream ,display a low achievement in English ,and mainly in writing. To alleviate the problem, the teacher has to be aware that writing is a skill that cannot be associated from the teaching of English as a whole. Therefore the main concern of the teacher is to modify their teaching methodology into an eclectic and flexible practice that is based on the contant analysis of learners'needs ,interests ,aptitude and learning strategies.

To put it simply,a method can prove to be success with certain kinds of studends and failure with others.In addition ,it is neither good nor bad.It is its actual use by the teacher and thus the positive or the negative results that prove whether the method has been successful or not.For that reasons, teachers should be eclectic in their teaching.

Intrinsically speaking, Eclecticism doesnot recommend certain principles and reject others .It leaves the door open to any stratagem or technique that could fit in a given situation. However, eclecticism ought not to be random;it has to be effected on a principle basis to cater for learners'needs in order to attain the desired objectives. Prodromou(1992) suggects ways to draw on the rich tradition of language teaching methodologies as follows:

> -We can draw from the Grammar Translation Approach that the mother tongue is a deep reservoir for learners to draw on.
>
> -From the Direct Method ,we learn to use the target language wherever possible.
>
> -From the Structural and audio-lingual approach ,we have learnt to be more systematic about the formal properties of language and to give learners plenty of controlled practice.
>
> -The Communicative approach has reminded us of the obvious ,that language is a tool for exchanging feelings and ideas and for getting people to do things .
>
> (Prodromou,1992:10-11)

All in all , Teachers have to be convinced that the licence degree is just the beginning of their teaching career ,which is in fact a life –long learning process.Teaching learners how to learn,how to identify their own needs and how to cater for these needs through their learning strategies has come to be central to education methodology. Besides ,using different approaches makes learning more interesting and give all learners an opportunity to make progress. The most important principle that have to be kept in mind are: Learner-centred, the use of an accessible metalanguage$_{(13)}$to facilitate both language comprhension and learner production(Richards and Lockart,1996),collaborative teaching and learning, inculcating autonomy, promoting project work, and ultimately inculcating critical multiculturalism(Sultana,2001:26).

As far as writing is concerned, teachers have to explore their teaching practices to identify problems, and seek adequate solutions .They have to make a profile of learners'needs and difficulties in this skill and devise a teaching approach to writing (Hedge,2000).They should train learners in using writing strategies effectivelly and raising their awareness about writing and its importance in language learning and in learning in general.For all these reasons, EFL teachers have to see what is most effective in each method being taken up again at a later date, elaborated or refashioned, so that ***"the best of the past is not lost but serves the purposes of the present"***. Using different approaches ,techniques,strategies and methods makes learning more interesting and gives learners the opportunity to make progress.

4.11.Conclusion

This concluding chapter is a sum of recommendation and suggestions regarding the teaching of English at the secondary school level.Moreover,it is intended to help language teachers to bring some positive changes in their

methodology with respect to the teaching of writing .First of all ,in order for teachers to introduce change,in their classrooms and yield learners to improve in, writing and in learning ,they have to consider learners'needs,their learning styles and strategies.They also have to frame their teaching practices according to the demand of learner-centred education,and collaborative learning and teaching.Their fundamental objectives would be to make learners improve their language knowledge and at the same time enjoy their written product.

To overcome such erroneous view of writing ,it should be made clear for learners that writing does not operate at the sentence level only,but goes beyond this and concerns itself with the text as a whole (form and content).Thus ,it would be wise to recommend a balance approach which combines both product-oriented approach and process –oriented approach.This aim may be achieved through training pupils to use writing strategies

Thus ,by doing so ,the teacher would have taught writing as an end which neglect neither form nor focus on content,but would have tried to maintain a fair balance between them to reach pupils'needs for efficient writing.

All in all ,the perspectives pointed in the last chapter suggest that in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered.As Algeria is facing many changes at all levels;educational is not the least important,what is needed is a sound eduaction policy that takes into consideration syllabus design ,textbook elaboration,learners'needs analysis and teachers'training and development.

Notes to Chapter Four

1. curriculum;it includes the goals,objectives ,contents,procedures,resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programs"(Robertson 1971).Finnocchiaro and Brumfit(1983)state that a curriculum

"specifies the knowledge ,skills and insights the students will be expected to acquire through a series of in-class or out –of school tasks and activities designed to foster learning.

2. Strategic knowledge refers to ''**general knowledge about what strategies are, why they are useful, and specific knowledge about how and when to use them''(Wenden1998:519).**In other words, it involves knowledge about the effectiveness of certain strategies and knowledge about the principles underlying the choice of strategies in respect of particular tasks.Hence,it is crucial that the teacher believes that 'effective strategies use can determine students'success''(Chamotet al.1999:35).He should also believe that strategic knowledge can be taught,and by trying out new techniques so as to help learners is part of his professional development.
3. The study of similarities and differences between writing in a first and second language or between two languages, in order to understand how writing conventions in one language influence how a person writes in another. Writing in a second language is thought to be influenced to some extent by the linguistic and cultural conventions of the writer's firstlanguage, and this may influence how the writer organizes written discourse (DISCOURSE STRUCTURE), the kind of SCRIPT or SCHEME the writer uses, as well as such factors as TOPIC1, audience, paragraph organization, and choice of VOCABULARY or REGISTER.

4. The purpose of extensive reading is to train pupils to read directly and fluently in the target language for enjoyment without teacher's aid (Richards and Rodgers,1985)while intensive reading is more analytical ,it aims at extending knowledge of vocabulary and deverloping control of the language in speech and in writing
5. The different types of corrections are :

   Teacher' correction: in order to develop confidence in the students, teacher-to-students feedback should always be supportive and positive. The reason behind that is that testing is only encouraging to those who do best .For the low level students ,poor test scores and heavy emphasis on accuracy can signal the end of their motivation. Teacher should form an approach to errors in students' writing that strikes a balance between accuracy and content, without inhibiting learners .The feedback should be clear ,adequately describe the problems and suggest methods of correction. In the same context, Harmer(2004:42) explains:

   > **The way we react to students' written work can be divided into two main categories; that of responding and that of evaluating. When responding ,we react to the content and construction of a piece supportively and often,..make suggestion for its improvement …when evaluating …we can indicate where they wrote well and where they makes**

   respect(Edge1989:56)sees that: **"correction does not mean making everything correct; correction means helping people learn to express themselves better.**

   Self correction; self correction and rewriting of students' composition provides students with an opportunity to learn from their mistakes .It instills in them

feelings of self-sufficiency and success and allows them to take a more active role in their own learning.

Peer/group correction: correction may not come from the teacher and pupil himself. It can come from other source, i.e. peer and group correction. The latter proved to be successful in the sense that by involving learners in correcting each other, it makes clear that language learning for them is cooperative activity. The value of these is that it provides the students with critical ability to become aware that there are different ways of saying things.

6. Feedback is an essential part of education and training programmes.It refers to messages or information that are sent to the source from where the message came.It helps learners to maximize their potential at different stages of training,raise awareness of strengths and areas for improvement,and identify actions to. be taken to improve performance In teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either fromthe teacher or other persons

7. Classroom management (in language teaching) the ways in which student behaviour, movement, interaction, etc., during a class is organized and controlled by the teacher(or sometimes by the learners themselves) to enable teaching to take place most effectively. Classroom management includes procedures for grouping students for different types of classroom activities, use of LESSON PLANs, handling of equipment, aids, etc., and the direction and management of student behaviour and activity.

8. Action research :a series of procedures teachers can engage in to solve classroom problems ,adopting and developing appropriate methodology appropriate methodology so that to improve the quality of the classroom practices ,and ultimately cause positive change

9. "Autonomy means firstly a mode of learning –one in which the individual is responsible for all the decisions connected with his /her learning,and undertakes the implementation of these decisions.Secondly,it refers to an educational process leading to independent individuals able to think for themselves.Teachers can help further this important aim by,firstly ,accepting that language learning and teaching is a part of the total educational process,and ,secondly ,recognizing the potential of language learning and teaching as a facilitator of the development of autonomy.In like manner,teaching materials can help learners to take greater independence and control over their learning that will allow them to continue their development after the class has ended."(Ourghi,2002:312
10. Collaborative learning refers to pair group and project work It has become a common

input for other students´(Hedge,2000:13)

11. There are many things that teachers need to know about their learners .They do not come to the class empty headed; they come with their own talents ,personalities, cognitive and language abilities.In addition pupils learn differently ,at different rates what is important to believe is the fact that 'the bad learneris just a myth,and all learners are willing to learn and do not like to fail (Prodomou,1992).Therefore

teaching methodology has to be adjusted in line with their level and needs. According to Wilkins et al **learners needs** consist of:

1- Learning in interesting ,motivating and supportive environment where their self-image is enhanced.
2- Developing their communicative strategies.
3- Being made aware of their learning strategies and ways of promoting them
4- Developing skills and strategies which go beyond their lexical and grammatical competence
5- Changing roles from passive to active
6- Knowing the importance of developing a writing competence in order to develop into good language learner;and
7- Learning rules of social appropriacy and relationship and interdependencethat exist between language and culture

12. Methodology is what relates theory and practice; it refers to the procedures and activities that are used to teach the content of the syllabus (Richards,1985).within methodology,a distinction is often made between methods as fixed teaching systems and approaches as language teaching philosophies that can be interpreted and applied in different ways in the classroom.

13. The term Metalanguage refers to the language used by the teacher to explain things,answer questions,give instruction.

GENERAL CONCLUSION

The purpose of this study is in fact two-fold. In the first part ,the researcher's interest was overview the current teaching and learning situation in Algerian secondary schools in order to better understand the nature and some sourse of learners'dificiencies in using the target language.However,the focus of attention has been narrowed to the skill of writing so as to identify with some accuracy the nature and sources of the pupils 'most common weaknesses in writing and also to find out if pupils use any learning strategies to assist them in the course of their learning.

Since our focal point is strategy-awareness and strategy instruction,it was clearly understood that the initial step consists in introducing the pupils as well as the teachers to the concept of learning strategies and the different taxonomies suggested by some of the researchers like Stern(1975),Rubin(1981),Wenden(1989),O'malley and Chamot(1990)and Oxford(1991).

To make the findings of the research more reliable,a triangulation of research instruments namely,the questionnaire,the interview and the classroom observation have been used.

Our research results imply that training students to use cognitive and affective strategies successfully will probably help them in generating sentences, overcoming writing difficulties and controling anxiety related to the task, but pupils will not be able to plan ,control and evaluate the writing task they are engaged in unless they learn some effective metacognitive strategies. It then appears essential to combine the three types of strategies (metacognitive ,cognitive and social/affective strategies) in a strategy-based writing instruction.

The same research instruments have also been used to get information on pupils'understanding of writing and on the learning strategies if any,the pupils use to help themselves become more competent learners.In this case ,the results of the research indicate that pupils view writing as a way to display their language ability to their teachers.They see writing as ameans of communication only when they write personal letters to a member of their family or to a close friend.

It has also been found out that writing as product may be considered as a fruitless approach. On the one hand, the pupils become discouraged and

uninterested in writing because they know that teacher's concern is to detect mistakes ,i.e. focusing on form and negecting the content. On the other hand, the teacher himself will be disapointed while reading and correcting many papers having the same mistakes.

Of course, to pretend that accuracy is tottaly unimportant would be completely wrong. Both accuracy and fluency are equally important .However, the priority given by teachers most exlusively to grammatical accuracy alone is far more important than content.

To overcome such erroneous view of writing ,it should be made clear for learners that writing does not operate at the sentence level only,but goes beyond this and concerns itself with the text as a whole (form and content).Thus ,it would be wise to recommend a balance approach which combines both product-oriented approach and process –oriented approach.This aim may be achieved through training pupils to use writing strategies.

We have also understood from the findings of the results that apart from few strategies like using resourses such as bilingual dictionaries ,cooperating with peers or seeking information from teachers or peers,the pupils do not seem to be aware of the existing strategies.So we made our concern to raise an awareness of the skill of writing since we perceived that among other factors causing difficulties is precisely an awareness of the nature and the purpose of writing process.This investigation helped us establish an inventory of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

The last point taken into consideration is the treatment of errors .In a more modern approach to the teaching of writing,the making of errors is natural and even desirable phenomenon.The teachers'atttitude has also changed .They do not attend so much to form but rather to content,and prefer to adopt a selective approach so as not to overwhelm and discourage the learner.On the other hand,pupils are shown to edit and proof-read to hand in a paper with a minimum number of errors.

All in all ,the perspectives pointed in the last chapter suggest that in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered.As Algeria is facing many changes at all levels; educational is not the least important, what is needed is a sound eduaction policy

that takes into consideration syllabus design ,textbook elaboration, learners'needs analysis and teachers'training and development.

Such procedures will be achieved only when learner autonomy is promoted and teacher education development is fully implemented ;therefore ;teachers have to master the concept of development in order to bring about learner autonomy. There is nearly always an opportunity for new ideas ,attitudes and techniques .Therefore, it is always worthful to try new methods and keep pace with results of educational research. The ultimate aim would not only to improve the teaching/learning of the writing skill, but also to introduce cross-cultural learning ,and so contribute to a global education.

This dissertation does not pretend to be exaustive ;it certainly needs elaboration. But , it is hopeed to be a positive contribution to the improvement of the EFL teaching /learning in Algeria. It is also intended further research in the domain of foreign language learning and teaching by designing materials for the teaching and improvement of the writing skill,and by exploring the vital role of teachers' training and developmet as well as the necessity for learning strategies instruction.It is in the hands of this generation of students and researchers that lies the responsibility for introducing change in foreign language teaching /learning ,and for promoting intercultural understanding for a global education.

Eventually,what we wish to find out is whether the pupils'linguistic performance will really improve and the anxiety engendered by the foreign language learning will diminish if we generalise the use of learning strategies to the skills of Reading,Listening,and Speaking and also if an appealing and motivating textbook that include reading texts related to the pupils'life ,interests ,levels and communicative grammar activities that encourage pupils'interaction in the target language will help learners become more proficient users of the foreign language?All these questions need to be taken into consideration in the future research.

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APPENDIX A:

List of the most common transitional words or phrases and the relationships they express.

- **Addition and comparison:**

- Addition: again furthermore
also in addition
and then too
equally important indeed
further infact
and moreover
besides

-Comparison:

In (a) like manner Like wise
In the same way Similarly

- **Result:**

Accordingly Therefore
Consequently Thus
Hence As a result
Then Thereby (+ing)

- **Contrast and comparison:**

After all On the other hand
But Still
Despite (+noun) Yet
For all that Whereas
However While
In contrast And yet
In spite of (+noun) At the same time
Never the less Granted

Notwithstanding	Naturally
On the contrary	of course

Perhaps

❖ **Passage of time:**

After a short time	presently
After a while	Shortly
After wards	since then
At last	temporally
Lately	Then

❖ **Enumeration:**

First (Ly)	Finally
Second (Ly)	Next
Third, etc	Last

❖ **Example:**

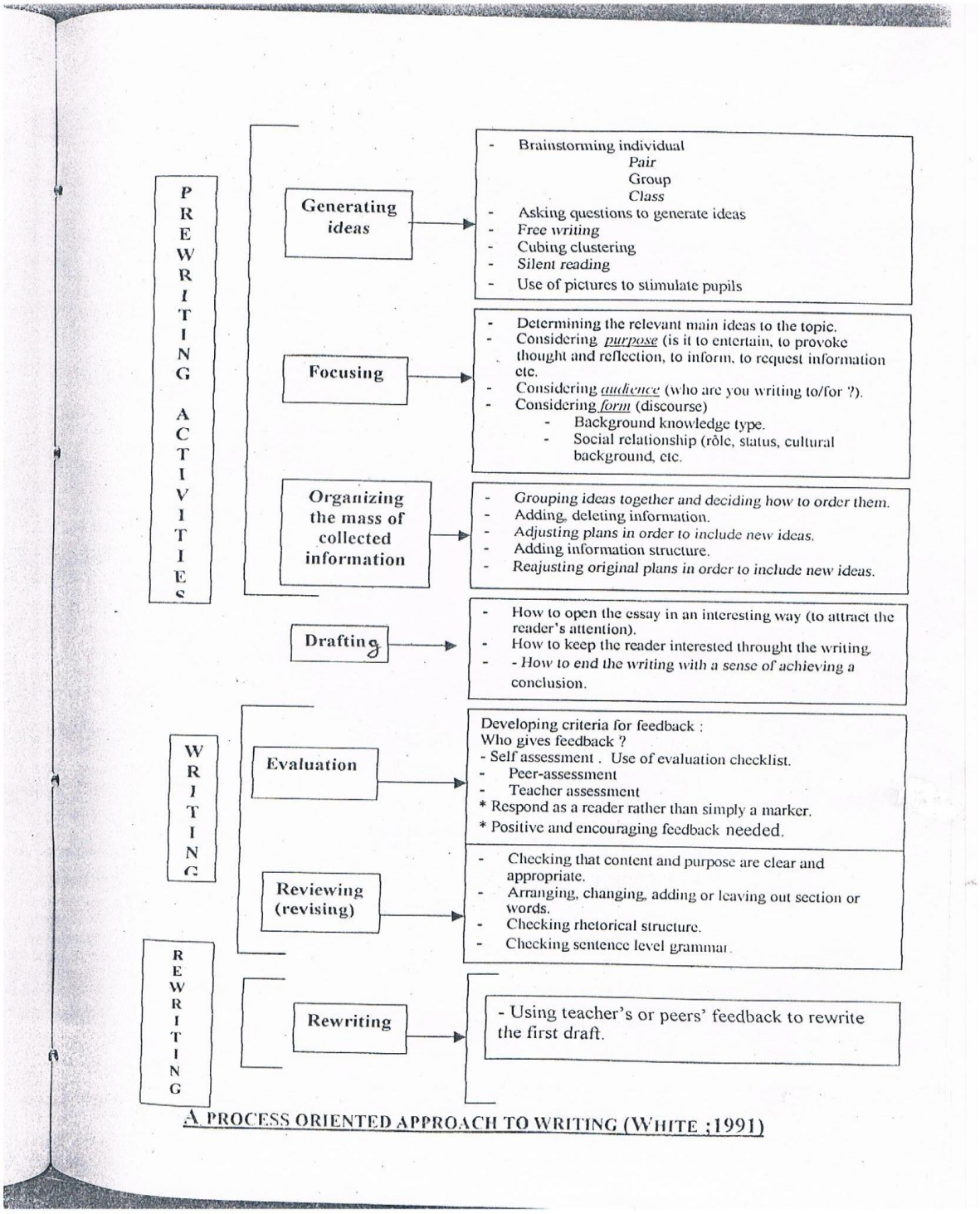
For example	specifically
For instance	that is
Incidentally	Particularly
In particular	In other words
Namely	such as

❖ **Summary:**

In brief	to conclude
In conclusion	on the whole
In short	to summarize

(Tadros, 1980: 222)

APPENDIX B:



A PROCESS ORIENTED APPROACH TO WRITING (WHITE ;1991)

A Process Oriented Approach To Writing

APPENDIX C:

Third Year Learners' Questionnaire

The following questions aims at getting information about what you do while you write and how do you feel about writing in English. To help you know yourself better as a learner, you are kindly requested to answer the following questions by putting a cross in the right box or answering the questions. You may answer the question either in Arabic, French or in English

*Sex: Male ☐ female ☐

1-How long have you been studying English? Number of years……

2-Do you like studying English? Yes ☐ , No ☐

If yes. Why?.....

…….

If no.Why not?.....

……

3-Do you think it is necessary to your success?

Yes ☐ No ☐

If yes Why?

……

……

If no, Why not?

……..

……

4-which skill appear to you the most difficult?

Listening ☐ speaking ☐ reading ☐ writing ☐

5-How do you assess your level in EFL writing

Good ☐ Weak ☐

Average ☐ Verry weak ☐

6-How do you feel about writing in English?

A-Do you enjoy the writing class? ☐

B-Do you apprehend (dislike) it? ☐

Say why?

……

……
7-Do you face serious difficulties when writing?

Yes ☐ No ☐

If yes, concerning what?

A-Finding ideas(Absence of ideas ☐

b-How to organize ideas ☐

c- Insufficient account of vocabulary ☐

d- Writing mechanics(spelling,punctuation,…) ☐

e Making sentences(construction of sentences) ☐

f-Unclear instruction ☐

d- Other problems……

……

……..

8- In your opinion, are the causes of the above difficulties due to?

-unsufficient writing practice ☐

-unsufficient reading ☐

-lack of coorperation in classroom ☐

-uninteresting topics ☐

-poor teaching methodology ☐

-teacher focus on form ☐

Others:……

……

9-Do you experience the same problems when you write in English as you write in Arabic?

Yes ☐ No ☐

Say why……

……..

10-do you know why people write?

A-to show that they have a good knowledge in grammar, vocabulary or syntax. ☐

B-to communicate a message in their personal ideas ☐

11-Where do you prefer to write?

12-doyou think that writing in class is different from writing your personal journal or writing a letter to a friend?

Yes ☐ ☐ No ☐ ☐

If Yes,why?.....

If n o why not?.....

Say Why /why not

13-When you are stuck(unable to write), what do you do?

A-I write anything even if it is not related to the topic. ☐

B-I panic and look at the white page. ☐ ☐

C- Others……..

…….

…….

14-Do you read through your essay?

A-Only when I finish. ☐ ☐

B-Many times while I am writing ☐ ☐

C-Give it back to the teacher without reading it. ☐ ☐

15-Do you ask somebody to read your paper before handing it to the teacher?

Yes ☐ ☐ No ☐ ☐

16-What do you suggest to your teacher to help you learn writing?

17-Which of the following suggestions may help you overcome your writing difficulties?And what other advice would you propose to someone, who has difficulties in writing?

A-have good and solid knowledge of grammar. ☐ ☐

B-have a rich vocabulary by constant reading . ☐ ☐

C-have a lot of writing practice. ☐ ☐

D-have cooperation and group composition. ☐ ☐

E-have interesting and authentic writing topics. ☐ ☐

……

……

……..

APPENDIX D:

Secondary School Teachers 'Questionnaire

The following questionnaire aims at assessing the writing skill teaching and learning in the secondary school for third year pupils revealing their English language proficiency and writing ability with the purpose of implementing relevant writing instruction and strategy training .
You are therefore kindly requested to complete the following questionnaire by putting a cross in the appropriate box or to make comments for the given questions whenever necessary .

I. General questions

Male ☐ female ☐

Teaching experience :number of years:……

II. Pedagogical objectives :

1-Which skill, appears to you hold the greatest importance for secondary -school learners?

- Listening ☐ Reading ☐
- SpeakingWriting ☐ ☐

2-In which skill are your pupils least performing?

- Listening ☐ Reading ☐
- Speaking ☐ Writing ☐

3-According to you which skill/skills seem(s) to be most developed at secondary school level?

- ListeningSpeaking ☐
- Reading ☐ Writing ☐

-Could you give some reason?

……
……

.4-How much time do you devote to the teaching of writing skill according to each unit?

1hour ☐ 3hours ☐
2hours ☐ more than 3 hours ☐

Please,justify your choice……..

……

5- Do you think you learners have enough writing practice in the classroom?

Yes ☐ No ☐

III. Writing instruction methodology

7-With regard to the 3AS Pupils,how do you assess their writing performance (the ability to create an effective text in English)?

-Good ☐ Average ☐ weak ☐

8-Which approach do you focus or adopt while teaching writing ?

Process approach ☐

Product approach ☐

Combined process product approach ☐

6-Do you ask your pupils to do homework related to the writing skill?

Yes ☐ No ☐

9-According to you what are the main reasons behind pupils'weaknesses in writing?

- the complexity of writing skill itself ☐
- insufficient teaching time for classroom practice(Lack of time to foster pupils'writing ability ☐
- irrelevant textbook writing activities(Inadequacy of the textbook(New Prospects)to teach /help pupils learn writing ☐
- inadequate methodology ☐
- Lack of pupils 'motivation/Interest ☐
- Others:……

6-Do you ask your pupils to do homework related to the writing skill?

Yes ☐ No ☐

IV. Writing Strategy Instruction

10-In addition to the basic writing skills (spelling, punctuaion...), do you teach your pupils any specific techniques or strategies to help them carry out writing tasks successfully and to overcome some of their writing difficulties

Yes ☐ No ☐

If yes, indicate which of the following techniques, you are using with your pupils?

- encourage them to generate ideas related to the topic through discussion ☐

- ask them to prepare a working outline (. putting forwards an organized outline of how to deal with the writing task) ☐
- Reviewing both the form and the content and correcting what need to be corrected) ☐
- write your own sentences or text on the board ☐
- Cooperating with peers ☐
- Using translation to find the missing words ☐
- Rereading what has been written to be able to continue writing ☐
- Linking ideas by translating them into written prose ☐
- others

14-Do you work with your students when they are writing, encouraging them to revise and edit their work as they go along?

Yes ☐ No ☐

……
……..
……..

13-Do you encourage your students to rewrite i.e to use more than one drafts when doing writing task?

- Yes ☐ No ☐

  Why or Why not?

……

15-What do you focus on while correcting pupils ‘s writing?

Form ☐ Content ☐ Form and content ☐

16-How do you correct your pupils’ writings?

Correcting every mistake ☐

Underlying the mistake and using a code indicating the type of mistake ☐

Underlining the mistake whitout using a code ☐

Giving the mark or observation without any correction ☐

18-After correcting learners’work ,do you devote special sessions for correction in class?i.e devote sessions for remedial work.

Yes ☐ No ☐

19-How do you deal with correction in class?

You mention the most frequent mistakes and ask pupils to correct them all together

Each pupil corrects his peer's work

All learners are involved in correcting a classmate's written work on the board

Each learner corrects his own work after being graded

Other,please specify

.

17-what type of mistakes do your learners make when writing?

Word order ☐

Cohesion of sentences ☐

Lack of linking words ☐

Cohernce in writing ☐

Lexical mistakes ☐

Grammar mistakes ☐

Punctuation and spelling ☐

20-What do you think your learners lack to be regarded as successful writers?

……

……

……

V. Suggestiuons:

relying on your classroom experience,what suggestions would you make to help improve learners'writing performance and to remedy the problem of writing at 3AS level?

APPENDIX E:

Preliminary classification of learning startegies

Generic strategy classification	Representative strategies	Definitions
Metacognitive strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases
	Planning	Planning for the organization of either written or spoken discourse
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occuring
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place
Cognitive strategies	Rehearsal	Repeating the names of items or objects to be remembered
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes
	Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained
	Deducing	Applying rules to the understanding of language
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information
	Transfer	Using known linguistic information to facilitaete a new learning task
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information
Social / affective strategies	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing or examples
	Self - talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task

O'Malley and Chamot (1990 :46)

Naiman et al. (1978)	Active task approach	Responds positively to learning opportunity or seeks and exploits learning environments	Students acknowledges need for a structured learning environment and takes a course prior to immersing him/herself in target language
		Adds related language learning activities to regular classroom program Practices Analyses individual problems	Reads additioanl items Listens to tapes Writes down words to memorize Looks at speakers' mouth and repeats Reads alone to hear sounds
	Realization of language as a system	Makes L1/L2 comparisons	Uses cognates Using what is already known
		Analyzes target language to make inferences	Uses rules to generate possibilities
		Make use of fact that language is a system	Relates new dictionary words to others in same category
	Realization of language as a means of communication and interaction	Emphasizes fluency over accuracy	Does not hesitate to speak Uses circumlocutions
		Seeks communicative situations with L2 speakers	Establishes close personal contact with L2 native speakers
		Finds sociocultural meanings	Memorizes courtesies and phrases
	Management of affective demands	Copes with affective demands in learning	Overcomes inhibition to speak Is able to laugh at own mistakes Is prepared for difficulties
	Monitoring L2 performance	Constantly revises L2 system by testing inferences and asking L2 native speakers for feedback	Generates sentences and looks for reactions Looks for ways to improve so as not to repeat mistakes

Naïman et al's classification (1978)
From O'Malley and Chamot (1990 : 5)

APPENDIX F:

Language Background in the Algerian Educational System :

Eduactional institution	Fundamental school														
	Primary School						Middle school					Secondary school			university
	1st Cycle			2nd Cycle											
Language background	1	2	3	4	5		1st	2nd	3rd	4th		1	2	3	
Arabic Language	x	x	x	x	x		X	x	X	X		x	X	X	x
French Language			x	x	x		X	x	X	X		x	X	X	x
English Language							X	x	X	X		x	X	X	X

APPENDIX G:

➤Think, pair, share ➤

Follow the guidelines below to write an ***expository*** essay (i.e., an essay that explains how things work. See p.40.) about *the challenges faced by modern civilization*.

①Work individually. Select three ideas from the thesis statement in the essay structure below.

Essay structure

Introduction

There are three major threats to our civilization: nuclear warfare - pollution - natural catastrophes - diseases - economic collapse - collision with heavenly bodies.

Thesis Statement

Body

§1

Topic Sentence

Supporting Sentences

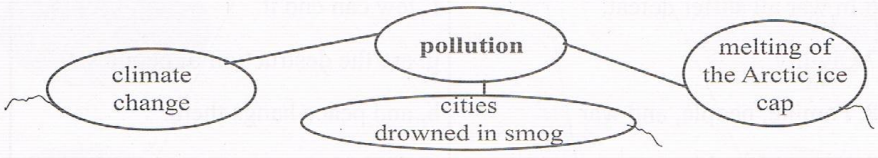
§2

Concluding Sentence

§3

Conclusion

② Jot down details about the ideas you have selected as follows:



③ Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

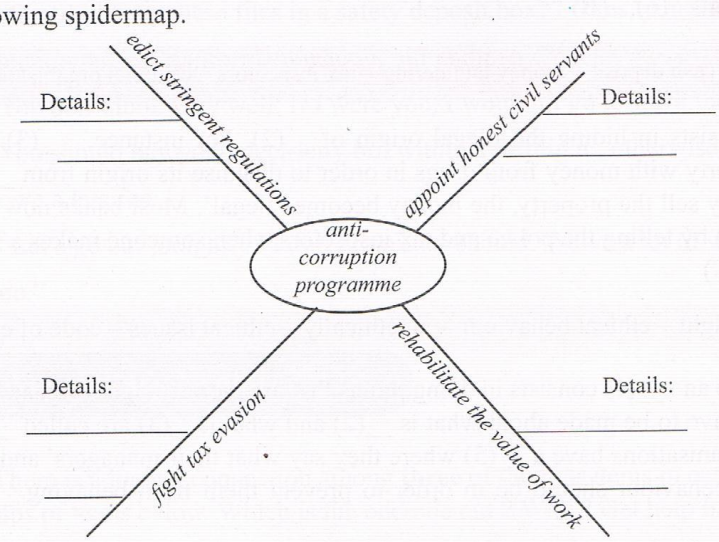
④ Write a revised version and share your ideas with the class.

29

➤Think, pair, share ➤

● Prepare a short public statement saying what you would do to fight corruption **if you were elected** mayor of your town. Follow the procedure below.

① Individually, jot down ideas about your anti-corruption programme using the following spidermap.



② Compare your spidermap with that of your partner. Are there any interesting ideas that you can exchange ?

③ Join a group (representing your campaign counsellors). Together select the most relevant ideas from your spidermaps and write a draft public statement. Start with a punchy topic sentence. E.g.

Dear fellow citizens,

Corruption is an evil that must be fought now !

Useful language

Make the best use of the grammar and the vocabulary you have learnt in this unit and of the following **link words** :

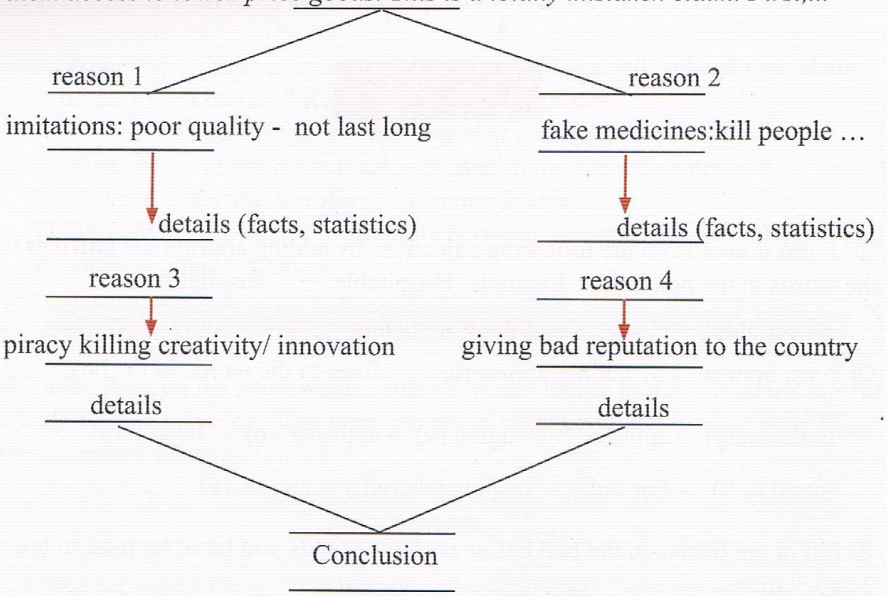
- to begin with, first, next, finally, etc.
- because, since, for, as, as a consequence, therefore, etc.
- in order to, so as to, so that, etc.

④ Conclude with a punchy sentence. Then as a group, review your public statement and read it aloud to the class.

➤Think, pair, share ➤

● Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First,...



① List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.

② Write a draft of your opinion article. Organise it by listing your arguments/ reasons from the least to the most important.

Useful language

- Link words for expressing cause and result: so (that), such (that) …
- Link words for listing : first of all- in addition to this – moreover – besides- furthermore – also, etc.
- Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is …

③Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your article.

▶Saying it in writing

① Think about the topic sentence in italics below. Then, as a group, discuss it using the clues that follow.

Some people argue/think/say that businessmen should apply their own personal ethical standards when doing business.

Expanding notes

A. Ethics has nothing to do with business.

- You need money to make money.
- People start business to become wealthy.
- People do business with each other for profit.
- The world of business is a jungle.
- Moral issues are a diversion.
- Respect of an ethical code may limit production and competition.
- Ethics can undermine the values of hard work and freedom.

B. Ethics has everything to do with business.

- Business is a human activity and should, therefore, comply with moral standards.
- Some businessmen abuse work/safety regulations.
- Some business activities endanger the environment.
- Greed may result in unfair competition and exploitation.
- Business activities should have a code of good practice to ensure fairness.

Useful language

Stating options

- There are several ways we could deal with this.
- We have a number of options.

Balancing arguments

- Let's discuss the point by _

Making concessions

- Point taken
- Admittedly/certainly
- It is true that…
- This being said, we must

Discussing possible effects

- Let's think about the consequences of …
- If we accept this…

Making a decision

- The solution then is to …

② At the end of the discussion, select the most important arguments and counterarguments, and develop them into a coherent speech in favour of ethics in business.

③ Correct your mistakes. Then exchange drafts with your partner for further error checking before writing the final version of your speech.

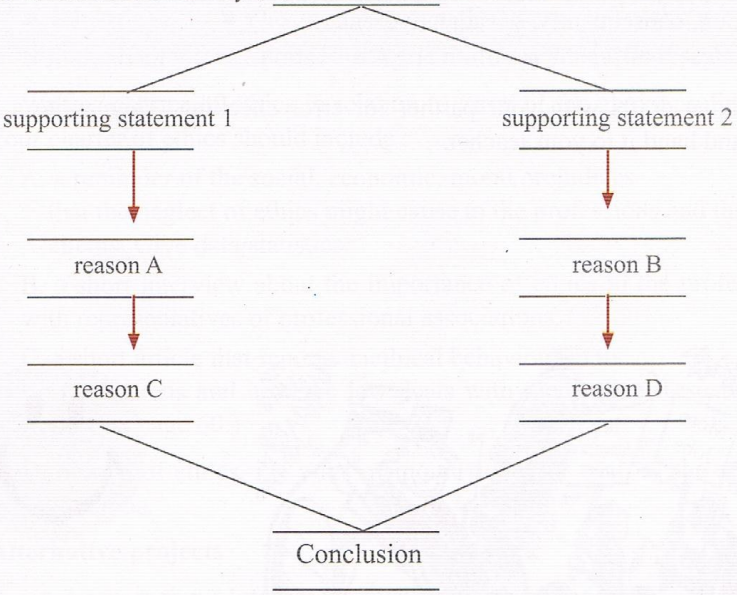
④Read your speech to your classmates.

▶ Writing development

● Suppose you were the manager of an **ethical investment** fund, i.e. a fund which invests only in socially responsible businesses. Write a policy statement to inform potential fund contributors about it. Follow the guidelines below.

① Think over the opening statement in the diagram below. Select two to four notes from the checklist of expanding notes that follow and develop them into supporting statements.

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality.



Expanding notes

- avoid companies that endanger the environment.
- refrain from investing in certain sectors – tobacco, arms manufacturing, nuclear power, or uranium extraction.
- not place money in companies that lack ethical labour standards (E.g. using child labour, bad working conditions …).
- choose to invest in well-managed companies (transparent financial accounting).
- invest in companies that balance economic growth with social responsibility.

② Write supporting statements in the diagram. Then jot down reasons to explain/ illustrate your statements.

③ Write your first draft of the policy statement using the relevant information in your diagram.

Useful language

- Link words to illustrate : for example, for instance, such as…
- Link words to express cause and result : because, due to, since, as a result, consequently, so+adjective+that …

④ Exchange drafts with your partner for error checking. Then write a final version and hand it to your teacher.

'It's awful the way they're trying to influence Congress. Why don't they serve cocktails and make campaign contributions to senators as we do ?'

③ Draw the rule for stress in words ending with **-tion**.

④ The comparative adjectives in the text below contain spelling mistakes. Identify them and correct the mistakes.

Wahiba and Sadia are classmates and friends. They are taller, funnyer, and youngger than the other classmates. They usually get beter marks in exams. In comparison with Sadia, Wahiba is friendlier, niceer and quietter. She is thiner in build but strongger in character. …

See Grammar Reference pp. 234-235.

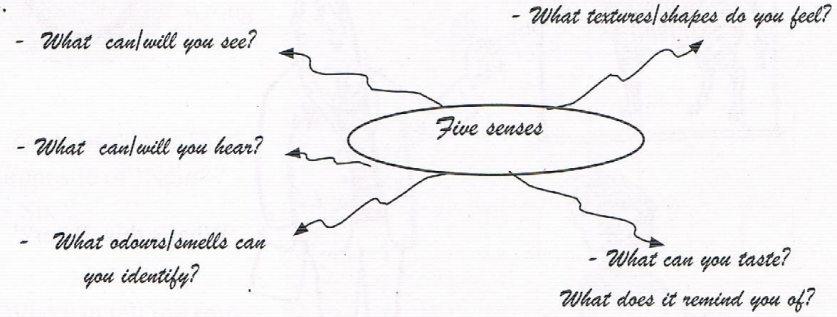
➤Think, pair, share ➤

Follow the guidelines below to write a letter to a friend of yours describing your school/classroom.

①When we describe things/people we generally express **personal feelings**. So start with an interesting topic sentence.

*E.g. School is the only place in the world where **I feel free**.*

② Descriptive writing relies on an appeal to **the five senses**. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.



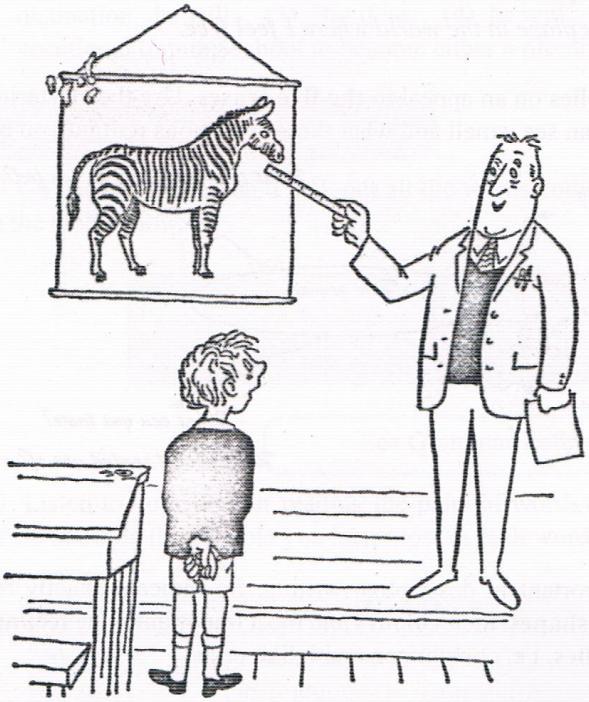
③ **Details** are very important in descriptive writing. So indicate exactly the **location** of objects, their **shapes**, their **colours** and most importantly the **feelings** they evoke by using **similes**, i.e. comparisons with **like** or **as**.

Useful language

- Prepositions: close to, near, next to, inside, outside, on the left, on the right, above, below, under, over, behind, at the back of, in front of, in the upper left-hand /lower right-hand corner, etc.
- Present simple (passive and active)
- Adjectives and their comparatives
- Phrases such as **there is**, **there are**, **it has**, **it reminds me of**, etc.

③ Write your draft letter. Then exchange drafts with your partner for error checking.

④ Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.



'What's this, Peter?'

'It's a horse with a football shirt, sir.'

② The sentences below are not in order. Re-order them to get a **coherent** text.Then use link words to make the relationship between the sentences more explicit.

A. This idea is more or less accepted all over the world.
B. The job market is changing rapidly as a result of technological advance.
C. Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
D. The idea of continuing or lifelong education has become more important than ever before.
E. People are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills.
F. In the near future, all of them will return to school mostly for occupational reasons.

▶ Writing development

● Write an **expository article** for a school magazine **analysing the causes and effects of examination stress on students**.

① Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.

② **Select** three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.

E.g. - Generally, students who do not cram perform better than those who do in the *Baccalauréat* examination.
- According to statistics issued by the Ministry of National Education, 2 out of 10 *lycée* students who take crash courses suffer from stress.

③ Your primary purpose is **investigation** and **analysis**. You simply present facts and information. So don't give any judgement/opinion. Let the reader do that.

④ Make sure you use link words expressing:
- **cause/effect**: as a result, as a consequence, so, therefore, because, since
- **purpose**: in order to, to, so as to, so that, in order that
- **contrast**: unlike, in contrast to, contrary to
- **concession**: though, in spite of the fact that, although …

⑤ Revise your draft paying attention to the structure of your sentences, the organisation of your paragraphs, coherence, spelling and grammar. Then hand a copy of your article to your teacher.

➤Think, pair, share◄

① Suppose you were an 'agony aunt' keeping an advice column in a magazine for teenagers. Use the plan below to reply to this letter:

Dear Aunt Hillary,
I'm a secondary school student revising for my final examination. Usually, I'm quite a cheerful person, but now I feel like an underdog. I run away from the company of my friends and I have become a very irritable person. I wake up weeping at night and I no longer enjoy the simple pleasures of life as I used to. Please, tell me what I should do.

Miserable

Plan

- A short paragraph expressing sympathy/reassurance to *Miserable*
  E.g. I'm sorry to hear that ___ / I wouldn't worry if I were you because __
  It's only natural that ___

- A short paragraph analysing the problem that *Miserable* has exposed to you
  E.g. You are probably working too hard. ____

- A short paragraph giving advice/recommendations
  E.g. You should/should not/ ought to/ ought not to ____

② Correct your mistakes. Then Exchange drafts with your partner for further error checking.

③ Write a revised version of your letter taking into account your partner's remarks. Make sure you use appropriate link words in order to ensure coherence.

④ Now read aloud the revised version of your letter of advice paying attention to your intonation and the pronunciation of the modals.

③ Study the following interpretations of the story (that you have read above). Then choose the **one** you think is the best. Write 5 to 6 lines to justify your choice by giving evidence from the story.

Start like this:
In my opinion/ I think that/ ___. To begin with, ____

A. The man tricked his wife into believing he was insane.

B. The man was dreaming and sleepwalking. After he woke up he remembered nothing of what happened.

C. The wife was mad and imagined the whole incident.

D. The story is just a bad dream recounted by the wife to her husband.

▶ Writing development

● Write a review article of a film or a book of your choice. Ideally, it will be a recent comedy, tragedy, or love story. Your review should include the following :

① An introduction to tell your classmates about the theme and the storyline
E.g. • The book/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 characters are_____.
• The main actors are _____.

③ A paragraph giving your viewpoint about the film/book
E.g. • The story/acting/photography is __ excellent/not very good. Say why.

④ A paragraph to say what you 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/ ought/oughn't to _____.

APPENDIX H :

1- Suggested types of tasks for transitional baccalaureate paper

PART 1 : READING

A. COMPREHENSION / INTERPRETATION

- Choosing (all streams) / giving the general idea of the text (LLE)
- Answering multiple choice questions
- True / false statements
- Locating the right paragraph
- Filling the table with information from the text
- Putting ideas in the right order according to their occurrence in the text
- Answering comprehension questions
- Choosing (all streams) / giving a title to the text (LLE)
- Identifying type of discourse
- Identifying type of text

B. TEXT EXPLORATION

1. VOCABULARY / MORPHOLOGY

- Matching words from the text with their definitions
- Finding words in the text whose definitions are given
- Forming words adding the right affixes
- Deriving nouns, adjectives, verbs…
- Giving opposites keeping the same roots
- Giving opposites,synonyms to words from the text

2. GRAMMAR

- Combining statements with connectors provided
- Asking questions to the underlined words
- Paraphrasing with prompts given
- Supplying the correct form(s) of the verbs in a given passage

3. SOUND SYSTEM

- Matching pairs that rhyme
- Classifying words according to final « ed » / « s »
- Underlining the silent letters
- Stress pattern
- Weak and strong form

4. DISCOURSE

- filling gaps with a number of words
- re ordering scrambled sentences into a paragraph with or without a distractor
- matching statements from A with statements from B
- dialogue completion

PART 2: WRITING (2 INTEGRATION SITUATIONS)

PART TWO Written Expression L.E-06points L.P-05points Sc-Exp-M-TM-GE 05	Choose ONE of the following topics:	Topic one Topic two	One: Should be thematically related to the topic of the initial text. TWO: thematically related to other themes of the syllabus			

2-Assessing a situation of integration

Assessing a situation of integration

Consider the following:

a) Scores in the BAC paper: **LLE** : 06 points - **Philo** : 05 points - **S / M / TM / GE** : 05points

b) Descriptive and numerical rating scale: **EX** = Excellent - **G** = Good - **F** = Fair - **P** = Poor

Criteria	Indicators	LLE				PHILO					S / M / TM / GE				
		Ex	G	F	P	Ex	G	F	P		Ex	G	F	P	
Relevance (Pertinence of the text)	Student's production corresponds to the requirements of the situation **Format**: a letter – e mail – invitation – instructions … **Objective**: to inform – to describe – to complain …. **Targeted language**: functional language and vocabulary.	1	0.5	0.5	00	1	0.5	0.25	00		1	0.5	0.25	00	
Semantic coherence	Meaningful Logic in the information given Originality and development of ideas Organisation ; paragraph and sentence structure	2	1	1	00	1.5	1	0.5	00		1.5	1	0.5	00	
Syntactic coherence and correct use of linguistic elements	Correct use of grammar ; tenses – word-order – subject-verb agreement - 5 studied in class- Spelling capitalisation and punctuation Clarity of style	2	1,5	1	00	1.5	1	1	00		1.5	1	1	00	
Excellence (originality and creativity)	New ideas Varied vocabulary items. No repetition of words	1	1	0.5	00	1	1	0.25	00		1	1	0.25	00	
Richness of vocabulary	Legible handwriting Clarity of style Neatness														
T O T A L		06	04	03	00	05	3.5	02	00		05	3.5	2	00	

APPENDIX I: A Sample Baccalaureate Examination

05201305

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية — الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي — دورة: جوان 2013

الشعبة: آداب وفلسفة

اختبار في مادة: اللغة الإنجليزية — المـــدة: 02 سا و30 د

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: Reading **(15 points)**

A. Comprehension **(07 points)**

Read the text carefully then do the following activities.

Today, there are some 43 million pupils and students in public schools at the elementary and secondary levels, and another 6 million in private schools throughout America. In other words, 88 percent of American children attend public schools and 12 percent go to private schools. United Nations figures show that in the amount spent on education per capita, the U.S. is ninth place in the world (behind Qatar, Sweden, Norway, the Netherlands, Luxembourg, Denmark, Switzerland and Canada).

Most historians agree that a great deal of the economic, political, scientific and cultural progress America has made in its relatively short history, is due to its commitment to the ideal of equal opportunity. This is the ideal of educating as many Americans as possible to produce an educated people.

American education has encouraged more Americans than ever before to study for advanced degrees and to become involved in specialized researches. The belief that the future of society depends on the quantity and quality of its educated citizens is widely held. It explains why a great many Americans are still willing to give more money to education, even during times of economic difficulty.

(From D.K. Stevenson, **American Life and Institutions**)

1. **Circle the letter that corresponds to the right answer.**
   The text is:
   a. narrative. **b.** expository. **c.** prescriptive.

2. **Are these statements true or false? Write T or F next to the letter corresponding to the statement.**
   a. Most American children attend public schools.
   b. Qatar spends more on education than America.
   c. The ideal equal opportunity aims at educating the rich.
   d. Americans refrain financing education when hard times.

3. **In which paragraph is it mentioned that** Americans focus on higher education?

4. **Answer the following questions according to the text.**
   a. How many pupils attend elementary and secondary schools?
   b. What has the ideal of equal opportunity brought to America?
   c. Why are Americans willing to give more money to education?

5. **Copy the title you think is the most appropriate.**
   a. Education in Qatar
   b. Education in America
   c. The American Lifestyle

صفحة 1 من 4

B. Text Exploration **(08 points)**

1. **Find in the text words that are opposite in meaning to the following:**
   a. disagree (§2) **b.** illiterate (§2) **c.** to take (§3)

2. **Complete the chart as shown in the example.**

	Verb	noun	adjective
example	to educate	education	educational
	to depend	.....	.....
	.....	commitment	.....
	.....	.....	involved

3. **Rewrite sentence (b) so that it means the same as sentence (a).**
   1. **a.** Americans spend less on education than Denmark.
      b. I wish Americans .....
   2. **a.** America has encouraged students to take further studies.
      b. Students.....
   3. **a.** "Children must go to school when they are six," he says.
      b. He says that.....

4. **Classify the following words according to the pronunciation of their final "s".**
   encourages – times – students – produces – beliefs – schools

/s/	/z/	/iz/

5. **Fill in the gaps with only FOUR words from the list.**
   prepare – managing – skills – helpless – everyday – history
   Education is more important today than ever before. It helps people acquire the .....1..... they need for such .....2..... activities as reading a newspaper or .....3..... their money. It also gives them the specialized training to .....4..... for a job or career.

PART TWO: Written Expression **(05 points)**

Choose ONE of the following topics.

Topic One: Use the following notes to write a composition of 100 to 120 words on:
The differences between state schools and private schools.

State schools: - restricted to primary, middle and secondary sectors
- free of charge
- crowded classes/hard to control

Private schools: - expensive/pay fees
-less accessible/low income families
-small classes/easy to control

Topic Two: Write a composition of 100 to120 words on the following topic:
Most Algerian companies look for profit but don't care about ethics in business.
If you were appointed manager of one of these companies, how would you fight unethical practices?

APPENDIX J

1-Sample of essay writing

A Sample Essay Writing

Oral work

- Prepare a short talk about the following topic: Challenges faced by our modern civilization
- Follow this procedure:
  1. List three main threats to our civilization
  2. Select the most relevant ideas and write down your talk in three short paragraphs.
     Use appropriate linking words from sentence to sentence and from a paragraph to another.
  3. Exchange drafts with your partner for error checking.
  4. Write a revised version of your talk and read it aloud to your classmates.

Essay writing

Follow the guidelines below to write an expository essay about the challenges faced by our modern civilization.

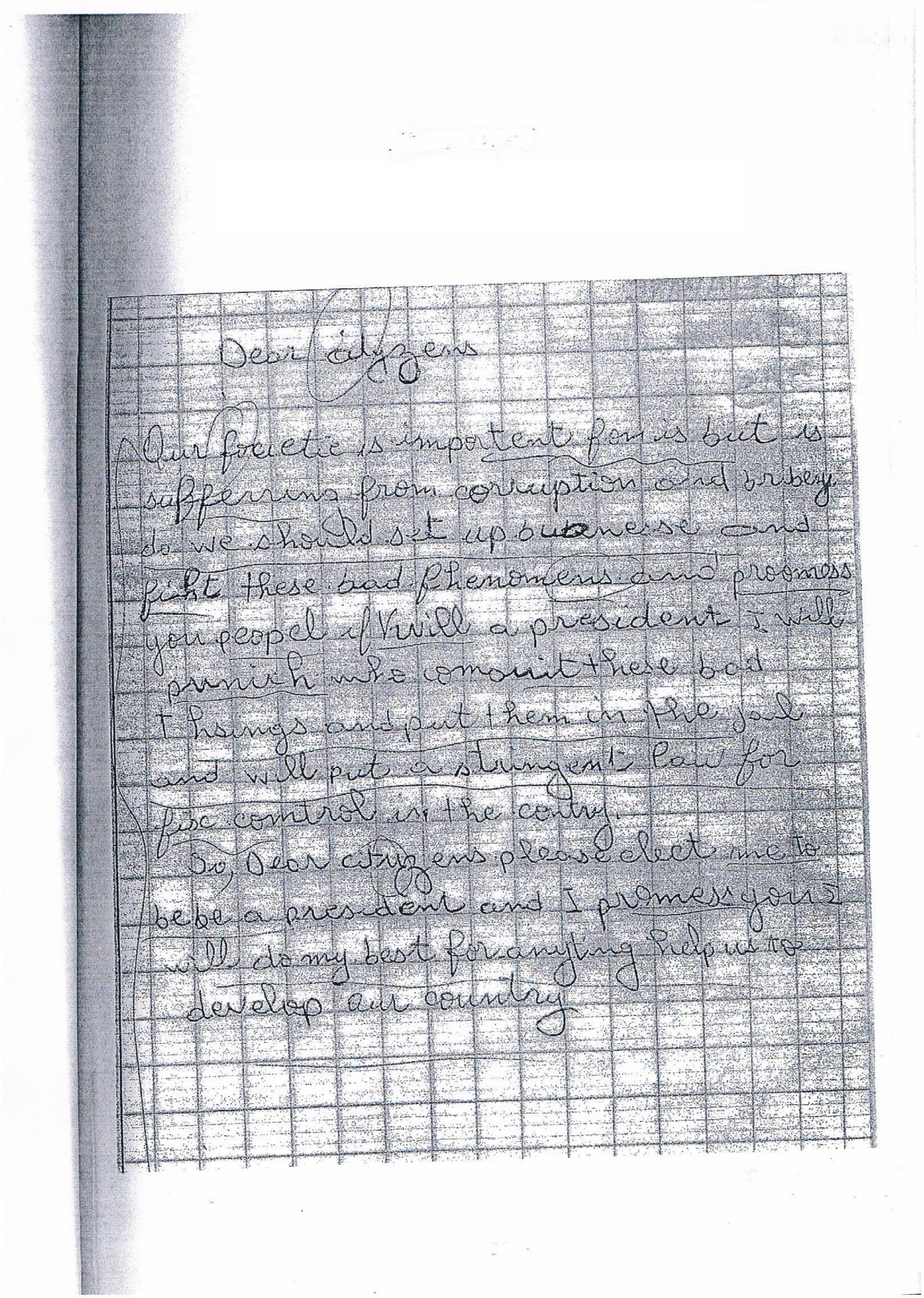
1. Work individually. Select three ideas from the thesis statement in the essay structure below

   There are three major threats to our civilization:
   Nuclear warfare- pollution- natural catastrophes
   Diseases- economic collapse-

2. Jot down details about the ideas you have selected.
3. Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.
4. Write a revised version and share your ideas with the class.

Introduction	Suggested ideas and vocabulary	Thesis statement
Body § 1		Topic sentence Supporting sentences Concluding sentence
Body § 2		Topic sentence Supporting sentences Concluding sentence
Body § 3		Topic sentence Supporting sentences Concluding sentence
Conclusion		Concluding statement

2- A 3AS learner's Essay writing Sample



Dear citizens

Our societie is importent for is but is
sufferring from corruption and bribery
do we should set up buanesse and
fight these bad phenomens and proomess
you peopel if I will a president I will
punish who comouit these bad
things and put them in the jail
and will put a stringent law for
fisc control in the contry.
So, Dear citizens please elect me to
be be a president and I promess you I
will do my best for anyting help us to
develop our country

APPENDIX K:

"Mr. Page was beaten to death with the handle of that gun," the famous detective said.

"I've telephoned his brother at his office," the sheriff said. "I only told him he'd better hurry home. I hate the job of telling him that his brother has been killed. Will you do it?"

"Save your money," said Haledjian. "The murderer won't be hard to find!

Dr. Haledjian finished examining the body of Mike Page, which lay on the red carpet of his fashionable home.

The gun had been found near the body. Sheriff Monahan was carefully examining it for fingerprints.

Page stared at the outline of the gun through the cloth. Suddenly he grabbed the sheriff's arm. "Find the monster who beat Mike to death. I'll offer a $50,000 reward!"

The ambulance had driven off to the hospital when John Page rushed through the front door. "What happened? Where's Mike?"

"I'm sorry to have to tell you this. He was murdered about two hours ago," said Haledjian. "Your cook found the body in the living room and telephoned the police."

"All right," Haledjian agreed as he watched the body being carried to an ambulance. Then he sat down to wait for John Page.

"I can't find fingerprints on the gun that was used to murder him," interrupted the sheriff, holding the gun wrapped in a cloth. "I'll have the laboratory examine it thoroughly."

stery-2: The Case of the Murdered Brother

Dr. Haledjian finished examining the body of Mike Page, which lay on the red carpet of his fashionable home.

APPENDIX L:

contrasting list of principles between Teacher Training and Teacher Education Development

Teacher Training	Teacher Education Development
Imposed from above	Initiated by « self »
Pre-determined course structure	Structure determined by participants
Not based on personal experience	Based on personal experience
Extremely determined syllabus	Syllabus determined by participants
External evaluation	Self-evaluation
Input from experts	Input from both participants and external sources
Unthinking acceptance of information	Personal construction of knowledge
Isolated	Collaborative
Stresses professional skills	Stresses both personal development and professional skills
Disempowers individual teacher	Empower individual teacher

Table: contrasting list of principles between teacher training and teacher education development (taken from Benmoussat 2003:262)

ملخص:

ينصب اهتمام هذه المذكرة حول سبل تلقين المعرفة الاستراتيجية في مجال التعبير الكتابي، تقدم الباحثة وصفا تفصيليا حول دراسة تجريبية بثانوية بصغير لخضر بولاية تلمسان مع تلاميذ السنة الثالثة ثانوي في الشعب الأدبية الدارسين اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: تلقين المعرفة الاستراتيجية – التعبير الكتابي– اللغة الانجليزية– تلاميذ السنة الثالثة ثانوي الشعب الأدبية– ثانوية بصغير لخضر– تلمسان.

Résumé:

D'après une étude empirique, Le présent travail de recherche s'articule autour de développer des connaissances stratégiques de la compréhension écrite. Il fournit donc, un compte détaillé d'un travail de terrain sur les élèves de 3AS lettres ; apprenant Anglais en situation de langue étrangère au lycée Besghir Lakhdar ,Tlemcen.

Mots clés:connaissances stratégiques -compréhension écrite-3AS lettres - Anglais en situation de langue étrangère-au lycée Besghir Lakhdar ,Tlemcen

Summary:

The present dissertation revolves around ways of developing strategic knowledge in writing skill. It provides a detailed account of an investigation at the level of 3AS literary streams pupils ,learning English as a foreign language. It also aims to uncover the causes underling their low achievement in English in general and in writing in particular. One the basis of the results obtained from the data gathered through research tools, the researcher has suggested some alternative solutions that are hoped to alleviate the problem encountered in the skill under consideration whereby to enhance learners' writing proficiency through strategy-based Instruction.The empirical study took place at Besghir Lakhdar secondary school ,Tlemcen.

Key words : strategy-based instruction-EFL writing -3AS literary streams learners-Besghir Lakhdar secondary school.Tlemcen.

People's Democratic Republic of Algeria

Ministry of Higher Education and scientific Research.

Abou Bekr Belkaid University -Tlemcen.

Faculty of Letters and Foreign Languages

Department of Foreign Languages.

English section.

Strategy-Based Instruction in EFL WritingWith Close Reference to Third -YearSecondary school Students

(Case of Literary Streams at Besghir Lakhdar Secondary School,Tlemcen.)

Summary of the Dissertation submitted to the Department of English in Candidacy for the "Magister" degree in Applied Linguistics and TEFL.

Presented by :
BELAID Bekhta

Supervised by :
Prof. BENMOUSSAT Smail

Academic Year :2013-2014

At present, the English language is the dominant international language and indispensable key to the changing world of science, technology and communication. It is no longer the property of the English speaking countries alone. Instead; it has become a sort of universal language: a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.

Being aware of such great importance, Algeria has brought in changes into her educational system so as to achieve the desired goals .Likewise different approaches to Foreign language teaching has been adopted since independence. Their aim is adequate teaching/learning of foreign languages among them English. However and despite huge effort devoted for so many years at improving learners achievement in EFL, the result are still unsatisfactory.

Relying on the core of this dissertation, writing skill is taken as one of the most necessary principles on which language learning/teaching is based since most formal evaluation is done in writing. For the above reason, writing has to be carefully taught in order to ensure learners awareness and involvement in the learning process.

Thus, this work is totally devoted to thorough study and analysis of this basic language skill. It also aims to provide analysis of the EFL writing skill teaching and learning at the secondary school level. Most teachers do agree that this skill represents a major area of difficulties for both teachers in terms of teaching it and learners in terms of learning ,as it involves both writing as process and writing as product. Because of this, the researcher attempts to investigate the EFL writing skill teaching and learning in 3AS level so as to identify the nature and sources of the pupils most common weaknesses in writing as well as to find out if pupils use any learning strategies to assist them in the course of their learning. The central belief guiding this research ,is the great importance that writing has in language teaching and learning at the 3 AS

level. Hence its primary purpose is to identify the features of writing which make it harder than the other language skills and more susceptible to failure.

A case study is chosen for this research is third year secondary school learners and specific stream "Literary streams " is selected. However, the choice has been narrowed to the "Literary and Philosophy stream" since this latter, is the one which shows and illustrates more failure in English and mainly in writing skill compared to other learning streams. Nevertheless, what is actually observed is that by the end of general education and after an English learning experience of seven years in the middle and latter on in secondary school, Algerian learners are unable to express themselves in English neither fluently nor accurately. A situation that arises many enquiries about the real causes and the source of learners' difficulties as well

In essence, this dissertation aims to discuss the following questions:

- **Is the writing skill adequately taught at 3 AS level ? And Do students lack of motivation in writing due to teaching's focus in his evaluation on form?**
- **How can the weak students be encouraged to write? And would the teaching of writing strategies to the weak students insure their learning?**
- **And, is the students' achievement in writing related to strategy use? And at last, what strategies they resort to while they write?**

Therefore, investigation through this research will attempt to provide arguments to the research hypotheses that can strongly formulated as follows:

- ❖ the writing skill is often seen as intricate problem to student especially when they realize that it is used by their teachers as a reflective method to check whether a given language elements

(component) is assimilated or not .The aim of the evaluation is text scribed with red pen that is to say the focus is on accuracy rather than the content. However to pretend that accuracy is totally unimportant would be completely wrong.

- The writing skill is neither taught nor learnt adequately: consequently third year pupils end up their secondary school education unable to write neither fluently nor accurately and this is clearly seen in Baccalaureate results. In addition ,Learners hold negative attitudes towards writing skill and lack the strategies to enhance it. Thus writing failure is more likely to result educational failure because lacking the effective strategies to compose a novice student/writer will find it difficult. Thus this apprehension may give rise to negative feeling such as anxiety and lack of confidence. The pupils will certainly benefit from an awareness of social and affective strategies such as cooperating with peers and encouraging on self.
- There is a correlation between students strategy use and achievement in writing and as weak student becomes aware of the strategies used to overcome writing difficulties, he will be motivated and autonomous as he will avoid the erroneous view that writing operates only at sentence level in which he is concerned chiefly with vocabulary and grammar which will block the flow of his ideas.

The research questionnaires and hypotheses will be discussed throughout four interrelated chapters with an aim of identifying learners writing difficulties and acquainting and familiarizing them with the language learning strategies that will help them become better learners and particularly more skillful writers. To

this end, teachers and learner roles have be redefined in the light of the significant changes that have occurred worldwide. Thus reform should be introduced to solve the problem.

For the fulfillment of this study, it has been necessary to go through four interrelated chapters. Each chapter has been concerned with one specific step. Starting by the theoretical part in the first one, in which the reader may get some basic definitions of key concepts related to writing and what it entails as a whole process. Thus this chapter 's aims try to define writing with its related sub-skills, difference between writing as a process and as a product, its elements and finally deals with students learning strategies deriving from the literature, key concepts are defined, major studies in the filed are examined with the aim of enhancing reader understanding of learner writing strategies.

Chapter two of this research will be brief overview of the EFL teaching and learning situation in Algeria. This chapter attempts to give a rough picture of the Algerian educational context with reference to EFL writing skill in secondary education ,and more specifically to 3AS Literary streams ,and mainly literary and philosophy stream. For the above reasons, the ELT situation in Algeria is portrayed as well as the EFL objectives and syllabus for 3AS are stated. In addition the variables which directly or indirectly influence learners' achievement in EFL and more precisely writing, are examined. Therefore the different variables related to the teaching of the writing skill are considered(firstly the implemented teaching methodology is illustrated in terms of stated objective and classroom practices, secondly the official ELT textbook designed for third year classes is examined in terms of writing skill activities. Thirdly, the teacher's roles ,training and administrative constraints are discussed. Fourthly, the pupils, as the center of the whole educational system, are described in relation to their proficiency level in English . The ultimate aim is to uncover the

major and the real causes underlying the failure in writing in particular and failure in EFL teaching /learning in general.

The conclusion that can be draw from this chapter, is that failure in writing is partly linked to failure both in teaching and learning. Besides, there seems to be many contradictions between the objectives officially stated and how teaching is actually performed. As a result in spite of the seven years spent in learning English ,3AS literary and philosophy stream learners, mainly, still find themselves unable to use the target language both orally or in writing. This chapter has demonstrated some of the variables affecting negatively the teaching/learning of writing. Neither the approach nor the teachers' methodology really favour the teaching of writing. In fact many reasons can explain pupils' low performance in writing, among them: *overcrowded programmes and insufficient teaching time, divergence between classroom activities and examination requirements leading pupils to develop negative attitude towards communicative activities and group work and at last the over ambitious syllabus objectives which do not go in line with pupils 'real cognitive and linguistic capacities.*

All in all, learners are offered neither suitable learning conditions nor sufficient time for acquiring sufficient and adequate knowledge. Nevertheless, these outcomes observations are the researcher' hypotheses and interpretations. To analyze the situation more objectively ,it is of paramount importance to carry out an investigative study that would lead ,from different viewpoints ,to practical evidence about the source of the problem and ultimately to alternative remedies. This what will be attempted in the following chapters.

Chapter three is devoted to the empirical phase, which strives to arrive at more consistent analysis of the EFL teaching /learning situation, with reference to the writing skill and at finding illuminative data that would guide the research. It is based, in addition to classroom observations on different

analytical tools .It will require the contribution of three partners in the teaching / learning context: teachers, learners and EFL inspectors.

This investigative phase will be conducted as stated before, through different analytical tools: two questionnaires, different classroom observations, an unstructured interview and semi -structured interview. The first questionnaire is submitted to 3AS learners so as to be aware of the type of strategies if any of these learners use to overcome writing difficulties, the second questionnaire, on the other hand is submitted to secondary school teachers to see if they are consciously aware of strategies used by skilled writers and therefore raising learners awareness of the writing process and writing strategies that will help them improve their writing performance and their suggestions for change result will be analyzed and discussed in relation to three main point: *students strategy use, writing achievement* and *strategy instruction.* In addition to the questionnaire, an instructed interview will be used to elicit and extract from these teachers ideas about what makes EFL teaching /learning and mainly writing successful or unsuccessful. Therefore, this interview will help the researcher to know more about the writing lesson, the teaching /learning problems with regard to writing as well as learners' writing performance.

Though teachers and learners constitute two major poles in the teaching /learning process, this research requires the viewpoint of a third partner, i.e.; EFL inspectors ,from the Middle and Secondary -School level, by using a semi-structured interview. The researcher aims to investigate the real causes of such low achievement mainly in writing skill and the sources of learners difficulties as well .

Data gathered via this triangulation were interpreted quantitatively and qualitatively . Learners questionnaire revealed interesting facts about their attitudes and motivation towards English as a language and as a subject matter.

Besides, it gave insights into their language and writing difficulties. The same research instruments have also been used to get information on pupils' understanding of writing and on the learning strategies if any, the pupils use to help themselves become more competent learners. In this case ,the results of the research indicate that pupils view writing as a way to display their language ability to their teachers. They see writing as a means of communication only when they write personal letters to a member of their family or to a close friend. It has also been found out that writing as product may be considered as a fruitless approach. On the one hand, the pupils become discouraged and uninterested in writing because they know that teacher's concern is to detect mistakes ,i.e. focusing on form and neglecting the content. On the other hand, the teacher himself will be disappointed while reading and correcting many papers having the same mistakes. Of course, to pretend that accuracy is totally unimportant would be completely wrong. Both accuracy and fluency are equally important .However, the priority given by teachers most exclusively to grammatical accuracy alone is far more important than content.

EFL inspectors for their parts assessed the teaching learning of EFL writing skill and gave invaluable guidelines towards solutions. Bearing in mind the research questions and Hypothesis set to shape and conduct this study, it appears that from the interpretations and analysis of the results ,have led the following conclusions: The most important reasons behind ,consist in the lack of coherence between teaching objectives ,classroom practices and evaluation norms ,in addition to learners 'dependence on the teacher and the inadequacy of teacher training programmes. Thus writing is neglected by both teachers and learners despite great importance in EFL learning and in learning in general.

Success in writing, therefore, is teacher' responsibility to draw learners' attention on the importance of language learning and thus ,learning how to write in English so as to become better learners and consequently fluent writers.

To overcome such erroneous view of writing ,it should be made clear for learners that writing does not operate at the sentence level only ,but goes beyond this and concerns itself with the text as a whole (form and content).Thus ,it would be wise to recommend a balance approach which combines both *product-oriented approach and process –oriented approach*. This aim may be achieved through training pupils to use writing strategies.

In effect, the strategy –based instruction is believed to help learners in three ways:

-First; it can assist students to become better learners,

- Second, skill in using learning strategies helps them in becoming independent and confident learners,

-and third, they become more motivated as they begin to understand the relationship between their use of strategies and success in learning language.

Thus ,by doing so ,the teacher would have taught writing as an end which neglect neither form nor focus on content ,but would have tried to maintain a fair balance between them to reach pupils' needs for efficient writing.

Using these research tools has enlightened the researcher on deciding the most effective strategy training. It has also been understood from the findings of the results that apart from few strategies like using bilingual dictionaries ,cooperating with peers or seeking information from teachers or peers ,the pupils do not seem to be aware of the existing strategies. This investigation helped the researcher to establish an inventory of the strategies that would best meet the needs of 3AS learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

Language Learning Strategy Training can be conducted in at least three different ways: awareness training, one time strategy training and long term

strategy training .But because of time constraint and difficulties encountered, a skill awareness and awareness strategy training supported by some activities on the most problematic areas had been opted for. The aim of this strategy training was simply to familiarize learners with the language learning strategies that will help them become not only better learners but also more skillful writers

The research results imply that training students to use cognitive and affective strategies successfully will probably help them in generating sentences, overcoming writing difficulties and controlling anxiety related to the task, but pupils will not be able to plan ,control and evaluate the writing task they are engaged in unless they learn some effective metacognitive strategies. It then appears essential to combine the three types of strategies (metacognitive ,cognitive and social/affective strategies) in a strategy-based writing instruction.

The last chapter provides alternative remedies to writing failure with a purpose to raise an awareness of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task. Moreover, it is intended to help language teachers to bring some positive changes in their methodology with respect to the teaching of writing .First of all ,in order for teachers to introduce change, in their classrooms and yield learners to improve in writing and in learning ,they have to consider learners' needs, their learning styles and strategies. They also have to frame their teaching practices according to the demand of learner-centered education, and collaborative learning and teaching. Their fundamental objectives would be to make learners improve their language knowledge and at the same time enjoy their written product.

All in all ,the perspectives pointed in the last chapter suggest that in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered. As Algeria is facing many

changes at all levels; educational is not the least important, what is needed is a sound education policy that takes into consideration syllabus design ,textbook elaboration ,learners' needs analysis and teachers' training and development. Such procedures will be achieved only when learner autonomy is promoted and teacher education development is fully implemented ;therefore ;teachers have to master the concept of development in order to bring about learner autonomy.

It should be mentioned that the researcher does not claim that these proposal are ideal ways of teaching of writing ,rather they represent an attempt to help the teacher distance himself from the traditional approach ,in fact amount to a form of continuous testing rather than teaching this skill. There is nearly always an opportunity for new ideas ,attitudes and techniques .Therefore, it is always worthful to try new methods and keep pace with results of educational research. The ultimate aim would not only to improve the teaching/learning of the writing skill, but also to introduce cross-cultural learning ,and so contribute to a global education.

This dissertation does not pretend to be exhaustive; it certainly needs elaboration .But, it is hoped to be a positive contribution to the improvement of the EFL teaching /learning in Algeria. It is also intended further research in the domain of foreign language learning and teaching by designing materials for the teaching and improvement of the writing skill, and by exploring the vital role of teachers' training and development as well as the necessity for learning strategies instruction. It is in the hands of this generation of students and researchers that lies the responsibility for introducing change in foreign language teaching /learning ,and for promoting intercultural understanding for a global education.

Eventually, what we wish to find out is whether the pupils' linguistic performance will really improve and the anxiety engendered by the foreign

language learning will diminish if we generalize the use of learning strategies to the skills of Reading, Listening, and Speaking and also if an appealing and motivating textbook that include reading texts related to the pupils' life ,interests ,levels and communicative grammar activities that encourage pupils' interaction in the target language will help learners become more proficient users of the foreign language? All these questions need to be taken into consideration in the future research.

ملخص:

ينصب اهتمام هذه المذكرة حول سبل تلقين المعرفة الاستراتيجية في مجال التعبير الكتابي، تقدم الباحثة وصفا تفصيليا حول دراسة تجريبية بثانوية بصغير لخضر بولاية تلمسان مع تلاميذ السنة الثالثة ثانوي في الشعب الأدبية الدارسين اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: تلقين المعرفة الاستراتيجية – التعبير الكتابي– اللغة الانجليزية– تلاميذ السنة الثالثة ثانوي الشعب الأدبية– ثانوية بصغير لخضر– تلمسان.

Résumé:

D'après une étude empirique, Le présent travail de recherche s'articule autour de développer des connaissances stratégiques de la compréhension écrite. Il fournit donc, un compte détaillé d'un travail de terrain sur les élèves de 3AS lettres ; apprenant Anglais en situation de langue étrangère au lycée Besghir Lakhdar ,Tlemcen.

Mots clés:connaissances stratégiques -compréhension écrite-3AS lettres - Anglais en situation de langue étrangère-au lycée Besghir Lakhdar ,Tlemcen

Summary:

The present dissertation revolves around ways of developing strategic knowledge in writing skill. It provides a detailed account of an investigation at the level of 3AS literary streams pupils ,learning English as a foreign language. It also aims to uncover the causes underling their low achievement in English in general and in writing in particular. One the basis of the results obtained from the data gathered through research tools, the researcher has suggested some alternative solutions that are hoped to alleviate the problem encountered in the skill under consideration whereby to enhance learners' writing proficiency through strategy-based Instruction.The empirical study took place at Besghir Lakhdar secondary school ,Tlemcen.

Key words : strategy-based instruction-EFL writing -3AS literary streams learners-Besghir Lakhdar secondary school.Tlemcen.

Dedications

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ABSTRACT:

The present dissertation is totally devoted to thorough study and analysis of one of the basic language skills, writing. This latter has always been regarded as the most difficult and complex skill as it involves both writing as process and writing as product.

Most teachers do agree that this skill represents a major area of difficulties for both teachers in terms of teaching it and learners in terms of learning. Because of this, the researcher attempts to investigate the EFL writing skill teaching and learning in 3AS level so as to identify the nature and sources of the pupils most common weaknesses in writing as well as to find out if pupils use any learning strategies to assist them in the course of their learning. The central belief guiding this research is the great importance that writing has in language teaching and learning at the 3 AS level. Hence its primary purpose is to identify the features of writing which make it harder than the other language skills and more susceptible to failure.

This work comprises four chapters. Each one develops on the basis of specific objectives.

Chapter one will illustrate most of the theoretical points concerning writing. It provides an overview of the writing skill in general and composition writing in particular. Most importantly, the variable such as the difficult nature of this skill, the process -product dichotomy and other equally important variables such as learning strategies.

Chapter two will describe the teaching and learning situation in Algerian secondary schools focusing on the writing skill.

Chapter three will be devoted to the empirical phase, that will be carried through various analytical tools: questionnaire, classroom observations ,interviews aiming at getting information on pupils' habits, and their feeling, attitudes towards writing and on what strategies they resort to while they write. It will strive to arrive at more consistent analysis of the EFL teaching /learning situation, with reference to the writing skill .It is based, in addition to classroom observations on different analytical tools .It will require the contribution of three partners in the teaching / learning context: teacher, learner and EFL inspectors.

Research in this chapter seeks to investigate real causes underlying learners' low achievement in writing .It aims at highlighting different facts about writing skill; the teaching of writing skill in 3AS level, the writing skill in EFL curriculum, the learner's apprehension to this skill and many other factors related to this problem, which would serve as groundwork for alternative remedies that will be dealt with in the next chapter.

Chapter four will provide alternative remedies to writing failure with a purpose to raise an awareness of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

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LIST OF ABBREVIATIONS AND ACRONYMS

AF Absolute frequency
Bac exam Baccalaureate examination (Entrance examination fo the university)
BEF Brevet d'Enseignement fundamental (Entrance examination for the secondary school in the previous educational system)
BEM Brevet d' Enseignement Moyenne (Entrance examination for the secondary school in subsequent educational system)
CAPES Certificat d'Aptitude Professionnelle d'Enseignement Secondaire
CBA Competency based Approach
CLT Communicative Language learning
EFL English as a Foreign Language
ELT English Language Teaching
ESL English as a Second Language
LLS language Learning strategies.
MBA Master of Business Administration
RF Reference Frequency
SBI Strategy-based Instruction
TED teacher education Development
TEFL Teaching English as a Foreign Language
U.K. United Kingdom
U.S.A. United States of America
1AS Première Anneé Secondaire(^{1st} Secondary –school year)
2AS deuxième Anneé Secondaire(^{2nd} Secondary –school year
3AS Troisième Anneé Secondaire(3rd Secondary –school year)
4AM Quateriéme Anneé Moyenne(4th middle school year)

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GENERAL INTRODUCTION

Since teaching English as a foreign language is of great importance in academic, professional and international domains, Algeria has brought in changes into her educational system so as to achieve the desired goals .Likewise different approaches to Foreign language teaching have been adopted since independence. Their aim is adequate teaching/learning of foreign languages among them English.

However and despite huge effort devoted for so many years at improving learners achievement in EFL, the results are still unsatisfactory.

Relying on the core of this dissertation, writing skill is taken as one of the most necessary principles on which language learning/teaching is based since most formal evaluation is done in writing.

Thus, this work aims to provide analysis of the EFL writing skill teaching and learning at the secondary school level. A case study is chosen for this research is third year secondary school level and specific stream "Literary streams " is selected. However, the choice has been narrowed to the "Literary and Philosophy stream" .This latter, is the one which shows and illustrates more failure in English and mainly in writing skill compared to other learning streams.

The choice of writing skill as the focus of study in the present work is due to many reasons. Writing is the main medium students use to answer examination questions. It is also one way of providing variety in classroom procedures and very importantly provides learners with physical evidence of their achievement, a source whereby they can measure their improvement. For the above reasons, writing has to be carefully taught in order to ensure learners awareness of and involvement in the learning process.

Nevertheless, what is actually observed is that by the end of general education and after an English learning experience of seven years in the middle and later on in secondary school, Algerian learners are unable to express themselves in English neither fluently nor accurately. A situation that arises many enquiries about the real causes and the source of learners' difficulties as well.

In essence, this dissertation aims to answer the following questions:

- **Is the writing skill adequately taught at 3 AS level ? And is pupils lack of motivation in writing due to teacher's focus in his evaluation on form?**
- **How can the weak pupils be encouraged to write? And would the teaching of writing strategies to the weak students insure their learning?**
- **And, is the students' achievement in writing related to strategy use?And at last, what strategies do they resort to while they write?**

Basically, the ultimate aim of this dissertation is to uncover the major causes of 3AS pupils 'low achievement in the writing skill. Therefore, investigation through this research will attempt to provide arguments to the research hypotheses that can strongly formulated as follows:

- ❖ the writing skill is often seen as intricate problem to student especially when they realize that it is used by their teachers as a reflective method to check whether a given language elements (component) is assimilated or not .The aim of the evaluation is text scribed with red pen that is to say the focus is on accuracy rather than the content. However to pretend that accuracy is totally unimportant would be completely wrong.

- ❖ The writing skill is neither taught nor learnt adequately: consequently third year pupils end up their secondary school education unable to write neither fluently nor accurately and this is clearly seen in Baccalaureate results .In addition ,Learners hold negative attitudes towards writing skill and lack the strategies to enhance it. Thus writing failure is more likely to result educational failure because lacking the effective strategies to compose a novice student/writer will find it difficult. Thus this apprehension may give rise to negative feeling such as anxiety and lack of confidence. The pupils will certainly benefit from an awareness of social and affective strategies such as cooperating with peers and encouraging one self.

- There is a correlation between students strategy use and achievement in writing and as weak student becomes aware of the specific strategies used to overcome writing difficulties, he will be motivated and autonomous as he will avoid the erroneous view that writing operates only at sentence level in which he is concerned chiefly with vocabulary and grammar which will block the flow of his ideas.

The research questions and hypotheses will be discussed throughout four interrelated chapters with an aim of identifying learners writing difficulties and acquainting and familiarizing them with the language learning strategies that will help them become better learners and particularly more skillful writers. To this end, teachers and learner roles have be redefined in the light of the significant changes that have occurred worldwide. Thus reform should be introduced to solve the problem.

For the fulfillment of this study, it has been necessary to go through four interrelated chapters. Each chapter has been concerned with one specific step. Starting by the theoretical part in the first one, in which the reader may get some basic definitions of key concepts related to writing and what it entails as a whole process. Thus this chapter 's aims try to define writing with its related sub skills, difference between writing as a process and as a product, its element and finally deals with students learning strategies deriving from the literature, key concepts are defined, major studies in the filed examined with the aim of enhancing reader understanding of learner writing strategies.

Chapter two of this research will be brief overview of the teaching and learning situation in Algeria. The aim is to describe the educational context with reference to the teaching/learning of the writing skill for the 3 AS learners. Therefore; the teaching of that skill will be examined. The applied teaching approach .i.e. **the Competency-Based Approach**, the official text book i.e. **New Prospects**,the teacher and the pupils besides learners needs are analyzed with reference to the officially stated EFL objectives and the syllabus designed to secondary education. This chapter will end up with a statement of some important observations on the teaching and learning of writing.

Chapter three deals with the empirical phase which aims at finding illuminative data that would guide the research. The investigative phase will be

conducted through different analytical tools: two questionnaires, different classroom observations, an unstructured interview and semi -structured interview.The first questionnaire is submitted to 3AS learners so as to be aware of the type of strategies if any of these learners use to overcome writing difficulties, the second questionnaire, on the other hand is submitted to secondary school teachers to see if they are consciously aware of strategies used by skilled writers and therefore raising learners awareness of the writing process and writing strategies that will help them improve their writing performance.This chapter,will analyse students' responses to the questionnaire and compares data to those seen during classroom observation. This is done in order to triangulate and verify the findings reported in the previous chapter on the other hand teachers questionnaire provide information on the content of writing course, teacher perception of their learners writing performance and their suggestion for change. Result will be analyzed and discussed in relation to three main point: students strategy use, writing achievement and strategy instruction. In addition to questionnaire, an instructed interview will be used to elicit and extract from these teachers ideas about what makes EFL teaching /learning and mainly writing successful or unsuccessful.Therefore,this interview will help the researcher to know more about the writing lesson,the teaching /learning problems with regard to writing as well as learners'writing performance.

Though teachers and learners constitute two major poles in the teaching /learning process, this research requires the viewpoint of a third partner i.e;EFL inspectors. Therefore, another inquisitive means will be used;a semi structured interview with inspectors from the Middle and Secondary -School level.These inspectors will be asked to give their view as evaluators and observors,specially of teachers and learners ,in the teaching- learning process. The researcher aims to investigate the real causes of such low achievement mainly in writing skill and the sources of learners difficulties as well.

Data gathered via this triangulation will be interpreted quantitatively and qualitatively .Partial conclusions will be drawn at the end of each investigative procedure before dealing with concluding remarks derived from the results of different poles of study

Using these research tools will enlighten the researcher on deciding the most effective strategy training. Hence language learning strategy training can

be conducted in at least three different ways: awareness training, one time strategy training and long term strategy training .But because of time constraint, it is more beneficial to opt for on awareness strategy training. The aim of this strategy training is simply to familiarize learners with the language learning strategies that will help them become not only better learners but also more skillful writers.

Chapter four provides alternative remedies to writing failure with a purpose to raise an awareness of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

Chapter one: Literature Review

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Notes to Chapter One

1.1 Introduction:

Writing is of great importance for foreign language learning, as it is important in learning a native or second language (1). It is essential for not only academic success but also for many jobs. In addition, in this modern age, where e-mail communication is becoming the only means of rapid communication, an ability to compose an effective written message is an indispensable skill. So writing skill must be given its rightful place in the process of teaching as the whole. For the third year learners ,it may have two requirements. The first one being short term needs in written tests and exams, and for the second one, the long term needs for further studies at university or in the job field.Thus it is essential to know more about writing as a skill(2) and how it could be taught effectively. This chapter, therefore, tries to define writing with its related sub skills, purposes, teaching norms ,learners strategies in order to have a theoretical basis which leads to an effective practice that in turn would, hopefully, lead to improvement.

1.2 Writing as a Language Skill:

Before defining writing as a language skill, it would be better to know its role.

1.2.1 Role of Writing:

To be literate in the native language implies the ability to read and write (Rivers 1968). Thus man has always a desire to express himself either orally or writing with a purpose to make himself understood.

In other words, the primary purpose of language is to communicate facts ,ideas, feeling, requests, warning and so one .However, it is worth mentioning that communication is not always found in speech but in writing as well.

Writing is very essential for academic success and required for many occupations. In the same context ,Tribble (1996) demonstrates its importance as follows: "**To be deprived of the opportunity to learn how to write …, is to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige."** (Tribble, 1996:12)

Similarly, Luo (1989) puts it this way: " **Some of you wish to be writers…while other, wish to be teachers, no matter what carrier you choose ,the ability to write is necessity in life.**" (Luo,1989:26)

The ability to write effectively in English is becoming increasingly important in our global community as communication across language becomes ever more essential. Good English writing competence is widely recognized as an important skill for educational, business and personal reasons.

After having mentioned the general importance of writing, as being one of the eloquent ways of human communication, it is worth dealing with writing as a language skill therefore what is writing?

1.2.2 Writing Defined:

Acquiring a language involves four main skills ordered according to the way they are acquired and taught i.e. Listening ,Speaking, Reading and Writing .This latter is one of the basic language skills. Yet it is called forth and last communicative skill, whether in the first or in the second language because of its relative difficulty and because of its consolidating role in language learning. In the same vein Huebner says: ":**the language skills should be presented in the following order: listening – speaking- reading and then writing".**(Huebener qtd in Milliani 1992:5).

Returning back to writing definition, the general meaning of writing in the Oxford advanced learner's dictionary (1996) "**is the activity of writing or the skill of linear sequences of graphemes in time".**

Writing, however for some authors means more than orthographic symbolization of speech. Therefore the latter i.e writing requires active thought in the sense that the writer/ learner should think about facts, organizing them according to his needs and keeping in mind his purpose. Then , think about facts he will need to select which one are relevant for his purpose and finally organizing them in coherent manner. Byrne (1988) puts it this way:

> **Writing requires some conscious mental effort: we think out sentences and consider various ways of combining and arranging them. We reread what we have written as a stimulus to further writing….the reason for this is that we are writing for a reader.** (Byrne 1988:1)

From the above definition, Byrne argues that writing is neither easy nor spontaneous in the sense that writing is almost a thinking process where number of mental operations comes into play.

Writing is a creative process which enables learners to describe facts, express their ideas and provide knowledge to an unseen audience. The essential idea is that: "**Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language."**(Badger and white, 2000:157-158)

Thus writing requires from the writer (or the learner) the mastery of conventional writing mechanics and of organizational devices to write effectively. In addition to that ,writing is a discovery process which involves discovering ideas and ways of organizing them to convey a message to the reader but the most crucial is that writing is a thinking process. It makes thought appear on a piece of paper or others and permits the revision as explained in Harris (1993:12).

> **It is almost as if the act of writing makes thought visible and tangible, this is in turn provides the opportunity for revision and refinement because the thoughts are there on the page to be worked on.**

Finally, it is important to grant greater attention and concern to the development of this skill by learners but this skill often poses some problems as it will be explained in the next point.

1.2.3 Writing Difficulties:

It has always been argued that learning to write fluently and expressively is the most difficult of the four basic skills of all language users whether the language in question is first, second or foreign language .Moreover "**writing is not speech written down since it is less spontaneous and more permanent",** Rivers (1968). Therefore, *why is writing found to be difficult skill to learn?*

Writing is difficult skill because of the mental and physical effort on the part of the writer/learner as it is an activity of transforming thought into language. In effect, Byrne (1988) explains that the difficulty in writing stems from three kinds of problems:The first one ,he called *psychological*. It is caused by lack of

interaction and feedback between the reader and writer. In the same context Rivers (1968) states:

> **When we communicate a message orally, we know who is receiving the message. We know the situation including the mood and tone it requires of us…we receive feedback from the interlocutors or audience….which makes clear that the message is being received and if it is comprehended. With spoken messages many thing are visible…which cannot be taken for granted in writing.**
>
> (Rivers, 1968: 291-292)

The second consists of *linguistic problems* .Byrne argues that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevent us from fully monitoring what we are saying in particular. However in writing, writers have to express themselves in clear and more grammatical manner in order to compensate for the absence of certain features of spoken language such *as body language; prosodic features and immediate feedback between the interlocutors*. Moreover, the writer has to handle many things at the same time *content, organization, grammar, syntax, mechanics, word choice ,purpose, audience and writing process.*

Returning back to writing problems, the third category is labeled under the name of *cognitive*. The reason is that writing has to be taught through formal instruction (3). In other words, while speaking is part of child's world since he does it naturally and without prompting, writing seldom enters naturally into his world .Tribble (1996:11) states that : "**writing normally requires some forms of instruction. It is not a skill that is readily picked up by exposure."**

Similarly white (1981) states that : "**Writing is not a natural activity. All physically and mentally normal people learn to speak a language .Yet all people have to be taught how to write."**(White, 1981:2)

All these difficulties make learning to write fluently and expressively the most difficult skill for all language users regardless of whether the language in question is first, second or foreign language.

Finally, writing is a difficult skill where the writer/ learner is required to show control over a number of variable simultaneously. Raimes (1983) puts these variables into nine categories. These components are: *content,*

organization, *grammar*, *syntax*, *mechanics* ,*word choice*, *audience*, *and writing process*. The following figure shows and illustrates the writing features which cause problems not only to native speakers but also to foreign language learners. In addition it is possible to see from this figure the interrelatedness of these components in writing

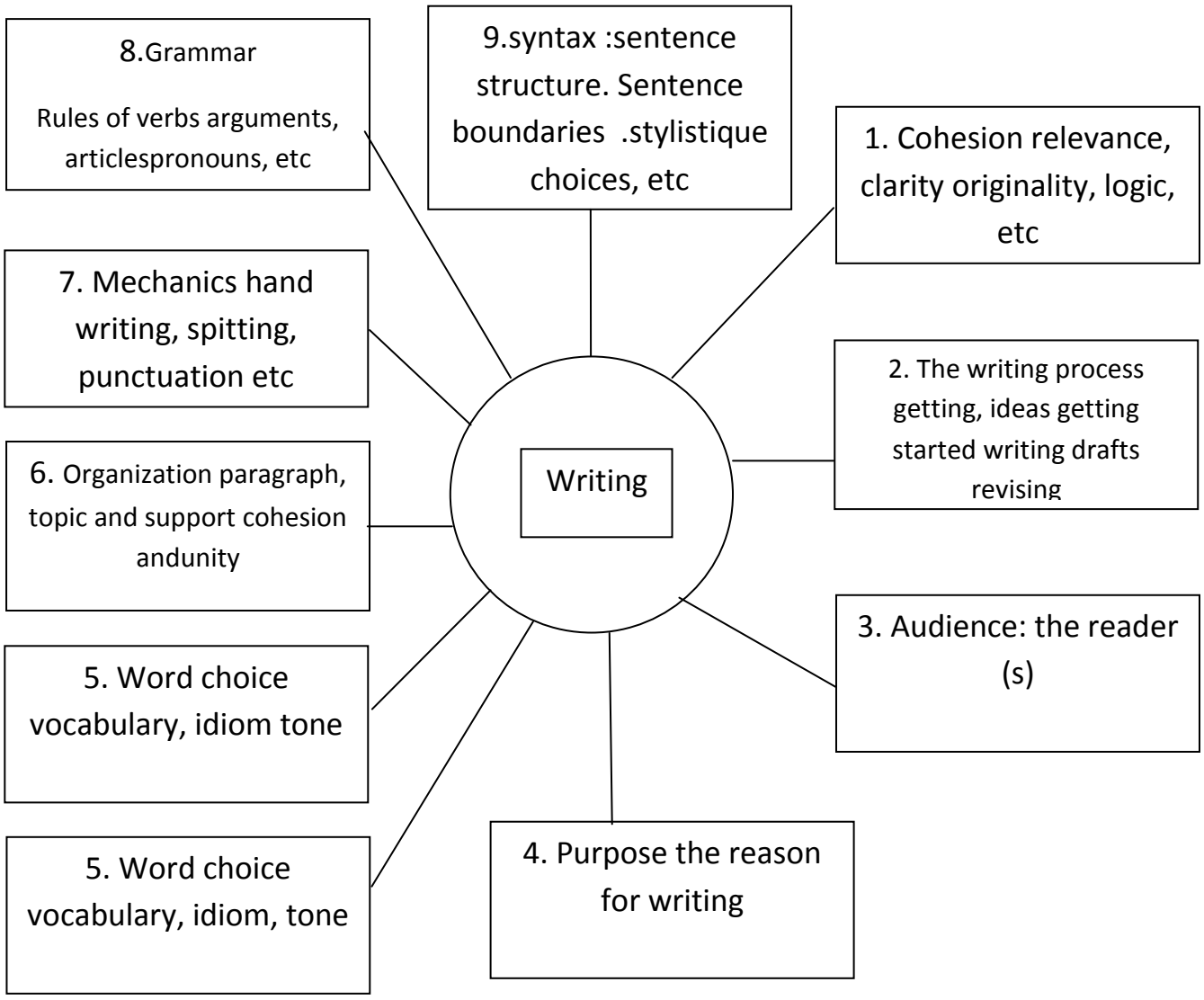


Figure 1.1 : producing a piece of writing (from Raimes,1983:6)

After having mentioned the factors that contribute to writing difficulties, it worth mentioning now writing purposes.

1.3 writing purposes:

Writing is used for a wide range of purposes; *telling stories*, *expressing feeling or reporting events*. It is also used as a means to *check whether learning*

has taken place as in everyday lessons and in exams .In addition, writing *widens learners chances to think, learn and thus develop their thinking.*

Writing has a very important role to play in language teaching and can be considered as a skill in its own right. It can also be an occasion of individualized work in large classes and through it pupils can evaluate their own achievement. *Thus, what are the main purposes of writing ?*

And, why is it important to learn it?

It is widely argued that writing is skill which must be learnt because of its importance as a communicative and as learning tool.

1.3.1 Writing for Learning

Writing is an essential part in any language teaching course. The teaching of writing therefore includes reinforcement, language development, learning style and most importantly writing is as skill in its own right. Rivers(1968) maintains that **writing plays the role of consolidating learning in other skills and is of paramount usefulness in testing** (Rivers,1968:293).

As it is needed to answer questions after reading passage or to summarize a text or write a composition on a given topic. In fact the roles of learning to write and of writing to learn are interdependent.

Using writing tasks to learning content offers students opportunities to expand their knowledge of vocabulary, to strengthen the planning ,evaluating and revising process and to practice grammar, spelling, punctuation, modes of argumentations and technical writing. Furthermore, writing can be a way to promote academic learning because of many reasons as has been pointed by kern and Harmer, writing serves to:

- *Reinforce language use and enhance understanding and memory, mainly when writing assignment is given shortly after a vocabulary or grammar lesson.*
- *Allow learners create and modify meaning through manipulation of forms.*
- *Develop learners' ability to think explicitly how to express thoughts and organize ideas in accordance with the readers' expectations.*
- *Enhance learning strategies through individual, pair or group work.*

- *Urge learners use dictionaries and grammar books as they focus on accuracy while writing.*
- *Develop learning experience as learners go through mental activities in order to write.*
- *Make learners think as they write develop their language and resolve problems which writing poses and so learners learn better.*

Kern (2000) Harmer (1998 and 2004)

From what has been stated previously, one may say that learning to write and writing to learn are interrelated. However writing is not only of paramount importance for learning but also for communicating through written discourse.

1.3.2 Writing for Communicating

Writing is basically a communicative activity where one needs not simply to write a homework assignment or composition during an exam but needs to write formal or informal letters, applications ,e-mail messages and even keeps a personal diary.

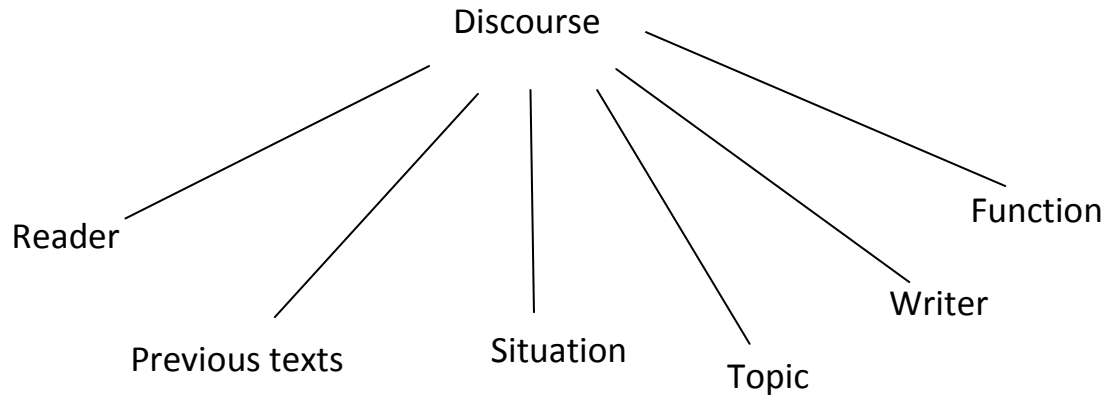
Raimes (1985:83) sustains **that "writing should be primarily a means of communication"**. Harmer (2001) notes further that **when teaching productive skill the focus should be on communication and so activities with no communicative ends are not of productive skill category**. Likewise, the writing of sentences to practice *a grammar points* is not writing skill activity. So writing has to convey information to a certain purpose of given audience .Otherwise, it is but a mere graphic symbolization of speech and writing therefore, is not a language in the form of conventional visible marks or graphic signs on a surface. In order learners to communicate effectively, they have also to become aware of the basic principles of discourse.*So what is meant by writing as Discourse?*

1.4 Writing as Discourse

The term discourse refers to language that is produced as an act of communication. It is then related to the term "text" which refers to any written record of a communicative event, the event itself may involve spoken or written language (Nunan, 1993).

While linguistic knowledge account for the writer's ability to combine words into correct and meaningful sentences, discourse knowledge allows him to combine and develop sentences into larger units to express complex thoughts and ideas. For this reason, learners should become aware of how discourse works in English, as well as develop number of strategies in conversation and in writing. Hedge (2000) notes that "**the various abilities needed to create coherent written text or conversation and to understand them, have together been termed discourse competence". (Hedge,** 2000:51-52).

Paying attention to discourse, one may provide clearer description of discourse units in terms of *cohesion, coherence, text structure, rhetorical organization* according to text type(4) and to the difference between written and spoken discourse.



Text

- Cohesion
- Coherence
- Tropical structure
- Style registerRhetorical choices

Diagram 1.1 discours contraints

It is proper to consider the relationship between writing and other forms of written and spoken discourse which is writing and speaking.

1.4.1 Writing and Speaking

Speaking and writing represent discourse in its spoken and written modes respectively, however they differ in many respects.

It has been argued that learning to write fluently and expressively is the most difficult of the four basic skills of all language users, whether the language

in question is first, second or foreign language. Part of the difficulty of learning to write is said to be due to the difference between spoken and written discourse. Moreover **"writing is not speech written down since it is less spontaneousand more permanent** (Rivers 1968:291) .For this reason the conventions of writing tend to be less flexible than those of the conversation and the language tends to be standardized. The goal of written language is to convey information accurately, effectively and appropriately and to do this, written language has to be more explicit than spoken discourse.

Brooks and Grundy (1990), Harris (1993) and Harmer (2004) have noted different aspect of divergence between speaking and writing .These are summed up in three main ways:

- **Situation:**

The act of writing differs from that of speaking in that it is less spontaneous and more permanent. In other words, speech is seen as the language of immediate and direct communication while writing as a way of making delayed contact at a distance, not face to face interaction between the reader and writer. Unlike speakers, writers have to compensate for the lack of paralinguistic features such as stress-gestures to convince the reader by the use of grammatical and stylistic techniques such as question marks, exclamation marks, underlining and using Italics. In addition writers need a plan and careful selection to attain effective communication as opposed to speakers who can correct, repeat or add when necessary since the interaction and the feedback are immediate.

***Grammatical Choices**

Typical grammatical choices are different. In writing the writer relies on the use of conjunctions and cohesive ties and his writing generally consists of fully developed sentences while speech is often made up of words and phrases rather than complete sentences.An example of condensed question can be illustrated as given by (Harmer, 2004), as follows:

Speech	*Writing*
Biscuit?	Would you like a biscuit?

*** Lexical Density**

Another important difference between speaking and writing concerns lexical density: that is the proportion of content words to grammatical or

function words used. In speech the information is conveyed in many more words as there is lot of repetition. In addition, certain grammatical features are less common in writing than in speech as the use of contracted forms and tag - question which are common to speech than in writing. Halliday (1990) also shares the idea that "**relative to each other, written language is dense spoken language is spare** (Haliday, 1990:62). Thus the written language i.e. text has more content words than grammatical words.

Nevertheless, writing can also be used in informal way: letters, shopping lists, messages where a lot of modern electronic writing is said to include aspect of both conversation and prose to convey messages.

Examples: (cu/8r) for see you later.
(j4f) for just for fun
(Crystal: 2001:85)

In short, while writing is acquired through a formal and a through instruction and takes time to convey a message effectively and explicitly, speaking is spontaneous, obeys no strict rules to be meaningful, may be combined with body gestures or facial expressions to convey the message and receives immediate feedback.Speaking and Writing are thus interrelated, though similar they can be considered divergent skills. On the other hand reading and writing though different, can be considered convergent skills.*Thus ,what is the relationship between reading and writing ?*

1.4.2 Writing and Reading

Reading and writing are said to be two skills that mirror each other, and they ought to be taught in a such a way as to complete each other. The fact is that they are so complementary skills that one serves the other.

Kern (2000) indicates seven points of similarities or convergence between reading and writing as literary skills that are summarized as follow:

a/ Interpretation: the writer interprets the world and the reader then interpret the writer's interpretation in terms of his own conception of the world.

b/ Collaboration: writers write for an audience even if they write for themselves .Readers, in turn contribute their knowledge and experience to make the writer' s text meaningful.

c/ Convention: how people read and write is governed by cultural conventions that evolve through use and is modified for individual purposes.
d/ Cultural knowledge: reading and writing function within particular systems of attitudes, beliefs ,customs, ideals and values.
e/ Problem solving: reading and writing involve figuring out relationships between words, between larger units of meaning and between texts and real or imagined worlds.
f/ Reflection and self reflection: Readers and writers think about language and its relations to the world and themselves.
g/ Language use: reading and writing requires knowledge of how language is used in spoken and written context to create discourse.

(Kern 2000: 16-17)

Although reading and writing represent two different language skills, the former is decoding / receptive while the latter, is encoding / productive, they are so closely connected that many teachers assume that good writer make good learners. Krashen (1985) makes clear this notion in the following quotation:

> **Reading is good for language: it promotes better spelling, better writing skill higher reading comprehension and a more advanced vocabulary.** (Krashen 1985 qtd in Bouamrane 1997:1)

All educationists agree, then, that there is a correlation between reading achievement and writing ability and that efficient reading is a perquisite for success in writing. Yet Hedge (1988) claim that**" reading is necessary and valuable but it is not sufficient** and that "…**in order to become a good writer a student needs to write a lot** (Hedge, 1988:11).

Nevertheless integrating both writing and reading during each pedagogic unit in the language learning syllables is widely believed to increase proficiency in writing and so it needs to be enhanced by the teacher.

1.5 Writing and Culture

The relationship between language and culture has been a topic of debate for many decades. Culture is commonly defined as a set of rules and patterns shared by a given community. Specialists claim that every language is rooted in the culture of its speaking community.

Nowadays it has become important field of research in second and foreign language learning, with an aim to promote cultural understanding. It is now maintained that learning to understand a foreign culture helps learners use words and expressions more skillfully and more appropriately. For that reason, teacher has to draw his learner's attention to the cultural implications of language learning since "**language cannot be separated from the culture in which it is deeplyembedded" (**Rivers 1968:315).

Cultural differences that exist between languages affect learner's interpretations and comprehension of reading texts and are thus likely to affect then written products. Moreover ,

> "**Once we accept that learners bring with them a whole range of cultural experiences and first language skills, then we can begin to build on what they know instead of incessantly reminding them of what they don't know** ". (Prodromou 1992:49).

All in all, since learning a language involves more than learning the pronunciation, vocabulary and grammar; the language teacher should, right from the beginning, encourage the thinking of learners so that they become conscious of such difference while listening, reading or writing Liebman (1992:157) highlights this point stating:

> **If ESL writing teachers want their students to succeed in a variety of academic writing task, they must become aware not only of these different forms but also of differences in instructional background. It is not enough to determine what will be expected of ESL student….we must also determine what these student's prior experiences are.**

After having seen the close relationship between writing and culture, it is necessary to know the written language elements that are the different variables that contribute to the effectiveness of any written products.

1.6 Written Language Element

Writing is an extremely complex activity in which the writer (or the learner) has to master different variables simultaneously. Nunan (1991) posits that successful writing involves :

- **Mastering mechanics.**
- **Mastering and obeying conventions of spelling and punctuation.**
- **Using the grammatical system to convey one's intended meaning.**
- **Organizing content at the level of paragraph and complete text to reflect given/new information and topic.**
- **Polishing and revising one's initial efforts.**
- **Selecting an appropriate style for one's audient**

(Nunan, 1991:37)

Writing, therefore is not a skill that can be picked up by exposure, it needs to be taught through formal instruction starting from Graphological Element which includes: *spelling, punctuation, Handwriting and layout* to Rhetorical Elements which is composed of *grammatical knowledge, lexical knowledge, cohesion and coherence.*

1.6.1 The Graphological Elements

Writing sub skills: Handwriting, spelling, punctuation and layout have to go hand in hand with the writing process. Learners need to be aware of the importance of these clues to teach organization of a paragraph or of longer compositions.

I. Handwriting

Handwriting is a very personal matter. It plays great importance to make the writer's output clear to the expected reader. Learners have to know that bad handwriting may influence negatively the reader or exam corrector; this is why they should learn how to improve it. Although more and more communication takes place through computers, handwriting is still important for personal letters, written assignments (homework) and mainly for exams (Harmer, 1998 and 2001). Even when Handwriting is not the main concerns and focus of writing, the teacher has to point to the importance of a clear legible handwriting and the best way to improve handwriting is through copying.

II. Spelling

It is generally admitted that the mastery of writing system includes the ability to spell. Since poor spelling can not only promote ambiguity but creates a bad impression for the reader's expectations. In the same context Ourghi (2001:79) states that:

Readers generally wish to have the primary meaning readily available to them without serious difficulties in

> **decoding and encoding written symbols. Thus correct spelling is a part of language awareness since it takes into account the need and expectation of the readers of clear and legible writing.**

Like punctuation, spelling differs from formal (job application) to informal (a short message to a friend) writing. One of the reasons that spelling is difficult for learners is the absence of complete correspondence between the sound of a word and the way it is spelt. Harmers (2004:46) explain this as follows:

> **learners of English need to be aware about how we use different spelling to distinguish between homophones (words that sound the same but spelt differently) such as "threw" and "through", pair of words that sound identical like sun and "son" are immediately differentiated in writing.**

As the responsibility for ensuring an adequate mastery of spelling should be the shared concern of both teacher and the learner. On the one hand, it is the teacher's task to provide help and guidance through rules by giving student words formations exercises or making them listen to series of words which share the same sound.E.g. plane –plain, name-main, sum/some, etc.

On the other hand, it is the learner's task to consult a dictionary for guidance and for the purpose of drawing attention to mistakes rather than correcting them should be encouraged. Besides that, one may stress the importance of reading to develop writing ability since this later could only be achieved through the amount of exposure.i.e. reading for pleasure. According to Harmer (2004):

> **The best way of helping students to learn how to spell is to have them read as much as possible. Extensive reading helps the student remember English spelling rules and their exceptions.** (Harmer 2004:47)

To conclude, it is worth mentioning that to be able to spell correctly, the student needs to have both phonological awareness i.e to cope with regular spelling pattern and good visual awareness to cope with exceptions.

Thus what about punctuation?

III. Punctuation:

As it has been stated earlier, writing is only effective if it is constrained by rules and conventions. Thus using punctuation correctly is also an important skill. According to Harmer (2004):

> **Many people judge the quality of what is written not just the content, the language and writer's handwriting but also on their use of punctuation. If capital letters…are not used correctly this can not only make negative impression but can of course also make a text difficult to understand.** (Harmer 2004:49)

This means that punctuation helps not only the writer to communicate both accurately and elegantly but guides the reader to make sense of what the writer wants to convey as well. Hence inaccurate punctuation can not only affect meaning but destroy or distort communication. Initially, learners have to know that punctuation marks /devices are not decorating the written texts and are rather bringing in and influencing meaning. Halliday (1989:33-34) defines the function of punctuation into three main ones:**"Boundary- Marking, status marking and relation marker."**

a/ Boundary marking serve to separate units of grammar i.e. sentences clauses, phrases, words and morphemes from each other. It is generally admitted that sentence boundaries are marked with capital letter at the beginning of the sentence. "Coma" "colon", "semicolon" for words, clauses and phrases.

b- Status marking: indicate the speech function of the sentence. Is it statement, exclamation, question, or quotation?

c/ Relation markers: which set up a close link between units of a sentence. This includes: "hyphen" "dash" "parenthesis," the apostrophe" etc.

Therefore, if one produces a piece of writing, he should take these into account in order to get his message across. All in All, the learner needs to learn the graphic system and be able to spell and punctuate accordingly." **Good writing implies a knowledge of convention of the written code "(**Rivers and Temperley 1978:264), "as well the **ability to use them"** .(Heaton 1985:138).

> ***"Neatness and accuracy in writing have an aesthetic value which discloses the extent to which the writer values writing and values the reader"***
>
> **(Winch and Wells 1995: 85).**

On the whole, principles of punctuation differ from one language to another, that's why EFL learners need to have this knowledge for two reasons: The first is to be able to write comprehensively and second for their reading skill.

IV. Layout

Writing letters ,e-mail, newspaper articles or advertisement is not the same because the layout differs according to the writing genres. This is why learners must be made familiar with these differences. The teacher therefore could engage pupils in drawing conclusions about the differences in layout existing between the various text types. (4)

1.6.2 The Rhetorical Elements

After having dealt with the Graph logical elements, now it is the turn to speak about the rhetorical elements. These concern all the devices needed in writing so as to produce a text in which all sentences are organized into a coherent whole. The purpose from such organization is to help the writer to fulfill his communicative purposes.

Tadros puts it this way: ***Rhetoric, in this sense, refers to all the techniques by which the writer organized sentences into unified paragraph in order to communicate.*** (Tadros 1980: 220)

Hence, it is possible to look at these rhetorical elements under three headings:logical, grammatical and lexical devices.

I. Logical Devices

Known as logical connectors, transitional words or phrases. They are also called, linking devices, cohesive devices, connecting words, linking words (Pincas 1982),(Byrne 1988).

They are words or phrases which serve to show the relationship between ideas. Moreover they help the reader or writer move from one sentence to another or from one idea to another in the same sentence or in different sentences.(see appendix A).

On the whole, it is through the use of such devices that the writer can make his message across and also make the relationship between sentences and paragraphs clear to the reader.

II. Grammatical Devices

The function of these devices (connectors) is not logical but grammatical. Thus such devices are very important for the coherence(5) and cohesion of a text. According to Tadros (1980:223) **Such connectors are referential or anaphoric that is, they refer to a word or phrases mentioned previously.**

Hence, it is those which signal relationship between sentences by means of anaphora (6) or cataphora referencing.

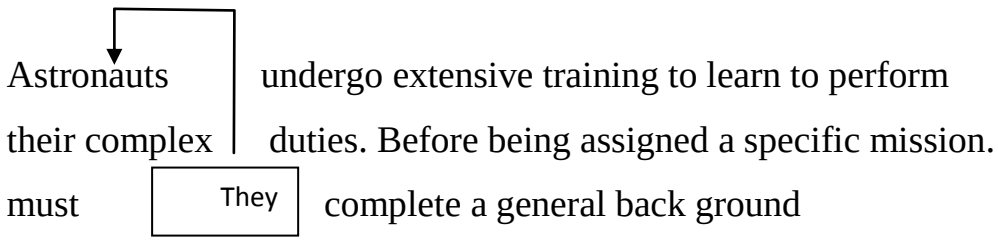
III. Lexical Devices

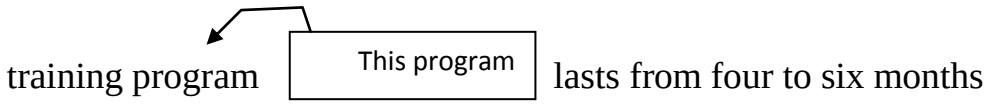
Lexical devices or lexical relationships are a way in which sentences are linked together. This means the links between words themselves.

> **The term lexical connectors refer not to a special class of words, but to various devices that employ pairs of related words to link one sentence (or one part of sentence) with another** (Tadros, 1980: 223)

Furthermore, there are many ways in which the choice of words and expressions can unify a piece of writing because of the similarity in meaning among them. The chief ways are:

- Repetition of key words.
- Use of synonyms or antonyms.
- Use of an expression with slight change in the wording to avoid repetition,
- Repetition of the same base word in different form
- Repetition of an expression but with a slight change from singular to plural or vice versa.





(Adapted from: think it over: 205)

1.7 Writing a Process and Writing as Product

1.7.1 Writing as Process

Writing *is n*ot merely putting and producing a sequence of unrelated sentences. On the contrary, one has to organize ones ideas in such a way that they can be understood by a reader. Furthermore, one has to master the written form of the language and to learn certain structures which are important for effective communication in writing.

In this context Raimes(1983:11) states:**"Writing means ,a connected text and not just single sentences that writers write for a purpose and a reader, and that the process of writing is valuable learning"**

In the same vein, writing requires some preparation, that is, the different stages that the writer goes through to produce final written text. How long the writer spends on this preparation and what he does largely depends on his reader, his purpose, the content and writing situation. Hedge (1988) puts it this way:

> **Before putting pen to paper, the skilled writer in real life considers two important questions, what is the purpose of this piece of writing?...[and]... who am I writing this for?**
>
> **(Hedge, 1988: 212)**

Raimes (1983) also makes a list of steps which should be followed by pupils while writing:

- **Identify why they are writing?**
- **Identify whom they are writing for?**
- **Gather material through observing, brainstorming, making notes or lists, talking to others and reading.**
- **Plan how to go about the task and how to organize the material.**
- **Write a draft.**
- **Read the draft critically in terms of its content.**
- **Revise.**

- **Prepare more drafts and then a final version.**
- **Proof-read for errors.**

(Raimes, 1983:21)

Therefore writing as a process depends on:

- **Who you are writing to / for (reader).**
- **Why you are writing (purpose).**
- **What you are writing (content).**

(Brown and Hood, 1989: 6)

Before speaking about the writing process in detail, one should refer to Tribble's definition, He defines it as follows:**This means where by a text is produced. It includes all of the preparatory work a writer does before beginning writing, as well as the work that he or she does while writing and during revising and editing.** (Tribble, 1996: 161).

It is generally, recognized that competent writers do not produce final texts at their first attempt. Moreover, when planning, writers have to think about three main issues: in the first place they have to consider the purpose of their writing since this will not only influence the type of text they wish to produce but the language and information used as well.

In the second place, they have to think of the audience they are writing for since this will not only influence the shape of writing for instance, *letter of application, letter to a friend*, but also the choice of language whether formal or informal. According to Markel (1988): ***Knowing the audience is a good idea because it forces the writer to be specific as possible*** **(Markel 1988 inKhattak 1993:40).**

Thus, readership awareness helps not only the writer to select the content, that is what to say, but the appropriate style as well. In other words to be coherent, the text needs to make sense to the reader. Hamp-Lyons and Heaseley (1987). Usefully divide the cooperative principles into the following criteria:

> ***Clarity:*** where the writer has to make everything clear to the reader but has not to give more information than necessary.
>
> ***Reality:*** the writer has to assume that his reader knows how the world works and does not need to know everything, but

to be sure to tell them only the things felt they are unknown to them.

Relevance: the writer keeps to his topic and his purpose of writing and the last one is Honesty: where the writer has to state only what he can provide evidence for.

(Hamp-Lyons and Heasley (1987; 1992: 105)

Returning back to the three main issues that the writers have to think for when planning, the third point requires that the writers have to consider the content structure of the piece that is how best to sequence, organize the facts or arguments that they have decided to include. Writing, therefore, is a long and often painful process, in which the final text emerges through successive drafts. In the light of this, Byrne (1988) states: **We may even write several versions of a text before we are satisfied with the result**. (Byrne 1988: 1)

So, what is meant by drafting?

(i) Drafting

The drafting stage is where the writer really begins writing. Harmer quotes: **We can refer to the first version of a piece of writing as draft. The first go at a text is often done on the assumption that it will be amended later.** (Harmer 2004: 5).

As result, the most important thing at this stage is to get words on to the paper; it is not the time to worry about spelling, grammar, punctuation or best organization, i.e. structure. Besides that, in the process approach, the focus is first on quantity rather than quality. During this stage, writers simply get down as many ideas as they can in any order i.e. the writers, therefore, concentrate on ideas and content rather than expressions. The next stage is Labeled ,Editing.

(ii)Editing (Reflecting and revising)

Editing is the stage where the writer organizes his ideas according to the topic and begins with what he and his reader know and then introduces new information. Moreover, the revising stage is where the writer checks that he has said, what he wanted to say and said it in clear and appropriate way.

> ***Revising might take place while you are drafting or after you have finished a draft (your first, second or twentieth draft)*** **(Brown and Hood 1989: 20)**

> ***Writing is a medium where there is time to reflect, to rethink to use language as way of shaping thought. (*****Crystal 1997: 257)**

All in all; the revising stage is the most important in the writing process. It involves checking that the content and purpose are clear and are appropriate for expected reader. However, it is not only a matter of checking spelling, punctuation and grammar, it involves also arranging, changing, adding, leaving out words and so on, Successful writers need to be able to make appropriate choices from the language system and to match their text to their readership in a way which ensures maximum impact.

> ***Texts are shaped as much by the writer's sense of characteristics of their readers as they are by the writer's own characteristics*** **(Brooks and Grundy 1990: 20)**

It is worth mentioning that for more effective revising, the writer has to proofread his work by asking some one else to read it and comment on it. In the light of this, Harmer states: ***Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion.*** (Harmer 2004: 5)

He adds: ***another reader's reaction to*** **a** ***piece of writing will help the author to make appropriate revisions…one way of encouraging drafting, reflection and revision is to have students involve in collaborative writing.*** **(Harmer, 2004:** ***5)***

Therefore, getting students working together in pairs or groups on a piece of writing is very important where they can respond to each other, making suggestions for change and thus contributing to the success of the finished product. (white 1987).

(iii) Final Version

After writers have edited their drafts making the changes whenever necessary, they produce their final version. This latter may look considerably

different from that or both the original plan and the first draft since things have been changed in the previous stages. Thus,during this stage, the writers are ready to edit their product to their intended audience. (see Appendix B)

It is thus possible to say that the writing process requires prewriting, revising and editing approximately in this order. The writing stages can be outlined as fallows

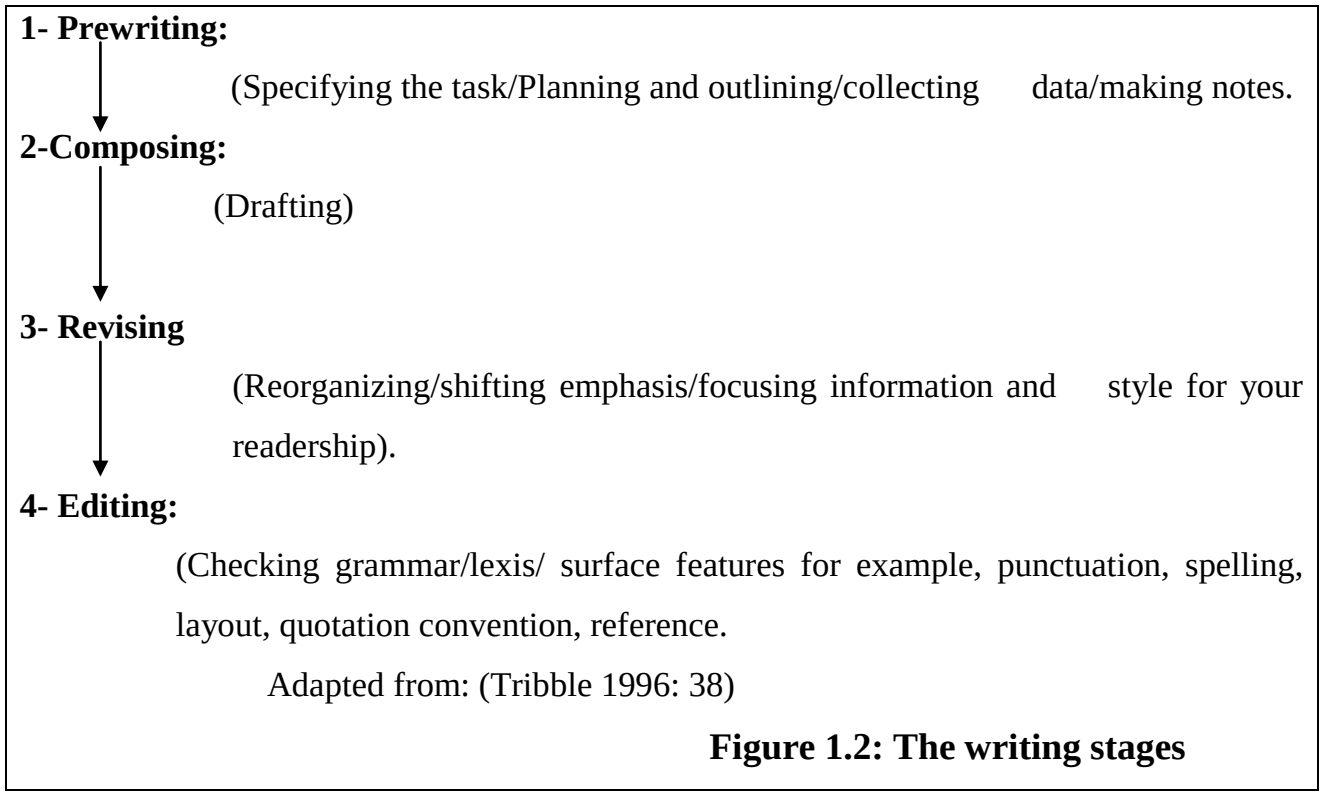


Figure 1.2: The writing stages

However, this simple linear model of writing process has been criticized by a number of researchers .They have described the process of writing as recursive and complex. (Zamel 1983, Raimes 1985).

By recursive they mean that writers can look backward and forwards to refine what they have done. In this context Larsen Freeman (1987) writes:

> ***Investigation of the writing process has determined that composing is not linear process of first think, second plan and third write as it has been described but rather a recursive one. Writers begin to write; they stop, go back, reread what they have written and usually even revise it***

> ***before they resume writing. As such writing is not thought so much to be process through which one reports one's thoughts, rather, it is a way writers explore and clarify their thoughts and even discover new ideas.***
>
> **(Larsen Freeman, 1987: 7)**

Similarly Raimes (1985) states:

> ***Contrary to what May texts books advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while a writer's product, the finished essay, story or novel - is presented in lines, the process that produces it, is not linear at all. Instead it is recursive.***
>
> **(Raimes*1985:* 229)**

By recursive, they meant that writers not only plan, draft, edit but often replan, redraft and re-edit. On the whole, one may say that writing as process requires both revision and rewriting. Revision means seeing again, rewriting means writing again i.e. writers think again,see again and write again (Keh, 1990).

The following figure will show the whole process, not fixed sequence but as dynamic and unpredictable process.

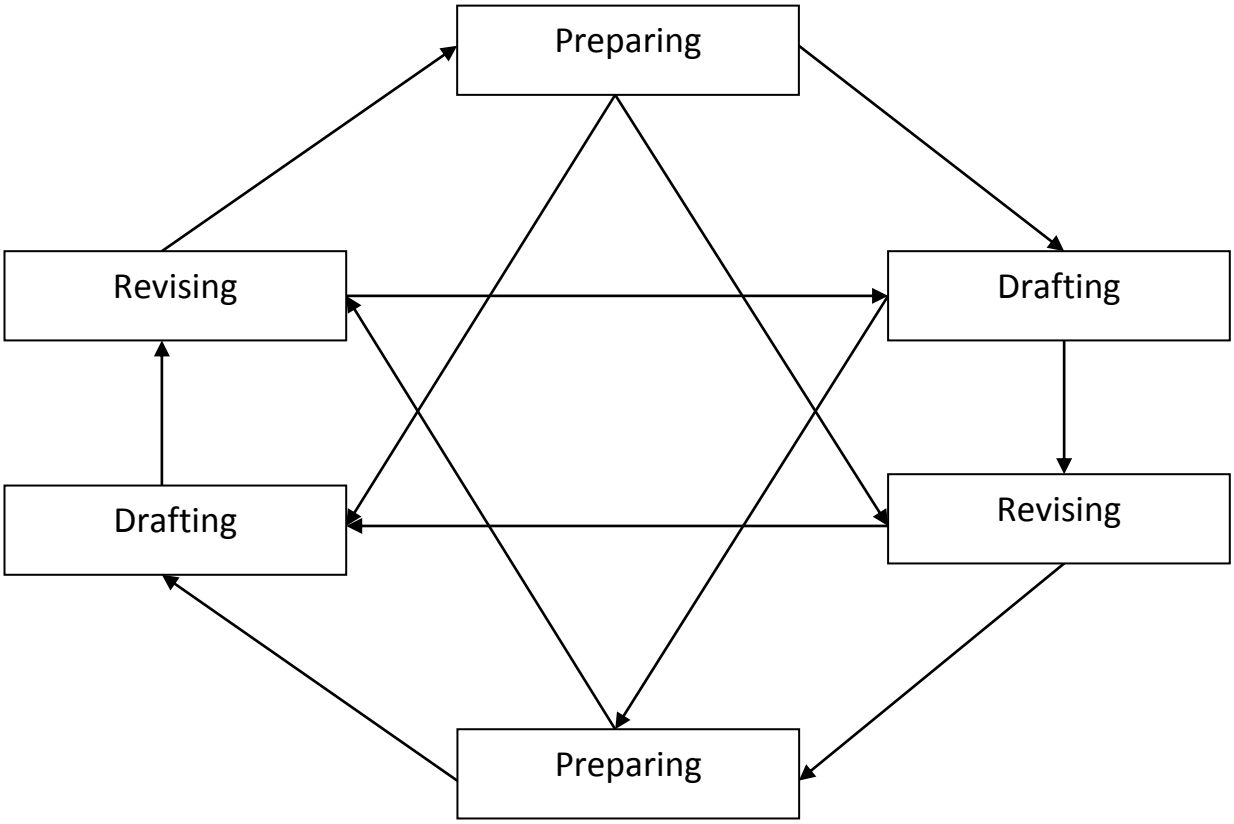


Figure 1.3: The whole process of writing (Brown and Hood 1989: 6)

1.7.2 Writing as Product

In language teaching and second language acquisition research, the product/process distinction is sometimes made between completed acts of communication or language output i.e. product, and the abilities and skills used in producing them i.e. process. For instance, letters, composition and essays are examples of the products of writing. While in order to write an essay, as an example, a number of processes are involved such as: collecting information, note taking, outlining, drafting, and revising. In this respect Harmer (2001) states:

> ***In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing…pay attention to the various***

> ***stages that any piece of writing goes through. By spending time with Learners on pre writing phase, editing, redrafting and finally polishing their work…*** **(Harmer 2001: 257).**

Therefore language teaching is concerned both with product and with underling process. The main concern of a product oriented approach to the development of writing is the use of classroom activities, in which the learner is engaged in imitating, copying and transforming models of correct language.

Thus one may say that learners need models to imitate, to copy and they still need transforming models, for example, carrying out sentences so as to get a paragraph from **c**ue words and from models of various sorts, this of course demands grammar knowledge because, **"The *grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of grammar would lead to a serious limitation on the capacity or communication."*** **(Wilkins 1976: 66)**

In addition, one of the biggest problems in teaching writing is that the learner must have facts and ideas to write. These must be manifested in the form of grammatical English sentences.

To conclude, learning to write is a step by step process where some mastery at one level is necessary before the students precede to the next level. The first step is learning the basic sentence patterns. The next step is learning to master them, the last step involves developing cohesive paragraph and multi paragraphs, i.e. text that adhere the English rhetorical rules, In this respect Byrne (1988) states:

> ***Any piece of writing is an attempt to communicate something that's the writer has a goal or purpose in mind that he has to establish and maintain contact with his reader, that he has to organize his material and that he does this through the use of certain logical and grammatical devices.*** **(Byrne, 1988: 14)**

A product approach concentrate, therefore, on ends rather on means focusing on form and structure of writing rather than on how writers create writing that has form and structure.

1.8. Learning and Writing Strategies

Second language learning researchers have stated that language is closely linked to human behavior and personality and that **learners differ in their cognitive style and learning styles as well as in their learning strategies** (Richards and Lockhart 1996:56). Hence without going any further it is worth defining learning strategies and how should be categorized.

1.8.1 Learning Strategies Defined:

As having mentioned by Wenden (1986), there is an old proverb which states: **"Give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time"**. Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning. Yet what is meant by the term strategy?

In general, a strategy is a tool, plan, or method used for accomplishing a task. Although used by many prominent writers (such as Rubin,1975; O'Malley *et al*, 1985; Oxford, 1990) the term strategy is not without its controversy. Consensus is not assisted by some writers' use of conflicting terminology such as learning behaviours (Wesche, 1977; Politzer and McGroarty, 1985), tactics (Seliger, 1984) and techniques (Stern, 1992) more or less (but not always exactly) synonymously with the term strategy. Larsen-Freeman and Long (1991, p.199) opt for the term strategy since, as they point out, Rubin (1975) used it "in perhaps the earliest study in this area and it enjoys the widest currency today". For this reason, strategy is the term which will be used for the purposes of the present work And a learning strategy is sometimes refered to as tactics, potentially conscious plans, problem solving or language learning behaviors. However one commonly technical definition says that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations.

Rubin (1975, p.43) provided a very broad definition of learning strategies as "**the techniques or devices which a learner may use to acquire knowledge".** In 1981 (pp.124-126) she identified two kinds of learning strategies(7): those

which contribute directly to learning, and those which contribute indirectly to learning. The direct learning strategies she divided into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), and the indirect learning strategies she divided into two types (creating opportunities for practice, production tricks.

Similarly Weinstein and Mayer (1986) define learning strategies as follows:

> **Learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to affect the learner's motivational on affective state or the way in which the learner selects acquires, organizes or integrates new knowledge**
>
> (Weinstein and Mayer 1986:315)

The above definition stresses the facilitating effect of learning strategies. It implies also that the use of them is conscious and that it may include selecting organizing, or elaborating new information during the acquisition stage.

Few years later, Rubin (1989) defines learning strategies as being: ,"**A set of operations used by the learner in order to process the target language to store in his/her long term memory and to retrieve it when needed"**. Rubin focuses on the getting, the storing and the retrieving of the new information process. In the same year (1989) Wenden underlines the fact that learning strategies are used to help learners control and organize their effort in learning and these later should be part of any learning program and this is for the purpose of making learners more autonomous. Tarone(1983:9)defines a learning strategy as "**an attempt to develop linguistic and sociolinguistic competence in the target language".**The goals expressed by Tarone in this definition are;to attain various cometences in the target language ;mainly linguistic and sociolingustic ones. Wenden ,on the other hand, puts it this way:

> **Learning strategies are mental steps or operations that learners use to learn new language and to regulate their efforts. They are one type of learner training content that**

should be included in plans to promote learner autonomy. (Wenden 1989:11)

Learning strategies are defined by O'Malley and Chamot (1990, p. 1) as **"special thoughts or behaviors that individuals use to comprehend, learn, or retain new information".** Oxford (1994, p. 1)also defines them as **"actions, behaviors, steps, or techniques students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the L2".**

There are a number of different names and classification systems for learning strategies .There are few "rights" and "wrongs" in learning strategies taxonomies, but specific ways of organizing the strategies can be useful for different teaching situations.(appendix E)

1.8.2 Characteristics of Learning Strategies :

To complete the general definitions of learning strategies, it would be interesting to include the following characteristics based on learners strategies research made by Wenden (1989) and oxford (1990).

- Learning strategies are steps taken by the learners to improve their learning.
- Learning strategies are important as they help learners become more self directed so more autonomous.
- When learners use learning strategies, they usually develop better communicative abilities (communicative competence)
- Learning strategies do not deal with the cognitive function only but they deal with metacognitive functions like organizing or planning and social ones like cooperating with others or asking question for clarification or verification.
- Some learning strategies like reviewing well or analyzing words or expressions are used consciously, other, like guessing or predicting content of passage can become automatised through training.
- Some strategies can be observable as when learners ask question to clarify something they do not understand, others can not be observed.
- Unlike learning styles, strategies are flexible, that is adaptable to a specific task. Ineffective strategies can be changed or adapted to new situation or tasks.

- ❖ They are problem oriented that is learners use them in response to different kinds of problems like guessing the meaning of unknown words from context or encourage, oneself when loosing self confidence.
- ❖ Learning strategies can be taught and teachers should be informed about their value and usefulness and thus should include stategy instruction in their programme.

All in all ,learning strategies are aids(devices)that should be taught to learners so they cann assist them to better understand the target language input,to accomplish any task or solve any problem.A learner who uses language learning strategies is in better position to become a more successful and less anxious learner.

1.8.3. The Importance of Learning Strategies:

After having mentioned their characteristics it is better to shed light on their importance .Learning strategies can be taught and teacher should be informed about their value and usefulness and thus should include strategies instruction in their program.

Strategy-based instruction(8) includes the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation. Teachers may conduct strategy-based instruction by starting with established course materials,then determining which strategies to insert and where; starting with a set of strategies they wish to focus on and design activities around them; or inserting strategies spontaneously into the lessons whenever it seems appropriate (e.g., to help students overcome problems with difficult materials or to speed up the lesson).

All in all, Learning strategies are aides (devices) that should be taught to learners so they can assist them to better understand the target language input to accomplish any task or solve any problem. A learner who uses language learning strategies is in a better position to become a more successful and less anxious learner .Different learners have different types of strategiesfor successful learning and these types can be arranged into three categories: Meta cognitive, cognitive and social (see Appendix E).

1- Metacognitive Strategies: these are skills which are used for planning supervising and assessing the learning activity. Some of these strategies are directed for selective attention, self monitoring and self reinforcement. The metacognitive model of learning consists of four metacognitive processes planning monitoring problem solving, evaluation (Chamot et al 1999:11). In fact they refer to knowledge about cognitive process which may include application of thoughts about the cognitive operations of oneself or others and regulation of cognition i.e. planning ,monitoring and evaluating.they have been defined in this way by O'Malley and Chamot:

> **Metacognitive strategies involve thinking about the learning process ,planning for learning,monitoring of comprehension,or production while it is taking place;andself evaluation after the learning activity has been completed.(O'Malley and Chamot;1990:8)**

In other words metacognitive strategies includes three strategy sets:arranging and planning your learning,centering your learning and evaluating your learning.they are represented in this way:

Metacognitive: A/centering your learning
B/ arranging and planning your learning
C/evaluating your learning (Oxford;1990:136)

Learners receive too much input at the same time;unfamiliarvocabulary,new grammar rules,different writing systems,target language social customs but they usually do not know how to handle all this new material;therefore they need to use metacognitive strategies in order to organize,regulate and control their learning.

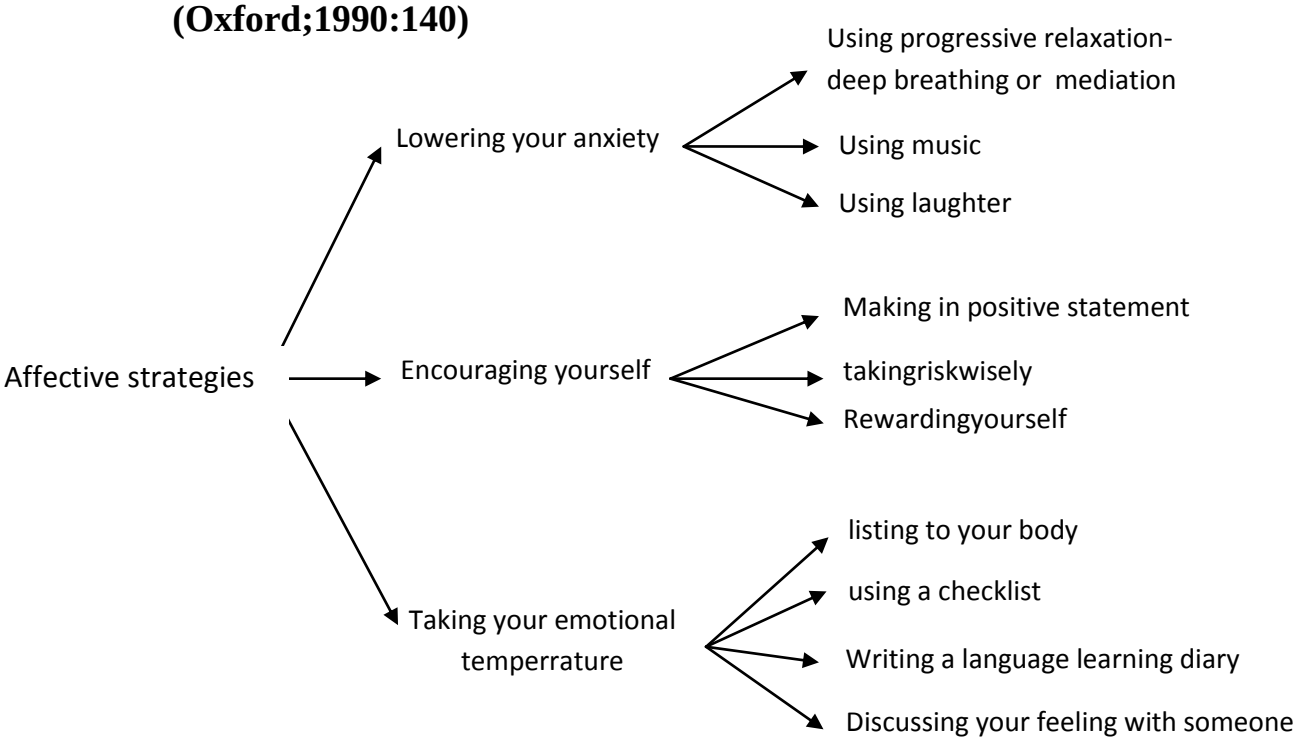
2. Cognitive Strategies: they involve the manipulation or transformation of the target language by the learner. in ways that enhance learning .learners may use one of the following strategies: repetition, resourcing (using dictionaries or other materials) translation (Use of the mother tongue), note taking, deduction, transfer or inferencing. These strategies involve interacting with the material to be learned manipulating the material mentally or physically, or applying a specific technique to a learning task (O'Malley and Chamot, 1990:138).

3- Social and Affective Strategies: these strategies represent the third category grouping. They involve interaction or cooperation with peers, and self talk to encourage oneself or to control one's emotions during a learning activity. They

involve **"either interaction**" with another person or**" ideational control over affect"** (O'Malley and Chamot 1990:45).

Oxford refers to affective strategies as follows:

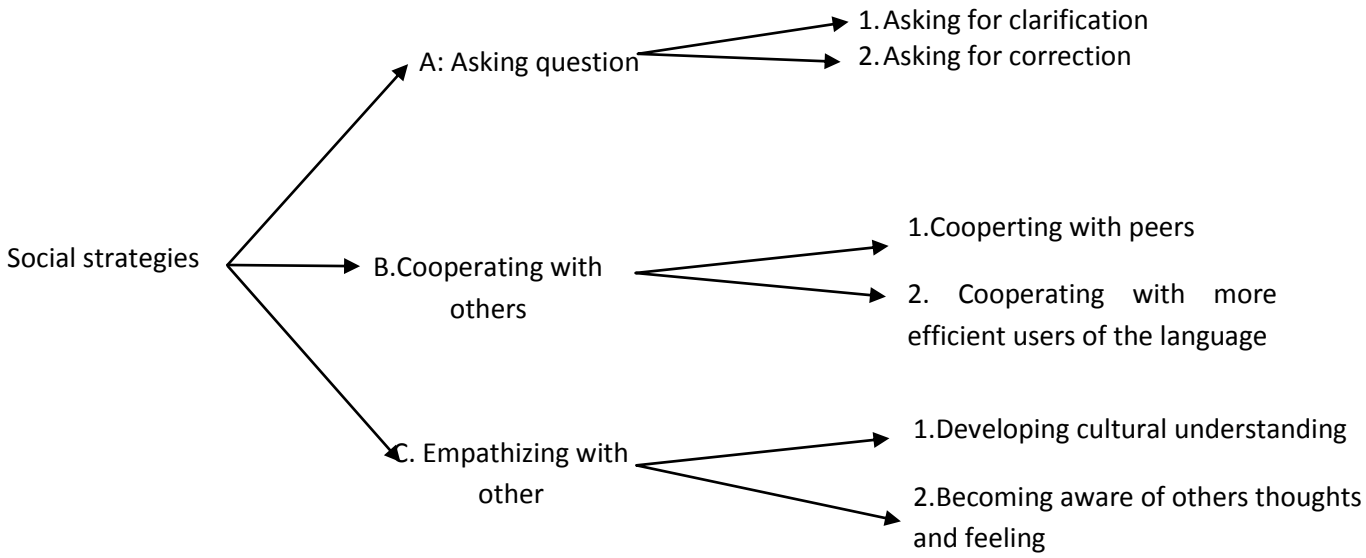
> **The affective side of the learner is probably one of the very biggest influences on language learning success or failure.Good language learners are often those who know how to control their emotions and attitudes about learning (Oxford;1990:140)**



Affctive strategies (Oxford ,1990 : 141)

Referring back to social strategies, one may state that learning or using a language involves other people and the use of social strategies is more than appropriate.

These strategies are divided into three set of social strategies and each set comprises two distinct strategies ;Oxford (1990)



Classification of social strategies (oxford; 1990:145

Learning a language on the other hand is a difficult task during which learners experience negative feeling such as anxiety or low self esteem that inhibit or render learning more difficult .To control such feeling learners make use of affective strategies such as lowering their anxiety, encouraging themselves and taking their emotional temperature.

The purpose of all those strategies is to help learners to assess their feelings, motivation and attitudes. These learners have to be trained and encouraged to use them as the successful learners .In the same vein Hamzaoui (2006:55) states that:

> **Teacher's awareness of their student's learning behaviors and strategies can help them understand how learners approach task and difficulties encountered during the process of language learning, detect the effective and defective process, and then adapt their instruction to their students needs and teach them some beneficial strategies revealed by research to overcome their linguistic problems and learn more effectively.**

From the above quotation, it is clear that it is both useful and important to study learning strategies and transmit the effective ones to students as it is explained similarly by Wenden (1987 b:8).

> **One of the leading educational goals of the research on learning strategies is an autonomous language learner. It is intended that insights derived from the research guide the development of learner training activities so that learners become not only more efficient at learning and using their second language but also more capable of self directing these endeavors.**

To conclude, learning strategy instruction should be regular part of class activities, as part of the curriculum. It is widely agreed that "**while it is not necessary to put learners into boxes labeled according to learning styles it is useful to try to identify which approaches to learning they favors and how teaching can accommodate their learning preferences",** (Richards and Lockhart, 1996:59). The most important aspect of teaching is to promote learners awareness and control of the most effective ones as the core of this research is the writing skill, it is better to narrow the focus to writing strategies only.

1.8.4.Writing Strategies

Writing was one of the language skill which was examined as early as seventies. Researchers were interested in the common steps or strategies undertaken by successful writers. They mentioned a number of them with different labeling; however those steps were grouped under five stages, each composing several strategies (Frederick 1987).

1/ ***The pre-writing strategies***, it is considered to be the most important step where students brainstorm to select a topic, generate ideas either individually or in groups gather information, determine the most appropriate purpose and style and finally develop an outline.

2/ ***The drafting or actual writing stage***: at this stage, writer/learner does not need to bother too much about sentence-level grammatical errors as some words, some sentences or even some parts of the essay will be probably changed or

rewritten in the redrafting. Thus" **students start writing a tentative product that will require evaluation and revision later on " .**Hamzaoui(2006:62).

3/ ***The Revision Stage***: this stage and the previous one begin nearly at the same time because as they write student revise and evaluate in order to make changes if necessary in both form and content. Otherwise, once the writers have been given feedback either from peers or from the choices that have originally been made to produce the first draft, pupils reevaluate the choices that have originally been made to produce the first draft. If the organization and text structure are satisfactory the learners will deal with more superficial problems such as cohesion, grammar, spelling punctuation, etc .If they are still not satisfactory with their text they are prepared to write a third or even forth draft.

4*/* ***The Editing Stage***: when the draft of a writing task is realized, students review the documents in the light of decisions- made during the pre-writing stage. It is in this stage where form and structure are given much importance than content.

5*/* ***The Publishing or Presentation Stage:*** this is the last stage where students present a final version of their written text to intend audience.

However, In the beginning of the eighties, research on writing revealed that the process of writing is not a linear one involving five successive stages, but a recursive one in which the writer returns to various elements of his written product before submitting his final draft (Perl 1980,1981).

As previously mentioned, one of the paramount aims of L2 composition researchers was to compare the writing strategies used by successful writers and those used by unsuccessful ones so as to draw a list of successful writings strategies for the sake of helping unskilled writers.

Jones (1982 qtd in Krapels 1990) compared one "good "L2 writer to a poor one. He found that good student is more concerned with the expanse of ideas, allowing them to generate the text while poor one is concerned with the surface level text at expanse of ideas. He concludes that the poor writer lack writing strategies and therefore had never learned how to compose. For that reason awareness strategy training is necessary. Kasper (1997) puts it this way."**As student gain experience with a given task, we would expect them to learn to**

use strategies that lead to more efficient task completion", (Kasper 1997:13).

Therefore, the assumption was held that knowledge of strategies enhances learning and leads to more successful task completion. A finding raised earlier by Brown (1980).

*Thus,*Why do pupils have difficulty in getting started? And also once brainstorming is over? And for what reason do they apprehend the writing?

Before answering these questions, let's us define the pre-writing strategies

- **Pre-Writing Strategies:**

These pre-writing strategies should carefully be dealt with because they help learners find something to say. According to Daoust:

> **Pre-writing activities generate ideas, they encourage a free flow of thought and help students to discover both what to say and how to say it on paper. In other words pre-writing activities facilitate the planning for both the product and the process**.
>
> (Daoust ,1986:7).

Urquhart(2005:1) reported that teaching writing strategies such as *re-drafting and pre-writing strategies "*had positive effect on writing achievement and correlate to higher scores"In the same line of thought,the study of Nasr and Samadi(1995 quoted in Hamzaoui2006)revealed that strategy-based instruction in listening and writing they have used with fifth grader pupils helped them enhance their abilities in these two skills.

Thus ,having difficulty in getting started is simply because Pre-writing strategies are not used effectively. Therefore Pre-writing strategies like (fast writing, clustering, and cubing need to be included into strategy training. One of these strategies is oral group brainstorming. Hence what is meant by this strategy?

❖ Oral Group Brainstorming

The generation of ideas or brainstorming is usually done by the teacher, but is best done by pupils arranged in pairs or in groups. In this way the pupils will feel more involved. Besides this way of doing moves this particular task from a teacher- centered activity to a learner centered one and by this way, learners become autonomous. Thus, in order to gather a maximum of ideas ,the pupils proceed as follow: each pair starts writing their ideas.After few minutes,they join another pair of two,forming a group of four,they will exchange their ideas and attempts to generate new ones.The teacher may intervene at this point,he/she will ask each group to select at least two or three ideas from their discussion.Finally ,these ideas will be written on the blackboard and discussed.This activity will be easily demonstrated.Teachers have to set a time limit so that not too much time is wasted in the pre-writing phase.Teachers who fear that group activity will generate too much noise and movement will restrict the brainstorming to pair work discussion.

The pair or group brainstorming can be guided. Thatis,the teacher provides questions to help learners discover ideas.The brainstorming can also be unguided ,in ther case the pupils get no questions and attempt to generate their own ideas .During the group discussion,one pupil from each group take notes of the imprtant points that emerged from the discussion.Then ,each group designates a 'reporter' to write the group 's ideas on the blackboard.

Finally, each pupil selects the ideas that he/she wishes to develop in his/her own way group discussion has proved for the pupils as well as for teachers because it allows them to find out whether the pupils have the necessary linguistic knowledge to express then ideas in writing. Furthermore, it provides the weaker students with ideas to write on and have a vocabulary or structural problem; they may seek the help of other pupils.

❖ Clustering

Clustering has been defined as pre-writing technique that enables the writer to map out his/her thought on a particular topic or subject and then to choose which one to use (Carr, 1986:20).Similarly, Rico (1986:17) defines clustering as non linear brainstorming process that generate ideas, images and feelings around a stimulus word until a pattern become describe.

First, teacher needs to explain what clustering is . Although some pupils are already familiar with the idea of semantic mapping which is a very much similar from clustering.Teachers can illustrate the idea of clustering with the following example:First,The stimulus word is put in a cluster on the black board and the word suggested for instance is "Immigration" .Then, the pupils therefore are asked to say anything that comes to their mind about this particular topic.

Eventually, if learners cannot generate enough ideas the teacher may ask questions such as.

- Why do people immigrate?
- What do day expect to find in the host country?
- What jobs? What kind of housing.
- Are they easily accept or rejected by the people in the hoot country.
- Do they seek for integration or do they want to keep their traditions?

When the map is quite full, the teacher can ask question on the best order in which the different points can be related, ordered and presented. They can even go further in trying to discover the possible logical links between paragraphs.

❖ **Cubing**

Another interesting and no less helpful techniques is know as cubing because the topic is locked at from six different angles, like the side of a cube. This activity involves a rapid consideration of the topic from six points of view. Initially the six sides of the cube have been labeled as following:

- Describe it.
- Associate it.
- Analyze it.
- Apply it.
- Argue for or a against it

However, this six side's cube may not work with all topics, this is why it is better to examine the topic from the following six categories and questions. Let's take this topic as stated by(white and Arndlt 1991): describe an important festival in your country. This can be illustrated on the blackboard as follows.

First step:

Definition:

What are festivals? Classify and divide them into types.

Second step:

Comparison:

*To what extend is this festival like or different from other festivals?.

*What is like or unlike?

Third step:

Relationship:

*What effect does this festival have on people?
*What comes before this festival?
*What follow this festival?
*What is against this festival?

Fourth step:

Circumstances:

*Is this festival the same in the present Circumstances as it is used to be?
*Is it better now or was it better before?

Fifth step:

Testimony:

*Where and how this festival originate?
*What personal experience of the festival do you have?

Sixth step:

Ague:

*What points can be put for or against this festival?
*What reason are there for taking a position for or against this festival?
(Adapter from white and Arndlt: 1991:26).

This activity should be retained because in the context,the choice of the topic is always teacher-centred.Therefore,the pupils would not all be inspired to talk about the imposed topic either because they do not like the topic or because they may not have the relevant ideas or sufficient material with the topic.That is why

the six sides of the cube will guide them understand more about the given topic and discover some ideas about it.This technique will prove particularly successful when pupils have to perform a writing task during an examination and so have to work by themselves.Eachtime,the pupils fell anxious about writing,when they do not know how to get started,an efficient strategy,would be to use these questions in order to lower their anxiety and inhibition,and facilitate the writing process.

- **Free-Write Strategy**

This strategy is very useful for the pupils who experience the writers cramp or mental block that to say those who have problems starting the task put simply: **Free-writing involves putting pen to paper and attempting to write anything that enters to the writer head regarding the topic without stopping the writing until free writing session ends.** (Oxford and Scarcella, 1994:82)

So the teacher may begin by asking the pupils to put down as many words and as many ideas on the page as they can on a limited time (for example five minutes).H e also encourages them to write about whatever is on their minds in relation with a given topic.Teachers will collect or read the pupils papers unless they want to.

Free-write can be considered to be a valuable strategy as it contributes to the achievement of two goals*: first, it will train pupils to quickly put their through into papers, thus shorting the distance between thoughts and the written words.It will also give the learners the opportunity to free their minds from the pressure they bring with them to class*.Most learners will feel in a better position and mood to engage in their writing task once the free –write is over.The effect that the free-write has on the learners may be likened to the therapeutic effect that writing journals (see 4.5.2.)have on pupils'writers.In most cases,when the free-write is over,many pupils keep on writing because they have discovered something to write about.

It is worth mentioning now,that teachers should make it clear to the pupils that what is really important at this stage is not to bother about organization, coherence and unity but rather to think and write quickly.

These are the strategies that will help pupils /writers to overcome their inhibition so as to start the writing task with confidence. It is this later that often makes the difference between good and poor writing. Thus what about the next strategy?

- **Focusing: Outlining**

If generating ideas is an important part in writing process, knowing how to organize and order those ideas is equally important for successful communication. The writer has not only to convey a message but also has to make decision on what information to select and how to arrange so as the message is conveyed clearly.Although writing is not a linear process where writers/ learners may write several drafts until they reach the final version, it is advisable that they should organize their thoughts by writing up a brief outline before they begin to write. The efficient way to train pupils in paragraph organization, unity and coherence is to provide them with sufficient practice.

- **Drafting Stage: Strategy:Writing with Fluency in the First Draft**

After exploring ideas and attempting to organize thoughts and ideas into a brief outline the second stage of the writing will involve drafting for the first time.

Pupils need to understand that is not time to worry about the grammatical errors at this stage but rather to put one's ideas on paper. In other words at this stage, the most important thing is put ideas on paper because if they stop to correct themselves too much, they may interrupt the flow of ideas.

The strategies that can be used during the drafting stage may be summarized as follows: because ideas take time to develop,pupils need to think about their topic carefully for when they begin writing,they have to do it as quickly as possible so as not to lose their ideas and also not to lose the thread that links between ideas .

It is not time to worry about grammar,appropriate vocabulary or spelling as they concentrate more on writing down ideas and thoughts.However it is necessary to have an adequate language competence that will enable writers to concentrate on meaning rather on the form.

Teachers, can train their pupils in a quite useful drafting technique called fast writing. It is defined by White and Arndlt as: "**fast writing is a technique not unlike brainstorming in that it depends on speed and lack of inhibition however, where brainstorming produces lot of individual ideas fast writing is concerned with developing and relating them".**(White and Arndlt 1991:46)

If free writing is a new technique for the pupils ,teachers should give them the following instructions:

1- ***Concentrate on ideas, not on language, grammar or punctuations.***
2- ***Write as quickly as you can and don't stop writing.***
3- ***Don't stop to cross out or correct mistakes.***
4- ***If you can't think of a word or phrase, either write in your native language or leave a blank or write "something".***
5- ***Return to the blank spaces or words in your native language when you have finished writing and then using a dictionary …add or translate the words or phrases concerned. (White, Arndlt: 1991:46)***

As it difficult for some pupils to put down one's ideas on paper, this strategy will help them overcome the inhibition and fear they experience at the beginning of writing. This is why the first draft doesn't need to be perfect but it doesn't mean they don't rewrite their first draft or evaluate what they have written in the next stage so they bring the necessary revision to be able to do so ,they have to use the revising strategies.

- **Revising Strategies:**

"**In the revision stage writers reconsider the content and organization of their writing and make whatever revision that they feel appropriate",**(Scarcella and Oxford 1992:126).Good writers do not wait until they finish writing to review and revise throughout the writing process, they constantly stop to read what they have written asking themselves questions such as:

- Is my introduction appealing enough?
- Have I developed my ideas clearly enough?
- Is the order of my ideas logical? Have I used the appropriate connectors?
- Have I said enough about the topic?
- Are there any irrelevant ideas?
- Can my reader understand what I really want to convey?
- Are there sentences which repeat the same point and can be left out?
- Etc

As previously mentioned, learners/writers shouldn't worry about minor mistakes, that is the mistakes at the surface level during the drafting phase, and for this they should concentrate on what they want to say on organization, unity and coherence. In the same context Hedge (1988:23) states: "**Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later".**

Once the first draft is finished, they revise at all levels (lexical, sentence and discourse) they add, delete, substitute and reorder and this is in order to bring some more clarification. This time they will ask such types of question:

- Is the layout correct? Have I used paragraph correctly.
- Have I used tenses correctly? (Is tense continuity respected)?
- Do the verbs agree with their subject?
- Is the word order correct?
- Have I used the correct article?
- Have I used the correct register?
- Have I joint information together with appropriate words?
- Is spelling correct?
- Etc.

To sum up and as previously stated ,revising strategies can be applied at two level.The first revision is at the macro level:this means checking that the ideas and thoughts are clearly conveyed and that the text is logically organized.It is only when the message in the text is clear enough that the writer moves on to the second stage which is to revise at the 'micro' level.Now the writer deals with other aspects .These two important but not seriously impede the comprehension of the message.They include items of spelling ,grammar, vocabulary, orpunctuation. Zamel stresses this point by saying that: **Syntax, vocabulary and rhetorical forms are important features of writing,but they need to be taught not as ends in and of themselves but as means with which to better express one's meaning.**(Zamel;1982:276).

This is as far as prewriting ,writing and revising strategies are concerned .Let's now deal briefly with socio-affective strategies that are equally said to have their importance in successful writing.

- **Social Strategies :**

Writing is a means to convey a message to the reader. Thus it implies social interaction and therefore social strategies are very important to facilitate this

process interaction and communication.One strategy consists in putting oneself in the place of the reader to better understand his thought and to check if what has been written is understood or nor. This is known as ***emphasizing strategy*** (Oxford 1990).In case where the writer thinks that part of this text might be unclear or confusing ,he/she has to seek for ways to improve it .

Another social strategy is ***cooperating with peers*** where the pupils interact with each other to decide on the over structure of the piece of writing.Although the teacher's aim is to develop the writing abilities of each individual pupils ,an efficient strategy consists in making pupils work either in pairs or in groups either for brainstorming a topic , or for discuusing the organization and the logical sequencing of ideas. This strategy enables the poor writers to benefit from the best ones and so gradually develops their own writing skills.

- **Affective Strategies**

Writing is skill with which pupils have the most difficulties on the other hand where they experience negative feeling such as anxiety, low self esteem and hopelessness. It is necessary to use the affective strategies to reduce the writing anxiety and encourage themselves by making positive statements as the following:

-"I shouldn't be afraid of writing .Writing may be used to help me discover what is on my mind".
-"I don't have to know everything ,I'm going to write about".
-"It's okay if I make mistakes".
-"Everybody makes mistakes and I can learn from mine".
-"It is not important if my essay is not good enough,I can revise it latter and improve it".
-"I'm confident and secure about my progress in writing".
-"a lot of people experience difficulty when writing.Writing is not so easy for my teachers".
-"I need to learn how to use strategies that will help me with my writing".

These are some of the social-affective strategies ,they are easy to use and will hopefully help learners improve their writing skills.

All in all, these are one of the most important strategies that can be applied to the skill of writing. It would be interesting to make pupils aware of their existence, it would even be better to train them in using these strategies (Lessard-Clouston1997, Miliani1998, Hismanoglu2000 ,Ngeow& Kong2001,

Anderson 2002 , Crandal et al 2002)In this way, they will understand that writing must be viewed as means of conveying ideas and feeling and not only a matter of displaying one's linguistic competence. The following table summarizes the most important ones.

Memory Strategies	**Remembering; w**hen you read underline, highlight or take notes to remember the information (ideas/paragraph structure connectors….) Elaborating relating new information to what is already in memory
Cognitive strategies	**Pre-writing** -brainstorming: getting ideas on the topic -associating: making association of ideas -resourcing :reading on a particular topic to gather ideas and to learn about paragraph structure and organization Organizing: reorganizing main ideas from supporting details. Planning: deciding which information should go first and which should follow Deducing **Writing** Drafting: writing quickly first time Revising: bringing the necessary correction to improve the first draft. Writing a second draft using teachers' or peers' feedback to rewrite. Editing: drawing on one's knowledge to edit
Metacognitive Strategies	**Self managing:** when writing ,concentrate on details related to your purpose. Choose ideas that you are able to develop **Overcoming limitations** when unable to find a word, a phrase, or to write a satisfactory sentence, skip it for while. **Self monitoring**: knowing when to edit at the "macro " and "micro" level **Self –evaluating** using guidelines for evaluating one's draft

Social Strategies	**Cooperating with peers** :working with peers help you understand more as you discuss the work of each other. Getting information from teacher **Empathizing;** putting yourself in place of the reader to assess clarity of your essay.
A***ffective strategies***	**Self encouragement** ▪ Making positive statements to oneself ▪ Do not expect perfection on the first draft

Table 1.1. Writing Strategies

1.9. Conclusion

This chapter is primary concerned with writing as a skill on its own right. Skill in writing is a basic necessity in the academic environment and even the non –academic one.

Moreover, a well written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer ‘s intended meaning ,understand the writer ‘s premise and accept or reject the writer ‘s point of view. Put simply effective writing

- ✓ **Is focused on the topic and does not contain extraneous or loosely information**
- ✓ **Has an organized patterns that enables the reader to follow the flow of ideas because it contains beginning ,middle, and end besides that using transitional devices**
- ✓ **Contains supporting ideas that are developed through the use of details ,examples, vivid language, and mature word choice.**
- ✓ **Follows the conventions of standard written English.(i.e. punctuation, capitalization ,and spelling)**
- ✓ **Focus on product and process approach.**
- ✓ **Use some strategies to overcome the writing difficulties.**

From the review of literature ,one can deduce that writing is a complex productive skill that requires the mastery of conventional writing mechanics and organizational devices in order to write effectively.Learners,therefore ,have to be taught this skill because of its considerable importance for their language learning ,and for their future prospects at university or for job field.For that

reason, writing has to be carefully taught ,keeping a balance between fluency and accuracy during teaching and testing practices.No less important is the fact that assessment is fruitless provided it aims at making learners rewrite or redraft their writings. It would be interesting to make pupils aware of the existence of the writing strategies. It would even be better to train them in using these strategies. In this way, they will understand that writing must be viewed as means of conveying ideas and feeling and not only a matter of displaying one's linguistic competence.

In the next chapter ,the researcher will tries to shed light on writing skill in3AS Secondary School Classes focusing on *the approach ,the teacher , the learners, New Prospects; the ELT designed textbook*.The ultimate aim is to uncover the major and the real causes underlying the failure in writing in particular and failure in EFL teaching /learning in general.

NOTES TO CHAPTER ONE:

1. **native language** n (usually) the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. Children may, for instance, first acquire some knowledge of another language from a nurse or an older relative and only later on acquire a second one which they consider their native language.Sometimes, this term is used synonymously with FIRST LANGUAGE.
   second language in a broad sense, any language learned after one has learnt one's native language. However, when contrasted with FOREIGN LANGUAGE, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. For example, the learning of English by immigrants in the US or the learning of Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) are cases of second (not foreign) language learning, because those languages are necessary for survival in those societies.

   English is also a second language for many people in countries like Nigeria, India, Singapore and the Philippines, because English fulfils many important functions in those countries (including the business of education and government) and learning English is necessary to be successful within that context. (Some people in these countries however may acquire English as a first language, if it is the main language used at home.)

   foreign language a language which is not the NATIVE LANGUAGE of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

2. *Skill:*
   language skills *n*also **skills**(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptiveskills.** Often the skills are divided into subskills, such as discriminatingsounds in connected speech, or understanding relations within a sentence.

3. *Instruction :teaching someone how to write effectively. While speaking is spontaneous, obeys no strict rules to be meaningful, may be combined with body gestures or facial expressions to convey the message and receives immediate feedback,writing is acquired through a formal and a through instruction and takes time to convey a message effectively and explicitly*," *As regards skills in language learning, to write fluently, coherently, and appropriately in the* target *language is considered the most difficult skill to acquire"* (Nunan, 1999, p. 271). It is, therefore, a complex process involving cognitive (linguistic competence for composing), metacognitive (awareness of purpose, audience, and style), social (being communicative and interactive with the target reader), and affective (being expressive of feelings as well as ideas) factors

4. *The following table illustrate the types of writing as put forward by Hedge(1988:96)*

Personal writing	*Public writing*	*Creative writing*
Diaries *Shopping lists* *Reminders for oneself* *Recipes*	*Letters of-enquiry* *-complain* *-request* *Form filling* *Applications*	*Poems* *Stories* *Songs* *Autobiography*
Social writing	*Study writing*	*Institutional writing*
Letters *Invitations* *Notes-of condelence* *-of thanks* *-of congratulations* *Instructions-to friends* *To family*	*Making notes while reading* *Taking notes from lectures* *Summaries* *Essays*	*Reports* *Business letters* *Public notices* *Advertisements* *Note-making*

Table 1.2.the types of writing as put forward by Hedge(1988:96)

5. *coherence and cohesion are closely linked ;toghter they help to achieve linguistic and semantic unityof their written work.coherence refers to the same unity that should exist between sentences of the same paragraph.it is usually described interms of connectedness between sentences ,use of explicit cohesive devices at the paragraph level,and the use of connective devices such as pronouns,repetitive structures and transitional markers.Cohesion completes the unity of the text.thorugh the use of rhetorical devices*

6. Anaphora means the use of word or phrases which refers back to another word or phrase used earlier in a text. While (4)cataphora refers to the use of a word or phrase which refers to another word or phrase which will be used later in the text.

7. Regarding the definition of "strategy",this word comes from the ancient Greek word "stategia",which means steps or actions taken for the purpose of winning a war.Denotatively speaking ,the term refers to a general plan of action that is intended to achieve a particular purpose.Purpose or goal-orientation is,hence,a feature that is found in any definition of "strategy".In the literature of language learning strategies ,this distinctive feature ,that is goal-directness,is found in almost all definitions of learning strategies.In this context,Oxford(2003:9)writes "**in our field ,virtually all definitions of strategies imply conscious movement towards a language goal"**.

8. **strategy training** *n* also **learner training** training in the use of LEARNING STRATEGIES in order to improve a ttrtttttlearner'seffectiveness. A number of approaches to strategy training are used,including:

Explicit or direct training: learners are given information about the value and purpose of particular strategies, taught how to use them, and howto monitor their own use of the strategies.

Embedded strategy training: the strategies to be taught are not taught explicitly but are embedded in the regular content of an academic subject area, such as reading, maths or science.

Combination strategy training: explicit strategy training is followed by embedded training. ‘

Strategy Instruction will be used as a cover term for any any efforts by teachers, textbooks, or websites to focus attention on strategies that learners could utilize in order to facilitate their learning and use of the L2.’ Cohen, A. (2007).

All in all,an effective method for teaching a writing strategy includes the following as stated by **Graham and Perin 2007a**; **Rogers and Graham in press**:

- describe the writing strategy and the purpose for learning it.
- make it clear when students should develop the strategy
- show students how to use the strategy.
- provide students with practice applying the strategy, giving instance as needed.
- continue instruction until students can use the strategy independently.
- encourage students to apply the strategy in appropriate situations once instruction has ended.
- ask students to evaluate how the strategy improved their writing

Chapter Two: The ELT Situation in Algeria

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2.1. Introduction

This chapter attempts to give a rough picture of the Algerian educational context with reference to EFL writing skill in secondary education ,and more specifically to 3AS Literary streams ,and mainly literary and philosophy stream. The writing skill is chosen on account of its importance in learning and testing ,and the fact that is the skill most neglected by both teachers and learners.

As for the choice of 3AS literary and philosophy stream, this year is considered to be the most decisive year in secondary education because of the Baccalaureate Examination[1] (in short Bac exam).Besides ,the literary and philosophy stream is the one which shows more failure in English and mainly in writing ,compared to the other learning streams.

For the above reasons, the ELT situation in Algeria is portrayed as well as the EFL objectives and syllabus for 3AS are stated. In addition the variable which directly or indirectly influence learners' achievement in EFL and more precisely writing are examined. Therefore the different variables related to the teaching of the writing skill are considered(firstly the implemented teaching methodology is illustrated in terms of stated objective and classroom practices, secondly the official ELT textbook designed for third year classes is examined in terms of writing skill activities. Thirdly, the teacher 's role ,training and administrative constraints are discussed. Fourthly, the pupils, as the center of the whole educational system, are described in relation to their proficiency level in English. This is done in accordance with the pedagogical instructions and recommendations of the ministry of Education mentioned in Syllabus for English(2004) and in The Guide for the Baccalaureate Exam Elaboration(2003).

2.2 ELT Situation in Algeria

After Algeria got its independence in 1962,the issue of what language to be chosen as the official language ,and what language to be used as the language of education became of top priorities. Arabic was selected to be the national language as well as the medium of instruction so as to recover and maintain the Arabo-Islamic identity. In the same vein Hamzaoui puts it this way;

> **After independence, French was still used as the language of instruction in schools. Henceforth, the Algerian government engaged in huge process of "Arabisation"…The objective of this process was to spread the use of standard Arabic gradually replacing French in all domains, starting from education.**
>
> **(Hamzaoui,2005:72)**

Benmoussat puts it this way:

> **From 1971 onwards Arabic replaced French as the medium of instruction in primary schools; by1976 all middle school Education was conducted in Arabic; by 1984 all secondary Education , and by 1986 most university education ….has undergone this change**
>
> **(B**enmoussat ,2003:106).

Hence ,French comes to be considered as the first foreign language, and English as a second foreign language. Concerning English, it is a foreign language in Algeria, taught at schools and Higher Educational Institutions. In this respect. Benmoussat (2003:144) states that:**Foreign language learning denotes an educational setting in which the language being learned is not the native language of any group within the country as community, nor does it fulfil the functions of a second language**.

Indeed, English in Algeria is not widely used outside classrooms either by teachers or learners, in other words English has not a social or administrative function in Algeria, but its status takes a new direction towards a higher position since it is used as a global language for the international exchange, educational, technological and economic challenge.

Because of the worldwide changes ,however, English has imposed itself as an international language, and has consequently become the most studied language in the world. English is now one of the most important languages of communications: it gives access to information in different fields: business, finance, medicine and technology.

2.3. The Importance of English Language in Algeria

At present, the English language is the dominant international and indispensable key to the changing world of science, technology and communication. Ourghi (2002) puts it this way;

> **It is primary language of computer software of the cutting edge in scientific research of business and management, and of politics and international networks…..It is also the medium of interaction in countless activities- air traffic control, world organizations, prestigious higher studies such as MBA,**

> **academic conferences, research and publications. Even the international pop music relies on English for boosting its sales and spread just as space sciences and computing games. (Ourghi ,2002:55)**

Thus, it is no longer the property of the English speaking countries alone as USA .Instead it has become a sort of universal language: a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.

Moreover, it is considered to be the lingua Franca[2] of the 21st century. Algeria like the rest of the world is well aware of such key role especially the importance of English dominating communication in development that is seeking and enjoying greater opportunities for realizing benefits in terms of participation , education and partnership. In her educational charter (1976) , she considers English as:**A means to facilitate a constant communication with the world, to gain access to modern sciences, modern technologies, and to foster creativity in its universal dimensions.**

For such reasons ,the Algerian authorities have proceeded to reform the existing educational policies to cope with the new world requirements. Thus much importance has been given to the teaching of EFL ,and thus English has become a compulsory subject-matter in the curriculum in all schools all over the country. Broadly speaking the general objectives for teaching English in Algeria can be grouped into three headings:

2.3.1 Educational and scientific objectives

- To enable the younger generation to develop sound proficiency in English
- To gain access to the huge need and inexorable wealth of the scientific and technological knowledge stored in English.
- and prepare learners to develop into responsible, productive member of society by equipping them with personal, interpersonal thinking information, and academic life skills to both perform and communicate effectively in variety of situation (social or / the workplace)

2.3.2 Economic Objectives

The introduction of English in our educational system is closely linked with the economic opportunities, development and globalization. Therefore the main economic functions conferred to English can be illustrated as follows:

- To play significant role in economic development.
- To ensure effective communication with foreign partners as tool for participation and partnership.

- To help Algeria diversify its economic and business relations and,
- Generate further economic opportunities

These objectives are necessary for Algeria so as to gain (significant) decent place in increasingly complex and reckless globalization whose rules are fierce competition and tight negotiation.

2.3.3 Cultural Objectives

their aims are:

- To accept differences and participate in intercultural networking, cross cultural dialogues and activities,
- To be able to infer similarities and differences between our culture and the cultures that use English as a national or official language.

  Similarly **Wilson(2001) states;The ability to negotiate meaning with both second language speakers and an awareness of a range of cultural norms are now essential requirements for the English language learner.(Wilson 2001b:7)**

All the above objectives can be summarized in the following table:

ELT Perspective In Algeria

Educational- scientific	Economic	Cultural
➢ **To develop intellectual and emotional aspects** ➢ **To maintain the profile of a well educated man** ➢ **To gain access to science and technology** ➢ **To ensure continuing professional development**	➢ To widen economic and investment horizons ➢ To widen the bonds of partnership/ joint ventures with foreig companies ➢ To prepare future managers and employees for globalization.	➢ To develop in the learners an awareness of the world around them ➢ To overcome cultur hudle ➢ To prepare learners as world citizens

Table 2.1.Mid and long term objectives of ELT in Algeria (Benmoussat 2003: 253)

All in all, the recognition of English language as a factor of economic and intellectual growth has led Algeria to promote a policy which makes English as a part of the official curricula.

- Primary level: it was introduced as the first foreign language (in 1993/1994) in some primary schools. Unfortunately the experience was unsuccessful.
- Middle school which lasts four years.
- Secondary education which takes 3 years preparing for Bac exam by the end of the third year.
- At university level only for those who choose to carry on their studies in this field.

2.4. The Algerian Educational System

Education in Algeria is free of any charge, but private schools are authorised by the law. It is also compulsory under the constitution. Most Algerian schools are mixed sex. The academic year starts in September and ends in June for southern regions and July for the other parts of the country with two 15 days holiday in December and March.

The educational system is structured as follows: the pre-school, the primary school, the middle school, the tertiary is the secondary school and at last comes the university level. At five years old, the Algerian children go to the pre-schools which are generally close to their houses. At the age of six, they often start their primary education in the same school. At the end of this stage pupils should take a final exam to be able to move to the middle school where they fulfil their four years of study. Later on, they should sit for another exam called the "BEM"$_{(3)}$ that they must pass for admission to secondary education which begins at age 15 and ends when students take the Baccalaureate examination before they proceed to one of the universities, state technical institutes, or vocational training centres which fall under the responsibility of the Ministry of Higher Education and Scientific Research, as well as by institutes run by other ministries. The specific degrees awarded are determined by the field of study, not the institution. The Ministry of Higher Education approves the curriculum, which is standardized for each field of study. Algerian institutions also award graduate degrees in most fields in which a Licence is awarded.

2.4.1. Teaching EFL in Secondary School:

Nowadays English is taught for seven years[4]: four years at the middle school level and three years at secondary school level. Thus by the end of the secondary education, the pupils will have accumulated an ELT learning experience of seven years.(see appendix F)

Once they pass the BEM exam, learners, then move to the secondary school where an orientation is made (i.e.Literary,Scientific, economy and management streams) on the bases of the marks obtained throughout the 4 AM level. Put it

simply secondary education lasts three years at the end of which Baccalaureate examination is held. EFL is part of the curriculum for all streams at all levels, with a different coefficient and time load. This can be clearly seen in the following table:

Streams	**Weekly time allotment/coefficient**					
Literary streams	1AS		2AS		3AS	
- Literary and philosophy	4h	**03**	4h	**03**	4h	**03**
- foreign languages	4h		5h	**04**	4h	**04**
Scientific streams						
-Experimental sciences -Mathematics -Techniques and mathematics	3h	**02**	3h	**02**	3h	**02**
Management streams						
Economy and Management	3h	**02**	3h	**02**	3h	**02**

Table2. 2.English Teaching Time Allotment

After seven years of formal instruction ,however,Algerian learners still display a low level performance in English whether in speech or in writing. Moreover, they score badly during tests and exams and mainly in the Bac exam. Here is a sample of the results of the English examination in the Baccalaureate ,session 2009.

Stream	**Succes percentage**
-Foreign languages	82,86%
Mathematics	32,43%
-Experimental sciences	41,23%
Economy &management	29,41%
Technical mathematics	31,37%
Literary &philosophy	11.17%

Table 2. 3 The Percentage of English Results in Bac Exam ,Session 2009,in Tlemcen for All Learning Streams

Theses results in the above table are to great extent self- explanatory; they reflect a total failure on the part of the 3AS learner. The results are approximately similar all over the country .This is so despite the combined efforts of teachers ,inspectors and syllabus designers aiming at improving learners' proficiency in English through setting objectives based on learners needs ,designing syllabus that would fulfill with the set objectives and through teaching and assessment practices.

2.4.2.A Diachronic Overview of ELT Methods in Algeria

The quest for the best method (5) in language teaching was a preoccupation of teachers and applied linguists throughout the twentieth century. It has always been teachers and linguists main concerns .The innovations and reform in FLT generally reflects the changes in how language is believed to be "best taught'. Put it simply, worldwide changes resulting from the Globalization process, have imposed educational reform as a major condition for human development. Part of this educational reform concerns foreign language teaching/learning .

Like many countries, Algeria is affected by worldwide changes. In the field of education ,this can be clearly noticed throughout the approaches used in EFL teaching at successive periods. Moving from the grammar translation method, the audio-lingual method, the direct method and then the communicative approach.

In the 1960's **the Grammar Translation Method** prevailed in Algeria, and this can be seen in ELT textbooks existing at that time. Language was then, taught through the explicit teaching of grammatical rules, their memorization and the application in translation tasks. Reading and writing were the major focus ,but little attention was paid to speaking and listening skills. In the same context, Rivers(1968) states that:

> **This method ,then ,aims at inculcating an understanding of the grammar of the language, expressed in traditional terms and at training the students to write the language accurately by regular practice in translating from his native language...." (Rivers ,1968:16)**

This indirect method focuses mainly on the writing ability of students and give very little attention to the oral side of learning. Similarly stated by Rivers(1968); "

> **little stress is laid on accurate pronunciation and intonation; communication skills are neglected; there is a great deal of stress on knowing rules and exceptions,**

> **but little training in using the language actively to express one's own meaning, even in writing.....(Rivers,1968:17-18)**

Therefore, Pupils were exposed to literary texts and long lists of words equivalents. Accuracy was favoured to fluency, and the teaching was basically teacher-centred .But, teachers themselves were deprived of any innovation ,and were keen on finishing the programme in a limited period of time. The result was that the pupils were passive learners and ended their education unable to speak the language even though they learnt the grammatical rules(Richards and Rodgers,1986).

The Grammar Translation Method was criticized worldwide, and reactions to its limitations were accompanied with socio-political changes ,the fact that urged the introduction of new approaches and methods in ELT methodology .This gave way to the structuralist view of language based on the principles underlying the **Audio-Lingual Method** ;there are the primacy of the spoken language over the written one,the gradation of the four skills into Listening,Speaking,Reading,and Writing;the use of the target language as the only language of instruction and the development of speech habits through mimicry-memorization of entire sentences or whole dialogues ;while the writing skill is delayed to later stages .

This stream of thought was deeply rooted in the Algerian school in the 1970's .The structural approach was evident in the ELT textbooks ,such those designed by Alexander($_6$),which included artificial texts meant to illustrate grammatical points. The extensive teaching of grammar was believed to be essential to language learning .However, concentration on formal grammar instruction can not lead automatically to the practical use of the language as was expressed by Hymes (1971:15)"there **are rules of use without which rules of grammar would be useless»**. The pupils were left short of any ability of using language effectively in formal and informal situations, though the core principle of structuralism and audio-lingualism is to stress on the oral side of language teaching. This was so because emphasis was put on studying 'about' the language rather than on using the language for communication.

Despite huge effort devoted for so many years to the improvement of learners' achievement in learning in general and EFL in particular, Algerians learners have always found it difficult to communicate naturally or at least correctly. They were in position of a pianist who knows a lot of rules but cannot play with this instrument well.Therefore,learning a language is not a matter of mastering set of rules.Student's mastery of language is ultimately measured by how much he can use it and not how much he knows about it.Besides,the need to change these views

concerning the teachers and the pupils roles ,in the learning process by developing awareness for a more self directed learning and also by making the learners aware of their own learning ,have been clearly noticed.

Hence ,there came the necessity to adopt another approach,the one that has 'revolutionised'the field of foreign language methodology: **the Communicative Approach**. Highly influenced by the concept of 'communicative competence'(7),the new orientation in language teaching has shifted towards Communicative Language Teaching .

CLT came to be strongly applied all over the world;in Algeria, it has been present since the 1980's.In CLT,learning is to be learner-centred,since focus is on communicative needs of learners. In other words, language is taught to enable learners to use it for communicative purposes. The new methodology aims at developing in learners' communicative competence' rather than 'linguistic competence' in the Chomskyian sense. Language is no more considered in terms of structures-grammar and vocabulary-,but also in terms of the communicative functions it performs. Accordingly ,a new series of ELT textbooks has been designed to meet the requirements of the new approach: My New Book of English, The new midlines and COMET (to mention just the most important ones) for the first ,second and the third year secondary classes respectively.

Nevertheless ,the application of the CLT principles in Algeria has led to the foreseen results . It has been mentioned earlier that the general objective of EFL syllabus according to the official guidelines is that learners should be able to **"communicate efficiently in a normal social and/or working situation both orally and in writing".** But there seems to be clear discrepancy between the stated objectives and the educational conditions that prevail in EFL teaching setting to accomplish the desired objectives**(Benmoussat 2003**).

Put it simply, Although Algeria was one of the pioneers in implementing CLT,little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach.

Holliday(1997)quoted in Benmoussat(2003:120)describes the 'popular perception of the communicative language teaching as including the following:

-primacy given to oral practice.

-practice equally distributed in the classroom.

-group or pair work for enabling distribution of practice.

-most useful in classes under 20seated in U –shaped arrangement.

By and large ,classroom practices do not reflect the set objectives or even the CLT principles. This can be seen in the teaching conditions: ***overloaded***

programmes,**large** ***classes, absence of adequate materials or teaching aids, insufficient time allotted for the teaching of EFL, and inadequacy of textbooks.*** All these led to the appearance of new teaching approach known under the name of the Competency –Based Approach.

Before defining the competency-based approach, it would be better to shed light on the main reasons that led to its appearance.

2.4.3.**Reasons of Implementing the Newly Adopted Approach:**

The technological expansion in the late 20th and early 21st century has called for educational reforms on multi –level scale. Likewise, the world importance of English on political ,economic, and communicative grounds has led Algeria to reform her educational policies in order to consider EFL curricula at different school levels.

It is clearly stated in her national charter (1976) that **"English is a means to facilitate a constant communication with the world ,to have access to modern sciences ,modern technologies, and encourage creativity in its universal dimensions."**To this end, English language teaching has to be improved to enable Algerian learners to learn this universal language. On one hand, they will need it for short and long term goals, in their future studies or in job careers. On the other hand, Algerian learners have to be well prepared to contribute in the development of their country ,on the path of the globalization process.

In this respect and at this level, learners are to **"move from skill getting to skill using.(Syllabus of English 2004:36).**

On the path of globalization process ,whose rules are fierce competition and tight negotiation ,learners are advised to take part and withdraw from their passive roles ,as being *the only recipient of knowledge* to *active roles.*Therefore,to achieve these objectives, a successful teaching /learning situation should be systematically based on the collaboration of both teachers and learners.Besides,learners'needs ,aptitude and interests have to be central to syllabus design and curriculum development.

As a developing country, Algeria needs to cope with the new world requirements not only by keeping abreast all development forms but also by setting about whole programs for evolution. This urge need has forced Algeria to adopt a new educational approach known as the Competency-Based Approach or the CBA in a short. In the same context Sultana (2001:4)states **"...a confident belief that progress in learning inside and outside the school is the key to the future."**

2.4.4 The Competency- based Approach

The recent changes in the country's political-economic policies, have forced the Ministry of national Education to introduce a new language teaching method so as to cope with the latest development in many fields. Similarly the previous Algerian minister of education "Benbouzid" declares that the previous educational system doesn't prepare learners to real life situation and this is why it is introduced. Put it simply **" Apprendre à lire, à écrire, à calculer, pas de manière scolaire, mais pour pouvoir faire face à des situations de la vie quotidienne"**, (Benbouzid 2006:15) .

The competency based Approach is the newly introduced approach in the Algerian educational system. This approach concerns all the disciplines (subjects) included in the curriculum: Foreign Languages, Math, Physics, History, Geography…and Philosophy

Hence the CBA advocates shift from memory-based to problem solving learning, taking into consideration learners "communicative needs and learning strategies" .According to the Algerian designed ELT teacher's textbook At the Crossroads , CBA is characterized by the following:

1. **It is action- oriented in that its guides language learning to the acquisition of know –how allowing the learner to become an effective language user in real life situations outside the classroom**
2. **It is problem solving approach in that it engages the learners in situations where they have to overcome obstacles and solve problems through language use.**
3. **It is social constructivist in that it regards learning as occurring through social interaction with other people, and do not only with the pages of the copybook or the walls of the classroom**

At the Crossroads (teacher's book 2005:17-18)

It is therefore a modern approach , though it does not represent a complete change from the communicative approach. It is not completely new to teachers in that most of aspects were implicitly dealt with the previous ones. **Hence what has the CBA mainly come with?**

- a reinforcement of the concept competent performing learner who is part and parcel of the learning process using the knowledge he acquires for the sake of real performance in appropriate situation
- awareness of his learning and his progress
- a more pronounced independence and autonomy as he is guided and given the tools to do research and use resources other than those brought by his teacher.
- A change in the teacher's attitude towards knowledge and teaching
- A more rigorous planning, integrating, teaching and assessenent

Linguists establish a difference between ***competence*** and ***competency***. They refer to the first one as the end product or the outcome and the most appropriate question here is "what", while the second one refers to the behavior in other words "how".

In the competency based approach, three important domains are included:

1. The cognitive domain related to knowledge
2. The sensory motor domain related to brain/ memory
3. The affective domain related to feeling

The affective domain is considered equally important to the achievement of competency. This is shown in the adoption of the pedagogy of the project which aims at inculcating such values as autonomy, creativity, initiative and responsibility through problem-solving activities. CBA is then learner- centered.

The successful realization of CBA heavily relies on the teachers, who are expected to give up their role as "**knowledge transmitter**" and adopt the new role of **" coach"(**Kerr 1996, Pratt and Associates 1998, Enkenberg 2001, Samuelowcz 2001) and **instructional designer.**

The main linguistic and socio-linguistic objectives of this approach as far as our learners are concerned are:

1. To be able to interact orally (oral communication)
2. To be able to interpret oral and written messages.
3. To be able to produce oral and written messages.

The above three competencies should be acquired by the end of the four years at the middle school and three years at the secondary school level. They will enable learners to sit for the BEM or BAC exam.

In order to achieve these objectives the learners are trained through the flowing tasks activities:

1. Activities related to interaction in pairs/ groups (communicative approach)
2. Activities related to interpreting of messages (dialogue, conversation, role play)
3. Activities related to project work
4. Activities related to problem -solving situation.

The main characteristics of this newly approach can be classified as follows:

- It is action oriented: it is allows the learner to be competent language user in real life situations

- It is problem- solving : it places the learner is situation where they test their capacities to solve problems
- It is social constructivist: it regards learning as creative construction of knowledge through the process.
- It is cognitive, it accords importance to mobilization and integration of knowledge and skills at higher level

To sum up the core principle of CBA is learner centeredness as opposed to teacher centeredness. Nevertheless, learner autonomy in Algeria may be a new notion and may be difficult to inculcate simply because Algerian teachers are not used to be responsible as result, learner autonomy may be restricted at the beginning however success in inculcating it, would hopefully lead to success in forming autonomous citizens.

2.5. Teacher Training :

Secondary school teachers of English hold a « License » degree in English studies .In addition to the License degree in English, teachers become certificated to teach this language on the basis of a regional written examination, consisting of achievement test and an interview. In other words, to become a teacher in secondary school ,the licence holder have to pass a regional test ,and to be qualified teacher by passing later on a professional examination called the CAPES(*Certificate d'Aptitude Profesionelle de l'Enseignement Secondaire)*.

After this crucial step in the teacher career, the Algerian teacher receives a periodical-often irregular –visit from the inspector of English who train/assess the teacher's evolution or regression in teaching performance, and who gives recommendations as well. However, apart from seminars or a study days held once or twice a year, teachers have just few opportunities to develop and improve their teaching practice .They find themselves rather at a loss ,since they notice a great difference between their formal pre-service training and the university level, and what is actually required from them in the job field. Thus, they are trapped in an endless number of teaching constraints.

As the core principle of this dissertation is the writing skill ,it would be better to speak about the teaching of this skill at the university level. During University instruction, students have several modules including written composition which they study for the first two years (see table 2.4.) ,Students are introduced to this skill through theoretical and practical lectures. It is generally assumed by programme designers that, since they have been presented with

necessary guidelines in this skill, students are then to develop it through practice in some other modules mainly in Civilization and Literature where learners have to prepare term papers(commonly called in the Algerian universities "exposés").

Year Level Discipline	**First year**	**Second year**	**Third year**	**Fourth year**
Linguistics and Language Skills	Linguistics (1/30) Oral Exp (3hours) Written Exp (4/30) Grammar (3hours) Phonetics (1/30)	Linguistics (1/30) Oral Exp (3hours) Written Exp (1/30) Grammar (1/30) Phonetics (1/30)	Sociolinguistics (1/30) Oral Exp (3 hours) Phonetics (1/30)	Applied Linguistics (1/30)
Literacy	None	British Literature (1/30) American Literature (1/30)	British Literature (1/30) American Literature (1/30)	Seminars in Literature (1/30) African Literature (1/30)
Historical	None	British Civilizatio (1/30) American Civilization (1/30)	British Civilizatio (1/30) American Civilization (1/30)	Seminars in Civilization (1/30)
Didactic	None	None	General psycholog (1/30)	Psycho pedagogy (1/30) T.E.F.L (1/30)

Table 2.4. Distribution of Hours over the modules taught in the four years.

Adapted from the unpublished Benmousat's Doctorate thesis (2003: 161)

The writing skill is later dealt with in the fourth year ,in the TEFL module as a part of the theoretical lessons about the teaching of the four language skills. This can clearly explained in the following table:

Year	**Module**	**Teaching time per week**
First	-Oral expression -written expression -Grammar -Reading comprehension -Phonetics -Introduction to Linguistics -Arabic	3hs 3hs 3hs 1h30 1h30 1h30 1h30
Time load for written expression		3hs/15
Second	-oral Expression -written Expression -Grammar Linguistics Phonetics British Civilisation American Civilisation British Literature American Literature Arabic	1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30
Time load for written expression		1h30/15
Third	oral Expression -Sociolinguistics -Phonology - British Civilisation -American Civilisation -British Literature -American Literature -Afican Literature -General Psychology -Arabic	1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30 1h30
Time load for written expression		0/15
Fourth	-Seminars in Linguistics -Seminars in Civilisation -Seminars in Literature -Educational Psychology -TEFL	1h30 1h30 1h30 1h30 1h30
Time load for written expression		0/7h30

Table 2.5. Time Load for Written Expression at University Level

What has been deduced from the previews tables is that unfortunately these students have little (or no) opportunity to attend real writing session. At this level of English degree, students previously had the choice between attending teacher training or writing an extended essay in any module.

Recently ,however, the secondary school –teacher –training have been dropped out. As a result university teachers have found an alternative to such a situation and instead, presently, training sessions take place at the university. At these levels, while attending seminars, fourth year students are also required to prepare lessons to present to their classmates, and during which they have to act as a teachers.

Unfortunately, because of large number of EFL university learners ,such a task does not provide them with regular practice .Besides, it worth adding that teaching classmates is by far different from teaching secondary –school learners.

After all, teachers have to be convinced that the licence degree is just the beginning of their teaching career, which is in fact a lifelong learning process. Therefore, raising the skill awareness among the teachers of writing is of paramount importance, since it is often the case that they almost ignore all the theoretical aspect of writing .Consequently, in service and pre-service trainings (before and after graduation from the university) are essential .

Inspectors' demonstration classes could also make teachers more aware of their roles as teachers of writing, in attempt of avoiding random teaching detached from learners needs and expectations.

2.6. Teacher's Roles

The teacher is usually defined as the person who gives knowledge, instructs and trains. He is often asked to be helpful, patient, imaginative, energetic, but first of all competent in his his/her subject –matter. It is often maintained that there is no fixed formula for good teaching .However, the EFL teacher must have a good knowledge of English language, and of the way this language is to be taught, in addition to a set of behavioral traits necessary to get learners involved in the learning process in constantly changing environment.

Teaching and learning is of course best when the teacher is able to draw up his lesson plan according to the needs, interests, and capacities of the specific learners involved

It is well established fact that a teaching that does not give opportunity for the learner to develop learning styles and strategies is a useless teaching.In this respect, Widowson claims that :**A pedagogy that doesn't involve learners**

participation is not likely to be as effective as one that does. (widowson,1983:76)

Thus, the teacher's role necessary changes. He has no longer the role of absolute holder of knowledge, but has to be a guide, a coordinator, an observer, and an assessor. He has mainly to be an instrument rather than authority.Consequently,learners are no longer dependent on their teachers.Rather they should be more responsible for their learning.

> **These changes strengthen teachers 'roles making them more varied and more creative. Their status is no longer based on hierarchical authority, but on the quality and importance of their relationships with learners** (Oxford,1990:11).

The role of the teacher ,as a model to be imitated and parroted ,has been eliminated with the changes resulting from the recent approach (CLT then CBA). The task of the teacher is no longer the purveyor of knowledge and the source of the authority, but rather "**a facilitator (8) of learning resource for students to draw on"(**Harmer,2001:57.)

In 3AS level, the teacher has to help learners "**reach a certain level of performance when using the foreign language"** and is supposed to reach the set objectives prescribed by the syllabus which aims at:

- **expanding their language acquisition**
- **developing their verbal and graphic communicative skills**
- **exposing the various types of discourse: narrative, descriptive, expository, prescriptive and argumentative(9)**

Syllabus for English, 2004:36l

Lessons are no more based on teacher presentation. Instead, each lesson focuses on a particular communicative function. Teacher encourages learners to speak, read, or write in order to ask for or to communicate information or ideas.Therefore, the teacher becomes a classroom manager or a guide, encouraging and helping learners to communicate (teaching is no longer a one sided of information).

Teachers are viewed as co-learners. In this way learners are encouraged to risk errors (as the objective is to make learners communicate, errors are inevitable.).

The following points clearly clarify what have been said before; Concerning teacher' roles in the previous approaches and the new one. Let's start with:

❖ ***Teacher' s role in the approach currently used:***

-holds knowledge
-provides knowledge
-is over-present in the classroom
-take all decisions in class
-is authoritarian.

❖ ***Teacher's role in the new approach:***

-give guidance and help
-advise pupils
-facilitates learning
-is a co-learner
-engages the pupils in tasks
-provides individual teaching (if necessary)
-develops learner autonomy

❖ ***What changes:***

-a less authoritarian attitude
-openness to discussion and negotiation
-sensitiveness to pupils' concerns

Ministry of national education (May 2003:4)

All in all, the newly adopted approach (i.e. the Competency Based Approach), is supported by a philosophy based on learning, in no way aims to lessen the teacher's role. It sets out to help teachers to become autonomous and to free them from the constraint of using teaching prompts, which is in fact do not take into account the pupils, specificity as individuals.

Far from relinquishing their roles teachers in this approach, they should no longer restrict themselves to communicating contents. Rather, they should guide, help, encourage pupils to take part in their own training. Put it simply it now consists in helping learners to put together appropriate learning strategies, to build knowledge by means of discovery activities in the form of problem –solving (here, the teacher's part is minimal), or by means of guided discovery (teacher's part is more important),and to incite learners to make use of more learning strategies.

Such an important task requires ,however ,an adequate teacher-training programme, technically called pre and in-service training ,i.e. before and after grading from the university.

2.7. The EFL Learners

In its broadest sense, learning can be defined as a process of progressive change from indifference to understanding. In other words, Learning " can also be defined as a constant process of change of behaviour(linguistic or else)and/or acquisition of specific items ,either abilities or memories, that occurs through appropriate encounters between cognitive shemas and the environment"(Brief ,J.C.1983,quoted in Miliani ,2001:77).Gagné(1973ed) posits that **"learning is a change in human disposition or capacity ,which can be retained and which is not simply ascribable to the process of growth".**(Gagné 1973 quoted in Miliani 2001:77-78) ,and according to contemporary dictionaries, learning is the acquisition and getting of knowledge of a subject or skill by study, experience, or instruction. More specialized definition might be read as follows:"**Learning is relatively permanent change in the behavioral tendency and is the result of reinforced practice"(**Kimble &Garmezy(1963:133).

The Pupils are the centre of the teaching –learning process, principally within CBA methodology. The syllabus, the textbook, and the teaching method are all to be selected and designed to suit their needs and cope with their proficiency level in each stream accordingly. The focus of this study is on third year pupils, more specifically the literary and Philosophy stream.

2.7.1. Profile of the 3AS Learners:

Third year learners are generally aged between 17and 21.As adolescents, one of their main concerns is the search for identity. This latter is to be developed among classmates and friends; this is why adolescents consider peer appreciation to be more importantly than the teacher's attention (Harmer, 2001).They cause mainly problem of discipline because of their anxiety related to the language classroom in general, and because of their lack of motivation in learning as well as their negative attitude towards the English language in particular. As result, it is the teacher's role to manage this, in supportive and constructive way so as to help learners.

Herbert Puchta and Michael Schratz (1993) argue that the reason of teenagers problems is,"**..The teacher's failure to build bridges between what they want and what have to teach and their students worlds of thoughts and experience"** (Herbert Puchta and Michael Schratz 1993:4) quoted in Harmer2001:39).

It should be noted also that pupils of the Literary and Philosophy stream have undergone stream orientation two times .The first one takes place at the end of the middle school studies, when they pass the BEM Exam. The orientation of learners is done on the basis of scores: high-scoring pupils are oriented to the

scientific or technological streams, while the low-scoring pupils are sent to the *literary or the technical stream*. The second one is done at the end of the first year in secondary education,1AS,where literary stream learners are oriented to three different branches; Literary& Philosophy, Literary and Foreign Languages, Literary and Islamic Sciences. The last one does not exist in the newly adopted approach.

It should be added that third year learners are in a transitional and decisive learning period, leading to graduate studies or to the job field. Although they have undergone the same learning experience, the same instruction (i.e. formal instruction), these learners differ greatly in many aspects. In this context, Wilkins admits that; **"Getting educated is a personal matter, in contrast, providing education is a social enterprise" (Wilkins1972:149).**

Put it simply learners differ from one another because of their differences in motivation, learning aptitude ,attitudes ,language anxiety ,and learning strategies.As it has been stated by Rivers,**1968:89)**: "**Individual students prefer different modalities of learning, through the ear or the eye they learn….at different rates and employ different strategies for understanding or retaining material".**

For the above reason teachers have to take all these into consideration when preparing activities for learners. In brief, they need to know which kind of learners they have in class, to tailor their teaching methods, the materials, the language used to the level they are working with, so as to match the different personalities in front of them.

Explicit training in strategies is also important, it is hoped that learners might learn specific language techniques and the most important thing is that they become aware of strategies in general ,in order to select ,implement and monitor their own use of some of them in the future so as to engage in the learning process.

2.7.2. Pupils Needs and Motivation

2.7.2.1. The Pupils Needs

If Algerian pupils are asked what they need English for, most of them would be unable to state their real needs. Only those who are thinking of preparing a"licence d'Anglais"(B.A in English)understand that they need to pay particular attention to the learning of English. It is true that apart from some institutes like the foreign language institute, the institute of international commerce or some "computing" or "banking schools», English is not an entry requirement. Those who intend to pursue scientific or medical studies ,indeed understand the necessity of

knowing English but they are too taken by what they consider more important subjects like mathematics,physics,or natural sciences that they do not see it as an immediate need,even for passing their final examination.

Furthermore, the foreign language coefficient in general and in *English* in particular given is only three ,whereas *philosophy ,Arabic, history and geography* is five .That's why even if literary and philosophy pupils understand the importance of learning English ,they do not see it as an immediate need but as a long term goal, not among their priorities. This can be explained by the following table;

	School subjects	Success percentage
Subjects with high coefficient	Arabic	32,37%
	Philosophy	67,68%
	History &Geography	68,58%
Subjects with low coeffifcient	English	11,17%
	French	09,37%
	Mathematics	12,40%
	Science Islamic	96,25%

Table 2.6 the results of the bac exam for the literary and philosophy streams in all subjects in all secondary schools in Tlemcen

For those who intend to leave school for a more active life, the need of English is just meaningless and irrelevant as they know they will not need it for the kind of job they aim to have in the future.

Despite the fact that the majority of pupils are unable to see the importance of English, it is necessary to explain to them that they will need it for academic as well as vocational purposes,and,apart from those who will leave school prematurely, it is in their interest to be more careful with the learning of English. It is equally important that learners become aware of their needs because, as a general rule, it is the learners' needs and interests that stimulate and reinforce their motivation. This leads to talk about pupils' motivation.

2.7.2.2. The Pupils' Motivation

It is very difficult to learn a foreign language among many other subjects if the learners do not have a certain amount of motivation. Many experiments and studies ,notably those by Gardner and W.Lambert(1972)have shown that in any type of humain learning,motivation is a key to efficient learning.

Unfortunately, the two basic kinds of motivation that is "integrative" and "instrumental" are in different degrees lacking in our pupils. It is clearly understood that Algerian learners do not have what is referred to as integrative

motivation since only those who wish to integrate the foreign language culture are 'driven' by this type of motivation.

The 3AS literary and philosophy students have no particular contact with the foreign culture, nor can they visit the country where the target language is spoken, nor seek friendship with native speakers. The kind of motivation, those pupils may have can only be instrumental since their main objective is to have good grade at the final examination, or to apply for a certain type of job that requires from the applicant to know at least two foreign languages. Whatever motivation our pupils may have ,a motivated learner is in a better position to become a successful learner than a learner with neither instrumental nor integrative motivation.

Teachers have to stress the importance of learning languages for better jobs or they may build up interest in the foreign language culture through exchanges, visits or at least exchanging letters with English speaking students.

If it is not always easy to stimulate all pupils'motivation,teachers have to be careful not to demotivate them either by ineffective teaching or unplanned lessons or by a too inhibiting and critical attitude that may put off the learner of EFL.

Both teachers and learners are responsible for the failure or success of their relationship and thus "**teachers and learners roles define the type of interaction ,characteristics of the classroom..."(Richards 1994:23)**.

Furthermore ,the teacher should work with both good and weak pupils and provide them with support which will increase their motivation and interaction and their participation in the classroom. "**motivation techniques succeed better if the atmosphere of English class is relaxed and if the teacher provides continuous support and encouragement"(Rivers 1968:42)**

Indeed interaction in the classroom is a condition for successful language learning and intellectual emotional and social development .In addition, **"Natural language use will come only when barriers are broken down" (Rivers(1983:112).**

2.7.3. Learners' Roles

Due to the impact of the traditional educational system(traditional as far as the teachers and learners roles and relationship are concerned),many students are accustomed to be *passive ,'spoon-fed' learners;*they are here to follow the teacher and the textbooks' instructions. They do what they are told to do .They are never asked to participate in a way or another in the choice of topics or activities. Everything is imposed to them, *the teacher, the textbook, the method, the activities* to be performed and so on.

They do not know that they can themselves take the initiative and responsibility for their learning. Most of them ,think that they are incapable to work or to learn without the dominance of a teacher. They even do not understand that their teachers may ask them to take more responsibility for their learning.

Teachers who wish to encourage autonomy and involvement in the learning process are considered as bad teachers who are not doing their job properly.Hence,the need to change these views concerning the teachers' and the pupils'roles in the learning process by developing an awareness for a more self-directed learning and also by making the learners aware of the learning strategies that will lead to a more self-reliance and thus to more autonomy.

Learners who rely heavily on the teacher, do not involve themselves directly in the learning process ,nor do they take responsibility for their learning, will learn very little or nothing.

2.8. 3AS Syllabus

To give a general definition of a syllabus, one may say that it is the content of a course i.e. the list of any subject that compose a course. The syllabus is necessary element in the teaching/learning process and nationwide official document in a country. It is thus an indispensible tool for teachers and a guide which by virtue of necessity, may be adapted to meet the pupils' needs and expectations.

> "**According to the Ministry of education ,the general aim of the English syllabi is to provide the learner with the language necessary to communicate in normal social situation both orally and in writing"(Benmoussat 2003:122)**

According to Nunan(1988),syllabus design is concerned with the selection ,the organization ,and the gathering of items to be learned in an appropriate sequence, quoted in Harmer(2001).Whatever its type ,every syllabus needs to be developed on the basis of certain criteria informing about the choice and the order of what should be taught. In this perspective ,Harmer(2001)says:

> **No one element predominates; all have to shift to accommodate the others, and the end result is always a compromise between the competing claims of the different organizing elements. (Harmer2001:300)**

By organizing elements, Harmer means the different components of a syllabus as stated earlier(grammatical structures, lexical items,tasks,language functions,etc). He asserts that in such a syllabus no element takes priority over another and can be taught in isolation; on the contrary, all those elements are interrelated and work together.

In the Algerian context, on one hand, the General Objectives for the Teaching of English in 3AS can be summarized as follow;

.1- Linguistic and communicative objectives

- Endow the learner with reliable linguistic basis in grammar, syntax, lexis, pronunciation, a mastery of oral and written expression which will allow him to successfully persevere in learning English whether at university or for professional purposes later on.

2-Methodological and technological objectives

- Promote learning and self-assessment strategies .
- Teach learners to use technological means such as computers or the Internet which are necessary for research.

3-Socio-cultural objectives :

- Integrate themes studied in other subjects, such as in history, philosophy or astronomy.
- Make of the learner a curious and open-minded individual by providing him with aspects of other cultures and civilizations such as the British, American and African ones.

On the other hand, according to Ministry of education ,the Entry profile in 3AS**,**The learner should be capable of producing a fifteen-line message dealing with a picture, an oral or written input, to report about a fact (seen, read or heard)**.**While the Secondary Education exit profile 3 AS **,**The Final Integration Objective that the learner is aimed to reach at the end of his secondary studies is **a** written message of about twenty lines using a given type of discourse (descriptive, narrative, argumentative, expositive, …)

Besides , each paragraph should start with a topic sentence, have supporting sentences to justify the main idea and a concluding sentence. They can show a relatively satisfactory mastery of the main language functions. The curriculum is based on the Competency-based approach. It is built on a pedagogy of integration of knowledge and skills. Students will learn because they do and

through what they do. They are the centre of the learning process They learn how to cooperate, exchange and share ideas. They feel that they are working for themselves and not for the teacher only

Thus, after a seven-year –experience of foreign language learning, They are supposed to :

-dominate more than one language function at a time.
-have acquired the ability to express themselves with sufficient fluency.
-move from skill getting to skill using through the integration of the four skills.
-know some learning strategies.

(syllabus of English,2004:36)

Put it simply, English teaching in the secondary school is aimed to consolidate the knowledge of skills and linguistic items acquired in the preceding years. In 1AS,the focus is on the three main components; grammar,vocabulary,and study skills such as how to use a dictionary, keep notes and cooperate with each other. The objectives of the English syllabus are to build communicative efficiency in learners through spontaneous desire to communicate, correct grammar and at last reasonable fluency. In 2AS,however,the teacher focuses on developing communication by teaching at the same time ,some communication strategies and language structures.Whereas,in the 3AS level,the teacher turns to systematic teaching of some discourse modes and language function,assuming that their pupils have build a range of necessary communicative skills.

Yet, one sticking observation about English language teaching in the secondary level, is the difference in skill focus. While emphasis is put on the development of oral skills in the middle school and both in the first and second year of secondary education, writing skill is given due attention only in the third year which is not enough to prepare 3AS pupils for formal examination requirements. The other important reasons is due to the difficult aspects of some discourse types such as the expository or the argumentative which are often skipped by teachers to limit writing activities to the usual production and reproduction, controlled(10) and free composition . The following table shed light on 3AS Syllabus and Writing Activities suggested for the literary streams as it is the core of this research:

Themes	Projects / writing skill activities
1-Ancient Civilisations	**Project:** -Rise and collapse of civilizations. -Making the profile of an ancient civilization **Writing :** -writing an expository essay -writing a story.
2-Ethics in Business	**Project:** -Awareness of an ability to deal with ethics in business. -writing a charter of ethics **Writing :** -Writing a policy statement -Writing an opinion article -writing the description of an ideal school
3-Education in the World	**Project:** -Understanding of educational systems in the world. -Designing an educational prospectus. **Writing :** -Writing a descriptive essay. -Writing an expository article
4-Feeling and Emotions	**Project:** -Exploring the realms of feelings, emotions and humour. -Writing a booklet tips for coping with strong emotions. **Writing :** -Writing a letter of advice. -Writing a newspaper article. -Writing a book/film review article

Table2.7. A survey of EFL syllabus, and Suggested writing activities for the 3AS literary streams learners according to Syllabus for English(2006)

All in all ,from the above table one can say that according to 3AS Syllabus, and by the end of secondary education pupils are supposed to express themselves in fluent,accurate,and meaningful English both orally and in writing. However reality shows opposite results embodied namely in the disappointing low scores obtained by pupils in the Baccalaureate examination. The reason behind that can be linked to the over-ambitious syllabus objectives which do not go in line with pupils' real cognitive and linguistic competence. "…**a related point worth raising here is the form of incongruity between the syllabus**

designers' own theoretical perception and knowledge of the pupils' cognitive and linguistic capabilities and their actual abilities(Ourghi2002 cited in Benmoussat2003:131).

Similarly Benmoussat(2003) points that:

> **"Many teacher believe that the curriculum is 'overloaded'; this has given rise to a major preoccupation among most teachers ….to cover the syllabus rather than teach effectively following the learners' progressive intake and assimilation capacity. Teachers ,…often select only those aspects of language that feature prominently in the BEF and the Baccalaureate EFL exam….what seems to matter most is the rate of success in the aforementioned exams…Arguably, emphasis should be put on academic success and concentration on the pupils' development of his/her potential rather than on training them for a particular exam"**
>
> **(Benmoussat 2003:132)**

On the other hand, Syllabus designers and language inspectors claim that **"the textbook is not the Holy Koran"(Official Syllabus for English 1999:4),**and the syllabus as such is only a guide which by virtue of necessity ,may be adapted to meet the pupils' needs and expectations and to centre one's teaching on those needs and expectations. Teachers are not obliged to follow the textbook slavishly " **the textbook writers expect you[the teacher]to be a teacher not just a textbook users"(General Inspectorate of English**).

In this respect ,the demand for an appropriate teaching methodology is therefore as important as ever. The next section will be devoted to a general description of the textbook designed for 3AS learners as it is an indispensible and very useful for the learner.

2.9. The ELT Textbook

Language instruction has three important components: the teacher, the learner and the material i.e. the textbook which are the centre of instruction and one of the most important influences on what goes on in the classroom

The textbook is an integral element in the teaching/learning process. It plays a crucial role in developing learners competence and increasing their performance. It is equally essential for both learners and teachers as it inevitably

determine:**"the major part of the classroom teaching and student's out of class learning"(Rivers1968:475)**

The importance of the textbook refers to the direct practice of English teaching material.It reflects the objectives of the syllabus depending on the method and the techniques used by the teacher:**"the role of the textbook is to present raw material that must be adapted by the teacher to cover the syllabus**

(Pedagogical Instruction,Inspectorate of English,MEN.1982)

In the same context, Harmer states that:

> **Good books are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts(Harmer2001:304)**

In fact ,the textbook may be considered as the major material used in the classroom.However,teachers are not compelled to follow it slavishly but rather to adapt it in order to suit their learners needs and abilities**, "the textbook is not the Holy Koran"(Official Syllabus for English 1999:4)**.Therefore, Teachers are not obliged to follow the textbook slavishly " **the textbook writers expect you[the teacher]to be a teacher not just a textbook users"(General Inspectorate of English**).

Put simply, the textbook is one of the important elements of the teaching and the learning process. It plays great role in increasing learners' performance and developing his competence. It represents therefore a raw material that should be adopted and adapted by the teacher in order to cover the syllabus.

In fact, The changing needs of the Algerian school made it imperative that ELT textbooks are revised and up dated. The following figure illustrates the different textbooks used for ELT in Algeria from 1981up to now :

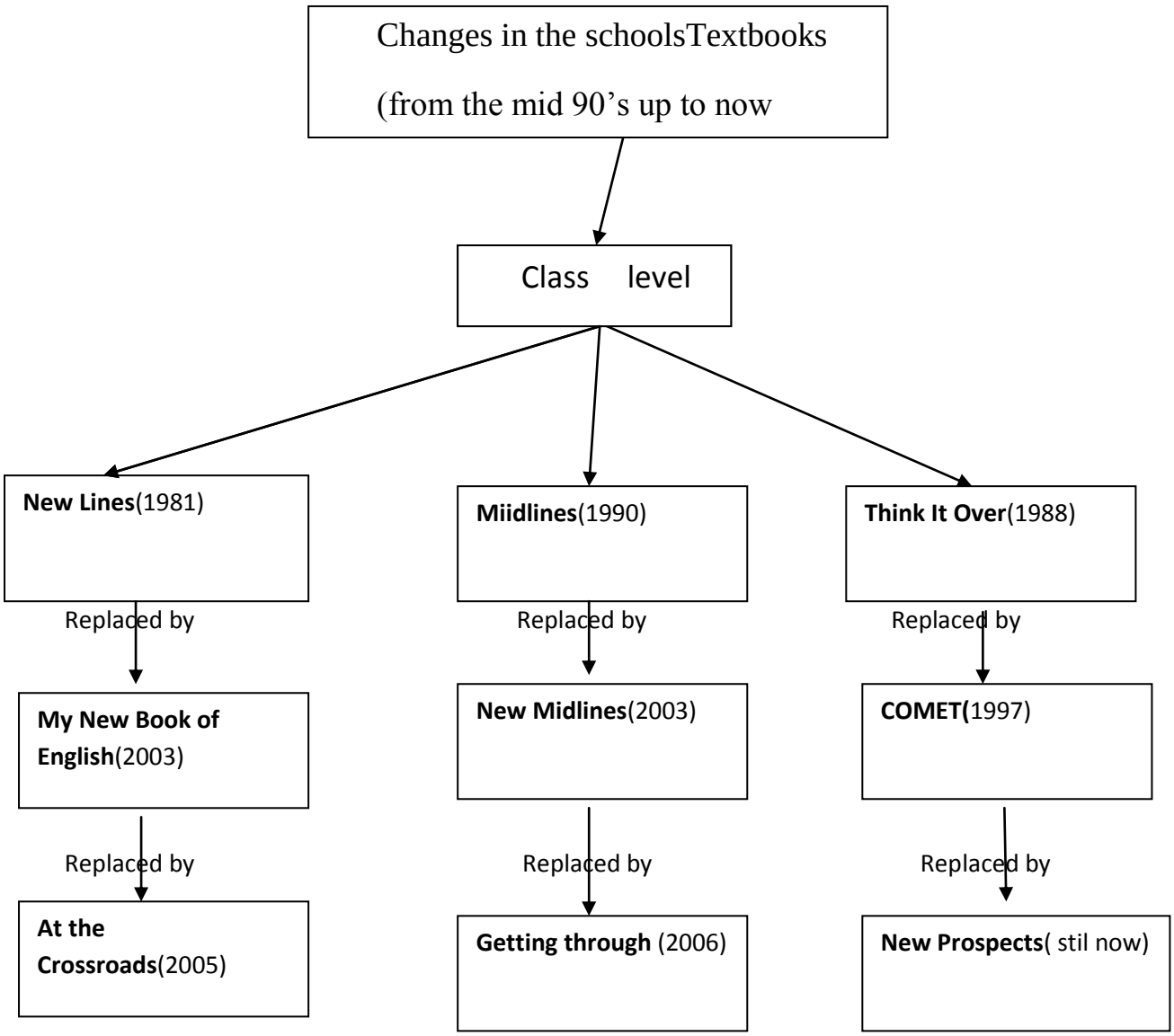

Figure 2.secondary school designed textbooks from 1981 up to now

As noticed from the above figure, ***New Prospect*** is the last of a series of three course books designed for the teaching of English in the Algerian secondary school. It was introduced in 2007.

New Prospect is the 3rd book of the Algerian ELT designed textbooks. It has been conceived for 3AS classes for all streams, but with different timing .In fact it has been designed to meet the academic requirement of the end of the third year "Bac Exam». For the different streams.

It is a textbook based on thematic approach with a competency dimension added to it. This textbook complies with the new English syllabus for 3AS as laid out by the National Curriculum of the Ministry of National Education in March 2006.Its main principle ,therefore, rest on the communicative language

teaching ,which engages learners in real and meaningful communication. In other words learners are given opportunities to process content related to their lives so as to develop both fluency and accuracy.

New prospects emphasizes competency based learning ,learner-centred, and project geared. It provides therefore a large number of tasks through 3AS students are brought to notice, reflect and analyze how English is used. Riche, the head of the project, (2007: IV) states that:

Three major features of the syllabus have been careful in designing this book:

(i) the fact that Baccalaureate is exclusively the written mode

(ii) the emphasis on thematic orientation.

(iii) the need to cater for the pedagogical requirement of all Baccalaureate streams

He adds :**The overall approach remains basically competency- based, learner-centered and project geared (Riche 2007: IV)**

The tasks devised, provide opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks are intended to enhance autonomy i.e. individual learning as well as learning with peers .On the other hand, the texts selected, present language in different types and styles: *radio interviews dialogues, news reports, encyclopedia entries, newspaper and magazine articles, excerpts from work of fiction, poem et*c. Their aim is to prepare learners to interact with various language situations they will encounter in real life.

New prospect contains six units with six main themes and their topics are different to cater for the need of major baccalaureate streams, some related to science and technology while other related to language and humanities. Riche (2007) claims that each stream will study four mandatory units which are mainly related to its field of study .These are divided as follows.

1. **Ancient civilization (lit. and F. Languages)**
2. **Ethics in business (all streams)**
3. **Education in the world: comparing educational systems (lit. and F. Languages)**
4. **Advertising, consuming and safety (science and management)**
5. **Astronomy and solar system (science and management)**
6. **Feeling and emotions (all streams)**

In 3 AS syllabus, each unit is built around themes and each theme allows the use of several interrelated language function. New prospects progressively develop in students the three competencies of *interaction, interpretation and production* that cover all areas of language (morphology, vocabulary, pronunciation, spelling, syntax) through six graded units. Besides, the graded tasks are of the type ***"to be found in English paper in BAC examination and thus provide the students with a gradual familiarization with examination requirements in English (New Prospect 2007:60 "teacher's book'')***

Moreover ***" New Prospects provides a large number of effective tasks through which students are brought to notice, reflect, and analyze how English is used…most of these tasks involve the use of "discovery learning" (inductive learning) and are intended to enhance individual learning as well as learning with peer" (New Prospects 2007:57/ teacher's course book)***

From the above quotation, one may deduce the principals of the newly adopted approach "CBA. Finally what are the different task types dealt in New Prospects?

Each unit in New Prospect includes the presentation and practice of grammar, vocabulary and pronunciation/ spelling with the four skills. Hence this practice is related to the theme discussed in the unit. Each unit is followed by an evaluation grid to check on the learner's progress. It reviews students knowledge about the language items presented and test their ability to use the skills and strategies through reading passages found at the end of the course book. Other items are also included such as listening scripts, grammar reference with an aim to foster learner's autonomy and keeping on learning after classes by checking grammar.

It should be kept in mind that the themes or topics included in each unit should be dealt with in nearly thirty hours under the teacher' guidance.In so doing the learners are presented with different types of activities in relation to the four language skills: Listening,speaking,reading and writing.

Each unit ,therefore ,consists of four sequences: the first is *Listen and consider*(getting started, let's hear it, around the text, vocabulary explorer,pronunciation and spelling,Think,pair,share), the second is *read and consider*(getting started,taking a closer look,around the text, vocabulary explorer, pronunciation and spelling and Think,pair,share),the third is *Listening and speaking*(which includes; before listening, as you listen, after listening, saying it in writing) and the last one is *reading and writing* (before reading, as you read, after reading ,writing development)

To sum up, Each unit is structured as follows:

- Presentation of the project outcomes.
- Two parts: each part contains two sequences, each of them containing two or three sections subdivided into rubric. In the first sequence the reader will find two sections: the first one being listen and consider while the second one read and consider. These sections are rounded off with a section where in student is invited to take break to better start the next sequence. *The purpose of these sequences is to work ,through the around the text rubric,on the language dimension of the texts by the study of grammatical structures ,vocabulary ,pronunciation and spelling. What is aimed is getting the pupils to internalize the thematic and linguistic tools they will make use of ,more naturally to speak and write fluently. Both sequences are closed with the rubric entitled* ***Think,Pair ,Share****. The tasks in such a rubric aim at getting the students to re-invest the thematic and language elements acquired throughout the sequence ,by foregrounding a particular function(advising,comparing,informing,etc,)*

Referring back to the second sequence entitled skills and strategies, the learner will find five sections, arranged as follows:

- Research and report
- Listening and speaking
- Reading and writing
- The main project and alternative ones
- Assessment which is followed by another break under the title: "time for….."; in which pupils will be able to relax with a song or poem.

In the first two sections Listening and speaking ,reading and writing ;the focus is on the awareness and practice of primary skills(listening,speaking,reading,and writing)and social skills(collaborative work,peer assesement,responding to problem-solving situations,etc).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'(Syllabus of English (2006))

2.9.1. Writing Skill in New Prospects:

In New Prospects, the writing skill is first introduced in the first sequence of each unit in a rubric named: ***think pair share*** which encourages students to interact, negotiate. And latter on, in sequence two in :

Saying it in writing
Reading and writing
Writing development

In the same view, the head of the project, Riche (2007:68) claims that:**The writing activities that we have suggested reflect real life tasks, such as writing simple reports, brief articles, formal and informal letters etc**"

He adds:

> **the units of this course book offer a variety of activities reflecting real-life situations and prompting the students to practice English in creative ways. Their consolidation of skills whether oral or written, is to be realized through a number of activities stemming from the competency based approach.**
>
> (Riche 2007:70)

As far as writing strategies are concerned, what has been noticed in New prospects ,is that in each writing task, pupils are presented with some pre-writing strategies that will help them to write. ***The pre-writing strategies***, it is considered to be the most important step where students brainstorm to select a topic, generate ideas either individually or in groups gather information, determine the most appropriate purpose and style and finally develop an outline.

The process oriented approach is also highlighted since it stresses the importance of writing different drafts before the final product.

However, It should be kept in mind that the themes or topics included in each unit should be dealt with in nearly thirty hours under the teacher' guidance.In addition to that the themes presented in this textbook such as ***Ancient civilizations*** are far beyond the interest of 3AS literary and philosophy stream learners. Thus, Causes of low achievement in writing are manifold. Some applied linguists have noted the existence of a writing anxiety from which learners suffer deeply .Not only learners are deprived from help and encouragement ,but also "**teachers expect from them to write accurately and meaningfully about an imposed topic in a limited amount of time"(**Tsui,1996:97).Therefore, it could be understood that learners learn more when doing rather than just thinking about abstract things. Moreover they do better when they are exposed to topics and themes related to their everyday life and interests for example; ***Ethics in Business, Education***,etc

This way ,they may respond to different texts and situations with their own thoughts and experience rather than by doing abstract learning activities. Showing

the importance of rousing learners' interest debates and discussions ,Harmer(2001:39) suggests "**Indeed part of our job is to provoke intellectual activity by helping them to be aware of constructing ideas and concepts which they can resolve for themselves –though still with our guidance.**

In New Prospects,3AS literary stream pupils are asked to do the following writing tasks :

- writing an expository essay
- -writing a story
- -writing a policy statement
- -writing an opinion article
- writing a description of an ideal school
- Writing descriptive essay
- Writing an expository article
- Writing a letter of advice
- Writing a newspaper article
- Writing a book/a film review article. (See appendix G)

Although, Writing instruction mainly centers on the four types of texts :narrative,descriptive,argumentative and expositive.3AS literary and philosophy streams know little, if not at all, about the genre-specific conventions and contexts in which these genres are used.

What makes the situation even worse than it was is that at the secondary school level ,the pupil is introduced to essay writing for the first time; he is exposed to a wide variety of writing types such as reports, biographies and stories .The frequency of writing session ,on an other hand, is one hour week for literary stream pupils and one hour every fortnight for scientific stream pupils

In addition, it is generally argued that learning to write fluently and expressively is the most difficult of the four language skills ,whatever the language in question (first, second ,or foreign language) .An obvious reason is that writing is a complicated recursive process instead of a linear one whereby writers are supposed to go back and forth when they compose.(Byrne(1979) and Burnaby(1984),Raimes(1983)).Writing, by its nature demands much of the writer and not many pupils can learn to become good writers because writing tasks are presented in a decontextualized way, neglecting the content and audience.

The competency –based approach stresses the need to integrate the four language skills. Indeed, we cannot teach one without the other because they are interdependent and cannot be dissociated. However and mainly because the communicative approach is designed to lead to communicative competence, quite

the opposite can be noticed and, of the four language skills, writing is the skill most frequently neglected.

It appears that primacy of speech is taken as the fundamental principle and it is obvious that learners spend most of their time listening and speaking. The oral use of language is thought to be the most useful for EFL learners even though they have no opportunity to use the foreign language outside the classroom.

In addition ,the written task comes at the end of the unit which make teachers frequently neglect it. All too often, when written work is set, it is assumed that if learners can say something, they should be able to write it. It should be borne in mind that little preparation is done for written work in class and most of the time learners are let to work on their own. In this respect, Flower(1984) says that writing is not just an individual act but a social and communicative one, too.Writers use different text types to accomplish different purposes and to fulfill certain social functions(Paltridge2004).learners need to understand the social functions on multiple genres and how language creates meaning in different social cultural contexts (Hyland2003).

2.9.2.English Examination

The writing skill is evaluated along the school year in the form of tests or homeworks and at the end of the year during exams. Third year literary and philosophy learners have to sit for tests and end of terms examinations through which their learning proficiency is evaluated. These exams give a general picture of learners knowledge and ability. They are intended to measure learners' language and skill progress in relation to the syllabus they have been following. An EFL exam is basically written, the oral practice of the language is not tested at all. Each term exam in English as well as the baccalaureate exam is divided into two different parts for learners to tackle. The first part; Reading and Interpreting ,contains two sections: comprehension/interpretation and text exploration (see appendix).the objective of the first section is to check learners, comprehension through activities related to the text. The second section(text exploration)consists of activities aiming of testing grammar and vocabulary knowledge and assessing learners, receptive and productive skills.

The part written expression may have several forms such as essays, dialogues or letters, expecting learners to use a variety of forms. Such type of activity requires from learners to have control over many language aspects through which their final products will be examined and evaluated at both levels content(ordering and selection of ideas)and form(spelling, punctuation,

vocabulary, grammar ,etc).most of the time ,however, since 3AS literary and philosophy stream learners find this section difficult ,they just skip it .

The objective of written expression phases is to evaluate the candidates 'ability to express themselves reasonably ,correctly through either a guided or free composition(see appendix H & I).

After having mentioned the main features and objective of the English Exam,it would be better to shed light on the most important variable which either foster or hinder the teaching /learning process in Algeria.

2.10.Problem Areas

Teaching English in Algeria to 3AS classes is carried out under authority of a nationally unified syllabus and baccalaureate exam system.EFL teachers focus on teaching correct language forms and test oriented skills rather than helping learners develop their creative thinking and language skills for communicative purposes; this is mainly due to the pressure of the final exam (Bac) while accuracy is emphasized. Therefore,EFL learning can be affected by the following:

2.10.1.The Educational Process

Although teachers and learners are the most important participants in any teaching/learning process, there seem to be other variable which either foster or hinder that process. Among these variables one may includes the following:

- **Lack of Practice Outside the Classroom**

Algerian learners have no opportunity to practice the target language ,to use the knowledge and skills acquired in class because of lack of immediate use of English outside the foreign language session. In this respect, Wilkins adds **"Foreign language learning in many countries does not go beyond the stage of progressive accumulation of linguistic knowledge .The language teacher is the only person to provide exposure to the language"**(Wilkins ,1972:156).

- **Timing**

Language learning is so complex that it proves quite impossible for anyone to learn any foreign language in such short time. Bearing in mind that four hours a week for the literary and philosophy classes are just sufficient to preserve some of the acquired language. The time allotted to EFL teaching is ,indeed ,hardly enough to equip the learners with the necessary information and skills required to achieve their needs and the stated objectives. For this reason ,Harmer (2001:**335)** argues

that: "**Even if students have three English lessons a week, it will take a great numbers of weeks before they have had the kind of exposure and opportunities for use which are necessary for real progress"**

Nunan(1988),on the other hand ,states that not everything should be taught in class. For this part,Cotterall(1995) adds that even if learners are taught everything in class,the teacher will not be arround when the learners wish to use the language in real life.To compensate for the limit of classroom time, it is advisable to develop in learners learning strategies and in making them autonomous.

As far writing is concerned, less time is devoted to it because teachers believe that writing is time consuming ;another reason, is that much work needs to be corrected. As a result, writing is often relegated to a homework activity(and thus out of class activity),because many teachers think that there is not much time to be devoted to writing and prefer to deal with reading,grammar,and vocabulary tasks. However, learners would benefit from classroom practice in writing with the teacher in class, and receiving the necessary feedback.

- **Large Classes**

The huge size of the Algerian secondary school classes proves to be quite a serious problem. Year after year, EFL classes are experiencing significant increases in the number of learners(more than 45 pupils).

Dealing with classes of more than 45 learners presents the teacher with several problems. Some of the costs associated with large classes are reduction in teaching quality. For that reason, it is advisable to reduce class size because according to Krieger(2003),teachers in small size classes use more facial expressions, more eye contact, more positive remarks ,spend more time on direct instruction than on classroom management and more often in small groups than they do in the regular –size classes.

Halbach,Ehrle,Zahorik,and Mlnar(2001)add that smaller classes (15 pupils per teacher) have fewer discipline problems ,more time for instruction and individualization ,varied instructional strategies, and more content in-depth coverage. Zahorik(1999) also finds that smaller classes have three effects leading to increased individualization: fewer discipline problems, greater knowledge of learners ,and more teacher enthusiasm.

Learners' grade can also be affected by class size .As result ,individual learners do not receive sufficient attention from the teacher. When classes are large, the teachers pointed out that they cannot accommendate the wide individual differences(ability-levels) available in class. Poor learners do not get enough

attention. They cannot have a one-to-one contact and do not have adequate time to follow their learners'progress.Learners feel that the teacher calls and focuses on those in the front row. They do not have a chance to answer or practice. Some learners talk in class and make it difficult for the majority to hear the teacher and concentrate due to the increasing noise level.

Moreover, over-crowded classes have a negative effect on assessment. Extra work is require of instructors(teachers) when classes are large. All the instructors reported that grading 200-300 essays (nearly each month)is exhausting, tedious,and time consuming. To sum up, teachers will not be able to deal with each learners individually and ,thus, learners are not going to be given sufficient time for speech and practice. As a result, they are going to spend most of their time listening to their teachers' talk. Second, with overcrowded classes both teachers and learners will lose the sense of community.

Consequently, class size at elementary, secondary and college levels should seriously be taken into account because it would have many impacts on the teaching /learning process

2.10.2.Teaching Constraints

However, what is clearly noticed in Algerian secondary school, the role of the teacher of English is hard to assume because of administrative constraints.EFL teachers encounter various impediments. They are compelled to finish the programme, write on the class log –books ,and fill in scores in pupils correspondence copybooks. Besides ,teachers have to cope with an overloaded curriculum, large classes ,few resources ,and low coefficient subject matter .

In addition ,the English sessions are usually scheduled in the afternoon(4-5)or in the morning final hours (11-12),when both teachers and pupils are tired.

Amidst these conditions, the EFL teachers are asked to make pupils score well in tests and exams*(quantitative assessments*)and they have never been asked whether they have developed real communicative abilities in learners*(qualitative assessments)*.All these make teachers question the necessity to devote time and energy in trying to foster pupils communicative skills ,mainly in listening and speaking .

Concerning the writing skill, EFL teacher has to manage to teach it among other skills, to large classes where the number of pupils in many schools exceed 45.With such extravagant number and at this crucial level where pupils need individual help, teachers confront a great challenge;

-to complete the programme

-prepare the pupils for the Bac exam adequately,
-tackle the problem of discipline tactfully,

Furthermore, teachers have to deal with pupils of mixed abilities, of different learning strategies, and low motivational drives. These learners have rather low proficiency level in English, and most importantly, they hold negative attitudes towards foreign language learning mainly towards English. They consider its learning as a waste of time for being subject with low coefficient compared to *Arabic, Philosophy, History and Geography*. In the same vein, Hamzaoui (2006) states:

> **Low coefficient as well as limited teaching time and resources allotted to French and English language teaching ….led the younger generations…to encounter real learning problems in both foreign languages.(Hamzaoui2006:73).**

2.10.3.The Learner

It should be reminded that apart from the classroom setting ,the Algerian learners have no opportunity to practise the foreign language. In other words, there is no direct contact with the language except in the classroom. As result learners do not seem really motivated because of the lack of practice they have which is mainly due to the insufficient time. Sometimes, learners feel limited and embarrassed by their incapacity to express their ideas in the new language.

Learners differ enormously in needs ,lacks and affective dimensions. Nevertheless, they can be made more responsible and interactive if they are provided with a clear statement about the curriculmum, syllabus,objectivess and evaluation. Moreover, they should not be looked at learners as "empty vessels», but as a resource (Wajnryb,1992) and as participants in the making of the lesson .For this ,the teacher has first to be attentive to differences among learners concerning their personatities ,learning styles and language aptitudes, mainly since modern teaching methodologies revolve around learner-centeredness.

- **The Learners' Motivation**

Motivation is one of the factors that contribute either to success or failure in performing a particular task .It is closely bound up with a person 'desire to achieve a goal' .Harmer(2001)points that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something".(Harmer2001:51)

Usually ,people have a certain motivation for learning a foreign language and make a deliberate choice concerning the learning of a given language. This means that when people decide to learn a foreign language, they exactly know why they are doing it. For those people, the acquisition of a foreign language 'broadens the mind', is 'useful when travelling' or for 'getting better jobs', is 'culturally valuable' or 'allows a person to read literature in the original language'.

In our context, an educational institution decrees that all school goers should learn at least two foreign languages. There is no argument against such decision but if one considers the great numbers of children and youngsters who are currently studying a second or a foreign language, their reasons for learning a language are quite different from the ones listed above. Few learners believe in the importance of language learning for better jobs, for establishing contact with foreigners when travelling or for being able to read literature in the original language. All these reasons are simply irrelevant and meaningless to them. Consequently, the motivation and the desire to learn are effectively very small and no great effort to enhance learning is provided.

However this is the case of Algerian EFL learners in general and 3AS literary and philosophy streams learners in particular. Such learners seem neither motivated nor interested in an English class. On the contrary they seem bored and do not perform adequately in such learning class.EFL teachers add that such learners are motivated instrumentally and not extrinsically.

In the same vein Benmoussat(2003:119) states that: " **the immediate goal and the primary motivating force in learning English in Algeria is to help pupils pass examinations. Indeed ,informants almost overwhelming cite passing exams as the primary motive for studying English particularly for secondary school pupils".** and as Alexander posits **'a formal examination with bias towards the written language will only exert a pernicious influence on language learning when it is regarded as an end in itself'(Alexander1967:vii).**

Thus, if learners are not motivated they are probably going to fail in their education .In the same respect, Harmer(2001) argues**: "most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success".(Harmer2001:51).**

As a conclusion to this point, we may say that a certain amount of motivation is of paramount importance in successful learning and if learners have no motivation or no desire to learn a foreign language, any effort to teach them something will be ineffective.

- **Language Aptitude**

Teachers know from everyday experience that some language learners appear to have ‘ a gift for languages’ which other learners do not process .This factor generally favours the learning process and relates to the learners’ ability to identify and remember sounds, memorize and retrieve words and also the ability to induce grammatical rules from language examples(Littlewood 1984:62-63).

Good language learning is said to depend, at least, on three variables: “aptitude, motivation, and opportunity” (Rubin, 1975, p.42) and there is no doubt that some students are more successful learners if compared to others (Rubin, 1978, p.15).

Learners who have this ‘gift of tongues’ or language aptitude will surely become successful learners, but those who do not have it, are already having problems with the home language and will only accumulate more failure with the target language. The teacher, then will end up with demotivated learners who experience great difficulties but do not make much effort to improve themselves.

It would be less demotivating for these learners if they are placed in a more or less approximately homogeneous group before a language learning programme.

By doing so, the teachers’ task will be easier as they will deal with learners with more or less the same level. More importantly, it is also less demotivating for learners who will be exposed to teaching that meets their needs and aims at leveling their difficulties.

- **Learning Styles**

Second language learning researchers have pointed that language is closely related to human behaviour and personality and that “**learners differ in their cognitive styles or learning styles as well as their learning strategies”,(Richards and Lockhart,1996:56).**Some learners are aid to be ‘extroverts’ and so they are active and more willing to take risks with language. Other are ‘introverts’, silent in class, they listen well ,think hard and learn much. Some learners are more tolerant at ambiguities ,while others are more anxious . ‘Analytic’ learners prefer a deductive approach; they are given the rule and are left to deduce other examples. ‘Holistic’ learners prefer an inductive approach; they are given the examples and are let to induce the rule (Willis,1996).

Besides language aptitude, it is necessary to take into account that students learn in many different ways. Each learner has his/her own learning style preference. Some learners have a visual major learning style, that is, they learn best by seeing words in books or on the whiteboard. They understand and remember things better if they see them written.

These types of learners need to take notes of teacher's talk or explanations if they want to remember the important points in each lesson. Other learners have a major auditory learning style. Instead of seeing words written, they rather need to listen to them. They remember best the information if they read it aloud and benefit from listening to tapes, class discussion or the teacher's oral explanation.

Another type of learners learn best by experience. This means that they need to be physically involved in the classroom. They benefit from participating in different activities such as role plays or stimulations. This physical involvement may help them understand new material and remember information well. Some students learn best when they work alone. They concentrate better and feel comfortable if they study by themselves. Others learn more easily in groups; they feel more secure and make better progress when they work with two or more classmates. The stimulation they receive from the group help them learn, understand, and finally remember better.

Teachers can help learners find their preferred learning style through a questionnaire that will show them the most helpful way for them to learn and remember best.(known as learning style checklist by Brown 1994)

Therefore, for learning to be facilitated ,teachers have to be aware of the importance of recognizing and dealing with the variety of cognitive styles and subsequently have to vary their teaching methods and techniques according to their students' needs and preferences. This is essential if one wishes to avoid a clash of the students' personality with the method. Besides, the method has to appeal to them because if they have confidence in the method ,if they feel secure and comfortable, they will probably be more involved and more motivated and will not make so many errors.

By varying the techniques ,the teacher will at least ensure a maximum number of students will be 'reached'. It is advisable to have a mixture of group and individual work ,and alternate activities based on visual and auditory techniques. Varying the classroom techniques also has the advantage of breaking the monotony of the lesson and keeping the learners more alert and therefore more attentive.

Apart from learners' motivation, language aptitude, learning styles and the method used, there also personality traits such as self -confidence, self-esteem, risk-taking and tolerance of ambiguity that contribute to making learning easier or more difficult.

- **Self-Confidence**

Sel**f**-confidence is not normally assumed to have an influence in successful learning. In Krashen's theory (1981),self-confidence is identified as an important aspect of the **"affective filter"** in that it enables the learner to

encourage maximum intake. Conversely, a lack of self-confidence would be an inhibiting factor for learners and this is supported by teachers who in their experience report that poor learners lack self-confidence. It is true that a lack of self-confidence may prevent some learners from totally exploiting what they know. However, on some occasions, too much self-confidence may have a negative effect.

A reasonable level of positive self-evaluation is necessary because it will assist the learners in fully exploiting their abilities for a better performance.

Teachers can help students feel good about themselves by having an encouraging rather than a hostile or threatening attitude by asking questions or setting tasks the learners are able to understand and perform and not putting them in tricky situations which will only confuse and make them lose their self confidence.

- **Anxiety**

It is usually associated with feelings of self-doubt, apprehension or worry. Scovel(1978:134)defines it as **" a state of apprehension, a vague fear....All learners know what anxiety is and have experienced this painful feeling of fear or uneasiness when they undertake a complex learning task."**

Whereas too much anxiety hinders learning, a certain amount of facilitative anxiety can stimulate a learner to invest more effort and energy in a learning task. Anxiety can be easily observable through physical actions such as fidgeting ,forgetting the answer...

It is possible to reduce the level of anxiety in many different ways. Oxford(1990),Lavine and Oxford(1990) and Horwitz (1990)suggest a number of ways to deal with anxiety. Firstly, teachers have to be aware of language learning anxiety. This awareness will help teachers to be less impatient and less critical with students who are unwilling or unable to learn because of debilating anxiety.This awareness will also make them adapt a supportive and trusty attitude that will help learners lower their level of anxiety instead of raising it through criticism.

Secondly, teachers have to create a positive learning environment ,by learning students' names, by holding an encouraging attitude instead of an authoritative one. The teacher can also help the learners to help themselves through positive self-talk. They need to learn to believe in themselves and in their abilities. Teachers will also have to reward students for a good work through complimenting; cooperating with others. Working in groups or in pairs is not only stimulating but also contributes in reducing anxiety.

Language learning diaries and journals that the students write to their teachers to express their fear and anxieties might be a valuable aid as they enable teachers to be aware of the learners' psychological state and thus provide the emotional support expected from them.

- **Risk –taking**

In language classes ,it is essential for learners to be able to take moderate and intelligent risks ,such as guessing meaning or actively participating in a conversation despite the possibility of making occasional mistakes. Some learners are so afraid of making mistakes that they choose to keep silent because their inhibition and fear have taken over completely. They feel emotionally paralyzed and so are unwilling to take the smallest risk, particularly if they are asked to perform in front of others .They do not want to expose themselves to criticism from their peers or to self- criticism .Because of this ,such learners take very few risks so they **'avoid any clinks in their self protective armor'** Stevick(1976).

In trying to protect themselves from criticism, these students do not enjoy the opportunities to use and practise the language communicatively. Therefore, if they do not have enough practice ,their progress is seriously slowed down. From this, one would assume that risk-taking will inevitably faster positive results in language learning but this is not always the case because the point is not to take wild, impulsive risks as some bold learners do but it is advisable to take wise ,moderate risks. And as Rubin(1975) notes: **"the good language learners makes willing and accurate guesses".**

The concern of most teachers is to encourage more involvement and more participation in class, but in some cases, some high risk-takers dominate the classroom with their "foolish gambles". These learners need to be trained in compensation strategies that allow them make intelligent guesses in reading for example and use communicative strategies when listening and speaking(Oxford,1990).

Learners will be encouraged to take risks if teachers create an atmosphere where students are willing to try out the language and venture a response and not just wait for teachers to designate someone to do so.The activities should be reasonably challenging, not too difficult and not too easy. Teachers should be careful enough when giving feedback .They need to praise their students for trying but at the same time friendly attend to correct language.

In such positive environment, learners may eventually know how to take risks wisely and appropriately.

Before concluding this chapter, it is necessary to shed light on the most important remarks drawn from the teaching of writing skill at the secondary school level, as it is the core of this research.

2.11. **Writing in the Secondary School Level :**

As previously stated, secondary education lasts three year (1AS.2AS.3AS) during which pupils are prepared for the Baccalaureate examination. However, learners coming from the middle school and entering secondary school have not developed efficient thinking and linguistic skills that allow them to produce a good performance in writing. What makes the situation even worse than it was is that at the secondary school level ,the pupil is introduced to essay writing for the first time; he is exposed to a wide variety of writing types such as reports, biographies and stories .(see Appendices J)

The frequency of writing session ,on an other hand, is one hour a week for literary stream pupils and one hour every fortnight for scientific stream pupils. Yet ,as Hamzaoui (2006) points that **:**

> **many writing difficulties are encountered by the secondary school learner. He is required to write long essays which consist of several paragraphs, while he was used to write only a short paragraph. Moreover, he is asked to write creatively and expand on his ideas, while he was used to mechanical writing, always needing a model and already explained ideas in class to write composition.**
>
> **(Hamzaoui2006:92)**

She adds ;

> **While emphasis is put on the development of oral skills in the Middle Schools, and the first and second year of Secondary education ,the writing skill is given due attention only in the third year of the Secondary education which is not enough to prepare students for formal examination requirements.(ibid:94)**

So can teacher expect from this pupil to produce something that he has never been taught ?

Another sticking observation about English language teaching in pre-university education (i.e. secondary school level),is the difference in skill focus. While emphasis is put on the development of oral skills in middle school ,and first and second year of secondary education, the writing skill is given due attention only in

the third year of the secondary education which is not enough to prepare pupils for formal examinations requirements.

In the same line of thought, Hamzaoui says that; **English teaching in secondary school is aimed to consolidate the knowledge of linguistic items and skills acquired in the preceding years.(Hamzaoui2006:94)**

In addition, by the end of secondary education ,pupils are supposed to express themselves in fluent ,accurate and meaningful English both orally and in writing. However reality shows opposite results embodied namely in the disappointing low scores obtained by pupils in the Baccalaureate examination. In fact many reasons can explain pupils' low performance in writing and speech. Among them: overcrowded programmes and insufficient teaching time, divergence between classroom activities and examination requirements leading pupils to develop negative attitude towards communicative activities and group work and at last the over ambitious syllabus objectives which do not go in line with pupils'real cognitive and linguistic capacities. In this context, Allen and Widdowson(1979) posit that there is a wide gap in EFL teaching between elementary level and intermediate or advanced level ;explaining that pupils move rapidly from basic English knowledge to complex use of that knowledge ,with no materials to help them make a transition between the two extremes. What is more, despite the importance of evaluation as a learning tool in the teaching /learning process, **"too little time and few resources are generally budgeted for evaluation in language development"(Rhichards,1985:9-10).**

All in all, what can be deduced from here is that writing *is a* **neglected skill**. While the competency –based approach stresses the need to integrate the four language skills, quite the opposite can be noticed, of the four language skills, writing is the skill most frequently neglected .It appears that primacy of speech is taken as the fundamental principle and it is obvious that learners spend most of their time listening and speaking. In addition the written task comes at the end of the unit which makes teachers frequently neglect it. All too often, when written work is set ,it is assumed that if learners can say something they should be able to write it. It should be borne in mind that little preparation is done for written work in class and most of the time learners are left to work on their own.

2.12.Conclusion

This chapter attempted at describing the conditions under which the teaching and the learning of English as a foreign language is taking place. it had been particularly concerned by the linguistics environment, the pupils' needs and motivation, their role in the learning process, the lacks they have in reading and writing ,the teaching material and finally the teachers background, the study of these different parameters may enlighten the readers on some of the causes for the learners' difficulties in getting and also in using the target language.

It had also attempted to give a general view of the Algerian educational context. One conclusion we can draw is that failure in writing is partly linked to failure both in teaching and learning. Besides, there seems to be many contradictions between the objectives officially stated and how teaching is actually performed. As a result in spite of the six years spent in learning English ,3AS literary and philosophy stream learners still find themselves unable to use the target language both orally or in writing.

This chapter had demonstrated some of the variables affecting negatively the teaching/learning of writing. Neither the approach nor the teachers' methodology really favours the teaching of writing. In fact many reasons can explain pupils' low performance in writing, among them: overcrowded programmes and insufficient teaching time, divergence between classroom activities and examination requirements leading pupils to develop negative attitude towards communicative activities and group work and at last the over ambitious syllabus objectives which do not go in line with pupils' real cognitive and linguistic capacities.

With regard to the major participants of any teaching/learning situation, it worth mentioning that in addition to ill-trained teachers,3AS learners for their part do not seem to be motivated and show negative attitudes towards EFL learning because of numerous deficiencies accumulated at a previous stage ,leading to the present low proficiency level. And finally, as the core principle of CBA is learner centeredness as opposed to teacher centeredness, learner autonomy in Algeria may be a new notion and may be difficult to inculcate simply because Algerian learners are not used to be responsible as result, learner autonomy may be restricted at the beginning.

All in all ,learners are offered neither suitable learning conditions nor sufficient time for acquiring sufficient and adequate knowledge. If such conditions were available ,if the teaching profession were between the hands of competent, well-trained teachers, then teaching would care of itself. This would not only foster students' learning but improve their performance as well.

Nevertheless, these outcomes observations are the researcher' hypotheses and interpretations. To analyze the situation more objectively, it is of paramount importance to carry out an investigative study that would lead ,from different viewpoints ,to practical evidence about the source of the problem and ultimately to alternative remedies. This what will be attempted in the following chapters.

Notes to chapter two

1. Baccalaureate examination; entrance exam to university level, held at the end of the third year of the secondary education, roughly equivalent in English to O-level.

2. A lingua Franca can be defined as: "***a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a second language" (Harmer 2001: 1)***

3. BEM(Brevet d'Enseignement Moyenne)entrance exam to secondary school.

4. An innovation in ELT has been implemented since2003,the fundamental school has been replaced by the middle school ,and English is taught hereafter from1AM instead of 8AF.pupils will have EFL learning experience of seven years before university level ,but the first generation of pupils undergoing these changes will not sit for the Bac exam until 2010.

5. Language teaching is very often discussed in terms of 3 related aspects; **Approach, Method** and **Technique**. Different theories about the nature of language and how languages are learned "approach" imply different ways of teaching "method" and different methods make use of different kinds of classroom activities "technique".
Approach how languages are learned?)⟶ method (ways of teaching)
(ways of teaching) ⟶ technique(classroom activities)

Edward Anthony (1963) identified three levels of conceptualization and organization, which he labeled, *approach, method and technique*. The arrangement is hierarchical .The organizational key is that technique carry out a method which is consistent with an approach. So approach is the first criterion upon which methods are defined ,from these latter derives the techniques to be used. One approach can give one or several methods. Each method consists of a host of techniques. Contrary to approach and method which cannot be apparent ,technique can be seen since they are what happens during a class session such as the audio visual aids.

6. **Practice**and **progress,developing Skills,** and **Fluency In English**

7. The term ***communicative competence*** was first coined by the sociolinguist Hymes in the late 1960s to denote the knowledge of the rules in socially and culturally appropriate ways in order to achieve the desired communicative effect. It came as a reaction to Chomsky 's "linguistic competence", the speaker's ability to form and interpret sentences. Linguistic competence stresses on the formation rules of language while communicative competence stresses on fluency .It was also defined by Miliani as the ability to achieve successful communication in English in any given situation .It

includes not only linguistic competence(i.e. the mastery of the abstract system of rules)but also the attitudes ,values, and social rules concerning a given language.

8. Facilitating learning is an essential teaching concept. It is apart of the teacher role specifications defined by the General Inspectorate of English ,and assumed in the acronym P.L.E.F.T.E.R. standing for Planner, Linguistic Model, Evaluator, Facilitator, Team member, Educator, and Researcher.

   Planner; the teacher sees planning, and structuring of learning activities as fundamental to success in teaching and learning

   Linguistic model; the model learners should imitate , we try to imitate teachers in terms of pronunciation as an example.

   Evaluator, teacher assesses the learners' progress

   Facilitator; the teacher simplifies the learning process.

   Team member ;the teacher takes part in cooperative activities and team work.

   Educator ;the teacher serves as an example suitable for imitation

   Researcher: the teacher is expected to keep up with the latest development in the field of language learning (adapted from Benmoussat2003:237)

9. the following table clarifies and explains the characteristics of the different rhetorical modes

Rhetorical mode	Types and Purposes.
Narrative	Tells a sequence of events in a report or a biography. Two types of narration can be distinguished :fiction (imaginary)or non-fiction(true facts /events)
Descriptive	**Static description** :describing a place, a person, a system. **Process description**: describing the sequence of steps in how something is done or the operations in how something works.
Expository	-It is used to explain ,inform, illustrate, or analyse. -It can be expressed through different modes: **Definition**: defining ,explaining, and exemplifying something. **Classification**: organizing a description into a hierarchy of categories. **Cause-effect:** explaining how events are linked ,how one thing leads to another, giving reasons for outcomes. **Comparison-contrast**: discussing similarities and differences
Argumentative	It is used to persuade the reader of a given point. **Discussion:** putting forwards arguments ,evidences ,examples ,etc

Table 2.8.Rhetorical modes: Types and purposes(adapted from Hedge,1988:99)

10. The composition can be controlled ,guided ,or free.

-Controlled composition can be defined as one where both content and the language are determined ;this means that the learner's writing is controlled by various means (for example, providing questions to be answered ,sentences to be competed, or pictures to follow..).
-A guided composition has controlled content and free language
-while free composition is free both in content and language. In other words ,the learner's writing is not controlled or limited in any way.

Chapter Three:

Research Methodology

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Notes to Chapter Three

3.1. Introduction

This chapter is devoted to the empirical phase, which strives to arrive at more consistent analysis of the EFL teaching /learning situation, with reference to the writing skill .It is based, in addition to classroom observations on different analytical tools .It will require the contribution of three partners in the teaching / learning context: teachers, learners and EFL inspectors. Research in this chapter seeks to investigate real causes underlying learners' low achievement in writing.It aims at highlighting different facts about writing skill; the teaching of writing skill in 3AS level, the writing skill in EFL curriculum, the learner's apprehension to this skill and many other factors related to this problem, which would serve as groundwork for alternative remedies that will be dealt with in the next chapter.

3.2. Analytical Tools: Aims and Procedures

The investigative phase will be conducted through different analytical tools: two questionnaires, different classroom observations, an unstructured interview and semi -structured interview. The questionnaire is chosen as research instrument because it is less time consuming and allows the analysis of a large number of informants in relatively short period of time (Wallace, 1998).The interview on the other hand, are conducted to elicit different facts in a relatively relaxed atmosphere(ibid).

To check the accuracy of the informants' responses, a combination of different analytical tools has been used in this research work. Indeed, a semi-structured interview has been conducted with both EFL teachers and EFL inspectors. In this respect, Weir and Robert (1994) state:

> **A combination of data sources is likely to be necessary in most evaluation 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 sourses collected by different methods ,and by different people(i.e. triangulation$_{(1)}$).It is now widely held that multiple methods should be used in all investigations**.
>
> (Weir and Robert ,1994:137)

Concerning questionnaire,Brown (2001) puts it this way:

> **Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers .**
>
> **(Brown, 2001:6).**

The first questionnaire is intended to 3AS pupils literary streams(see Appendix C) but; since this work aims to provide analysis of EFL writing skill teaching and learning at secondary school level ,a specific stream has been selected mainly literary and philosophy stream because it is the one which shows and illustrates more failure in English and mainly in Writing skill compared to other learning streams. While the second one is intended to 3AS Secondary School Teachers from different lycees(see Appendix D).

In both questionnaires the hypotheses of the research were translated into questions of three types: close ended, open ended, and combined questions. Closed questions consists of a range of possible responses. The informants have to choose and tick the response(s) which best fit(s) his /her opinion. Therefore, such a type of question limits the respondents' answer. However, in open questions, the informants are entirely free to express their own ideas and give their judgments and opinions. In the final step,(i.e. mixed questions);the respondents have to choose among a set of several responses. Furthermore, they have to justify or give the reasons of their choice.

Though teachers and learners constitute two major poles in the teaching /learning process, This research required the viewpoint of a third partner i.e.; EFL inspectors. To this end ,another inquisitive means was selected; a semi-structured interview was held with two inspectors from the Middle school and two from Secondary -School level. These inspectors were asked to give their view as evaluators and observers, specially of teachers and learners, in the teaching learning process. The researcher aims to investigate the real causes of such low achievement mainly in writing skill and the sources of learners' difficulties as well.

Data gathered via this triangulation (1)will be interpreted quantitatively and qualitatively .Partial conclusions will be drawn at the end of each

investigative procedure before dealing with concluding remarks derived from the results of different poles of study.

3.3. Informants ' Profile

As previously mentioned, this investigative study has required the contribution of the three partners to the teaching/learning context:3AS literary and philosophy streams learners, EFL teachers and EFL inspectors of both the middle and secondary school levels.

3.3.1. 3AS Literary and Philosophy Streams' Learners

It is worth mentioning at this point, that since the introduction of new educational reform, instruction in the primary school is reduced to five years instead of six years with French introduced in the third year. Instruction in the middle school , on the other hand, is extended to four years instead of three, and English is taught from the first year in the middle school. (see Appendix E)

As far the subjects of this research is concerned, the majority of 3AS learners have had thirteen years of schooling during which standard Arabic has been the language of instruction for all subjects. In addition, they are supposed to have studied French for at least ten years(see appendix G)since this first foreign language is introduced to them in the fourth year of the primary level. English ,being the second foreign language after French, is introduced to them in the first year of the middle school. Accordingly 3AS literary and Philosophy streams learners will have an experience of seven years of the EFL learning .

In 3AS ,and after seven year of EFL learning ,the pupils can be said to have an 'elementary'(2) rather than 'intermediate' level. Harmer (2001)puts the distinction this way:

> **Elementary students are no longer beginners and are able to communicate in a basic way. They can string some sentences together ,construct a simple story or take part in predictable spoken interactions. However, they have not yet achieved intermediate competence which involves greater fluency and general comprehension of some general authentic English.**
>
> **(Harmer 2001:12)**

3.3.2. EFL Teachers

The sixty teachers to whom the questionnaire was addressed, work in different lycees in Tlemcen (Maliha Hamidou ,Yagmouracen ,Hamed Bendimrad, Dr Benzerdjeb, Ahmed Benzekri,Ibn Tofail,Miloud Boumechra,Lac Kerrar(Remchi),Ikhwa Atar (Chetwan), Bouhmidi Tahar(Ouled Mimoun).The researcher also addressed these questionnaires to other EFL teachers from Oran and Sidi Bell Abbes during Secondary school teachers 'training held in Oran in 2010 . These teachers have a licence degree in English obtained from different universities in the Algerian territory. Their teaching experience ranges from only one year to thirty four years .Yet, out of sixty questionnaire addressed to EFL teachers, only fifty two were returned.

3.3.3.EFL Inspectors

The third part of this investigation, is conducted through an interview with EFL inspectors of not only secondary school level but the middle school as well. This pole of study aims at collecting data from such informants for two major reasons. The first and the obvious reason for choosing inspectors from two different levels stems from the fact that English is the first learnt/taught at the middle school and carried on at the secondary school level. The second reason, is that inspectors are the only observers of both teachers and learners .Indeed, when attending lessons, inspectors can actually evaluate teachers' competence and methodology. Likewise, they have an idea about learners involvement and performance.

3.4. Learners Questionnaire

The subjects chosen for this questionnaire are forty five learners in their final year of study (3A S literary and philosophy stream) at Beseghir Lakhdar secondary school in Tlemcen.(it is situated in Tlemcen city center and was founded in 1984.). There are thirty eight female, and only seven male learners. Their age varies from seventeen to twenty years old. As they are in literary stream, they have "four hours of English a week instead of three for the scientific, mathematics and management streams.

The questionnaire was explained and given to them as a homework so that they could think more about the questions, or even discussed the answers with their peers. This was done with a purpose of lowering their anxiety and making

them believe that the questionnaire was not a test but a way to express their personal ideas, and an opportunity to make their difficulties known. As they had the choice to answer in any language ;most of them responded in Arabic, few of them in French and even fewer in English.

The learners 'questionnaire aimed to elicit from pupils ,as the centre of the teaching -learning process within the newly adopted approach in the Algerian educational context, the Competency –Based Approach, i.e. "CBA", information about the causes of their low achievement in EFL and in writing particularly. In other words it was designed at eliciting from them how they felt about writing and how they viewed and approached the writing task. The learners were invited to give insight into their motivational drives and attitude towards English ,to shed light on their own weaknesses and to propose solutions that would fit them.

3.4.1. Learners' Questionnaire Analysis

Learners' questionnaire comprised seventeen questions which were studied individually.

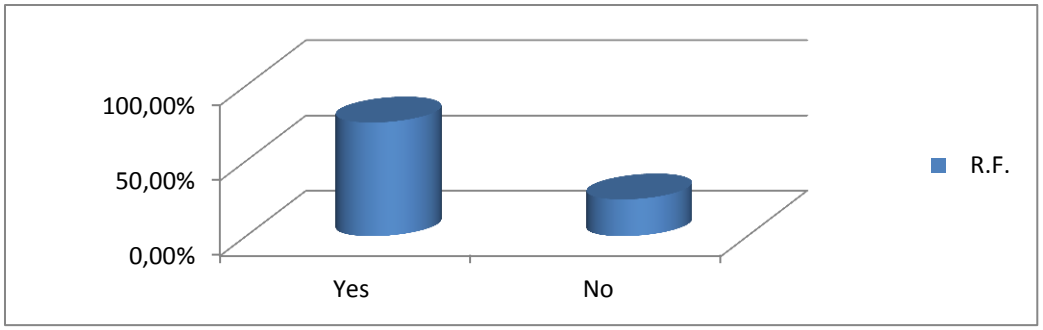
Question one: How Long Have you been studying English?

This question concerned learners' EFL learning experience in order to have a clear idea about the amount of formal language instruction the target population had been exposed to .There were differences because some of them had repeated the years (retaken courses) at different stages of their schooling, mainly in 1AS and 3AS.Their EFL learning experience, then, oscillated between 7and 8 years. Such a piece of information permits to determine what kind of third year pupils are.

Question Two: Do you like studying English?

Enjoyment in learning English	A.F.	R.F.
Yes	34	75.55%
No	11	24.44%
Total number	45	100%

Table 3.1 Learners' enjoyment in studying English in Class



Graph 3.1. 1 Learners' Enjoyment in Studying English in Class

This question was interested in pupils 'attitude towards EFL study. Most of the respondents 75.55% said that they like studying English, even those who admitted that they were not good at it. They gave different arguments for their positive attitude explaining that English was an essential subject-matter in the Baccalaureate exam and even important for their future studies and careers.

They explained that English is the most important language since it is the first international one in the world and then proves necessary in many domains. They added that English is the language of the future and fashion (films, songs, travelling, etc) and described it as being an important means of communication that will soon be expanded. Therefore, it helps them read books, understand their favourite songs and films ,and then facilitates travelling and communication with the external world. Some of the informants stated that they enjoyed studying English simply because they like EFL teacher. A few learners recalled the Prophet 's (MPBH)citation **«He who learns a community's language is safe from their evils".**

The rest of the respondents ,that is 24.44% of the learners, claimed the opposite .They complained about the difficulty of the language itself, the complexity of the grammatical rules and the lack of vocabulary .In addition to that ,they state that they can neither understand people nor teacher nor make themselves understood. Matter of fact, the respondents have difficulties using the language (speaking, reading and writing).Such pupils explain that in exam ,for instance, they do not even understand the instructions because of word meaning .

Question three: Do you think it is necessary to your success?

Learners' interests in studying English	A.F.	R.F.
Yes	39	86.66%
No	06	13.33%
Total	45	100%

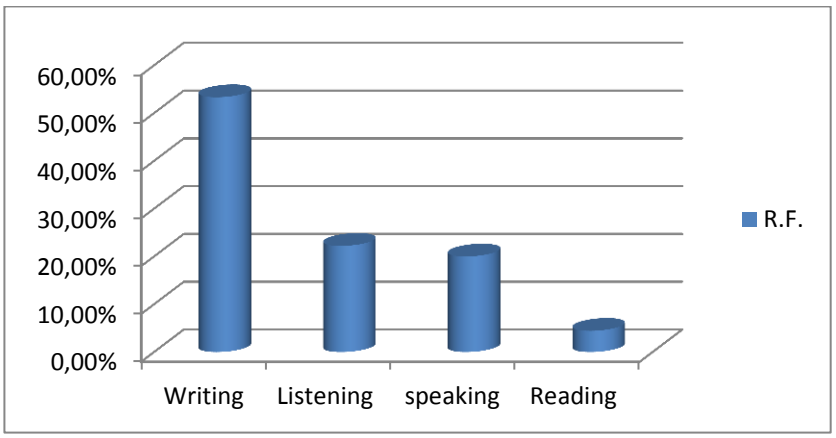
Table 3.2 learners' Interests in Studying English

This question further explores learners 'motivational drives in learning English'. Most of the respondents 86.66% claimed that English is necessary ;they referred to its importance as a subject matter in school curriculum and in the Bac exam. While others, recognize EFL utility in the future mainly in future studies or in the professional domain. However 13.33%of the respondents expressed their carelessness about English because they foresaw a failure in the bac exam or the future unemployment .Besides some learners considered the coefficient very low to grant English subject matter much importance. They preferred to work hard in school subjects having a high coefficient as **Arabic, Philosophy, History& Geograhy because** they are the most important in their studies rather than focusing in English.

Question four: Which skill appears to you the most difficult?

Language skills	A.F.	R.F.
Writing	24	53.33%
Listening	10	22.22%
Speaking	09	20%
Reading	02	4.44%
Total	45	100%

Table 3.3 learners' Weaknesses in the Four Language Skills



Graph 3.2. learners' Weaknesses in the Four Language Skills

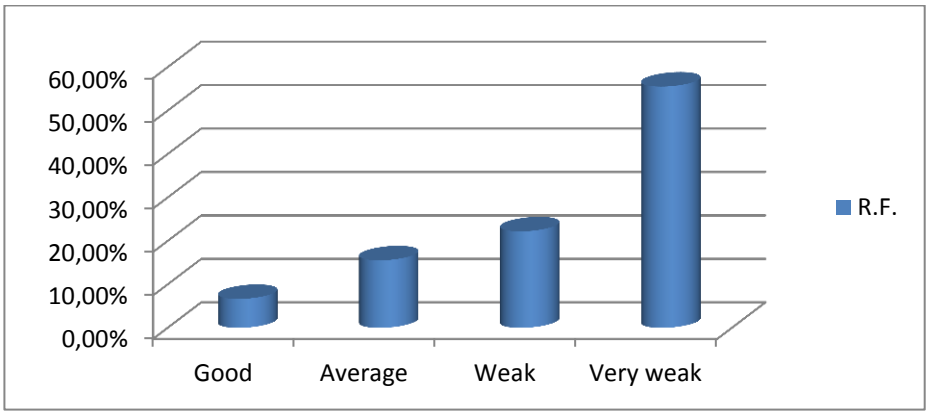
This question inquired about the skill that posed great difficulties for 3AS pupils. Learners were required to grade the four language skills in order of difficulty. As predicted, (53.33%) of the respondents confirmed that writing is the most difficult skill among the other skills, followed by listening (22.22%), speaking (20%) and reading (4.44%). It is worth mentioning here that 53.33% learners's difficulties did not lie principally in productive skills only, but in receptive skills as well.It is then a question of input before being a question of output.

Question five: How do you assess your level in EFL writing?

The aim of this question is to explore learners self-assessment in writing proficiency; by evaluating their level as Good, Average, Weak or Very weak

Learners' self assessment in writing proficiency	**A.F.**	**R.F.**
Good	03	6.66%
Average	07	15.55%
Weak	10	22.22%
Very weak	25	55.55%
Total	45	100%

Table 3.4.Learners'self assessment in writing proficiency



Graph 3.3. **Learners' self assessment in writing proficiency**

Of the total number of respondents , 55.55% honestly admitted that they were very weak ,22.22% weak ,while 15.55% presumed they were rather average, but only 6.66% thought they were good. At the level of this question some

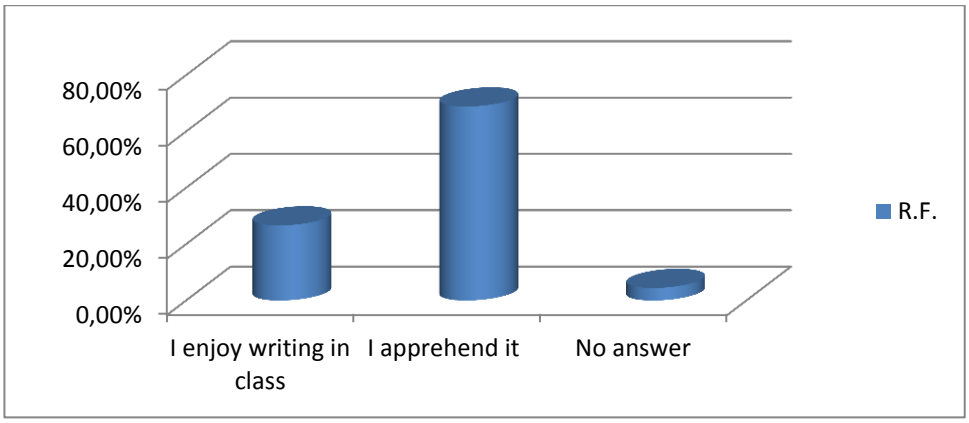
informants provided extra explanation pointing to their fear of making mistakes ,and also making allusion to their poor lexical luggage/background in English.

Question six :How do you feel about writing in English?

This question enlightened the researcher on learners' feeling about writing.

Learners' feeling towards writing	**A.F.**	**R.F.**
I enjoy writing in class	12	26.66%
I apprehend it	31	68.88%
No answer	2	4.44%
Total	45	100%

Table 3.5. learners'feeling about writing.



Graph 3.4. **Learners' feeling towards writing**

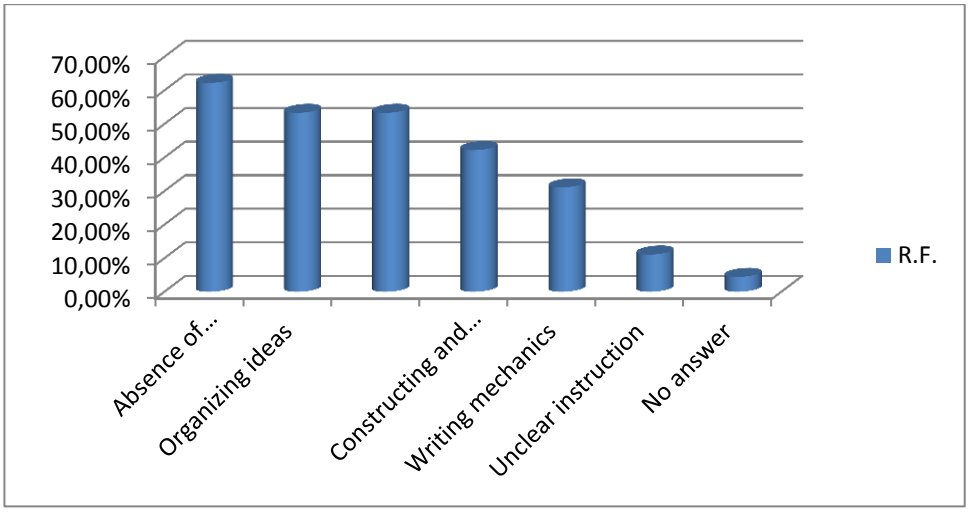
Twelve pupils (26.66%) reported that they enjoyed the writing class because they discover new ideas, can get help from their peers or from their teacher. The remaining 31pupils i.e. (68.88%) claimed that they apprehend it because they are afraid of making mistakes, they are also afraid of not finding ideas to write about. While two pupils (4.44%) did not answer this question This apprehension reveals that brainstorming phase is not always organized before writing begins. The fear of making mistakes is also detected through their answer in the following question.

Question seven: Do you face serious difficulties when writing?

This question aims not only to elicit from the informants whether they face serious difficulties in writing or not ,but also to encourage those who encountered these difficulties to state them; so as to have clear idea about them. All respondents admitted they face great difficulties when writing.

Learners' difficulties in writing	A.F.	R.F.
Absence of ideas(finding ideas)	28	62.22%
Organizing ideas	24	53.33%
Insufficient amount of vocabulary	24	53.33%
Constructing and combining sentences	19	42.22%
Writing mechanics	14	31.11%
Unclear instruction	05	11.11%
No answer	2	4.44%

Table 3.6.Learners's difficulties in writing



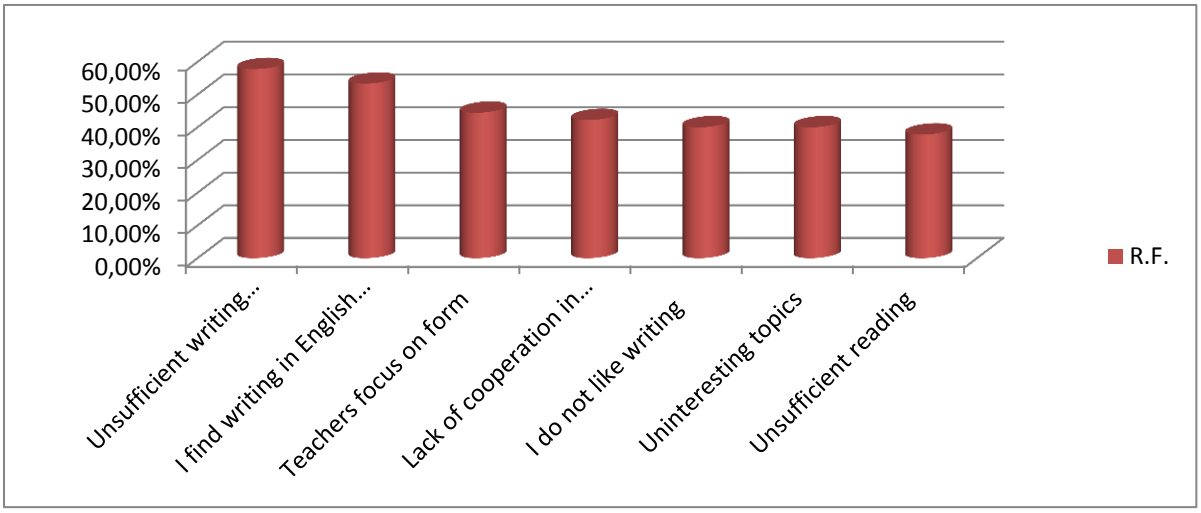
Graph 3.5 **Learners' difficulties in writing**

The biggest problem , they faced in writing was either finding enough ideas to write about(62.22%) or being able to organize their ideas(53.33%) if ever found. The majority of them recognized that the most serious difficulties can also be well illustrated with their lack of appropriate vocabulary linked to the topic dealt with (53.33) ,followed by their inability to combine and construct sentences(42.22%) and their fear of making mistakes concerning spelling or punctuation(31.11%) .Finally, they claimed also that they might face another serious problem which prevents them from their achievement in writing linked to the unclear instruction(11.11%) given by their teacher which stopped them from being able to write appropriately. Yet 4.44% did no answer.

Question eight: What are the reasons of your difficulties in writing?

Causes of learners' writing difficulties	A.F.	R.F.
Insufficient writing practice	**26**	**57.77%**
I find writing in English difficult	**24**	**53.33%**
Teachers focus on form	**20**	**44.44%**
Lack of cooperation in classroom	**19**	**42.22%**
I do not like writing	**18**	**40%**
Uninteresting topics	**18**	**40%**
Insufficient reading	**17**	**37.77%**

Table3.7. **Causes of learners' writing difficulties**



graph 3.6. **Causes of learners' writing difficulties**

The informants were asked again about the reasons behind their low achievement in writing. According to the results, it appears that**57.77%**of the learners do not write very often "insufficient writing practice», The difficulty to write in English comes in the second position with a ratio of **53.33%.**Learners claimed also their inability to write in English was due mainly to teacher' focus on form i.e. mistakes, grammar while paying little attention to the content on one hand(**44.44%)** . On the second hand, lack of cooperation **42.22%** also make their writing difficult especially in getting started. The ratio given to "I do not like writing "is in the same position with "uninteresting topics" .while**40%** of the learners affirmed that despite the fact that they enjoy studying English (see question one),they do not like writing .Finally, they also revealed that insufficient reading(**37.77%)** or their lack of reading is another reason that make

their writing difficult because it has a close relation with vocabulary .They claimed that they face many problems which add to the complexity of the English language on the one hand, and which prevent them from achievement in writing on the other.

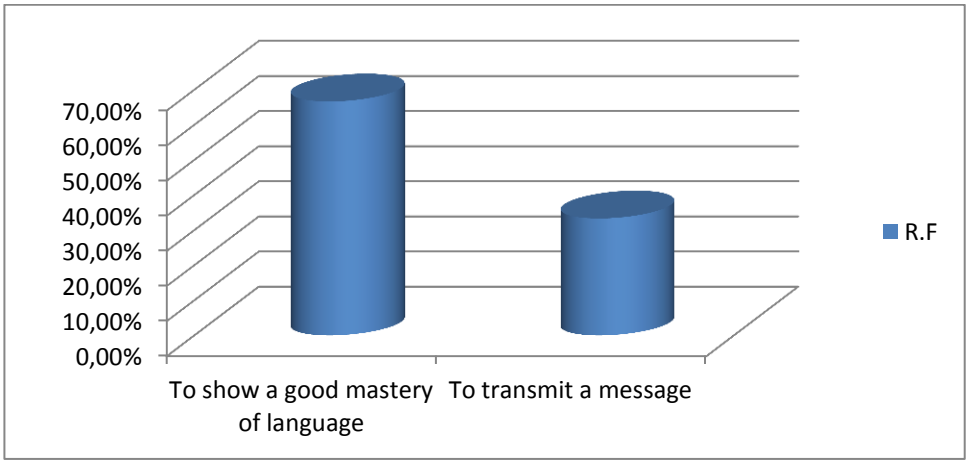
Question nine: Do you experience the same difficulties when you write in Arabic as you write in English?

All the respondents reported that they do not experience the same problems when they write in Arabic. They prefer writing in Arabic rather than in English because they have a better mastery of the Arabic language since it is their native language and besides they think in Arabic. So, it is easier for them to express themselves. They also say that they have more ideas in Arabic than in English.

Question ten: Do you know why people write?

The purpose behind writing	**A.F.**	**R.F**
To show a good mastery of language	30	66.66%
To transmit a message	15	33.33%
Total	45	100 %

Table 3.8.The purpose behind writing



Graph 3. 7. **The purpose behind writing**

This question aims to shed light on learners' main concerns while writing. Do they focus on the surface level or do they want to communicate a particular message? Few learners (33.33%) consider writing as a means of communication

but as a means to display their linguistics knowledge. In other words they saw writing rather as a means to show their good mastery of grammar, vocabulary, syntax, etc. in the same way, the purpose of writing is not always obvious for them because for many pupils(66.66%) writing is an opportunity to show that they have a good mastery of grammar ,vocabulary and syntax, very few, view writing as a means to convey a particular message.

Question eleven: Where do you prefer to write?

To this question whether they prefer writing in class, or writing at home, most of them answered that they preferred writing in class because they can get help from their teachers or from their peers. This is why they apprehend having to write a composition at home because they find themselves confronted with many various problems.

Question Twelve: Do you think that writing in class is different from writing your personal journal or writing a letter to a friend? Say why?

All the pupils agree that they prefer writing in their personal journals or writing a letter to a friend because they can express themselves freely, they are happy to talk about their feelings, about things that are of interest and value to them and they say "nobody controls my ideas», but unfortunately ,in the language class every thing is teacher-control. Nobody asks them about their feelings or about their field of interest. This question illustrate that pupils like writing about topics of their choice. Therefore, teachers should not always impose a topic to write about. Furthermore when they do not write to express themselves ,it is difficult for them to imagine a potential reader.

Question thirteen: When you are stuck, what do you do?

This question was interested in finding the strategies that the pupils might resort to while writing if they were stuck**.**

As far as learning strategies are concerned, twenty six (57.77%) pupils report using the following strategies:

-I try to concentrate on the topic and what to say.
- when I am stuck,I look at my friend who apparently are not having problems and say to myself that I too ,can write a good essay.

-I write ideas first so that I do not forget them
-I make a plan with an introduction, a development, and a conclusion
-I write my ideas in Arabic or French and then translate them to English.

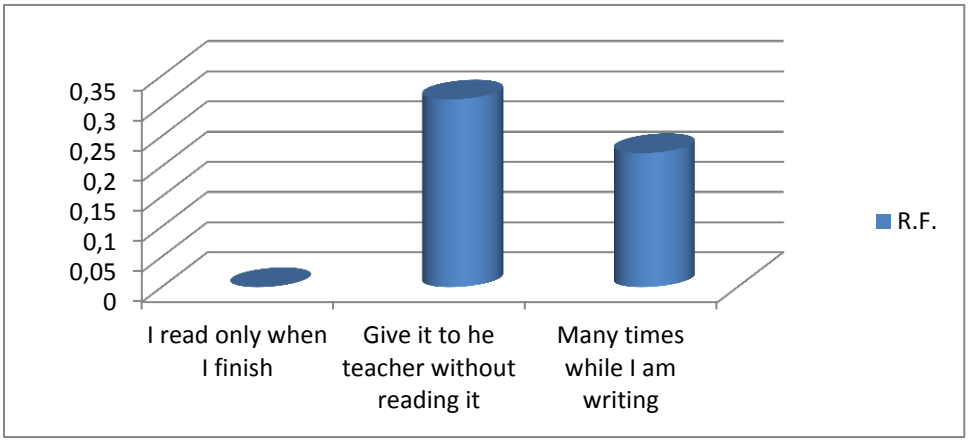
Obviously, the pupils resort to strategies, and these are quite interesting, but they do not use them in systematic way and probably unconsciously. However, the strategies that the pupils resort to, are not among the ones that the proficient and skilled writers use.

The rest of the respondents (nineteen with a ratio of 42.22%) affirmed that they panic and look at the white page.

Question fourteen: Do you read through your essay?

Learners' use of revising and editing strategies	**A.F.**	**R.F.**
I read only when I finish	21	46.66%
Give it to the teacher without reading it	14	31.11%
Many times while I am writing	10	22.22%
Total	45	100%

Table 3.9.Learners'use of revising and editing strategies



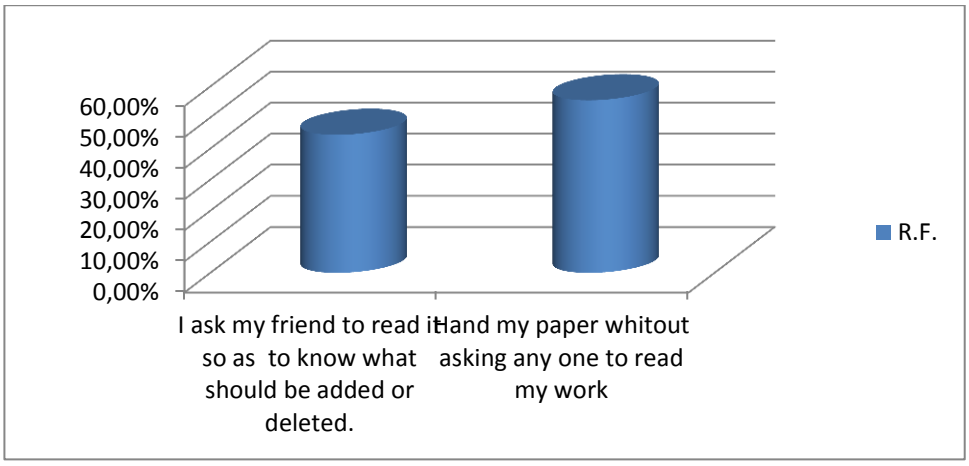
Graph 3. 8. **Learners' use of revising and editing strategies**

This question is concerned with revising and editing strategies used by 3AS pupils .The majority of them (46.66%) stated that they did not pay much attention to the revision and proof-reading stages. They claimed that they read their essay only when they finish..Others (31.11%) hand their papers without revising because they have not time . While others (22.22%) admitted that they read their essay through, but if they felt satisfied with what they had written, they did not bring any revision.

Question fifteen: Did you ask somebody to read your paper before handing it to the teacher?

Revising their paper before handing it to teacher	A.F.	R.F.
I ask my friend to read it so as to know what should be added or deleted.	**20**	44.44%
Hand my paper without asking anyone to read my work	**25**	55.55%
Total	**45**	**100%**

Table 3.10.Revising their paper before handing it to teacher



Graph 3.9 **Revising their paper before handing it to teacher**

About twenty informants(44.44%) admitted that they sometimes asked their peers or friends to read their papers so as to know what should be added or omitted .On the second hand ,the rest of respondents(twenty five pupils representing (55.55%) preferred to hand their papers to the teacher without asking anyone to read**.**

Question sixteen: What do you suggest to your teacher to help you learn writing?

This question gave learners an opportunity to express their ideas as well as to feel involved in the learning process by suggesting possible solution that would enable their teachers to help them learn how to write.

They suggested the following:

- ✓ to devote more sessions to writing i.e. have lot of writing practice.
- ✓ to devote more sessions to correction to determine pupils' mistakes and weaknesses.
- ✓ to give more written work, not only in the classroom but also at home.
- ✓ To begin with simple exercises as sentence structure moving from simple sentences to complex one i.e. combining sentences.
- ✓ to provide students with more interesting & authentic topics, that will motivate them to write.
- ✓ to give exercises on spelling, vocabulary, summarizing stories,
- ✓ Have cooperation and group work.

Question seventeen: Which of the following suggestions that may help your peer to overcome writing difficulties:

This question gave learners a chance to provide or suggest possible solutions to their peers so as to help them depict their weaknesses and overcome their difficulties in writing. They all agreed on the following suggestions **:**

Learners' proposition to improve writing	**A.F.**	**R.F.**
- Have good and solid knowledge of grammar	**38**	**84.44%**
- to be more attentive to teacher's advice and instruction	**33**	**73.33%**
- to give more importance to English language as to the other School' subject with high coefficient.	**33**	**73.33%**
- have a rich vocabulary by constant reading(reading at home simple passages, short stories, newspapers articles, magazines,…so as to enrich his vocabulary)	**22**	**48.88%**
- have a lot of writing practice (at home).	**20**	**44.44%**
To work in groups or in pairs to have more cooperative work.	**13**	**28.88%**
No answers	**05**	**11.11%**

Table3.11. Learners 'propositions to their peers to improve writing

From the above results ,one can clearly notice that learners pay more attention to grammar(84.44%) because they saw it as the most important elements in their writing. learners states that despite studying English for more than six year, they still saw it not important; such a subject is not given due importance.Therefore,73.33% of the pupils consider EFL learning as more important as any other subject and thus deserves to have much effort and

attention. In addition to that, they encourage their peers to be more attentive to their teachers in class. Learners (48.88%) also encourage their peers to read extensively, stating that there is a close relationship between reading and writing. In other words, it helps them enrich their vocabulary and structures. The rest of the informants (28.22%) stressed the need to write extensively which will help them overcome their problems, depict their weaknesses and then minimize their production of errors .Finally,11.11% of the respondents give no answer to such question.

3.4.2.Learners'Suggestions

The first part of these suggestions was addressed to teachers. They think that more EFL sessions should be devoted to the teaching of writing as it is the most difficult skill to be learnt. The purpose behind that, is to make them have enough instruction during which the explicit teaching of grammar, vocabulary, and writing rules should be fostered. In like manner, they believed they would be able to express and organize their ideas in their written prose. Most respondents pointed to the unclear instruction. They expressed their great difficulty in understanding the meaning of words. Such problem prevented them from understanding the writing topic, from expressing their ideas in English and even from comprehending the teacher himself. They suggested to their teacher to use Arabic or French from time to time to explain the meaning of difficult words. In addition, they confirmed that writing should be completely guided and should therefore preceded by a speaking activity or a reading phase because most of the time they find it difficult to start. Furthermore, they thought of the use of translation,the use of dictation to learn spelling ,the use of summarizing as writing procedure. What is more ,the majority of the pupils , expressed their boredom vis a vis the topics suggested in their textbook especially those which dealt with **Ancient Civilizations** such as **"the Egyptian civilization",** and they preferred to deal with recent themes of close interest to their young age.

Concerning the second part of suggestions, one may say that it seems more appropriate to the educational system rather than the teachers. First of all; learners think that there should be some changes concerning EFL teaching. They propose introducing English at primary level with much more EFL teaching sessions.One interesting point to mention in the third part of learners' suggestions concerns EFL learners. They all encourage their peers to be involved in the teaching/learning process by asking questions for clarification,

and making more efforts. Besides, they all agree that they see a close relationship between extensive reading and good writing. Finally, they urge their friends to work on their own because of time shortage by having more written practice at home, both frequently and extensively.

3.5. Teachers' Questionnaire

In order to have a better understanding of 3AS pupils' writing behaviour in English, and writing strategy use, these questionnaires were addressed to EFL teachers from different schools in two different cities "Oran and Tlemcen". The 52 informants, 18male and 34 female, hold a licence degree in English language studies. They have a teaching experience that ranges from 1 to 34 years. The questionnaires were meant to be directed to teachers of varying experiences in order to gather information from two different types of informants ;"novice and experienced teachers".

The data gathered would help the researcher to have a clear idea of the type of teachers and so the kinds of teaching third year pupils have.

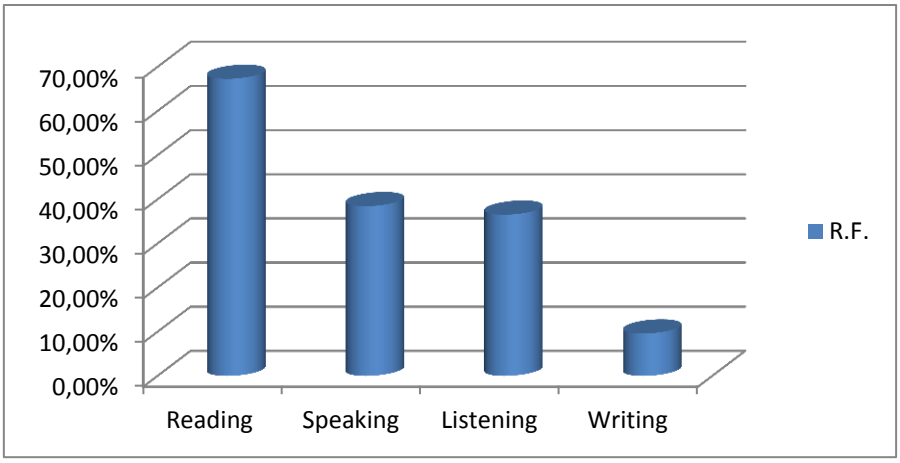
Therefore, The aim from these questionnaire is not only to investigate teachers' viewpoint about learners' attitudes and involvements in the English learning process, their level of their proficiency in the writing skill but also the causes of their difficulties. It also strove to shed light on teachers 'teaching practices ,evaluation procedures, and improvement suggestions. Teachers' questionnaire includes eighteen Questions, composing of the three types of questions.

3.5.1.Teachers'Questionaire Analysis

Question one: Which skills appear to you hold the greatest importance for secondary –school learners?

Learners' involvement in the four language skills	A.F	R.F.
Reading	35	67.30%
Speaking	20	38.46%
Listening	19	36.53%
Writing	5	9.61%
Total	79	100%

Table 3.12.Learners'involvement in the four language skills



Graph 3.10 **Learners 'involvement in the four language skills**

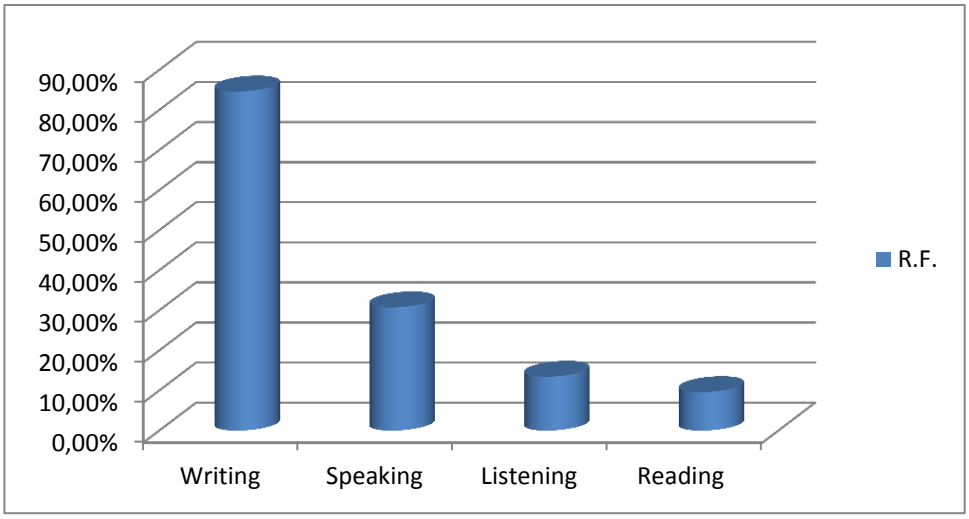
Teachers are asked to classify the four language skills according to learners' involvement. Thus it is intended to check teachers' evaluation of learners motivation to learn English ,by depicting the skill in which pupils were most involved. According to them ,learners are most involved in reading(67.30%) and least in writing(9.61%),while listening(36.53%)and speaking (38.46%)have approximately equal status. In other words, their involvement in the four language skills is as follows: Reading, speaking,listening,and then writing.

Question two: In which skill are your pupils least performing?

This question is concerned with the skill in which pupils displayed the lowest performance.

Learners 'weaknesses in language skills	**A.F**	**R.F.**
Writing	44	84.61%
Speaking	16	30.76%
Listening	7	13.46%
Reading	5	9.61%

Table 3.13.Learners 'weaknesses in language skills.



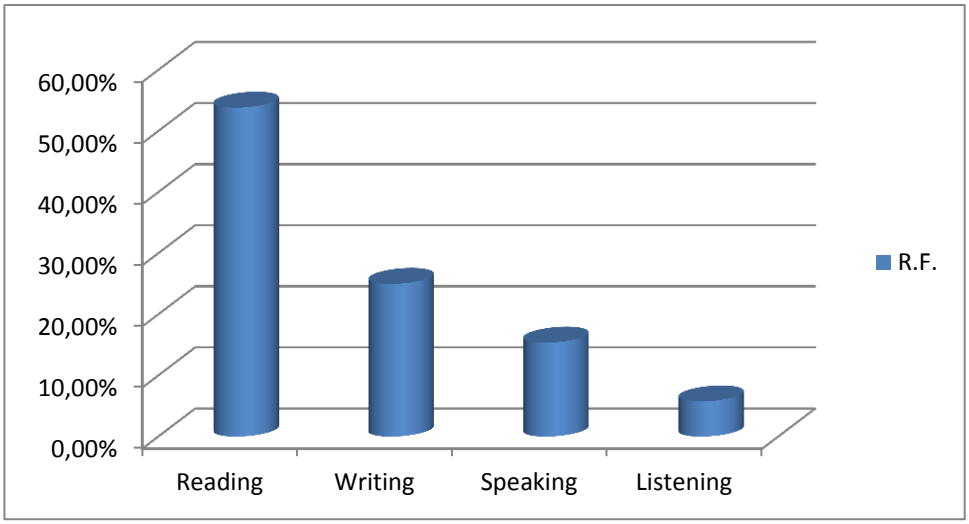
Graph 3. 11.**Learners 'weaknesses in language skills**

Such question ,therefore, aims to display the skill in which learners have a low achievement. The majority of teachers reported that pupils were worst in writing and best in reading. They added that learners' production tended to be better in receptive skills (reading(9.61%)and listening(13.46%))than in the productive skills (speaking(30.76 %)and writing (84.61%)).This fact contradicts results in learners' questionnaire

Question Three: According to you, which skill/skills seem(s) to be most developed at secondary school level?

The Skill most developed in secondary school education	A.F.	R.F.
Reading	28	53.84%
Writing	13	25%
Speaking	8	15.38%
Listening	3	5.76%

Table 3.14.The Skill most developed in secondary school education



Graph 3.12.**The Skill most developed in secondary school education**

This question aimed to see which skill is the most developed in the secondary school level. Most informants agreed on reading comprehension as being the most developed in learners and most important skill to be learnt, followed by writing, speaking and then listening, which might be the result of the concern with written examination.

Question four: How much time do you devote to the teaching of writing skill according to each unit?

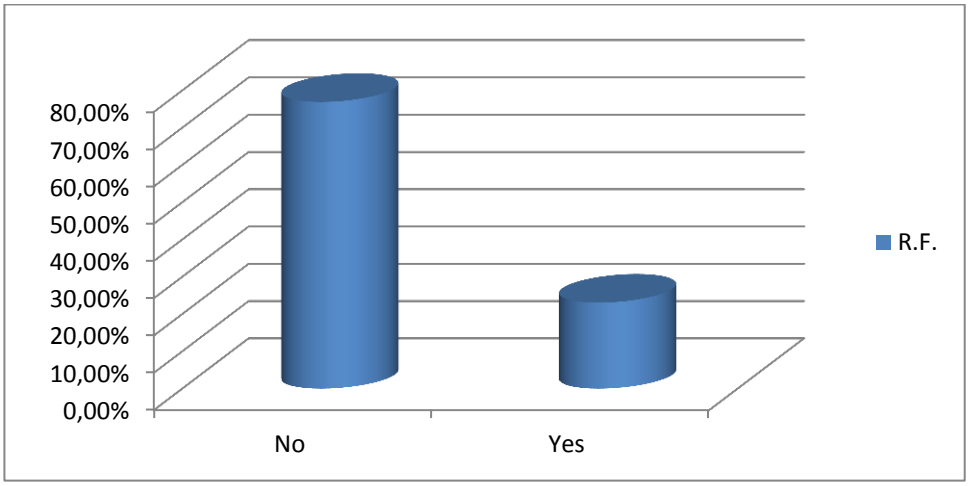
When asked about the time they devote to the teaching of writing in the unit, most respondents state that this depends on the teaching unit itself, the learners' interest and their ability. Most informants59.61% confirmed devoting two hours per units. Bearing in mind that 3AS literary and philosophy streams learners have four pedagogic units in the English programme, the amount of time devoted to the teaching of writing is then approximate nine or ten hour for the whole year. About 32.69%of teachers said that they devoted more than two hours for teaching writing while the rest of the informants7.69% revealed that they allotted only one hour because of the insufficient time to complete the overloaded program.

Concerning the second part of this question the majority of teachers were satisfied with the amount of time allotted to teach writing, while the rest of the informants were not, and thought writing skill needed more time to be fostered since learners level is very weak to improve in only few hours.

Qestion five: Do you think you learners have enough writing practice in the classroom?

Time sufficiency for teaching writing	A.F.	R.F.
No	40	76.92%
Yes	12	23.07%
Total	52	100%

Table 3.15 Time sufficiency for teaching writing



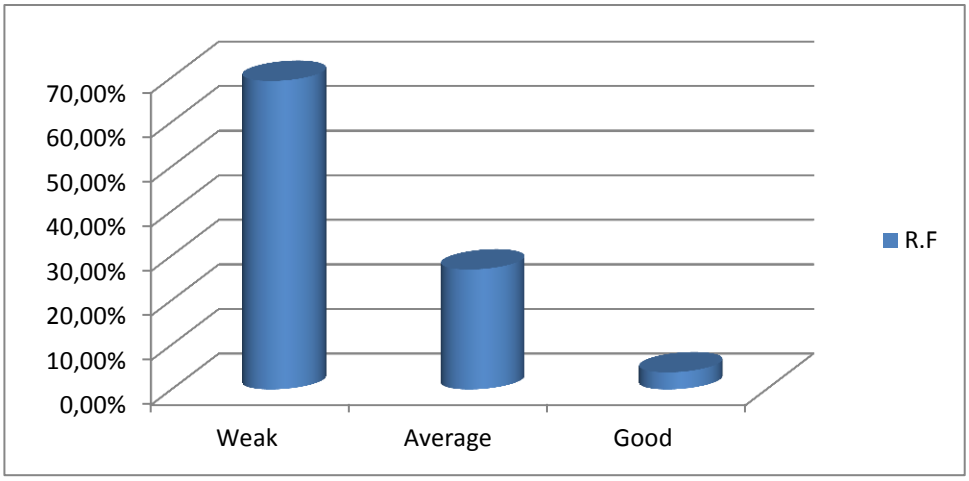
Graph 3.13. **Time sufficiency for teaching writing**

Teachers were asked again if the pupils have enough practice in writing or not. While a small minority of teachers (23.07%) considered that such time devoted to writing practice is sufficient, 76.92% of the informant claimed the opposite. They state that since writing is the only mode of evaluation, more sessions should be devoted to the teaching of this skill. For them such practice would be highly benefited to learners

Question six: With regard to the 3AS Pupils, how do you assess their level in writing?

Teachers' assessment of learners' level in writing	A.F	R.F
Weak	36	69.23%
Average	14	26.92%
Good	2	3.84%
Total	52	100%

Table 3.16.Teachers' assessment of learners' level in writing



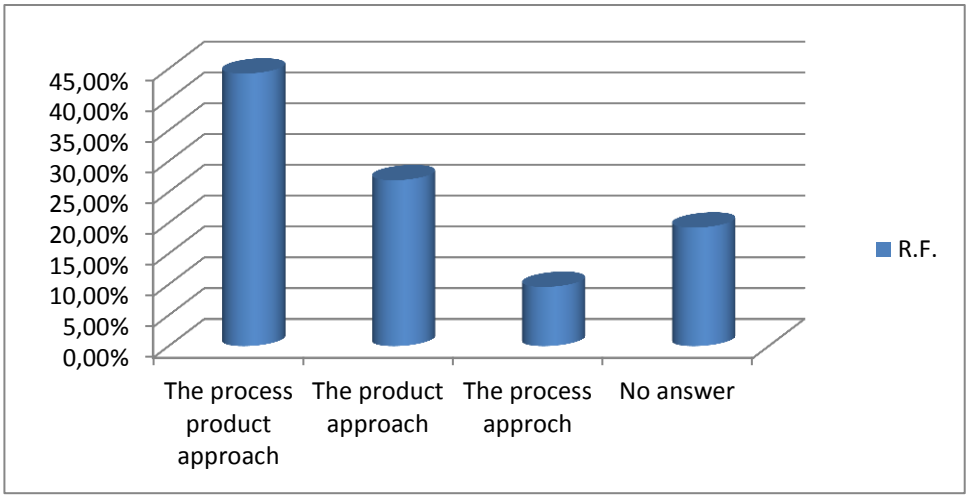
Graph 3.14. **Teachers' assessment of learners' level in writing**

Teachers were asked to evaluate their pupils ' writing performance in particular as being weak, average or good. Most of the informants(69.23%) admitted that their pupils were rather weak at writing with low achievement, 26.92% of the informant claimed that learners writing performance is average. Only 3.84%of the respondents confirmed that their learners have a good writing performance and they are successful.

Question seven: Which approach do you focus or adopt while teaching writing?

The followed approach to teach writing	**A.F.**	**R.F.**
The process product approach	23	44.23%
The product approach	14	26.92%
The process approach	5	9.61%
No answer	10	19.23%
Total	52	100%

Table 3.17.The followed approach to teach writing



Graph 3. 15. **The followed approach to teach writing**

This question strove to know the approach followed by teachers while teaching writing skill, they are also required to give the reasons behind their choice. The first observation that could be deduced from this question is that some teachers did not answer this question with a ratio of 19.23%., while some other(44.23%) inquired about the meaning of the process/product approach, they stated that they mostly advocated a combination of process-product approach. The rest of the informants who opted for the product approach(26.92%),state that their opt for this approach is due mainly to teachers focus on the final product during the Bac exam. However, only 9.61% informants choose the process approach.

Question eight: Do you ask your pupils to do homework related to the writing skill?

This question probed to know whether pupils were assigned written homework or not, and at which frequency.80.76% of the respondents asserted that they assigned writing homework to their pupils regularly, either at the end of each fortnight or at the end of each unit. The rest of informants confirmed that they did only 3 to 4 writing assignment a month. The question raised at this point is the following:

Do pupils have that amount of writing practice? If so, the problem may lie elsewhere, in the correction phase for instance.

Question nine : what are the main reasons behind pupils' weaknesses in writing? (what makes learners have low achievement in writing?

In this question,teachers were encouraged to give their point of view concerning the reasons behind learners' writing weaknesses. From the above

table,great majority of teachers related it to the the difficult nature of the writing skilll.others believed that pupils'lack of interest and motivation was the primary cause behind their failure. Yet ,some respondents admitted that the insufficient teaching time for classroom practice prevent teachers to foster pupils writing ability. The rest of informants believe that the lack of practice in writing skill, the overcrowded classroom, inadequate textbooks &over loaded syllabuses are all to great extend involved in learners' problems in writing. Many informants mentioned other reasons that seemed of great importance:

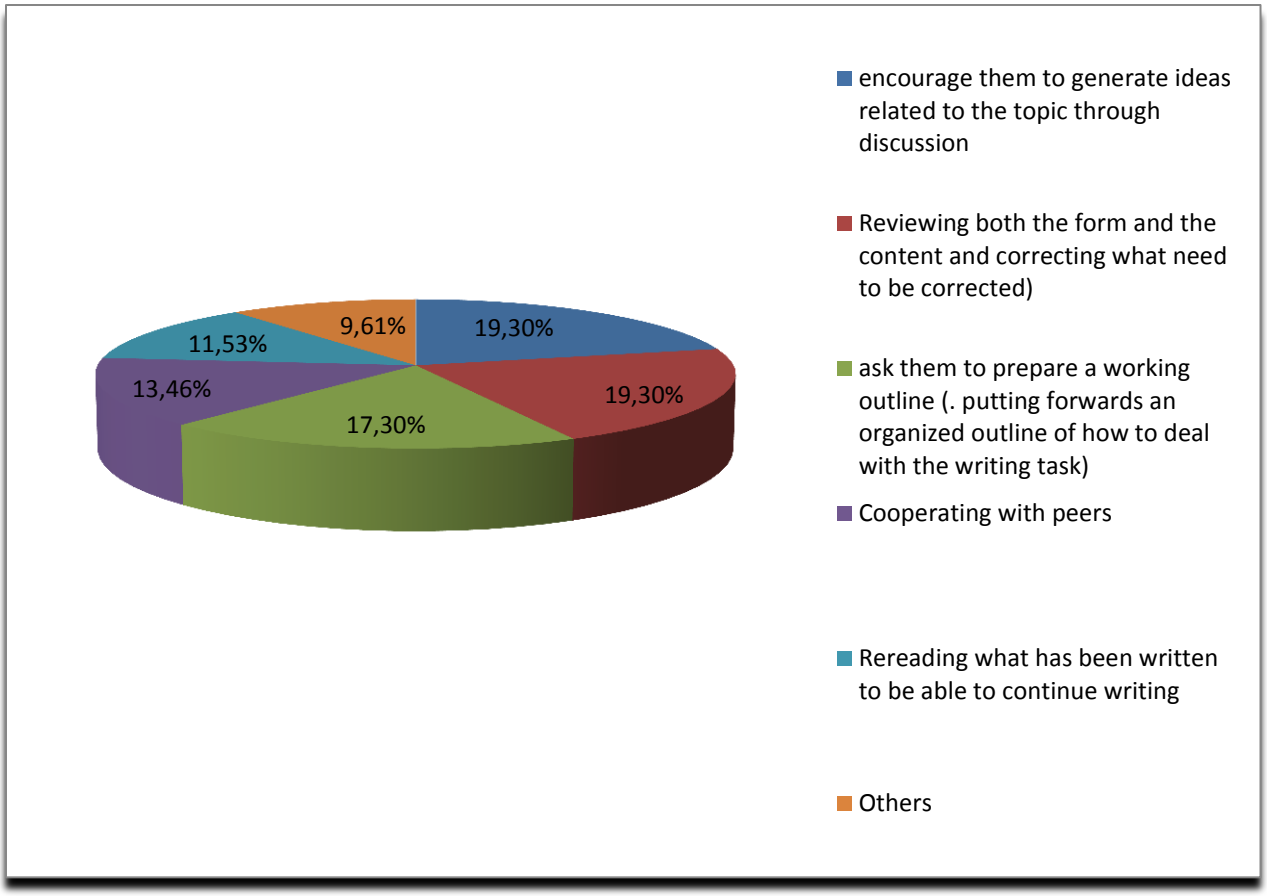
- ✓ Lack of supportive English linguistic envirement.
- ✓ Texts are of no interest to pupils socially or culturally(e.g.unit one Ancient Civilizations).
- ✓ The majority of 3AS pupils are unable to recognize different parts of speech,how could they write accuratly or meaningfully.
- ✓ Pupils do not read in English thus they lack vocabulary.
- ✓ Teachers,themselves,are not adequatly well trained to teach writing effectively.
- ✓ Writing skill is not taken into consideration since middle school level.

Question ten:

In addition to the basic writing skills (spelling, punctuation...), do you teach your pupils any specific techniques or strategies to help them carry out writing tasks successfully and to overcome some of their writing difficulties?

Strategy instruction	A.F.	R.F.
encourage them to generate ideas related to the topic through discussion	10	19.30%
Reviewing both the form and the content and correcting what need to be corrected)	10	19.30%
ask them to prepare a working outline (. putting forwards an organized outline of how to deal with the writing task)	9	17.30%
Cooperating with peers	7	13.46%
Rereading what has been written to be able to continue writing	6	11.53%
Others	5	9.61%

Table 3.18.writing'strategy instruction



Graph 3.16 writing'strategy instruction

The above question asked about the writing strategies taught by teachers to help learners overcome the writing difficulties.With regard to strategy instruction, most teachers admitted that they use:

brainstorming strategies with the same ratio of Revising and editing strategies(19.30%)

- Planning strategies(17.30%)
- Social affective strategies(13.46%)
- Reviewing(11.53%)
- Others 9.61%: here teachers mentioned extra work on mechanics and grammar,probably because they are confusing strategies with micro skills.They explained that they did not use collaboration because of the insufficient time and the overloaded program.

Question eleven: Do you encourage your students to rewrite i.e to use more than one drafts when doing writing task?

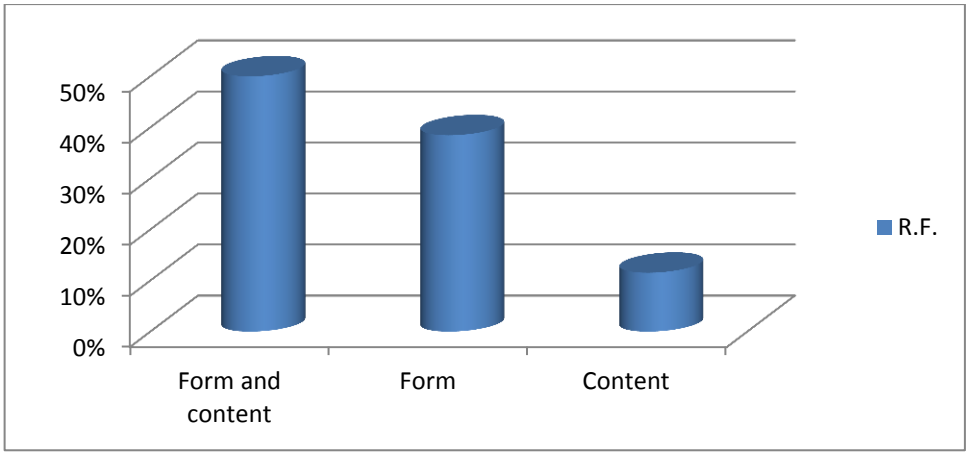
This question seeks to know whether teachers encourage their pupils to rewrite or not.

Most informants claim that due to the over loaded program they do not encourage their learners to rewrite their paragraphs. According to them, it is a time consuming activity. Yet a small minority of teachers state that they encourage their pupils to write and rewrite using more than one draft when composing so as to modify their first drafts and to overcome their weaknesses.

Question twelve: What do you focus on while correcting pupils's writing?

Teachers'focus while correcting pupils'writing	A.F	R.F.
Form and content	26	50%
Form	20	38.46%
Content	6	11.53%

Table 3.19.Teachers'focus while correcting pupils' writing



Graph 3.17.. **Teachers' focus while correcting pupils' writing**

This question attempted to discover further details about teachers' focus in their correction so as to have more chances to diagnose their pupils 'low achievement. They also required to state their reason behind their choice.

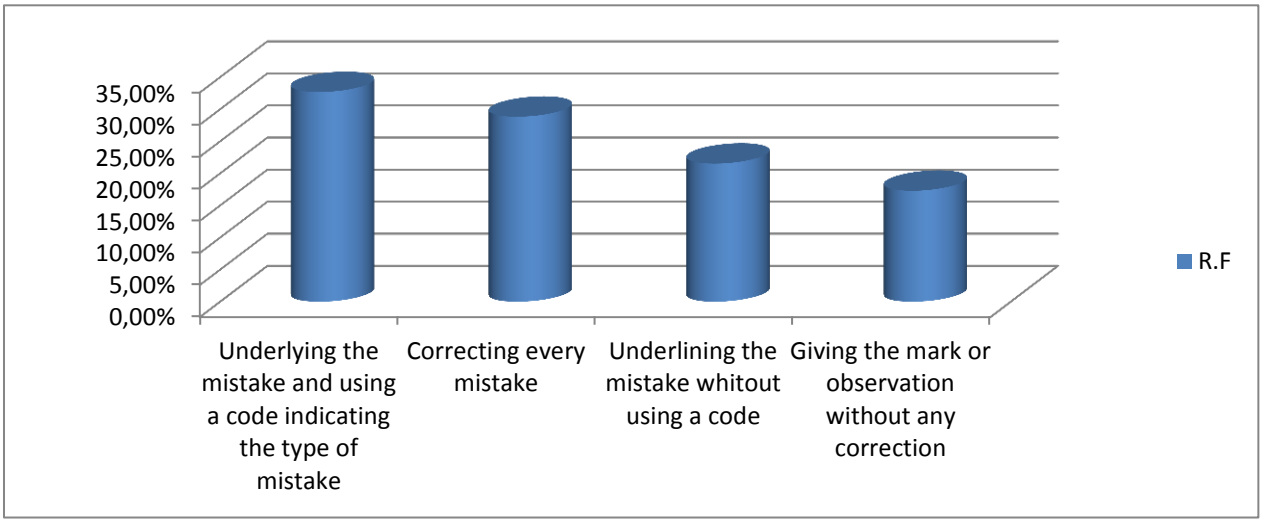
According to the above results, it clearly seen that great deal of informants; 50% focus on both content and form when correcting pupils' written productions. Their reason is that a good piece of writing can be judged on both sides; accuracy&fluency. However, of 38.46% the respondents claimed that while correcting pupils' writing, they focus on the form taking into account; grammatical accuracy, mechanics, and ideas organization as they are the main

criteria on which to base writing correction. Very few respondents 11.53% favour content over the form "meaningfulness and rich vocabulary

Question thirteen: How do you correct your pupils' writings?

Ways of correcting pupils 'written work	A.F	R.F
Underlying the mistake and using a code indicating the type of mistake	17	32.69%
Correcting every mistake	15	28.84%
Underlining the mistake without using a code	11	21.53%
Giving the mark or observation without any correction	9	17.30%

Table 3.20.Ways of correcting pupils 'written work



Graph 3.18. **Ways of correcting pupils 'written work**

The purpose of asking this question was to have a clear idea about the mode of correction applied by most teachers. Results of this question showed that, most teachers preferred to underline every mistake and use code indicating the type of mistake. Other teachers preferred correcting every mistake. While 28.84% prefer to correct every mistake, 21.56% of the respondents affirmed that they prefer underlining the mistakes without using any correcting code. However the rest of teachers17.30% when correcting pupils' writing, they just gave the mark or observation without any correction.

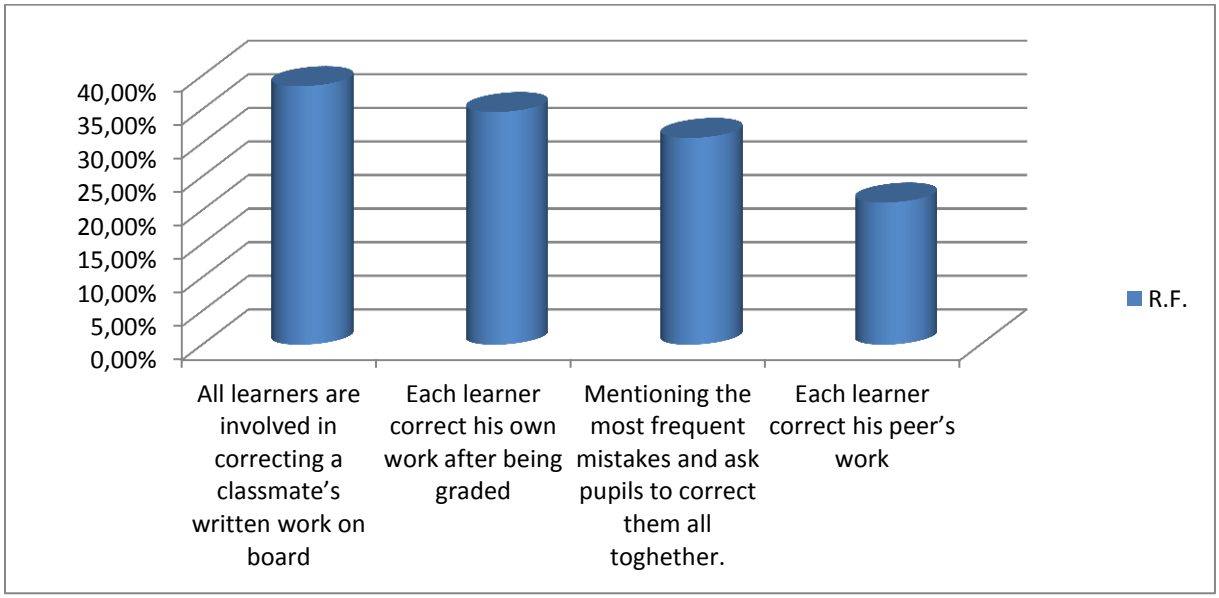
Question fourteen: After correcting learners' written work, do you devote special sessions for correction in class and remedial work?

This question seeks to know if teachers devote other session after correcting their pupils' written works or not. It strove to analyze a crucial methodological teaching concept which is often referred to as "remedial work" .A great deal of teachers admitted not organizing any remedial work after correction phase. They explained that such activities took too much time and they were obliged to finish the overloaded program. The rest of teachers actually deal with such task.

Question fifteen: How do you deal with correction in class?

Different techniques of classroom's correction	A.F.	R.F.
All learners are involved in correcting a classmate's written work on board	20	38.46%
Each learner correct his own work after being graded	18	34.61%
Mentioning the most frequent mistakes and ask pupils to correct them all together.	16	30.76%
Each learner correct his peer's work	11	21.15%

Table 3.21.Different techniques of classroom's correction



graph 3.19. **Different techniques of classroom's correction**

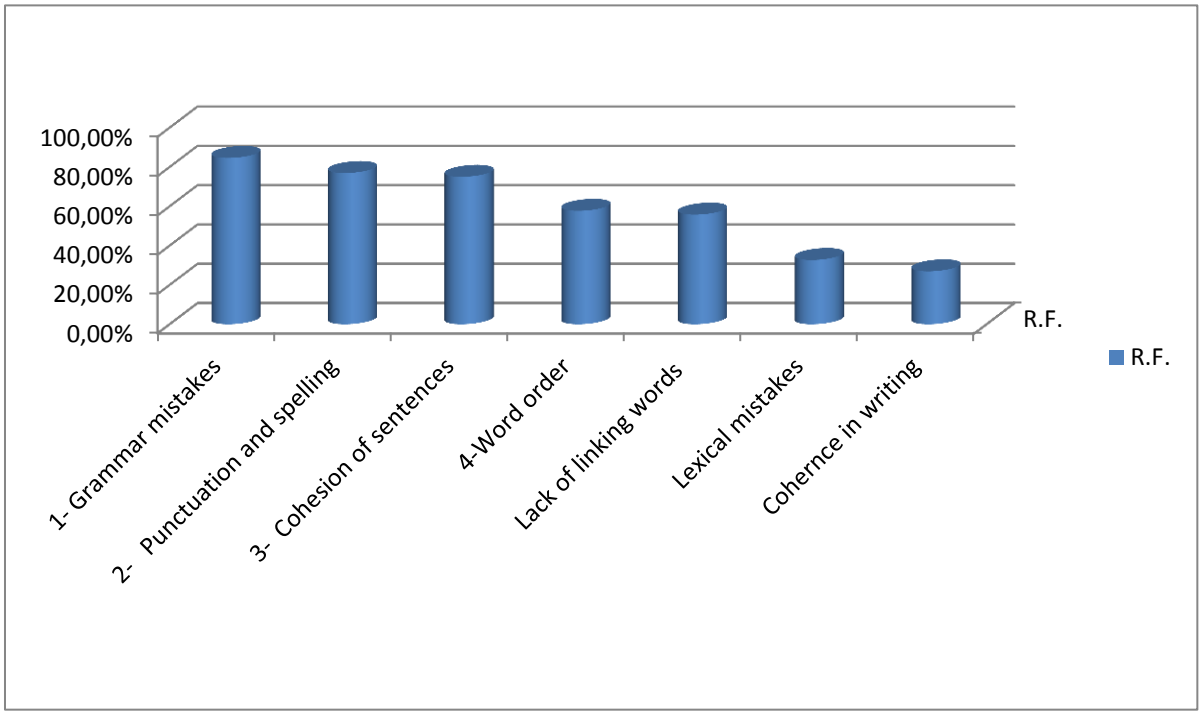
This question seek to know how teachers proceed when dealing with correction in class. The respondents state that they use several techniques and

strategies. They explain that all the four ways of correction mentioned in the question, are dealt with alternatively depending on the difficulty of the written task.38.46% of the informants say that they involve all the class in the correction of a poor written work. Other teachers,34.61% claim that they prefer to make each learner correct his own work after being graded by the teacher. While these latter favour self correction,30.76% teachers prefer dealing with remedial work concerned with grammar mistakes and vocabulary; for example ,they put down mistakes on board and ask learners to correct them all together. The purpose behind their choice is that it is less time consuming, and it help learners to learn cooperatively and collectively by spotting mistakes .The rest of teachers 21.15%prefer that each learner corrects his peer's work

Question sixteen : What type of mistakes do your learners make when writing?

The sort of problems encountered in learners' writing	**A.F.**	**R.F.**
1- Grammar mistakes	44	84.61%
2- Punctuation and spelling	40	76.92%
3- Cohesion of sentences	39	75%
4-Word order	30	57.69%
Lack of linking words	29	55.76%
Lexical mistakes	17	32.69%
Coherence in writing	14	26.92%

Table 3.22.The sort of problems encountered in learners' writing



Graph 3. 20. **The sort of problems encountered in learners' writing**

In this question ,teachers were drove to assess the types of errors commonly made by pupils. Teachers stressed the fact that learners made errors of all kind. As far as writing is concerned, teachers believed that the most frequent mistakes are related to Grammar ,punctuation &spelling, cohesion of sentences, word order. In addition to that, teachers mentioned the vocabulary shortage of the learners that most of the time leads them to language transfer and use of their mother tongue. In the same vein, kaplan(1983) states:

> **The non native speaker brings with him/her the alternatives available in the L1 and applies those in the L2, thereby creating a tension between the apparent relationship of ideas and the possibility inappropriate realization of focus through intersentional syntax**
>
> **(Kaplan 1983:150)**

Returning back to the difficulties encountered by 3AS pupils while writing, they are arranged by their teachers as follows; it clearly appears that the grammatical mistakes84.61% ,also the incorrect punctuation and bad spelling 76.92constitutes the biggest hindrances since they have the highest ratios. In addition to that, cohesion of sentences 75%,word order57.69% and lack of the use of transitional and linking words .55.76 % appears to be important as well.

This fact clearly showed that teachers ' main concern was on form over content.

Other teachers added that the lack of interest on the part of their pupils plus the insufficient use of English in class are to great extend involved in their pupils 'poor performance. They, finally complain about the lexical mistakes with a ratio of 32.69% and lack of coherence in writing with the following ratio 26.92%

Question seventeen: What do you think your learners lack to be regarded as successful writers?

This question seeks to know if EFL teachers are aware of their learners ' lacunas$_{(3)}$ in their writing competence. The first remark that can be drawn from this analysis, is that only small minority answered this question with a ratio of 19.23%.they all agreed on the following:

- Lack of interest & motivation,
- Lack of reading
- Lack of Grammar and organization
- Lacking the bases of English language

To overcome these lacunas, the majority of teachers encouraged their learners to pay attention to the following areas if they needed to be successful writers:

-read a lot
-write at home.
-consolidate their knowledge in lexis and syntax.
-have a good mastery of Grammar.
-Pay more attention to writing mechanics and spelling

Question eighteen: Relying on your classroom experience, what suggestions would you make to help improve learners' writing performance and to remedy the problem of writing at 3AS level?

This question gives teachers chance and opportunity to express their ideas and suggestion freely. The aim of the teachers 'suggestion is to build remedial work later on in the following chapter.

To this question(14%)of the respondents did not propose any alternative solution. The rest of teachers provide many proposals which are not only linked

to writing but also, classroom practice, lesson plan, how to enhance learners motivation and interests, building writing habits in learners.

Put it simply, teachers' suggestion fell into three broad categories:

-What learners should do to enhance their writing performance?

-what EFL teachers should do to help their learners improve, and

- What policy makers should do to lessen the problem?

3.5.2. Teachers' Suggestions

As far as learners are concerned, most teachers advised their students to read. They alluded to the close relationship between reading and writing skills. Likewise, they proposed to promote reading as an effective means to enrich learners' vocabulary, feed into their imagination, and finally prepare them to the composition phase. They also recommended their learners to use dictionaries, keep a note book of difficult or interesting expression to be used later on .On the other hand ,they urged their pupils to learn English outside the classroom by listening to people speaking English. Finally, three respondents made allusion to the benefits of diary- keeping.

As to what concerns teachers, most (if not all) respondents advised their colleagues to teach writing gradually: from simple to complex and compound sentences until pupils are able to generate whole paragraphs .Other informants advised to encourage pair/group work, and to motivate their learners by choosing activities and topics that would suits not only their age but also their interests. On the other hand, teachers advocate the explicit teaching of writing conventions in addition to recycling basic knowledge about grammar, vocabulary, so as to enable learners to produce meaningful sentences without mistakes. As far correction, many teachers recommended correcting and grading writing homework, and organizing sessions for collaborative correction of pupils' writing to keep them involved in the learning process.

In so doing, teachers therefore proposed remedial work based on learners' mistakes and needs through more drilling activities in the classroom. Thus teachers think that writing should be learner centred in that teachers encourage learners to have more practice in the writing skill. They should be aware that learners who rely heavily on their teachers,*(do not involve themselves directly in the learning process, or do not take responsibility for their own learning)*,will

learn very little if not nothing. Said differently, teachers should stop being spoon feeders .Instead, they should motivate their learners and rise their confidence. Adopt the book to their pupils' level

About the other reforms addressed to policy makers, the teachers proposed the following:

- To devote more time to EFL teaching
- To avoid overcrowding classes (class size reduction).
- The syllabus should be shortened to enable teachers give more time teach writing.
- To reconsider EFL teaching from the middle school
- To set up writing curriculum from the middle school ,starting from 1AM.In other words, the writing curriculum should be set since 1AM with a continuity until 3AS.
- To improve ELT textbooks in terms of texts and topics that suit learners needs, interests ,ages, and new generation requirements.
- Raise the coefficient of English.
- A reconsideration of teaching methods and approaches.
- Teacher's education and teachers training should be reconsidered.
- Development of textbooks according to the real cognitive and linguistic level of the learners.

3.6. The Interview

3.6.1. Teachers' Interview

The informal interview was chosen as an investigative technique in order to" **tap into the knowledge, opinions, ideas and experiences" (**wallace,1998:124) of the EFL teachers .It was used to elicit and extract from secondary school teachers ideas about what makes EFL teaching /learning and mainly writing successful or unsuccessful. Therefore, this interview will help the researcher to know more about the writing lesson, the teaching /learning problems with regard to writing as well as learners' writing performance.

The interview was conducted with four EFL teachers, in which they were informed about the research topic, and the objective of this interview has also been explained to them. They were, therefore, required to answer the following questions;

1-what problems do you usually encounter while teaching English in general and writing in particular?

2-What are the different steps that you follow when teaching writing? In other words ,How do you proceed in writing lesson ?

3-concerning language learning strategies, what particular writing strategy did you teach and found it successful?

4-As an observer, what do you notice when pupils are doing a writing assignment in class, in terms of procedures and difficulties?

5-As a language teacher, what are the main objectives of seminars and study days? i.e. What do you wait from study days and seminars?

3.6.1.1. Results Interpretation

Regarding the difficulties encountered while teaching ,most teachers reported different aspects. Some of them, mentioned the insufficient time allotted to the teaching of English ,unavailability or sometimes the absence of materials and equipments at school such as tapes and internet that help not only EFL teachers in their tasks but keep learners interested and motivated as well. Besides, they also help teachers reach their learners' needs and then achieve their goals. Others made reference to learners' low level in English in general and in the composing skills in particular. The explanation they gave is that learners 'low level in English is due to learners 'deficiencies" accumulated through the previous years of EFL learning. They think that 3AS secondary school learners were not adequately formed in the middle school. The teaching /learning methodology (and even evaluation) of this latter ;relied heavily on rote learning. A fact that, according to them, contradicted secondary school procedures and objectives .The respondents ,further added that middle school learners arrive at the secondary school level with a very poor lexical luggage in English, with a very simple grammatical structures and no effective learning strategies. In addition to that ,they have been accustomed to be passive;"spoon-fed learners'.

Some other teachers confirmed that even EFL evaluation and mainly the BAC exam was not fair. It is getting more complex each year (there is no correlation between learners' level and the kind of exams they take). Two

informants even maintained that exam topics were challenging learners in the degree of their difficulty. English Bac exam was much more difficult than that of French, though English was a second foreign language, and French was almost a second language to most Algerian learners.

Concerning writing skill, a great deal of teachers reported the fact that 3AS pupils were equally weak in French and even in their native language, Arabic. Therefore what about English if they already display a failure not only in French, but in their native language as well.

As far as the writing lesson is concerned, they generally proceed as follow: first of all ,the chosen topic had to be related to the theme being dealt with during the whole unit. Then the writing topic was written on the white board, and the key words were explained and discussed with pupils. The second step was brainstorming ;in which learners were asked to recall any idea related to the topic and the teacher wrote all pupils 'suggestion on the board whether they were relevant or irrelevant. After this step, the teacher asked his pupils to select only the relevant ideas and organize them into a plan which should be composed of an introduction, a development, and a conclusion. The teachers claimed that after that, learners were asked to work individually and write their first draft using of course the ideas discussed earlier. However if time was over ,learners were required to elaborate their writing at home to be submitted on the following session. On the correction day , a model composition was written on the board and taken up by the learners.

Concerning writing strategies , one may say that, they were not generally used in a writing lesson as stated by teachers .The only strategies that worked according to them consisted mainly of short and guided activities such as "gap-filling, information transfer(from tables and graphs),or writing individual sentences. Therefore, learners' level did not allow their teachers to proceed to the composing strategies.

As far as the forth question ,the respondents confirmed that while doing a writing assignment, the majority of learners displayed different strategies, some learners wrote whatever ideas came to their minds without worrying too much about the accuracy of their sentences and carrying much about the plan(free writing or fast writing). While others stack to the plan agreed on, in the classroom, and after that they expressed the ideas discussed before, in written

prose. In addition to that ,teachers mentioned another type of learners who have strong desire to write in English but the thing that prevented them from doing so was that they were impeded each time basically with vocabulary problems that why teachers were overwhelmed with endless questions. The remaining pupils, however, just could not get started because they have very poor lexical luggage in English. The only thing they did was to write down the model composition without understanding a word.

Teachers were also asked about seminars and study days. They all shared the same point of view concerning the two. They all agreed that they represented a vital part of an in-service training and that they were an occasion to learn from the inspector, and from the workshops, as well as the model lessons presented. Furthermore, teachers also stressed the fact that during seminars, they could meet other teachers from different school, having different experiences and therefore exchanging with them ideas especially about the new adopted methodology in the Algerian educational system ,i.e. the Competency- Based Approach.

As a conclusion, teachers hoped that seminars would be held frequently, and that they would deal with the practical problems teachers often met while persuing their tasks.

All in all, the majority of teachers believe that writing is completely difficult skill requiring both time and energy to be taught, learned, and then fostered and improved. Such problems, according to them, could be solved only with the contribution of three parts; the teachers, learners and education policy makers.

3.6.2. EFL Inspectors 'Interview

The semi structured interview has been chosen as an investigative way to be dealt with. The reason behind the choice of semi structured interview as Nunan argues (1992) is that " **The interviewer has a general idea of where he or she wants the interview to go, and what should come out of it", Nunan(1992:149).**Therefore, such a kind of interview was used for its flexibility.

The third and the last pole of this investigative study is conducted via the semi- structured interview held with four EFL inspectors of not only the middle

school but also secondary school level. The purpose behind this is to extrapolate data from these two –level informants for two main reasons .First,, it stems from the fact that ,EFL Teaching/learning begins first at the middle school level ,before continuing in the secondary school. Second ,inspectors are the only "observers" of both teachers and learners with scrutinizing eye ;and as stated by (Scovel,1998:3),"**it [distance]also fosters observational objectivity».** In other words ,inspectors are the only accepted persons to attend writing lessons and take notes of teachers' methodology and competence, as well as of learners' involvement and level of output**.** That 's why ,they were asked in the interview to give their point of view as 'observers' and not as former practitioners.

The Inspectors' participation has three main goals: to observe, to evaluate, and to suggest .Therefore, the researcher strives to know and investigate the causes of writing failure in 3AS ,by investigating the conditions of teaching and learning from the very beginning of their schooling i.e. middle school level. In addition to that ,EFL teaching/learning cannot be divided into two separate periods; both secondary and middle –school levels constitute one whole period, at the end of which every body's effort is portrayed in the baccalaureate results.

Inspectors have been asked to give their opinion concerning the importance of the writing skill as compared to the other three language skills with regard to the 3AS literary and philosophy stream' learners. Besides ,they are required to state the major causes behind learners' low achievement in writing , evaluate the quality of teaching it, and then try to suggest some possible solution to remedy the problem of writing in English.

The semi structured interview included five open question which centered on the EFL writing assessment at two school levels. The questions are as follows:

- How do you evaluate the state of art of EFL at the Middle or Secondary school level?
- As an observer, how would you evaluate the teaching of writing skill if you compare it to the other three skills?(in terms of methodology ,practice, and assessment)
- What are the main reason (cause) behind learners' failure in writing, ? (teachers' training, learners' motivation and interests or others)

- What do you think about teacher training?
- What do you suggest to remedy the problem?

3.6.2.2. Data Analysis

- **Part one: Middle School Level**

The first EFL inspector expresses the fact that Algerian middle school pupils face difficulties basically in handwriting and in recalling and mastering of English alphabet because of the differences between Arabic and English scripts. Put it simply the first difficulty, according to him, lied in the graphic representation of the language. He also maintained that EFL in Algeria was below the average due to a numbers of methodological problems .He assumed that the focus was still on teaching and learners "products".

On the part of teachers ,the respondent affirmed that they were not adequately qualify to teach writing effectively since they had not been adequately trained in pre-service training. To clarify his point of view ,he explained that at university level, writing was taught to them only theoretically. In other words, there is a lack of initial training (university).

In schools, he added ,the teaching of writing is completely neglected and not given much importance as the other skills; it is even the same in exams since the written expression is allotted only six points out of twenty. He also added that the focus in teaching this skill was on "**reproduction"** .

To solve this problem, he advised to give more attention to this vital skill, and teach the composing skill and not just reproduction.

The second informant reported that the teaching of writing was done informally for all pupils without taking into account learning styles and strategies .The informant also confirmed that failure in EFL was essentially due to a variance between teachers' teaching styles and learners 'learning styles. He also assumed that writing has never been taught properly; even if it is taught ,teachers test writing but does not care about writing process(the writing process is completely inexistent).He further pointed to pupils difficulties in writing as follows:

- Learners are not motivated by the topics suggested to them.
- Insisting on grammatical correctness inhibits learning.

- Teachers' training is very insufficient (it does not prepare the new appointed teachers successfully).
- Learners' styles and learners needs are neglected.
- Teaching writing is neglected.
- A fundamental element in writing is disregarded: the audience.

To solve the above problems, the informant recommended a reconsideration of teacher- training and development, beginning with university – level students. He assumed that the professional development was crucially important and essential to level up teaching, and therefore learning. He also states that when dealing with particular writing topic, learners should first be trained to jot down ideas, order them, expand them into meaningful sentences ,link sentences using connectors so that they become cohesive to form meaningful whole. He concluded that teaching had to be varied according to pupils' styles, with an emphasis on, pair work& group work.

The above points were mainly concerned with the middle school level, that is why ,it is necessary to proceed to the next part .i.e. S secondary school level.

- **Part Two: Secondary –school level**

As stated earlier, this investigative study was also conducted with two secondary school inspectors. The first respondent reported that though both formal and informal evaluation were done in the written mode, (tests, quizzes, essays, term exams, and even the baccalaureate/BEM exam), teachers did not usually devote much time on teaching writing. According to these inspectors, the educational system did not promote the teaching of EFL, since little time was devoted to teach English , and even less time was devoted to teach writing.

Writing was generally dealt with at the end of a session for only ten or fifteen minutes. In addition, teacher-centeredness and the focus on grammatical accuracy and on learners' end –products left few chances for the promotion of learners' competence in written expression. The reason behind such failure in written expression, according to him, was due to other reasons: first of all ,not enough sessions(time load) were devoted for the teaching of English at school in the present educational system, In addition, reading ,the skill which actually prepares learners for writing is not given due importance by *learners (learners*

*did not have opportunities to write or even read in English outside class).*Moreover the methodology used in class required from teachers to devote more time to speaking and reading skills. Besides, because of large classes and consequently discipline problems, teachers can not afford enough time to teach writing in a thorough way, neither for correctly teaching writing nor for correcting learners' written productions. As a possible remedy, the first informant suggested the following:

- Devote more time for the teaching of foreign languages,
- Classify the learners in terms of levels (beginners, advanced)rather than in terms of classes(1AS,2AS,3AS),though this seems quite difficult because learners' level in English or in Foreign languages in general does not correlate with their overall level in other subject-matters
- Avoid crowding the classes; groups of 15 to 20 pupils enable the teacher to correct their written products(paragraphs'essays'letters,articles,projects,dialogues…)more often,
- Give learners opportunities to correspond with foreign learners
- Make learners familiar with the different types of discourse :narrative, descriptive,argumentative,expository, and prescriptive at an advanced level
- Make learners familiar with the effective use of writing strategies,
- Include library sessions in the weekly time –table ,

The second informant, on the other hand, maintained that, the four language skills are of equal importance for a compete mastery of the language. In his opinion, they are complementary because both Communicative competence and Competency –based approach involve all the four skills. That is why ,teachers try hard to implement all these skills in spite of the lack of congruency between teaching and assessing. However ,as far as the 3AS learners are concerned ,writing and reading are the two skills which seem to have some priority. With regard the present situation, however, teachers often meet considerable handicaps which prevent them from teaching writing effectively*(since it is the only mode of formal &informal evaluation).*Thus, they realize that they are more concerned with semi – communicative activities, that is, dealing with mechanics of the language, grammar, drilling,etc, than with the true, well thought, well planned and well graded writing. In other word, focusing on form rather than on the content.

Teacher's education and training have also been advocated by this interviewee. He argued that the majority of the new teachers face a serious problem when being first landed in the teaching field. A major reason is that initial training (pre-service training at the university) is not complete; with a more theory but no practice at all. Therefore, university learners have no chance to improve their fluency in English (training in an English speaking country as an example).On the other hand, it is believed that absence and unavailability of training colleges for teachers present an other serious problem for these new teachers .

The respondent also stressed the fact that during seminars and other study days ,teachers are somehow demonstrated how to deal with writing lesson.Thus many of them would succeeded in leading their learners to acceptable competency. Unfortunately ,those teachers feel too busy with inculcating such mechanics as how to behave and act in front of a given situation in the Bac exam.They preferred taking out insurance for good mark and *thus making robots rather than competent writers or examiners.*

To conclude, he advised to reconsider the importance of writing skill in the foreign language learning by first reconsidering pre- and in-service teacher training and development programmes. He also advises to acknowledge differences in learning styles and strategies and makes of them a basis for teaching practices.

All in all, all the four English inspectors agreed on the following suggestions:

- ✓ Creation of training colleges (as it has been recently done with the new appointed teachers in Oran in 2011).
- ✓ More EFL teaching session,
- ✓ Avoiding crowded classes,
- ✓ Training learners to use writing strategies effectively,
- ✓ Appropriate activities to teach writing skill,
- ✓ Promotion of the reading skill and emphasizing the role of libraries in schools,
- ✓ Pair or group work should be encouraged.

3.7.The Different Classroom Observations

Writing is the language skill with which students have great difficulties. Therefore, in an attempt to identify the learners 'attitudes toward writing and their deficiencies in the same skill, the above research instruments have been used in this work:, learners' questionnaire, teachers' questionnaire, and interviews for both EFL teachers and inspectors. In addition to that various classroom observations$_{(4)}$ have been conducted..

The different classroom observations tend to explain what students do while they write and what strategies they use, if any. The various classroom observations, attended to in different institutions in two different willayas (Tlemcen and Oran)all revealed that most students displayed more or less, the same ways of dealing with writing task. After teachers have elicited some ideas related to the topic through questioning, the majority of students began writing immediately without caring about selecting ideas among the ones written on the white board or about elaborating a plan. Very few learners ,on one other hand, devoted a short time trying to think how they may begin. On the other hand, few other pupils were "stuck" for some time, not knowing how to get started (these learners were among those who have the lowest language proficiency). Thus, one may say, that their inhibition is caused by their poor linguistic competence.

On other sticking point at this stage ,is that the majority of learners did not prepare a plan before "throwing themselves into the writing task". As they were writing , some students read back sentences they had just written but none of them made major reformulations of their previous sentences. They were not seen ,adding, deleting or changing a sentence in order to clarify meaning; they were most of the time concerned by correcting spelling or grammar mistakes. In addition ,for the majority of students, the first draft is either the only one or if there is an attempt to rewrite a second draft, it resembled to the first one in every way.

As far as strategies are concerned ,the only ones, the students resorted to, was the use of a bilingual dictionary(Arabic-English).Other students tried to translate from the mother tongue into the target language, or they ask their teacher or peers to provide the missing vocabulary items.

Many pupils wasted some valuable time at the beginning (to get started),thus reducing the composing time. Therefore, they have no time for

reading through their work. The only thing they did ,was to hand their papers without being able to bring any revision to them.

When papers are returned back to the learners, these latter are generally more interested by the overall mark than by the teacher' comments or by the different mistakes, they had made. However, if students are not made aware of their mistakes and if they do not correct them, they will learn nothing and thus will continue making the same mistakes.

The conclusion that can be drawn from these classroom observations is that 3AS learners are not equipped with efficient strategies that will help them overcome some of the writing problems .Therefore, it is essential that these learners be introduced to a more modern approach to the teaching of writing which help them improve their writing and understand that writing does not operate just on the surface level.

3.8. Discussion of the Main Results

3.8.1. Writing and its Status

Most English classroom observation have more or less revealed the same models of teaching writing. The writing task is usually set at the end of each teaching unit. Each unit being related to specific theme such as ***Ancient Civilizations ,Ethics in Business, Education in the World, Feeling, Emotions and Humour***. As generally noticed ,the topics of writing are always related to the theme of the unit. Therefore, pupils are never allowed to choose the topics they want to write about. Writing topics are always teacher-controlled. Not only learners are deprived from help and encouragement ,but also "**teachers expect from them to write accurately and meaningfully about an imposed topic in a limited amount of time"(**Tsui,1996:97).Therefore, it could be understood that learners learn more when doing rather than just thinking about abstract things. Moreover, they do better when they are exposed to topics and themes related to their everyday life and interests for example; ***Ethics in Business, Education***,etc. This way, they may respond to different texts and situations with their own thoughts and experience rather than by doing abstract learning activities. Showing the importance of rousing learners'interest, debates and discussions ,Harmer(2001:39) suggests "**Indeed part of our job is to provoke intellectual activity by helping them to be aware of constructing ideas and concepts which they can resolve for themselves –though still with our guidance.**

Topics are teacher-controlled, just like what is referred to as *brainstorming phase* where teachers ask various questions in order to generate ideas from their learners. If learners fail to bring interesting ideas to the discussion either because of their lack of interest to the topics or because they lack background knowledge, teachers usually provide ideas, arguments and even counter arguments. After this discussion, the writing task is usually assigned as homework because of lack of time. Therefore students are required to do it at home and hand it back a few days later to be marked and returned to them. Indeed, there is nothing wrong in giving a writing assignment as homework but what is not right is to suppose that writing is best done alone. Accordingly, many student report that they feel very anxious when they have to write because they worry about so many things such as ;how to get started ,what to say, how to say it, what appropriate style or vocabulary item they needed, how to organize the many ideas they have and so on. In brief, they experience what is referred to as ***"mental shock";*** precisely because they are alone faced with so troublesome questions. For these reasons, learners need to collaborate and assist one another so as to overcome their writing limitations and writing apprehensions.

Another weak points concerning the teaching of the writing skill ,is the response of the teacher to the students piece of writing .The problem, here is that the teacher's feedback is often limited to the treatment of language errors. The teacher's task means going through the students 'papers with red ink, underlying ,circling, crossing and writing comments such as "be careful with handwriting, with tenses, with spelling, and the like". Some teachers even rewrite incorrect or awkard sentences for the learners. Other teachers do not point to any particular weakness in learners' writing but just say that the paragraph is incomprehensible, and give a bad grade.

3AS pupils on their part look at their final grade, put their papers without scrutinizing the red-ink corrections and inevitably will make the same errors again and again in their incoming written products.

This is explained by the fact that teachers never ask their pupils to revise their first draft and write a second or third draft. This way of doing conforms the traditional approach of teaching writing where the focus has been much more on the end result of the composition rather than on the process of writing.

All in all one, this approach is deficient in two important aspects. Firstly, when teachers give writing assignment, they view writing as solitary activity assuming that all their students know how to write ,organize ideas into coherent piece of writing that they evaluate as final product. Second, the teacher focuses on form that is on syntax, vocabulary, grammar, spelling and mechanics, rather than on content. Consequently writing is reduced to the reinforcement of functions and language points seen in class rather than an act of communication

3.8.2.The Learners' lacks

Evaluating our teaching and learning situation brings us to identify the gaps of the learners. This has been carried out in three different ways. The first being through various class observations in different institutions with experienced and less experienced teachers in two different ' willayas'- Tlemcen and Oran. The second technique of evaluation was through a questionnaire while the third was done through the interview

- **Learners' Lack in Reading**

The observations were all carried out in 3AS classes. All the observation agreed that pupils at this level read slowly. This can be explained by the fact that the great majority is not yet efficient in bottom up processing. This weakness will quickly be put in evidence if they are asked to read out aloud. They also read in word by word manner and not by quick chunks .One can predict from this, that it will also be so difficult for them to make the connections and inferences necessary to comprehend what they are reading .This word by word reading also reveals that they are not good readers but this time ,it is because ,they have probably not been trained to read in purposeful way.

For example, the first reading is intended to ensure global understanding, therefore, the learners were expected to go through the text quite quickly (skimming). It has been noticed, however, that this first reading was in most cases slow. In addition, when they were asked to look for specific information, they went on reading in the same way because they are still word bound.

As far as vocabulary is concerned , the class observation also showed that the learners have very little knowledge of the target language vocabulary, and that they do not use any guessing or inferring strategies. Whenever, they encounter an unknown word, they immediately interrupt their reading, and turn to their bilingual dictionary or to ask the teacher to provide meaning.

It has been also noticed that in most class observations, the reading class is limited to the pupils reading the text and answering questions about the content. Too often, teachers have missed golden opportunities of those discourse markers and transitional words that give life to the text but also will assist the reader in extracting meaning from it. It is only through this kind of teacher's interventions that pupils will be trained to notice them, understand them and later on be able to make use of them in their own writing.

As a conclusion, it can be said that EFL learners(3AS pupils) face many difficulties in reading because on the top of the big language problem they have, they have not been introduced to the new reading process which stresses the importance of a rapid, selective, purposeful and interactive process. It is also the responsibility of the teacher to know the nature of the reading process and to train his pupils accordingly.

- **The Learners' Lack in Writing**

The different classroom observation also revealed interesting points about how the pupils approach the writing task. Here, the learners were observed during normal classes and also while they were performing during the final exam "Bac".Most papers were collected and graded .At the first sight, some had great difficulty starting their paragraph ,other began writing without caring about generating ideas, organizing them or elaborating an outline. During the "Bac" exam, the candidates did not even care about writing a first draft, they directly wrote on their exam sheet and handed it back without making any kind of revision. During an ordinary writing class, the pupils did write a first draft but the revision was limited to correcting spelling or some few grammatical mistakes.

The first conclusion that can be drawn from the various observations is that the pupils have not obviously been trained in the different writing strategies that would allowed them to produce a better piece of writing. The second point to mention in this conclusion is that 3AS pupils not only have a composing problem but also a language problem. This situation could easily be predicted by the diagnostic of the learners 'weaknesses in reading since the amount of the reading not only improves reading skills but also has a positive effect on writing. Therefore, the study of the learners' gaps will lead us to

wonder if there is relation between the learners 'gaps and the amount of the instructional time.

3.8.3.The Instructional Time

EFL Teachers have always complained about the insufficient time allotted to the teaching of this language. The number of hours in secondary schools ranges from two to four hours/a week. To attain a certain linguistic competence, the pupils need a certain amount of input (either in or out of the class).It is known that the degree of the success in a foreign language is greatly influenced by the amount of input the learners are exposed to. A limited amount of input also makes that pupils rely on their mother tongue and what they write or say will display a lot of interference from the mother tongue.

The insufficient amount of the instructional time also renders the teaching task difficult because teachers will also have to work under the pressure and the fear of not being able to finish the program before the final exam. So they become more concerned with completing the different units and grammar points rather than by what their pupils have processed for the exams. Finishing the program is certainly not all .Because if the pupils need a good amount of input ,they also need to process this input through meaningful practice and revision .Augmenting the amount of instructional time is not the solution and some people would agree that it is not so much the quantity of hours that is important but the quality of input and teaching that matters.

3.9.Assessing Pupils Learning Strategies

The different research instruments that have been previously used indicates that our learners are not aware therefore, are not equipped with these tools that aid and facilitate learning. Researchers like (O'Malley and Chamot1990, Wenden1989, Oxford1990 and many others) advocate appropriate strategy training for a more effective learning. Accordingly, Oxford states that;

> **Learners who receive strategy training generally learn better than those who do not, and certain techniques for such training are more beneficial than others.**
>
> **(Oxford;1990:201)**

Language learning strategy training can be conducted in at least three different ways: *awareness-training, one time strategy training, and long term strategy training.*

Because of time constraint on pupils' needs, and also because it was not always easy to meet our participants on a regular basis, we have thought it more beneficial to opt for and work on an awareness strategy training. The aim of this strategy training is simply to acquaint and familiarize our participants with the language learning strategies that will help them become better learners and particularly more skillful writers.

We may explain our pupils 'unawareness and little use of learning strategies by the fact that the teachers themselves are not conscious of the importance and the usefulness of strategies. So ,hopefully ,this consciousness-raising will interest teachers as well as learners although this point of interest is far from being exhaustive. At this stage of training, our goal will be strictly informative. In addition, we shall limit ourselves to the strategies that are essential for some writing tasks. For instance; *outlining or editing* because of the lack of information on those specific strategies, pupils are in fact very poor writers.

The results of the observations and questionnaires have enlightened us on the way our pupils view and approach the writing task. They have also help us identify the strategies that pupils need to develop so as to alter their traditional views on writing on one hand, and to improve their writing skills on the other. The pupils have difficulty in getting started because ***pre-writing strategies*** are not used effectively. Therefore, pre-writing strategies like*(fast-writing, clustering, and cubing* need to be included in our strategy training.

Once the brainstorming is over, pupils are often left with a bulk of information to be ordered and organized into a coherent and relevant paragraph. According to the pupils 'answers to the questionnaire, this constitutes one of the most problematic tasks in writing .Therefore, strategies like ***organizing and outlining*** should be made explicit to them.

Because teachers often view writing as an individual performance, they do not encourage their learners to cooperate with peers, either in exchanging ideas or revising each other drafts. Therefore, strategies like ***cooperating with peers and revising for rewriting*** have to be also considered in our strategy training.

Finally, many pupils apprehend the writing task for various reasons; *like not knowing what to say or how to say it*; this apprehension may give rise to negative feelings such as anxiety and lack of confidence. The pupils will certainly benefit from an awareness of social and affective strategies such as ***cooperating with peers and encouraging oneself.***

3.10. Results of the Awareness Training

In order to evaluate the usefulness of this "training», the researcher conducted the following experiment with the 42 pupils of 3AS literary and philosophy class at Besghir Lakhdar Secondary School in Tlemcen(Three pupils were absent).

The experiment started in October 2009,the pupils were asked to write a paragraph on a given topic. While, they wrote, they were observed in order to determine what writing strategies they resorted to. The observation revealed that the pupils used a narrow range of strategies; they spent very little time gathering ideas or organizing them, not a single pupil drew an outline. They all seemed to focus on form rather than on the expression of ideas because they edited all through their writing finally, very few 15% revised their paragraph before returning it to the teacher and no one rewrote the first draft.

Soon afterwards , the teacher began the strategy awareness with particular attention to the following strategies:

- Gathering ideas
- Organizing them
- Drawing an outline
- Drafting
- Revising

As these terms and what they represented were new to the learners, the first task consisted in explaining and demonstrating with concrete examples. For instance, the teacher can show the pupils how to organize the various ideas gathered during the brainstorming phase. The teacher may show them for example what ideas have to go first, what other ideas should follow, what idea is redundant or irrelevant and therefore must be left out. After this stage, it would be easier to show them how to make the outline for their essay before drafting.

Besides this strategy-awareness, the teacher, also made his concern to explain what the skill of writing entails. In this way, the pupils understand that writing must be viewed as a means conveying ideas and feelings and not only a matter of displaying one's linguistic competence. Unfortunately, this training lasted only four sessions of about fifty minutes each.

When training was over and the pupils knew more about the writing process and the writing strategies, they were once again asked to write a paragraph on the same topic as the one given before the training.

This time, the while- training observation revealed different aspects of the pupils 'composing behaviours: about40% of the pupils, gathered ideas,20%organized their ideas and even fewer pupils15% drew an outline before drafting. However, we noticed that about 35%attempted to put their ideas onto papers quickly without being too much concerned by editing. Concerning the revision, it was noted that 50%spent more time revising than before the instruction but only 25% rewrote their essays.The percentage of the strategies used before and after the instruction can be reported in the following way:

Writing strategies	**Gathering ideas**	**Organizing ideas**	**Outlining**	**Drafting**	**Revising**	**Rewriting**
Before instruction	**5%**	**5%**	**0%**	**10%**	**15%**	**0%**
After instruction	**40%**	**20%**	**15%**	**35%**	**>50%**	**25%**

Table 3.23.Percentages of learners' writing strategies before and after the awareness training

Although these figures do not seem quite satisfactory at first sight, they are significant as far as pupils' writing behaviours are concerned. It is easy to detect the noticeable and encouraging change in the use of writing strategies. Furthermore, it was noticed that the second essays the pupils display better organizational skills in the presentation and ordering of ideas. It was also noticed that the pupils composing performance improved and that they were less concerned by grammatical or spelling mistakes than the first essays, it is then supposed that the pupils did more editing and more monitoring.

We were quite pleased with the pupils 'efforts and writing performance although we realized that an awareness training alone is not enough because what is, in fact ,needed is firstly an exposure to models of different kinds of

writings(thus the relationship between reading and writing).They also need a regular training in composing strategies ,an awareness of the skill of writing and finally, it is necessary that they are quit proficient users of the target language .We may conclude by saying that an awareness training is quite useful but the pupils would surely benefit more if it is paired with a regular strategic training.

3.11.Conclusion

The investigative study concerned three omnipresent partners in the teaching/learning process: learners, teachers and inspectors. Learners questionnaire revealed interesting facts about their attitudes and motivation towards English as a language and as a subject matter. Besides, it gave insights into their language and writing difficulties. Teachers' questionnaire and semi-structured interview ,on the other hand pointed at teachers' practice and the difficulties they encounter in the teaching of English in general and writing in particular.EFL inspectors for their parts, assessed the teaching learning of EFL writing skill and gave invaluable guidelines towards solutions. Bearing in mind the research questions and Hypothesis set to shape and conduct this study, it appears that from the interpretations and analysis of the results ,have led the following conclusions. Writing cannot be associated from learning English and from learning in general. The most important reasons behind ,consist in the lack of coherence between teaching objectives, classroom practices and evaluation norms, in addition to learners 'dependence on the teacher and the inadequacy of teacher training programmes. Thus writing is neglected by both teachers and learners despite great importance in EFL learning and in learning in general. Success in writing, therefore, is teacher' responsibility to draw learners' attention on the importance of language learning and thus learning how to write in English so as to become better learners and consequently fluent writers.

The following chapter proceeds to give some recommendations related to the writing skill development ,on the basis of the informants' answers and the obtained results.It will tackle some perspectives on writing skill development, on the basis of learners and teachers' needs portrayed so far, and in accordance with national and international pedagogic changes in ELT and in education as a whole.

Notes to Chapter Three

1. Triangulation: is the procedure of obtaining more than one aspect of the topic researched via different sources of data.

2. Harmer 1998:12 makes a distinction between three main learners levels as follows:
   - **Beginners** are those who do not know any English
   - **Intermediate** have a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading
   - **Advanced** are those whose level of English is competent ,allowing them to read unsimplified fact and fiction and communicate fluently with native speakers.

3. Lacunas: a lexical gap or lacuna is an absence of a word in a particular language.

4. Observation is invaluable research approach ,but often considered as an intrusive method(Wallace,1998)

Chapter four: Perspective on Writing Skill Development

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4.10. The Need for Change
- Teacher Education Development.
- Longing for Learner Autonomy
- Towards a Principle Eclecticism

4.11.Conclusion
Notes to Chapter Four

4.1.Introduction

The empirical phase has helped us to shed light on some important causes of learners' failure or low achievement in EFL writing skill. It has also enabled the analysis of learners needs as far as the writing skill is concerned through learners' ,teachers', and inspectors' suggestions. Thus ,with regard to literary streams in general and literary and Philosophy classes in particular, the present chapter attempts to propose alternative and hopefully some ,useful recommendations to tackle the problem. Since failure in writing is closely related to teaching/learning of EFL in general, it seems relevant to reconsider the writing skill issue before moving on some of the teaching and learning parameters .

4.2. A New Approach to Teach Writing :Developing Students Strategic Knowledge

The teachers'responces to the questionnaire indicate that teachers' assessment of their pupils 'achievements in writing is quite negative ranging it from weak to average. The reasons behind such failure according to them lie on the current methods of teaching writing not only at the university level but at pre-university level too.

In addition to that ,the questionnaire also reveals that teachers give priority to mastery of language and grammatical accuracy over the writing process. However, it is not enough to present them with vocabulary, grammatical structures and tasks to do .It seems clear then, that teachers need to re-assess the way in which writing is taught to students. In the same vein,Hamzaoui puts it this way:

> M**ore works needs to be done in teaching learners how to integrate the skills we expect of them and to raise their awareness of effective writing strategies ....The curriculum$_{(1)}$ fails to raise learners' awareness of how learning process takes place, and therefore ,to develop effective learning strategies in learners in order to help them cope with learning difficulties in general and writing difficulties in particular.**
>
> **(Hamzaoui,2006:260)**.

What emerges from the above quotation, is the importance of including the teaching of effective strategies in writing instruction. Though teachers may feel the need to establish a firm grammatical base, it is not least important to train pupils to use some successful writing strategies such as *brainstorming,planning,and revising*.

The same idea is held by Best (2004:2) who explains that teachers should go beyond basic concepts in grammar and help learners learn about:

> "**....the strategies available to writers in order to develop their personal styles .In this context, the students engage in learning ,and they operate at high level of thinking....".**

Similarly,Hismonoglu(2000)argues that **"the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in better way".(quoted in Hamzaoui2006:261)**

Strategy-based instruction is believed to help learners in three ways: ***first ,it can assist students to become better learners, second, skill in using learning strategies help them in becoming independent and confident learners, and third, they become more motivated as they begin to understand the relationship between their use of strategies and success in learning languages*.(Chamot&Kupper1989,Chamot & O'Malley,1994).**

Regarding the writing skill, proposals were made for helping students to face writing problems by the integration of strategies into the teaching of this skill. An example of this approach is "process writing"(e.g.Arndt and White 1991) which helped to develop teaching /learning materials wherein pupils are asked to use strategies such as *planning,editing,*and *revising* in various process tasks.

The incorporation of strategy training into the teaching of writing skill was found to enhance students' comprehension of the taught strategies and to facilitate their retention. *But should strategy instruction be explicit or implicit?*

in other words, should students be informed of the value and purpose of the strategies they receive training in, or should they simply presented with activities structured to elicit the use of the strategies being taught but not be informed of the reasons why this approach to learning is being practised?

Many subsequent studies (Wenden1987,Oxford1994,Graham1997)have suggested a more explicit type of strategy teaching and added a metacognitive dimension to strategy training by informing learners about the importance and the purpose of the instructed strategies ,and teaching them how to regulate and monitor the learner strategies. Graham(1997:84) remarked that explicit teaching of writing strategies should be encouraged because students need to be in control of their learning. She stated:

> ***one of the most vital factors is the need for strategy training to be 'informed', 'integrated' and to involve a high level of***

> ***'self-control'. That is to say, students need to be aware of the purpose and utility of strategy training, activities should be integrated into language learning tasks, and students should be encouraged to monitor, evaluate and control their use of strategies .Thus they should engage in a large degree of metacognitive reflection.***

It should be mentioned at this point that teacher has an important role to play in strategy training. He may either encourage students to develop effective use of strategies or discourage them . Teachers may argue that they may not have sufficient time to devote to strategic activities as their main concern is to complete the syllabus .Similarly Graham (1990:145)pointed out:

> **The greatest obstacle to developing effective learning strategies in students lies within their teachers.Lack of time, insufficient training in teaching strategies and low motivation to implement them may be some of the reasons behind this.**

However, in the light of the present research finding we may confidently assert that it may be very useful to teach students effective use of strategies since increasing students' strategic awareness$_{(2)}$ is as valuable as increasing their writing performance.

Therefore ,success or failure of inducing students to use strategies depends in large part on the teacher, his training, his interest in the process of teaching strategies and the method and materials he uses to implement strategy instruction.

Another factor which may encourage or discourage strategy learning and its use is motivation. If students are not motivated towards learning the taught strategies either because of the task chosen, the method used or simply the relationship between the use of strategies and achievement in writing is not clear to them, strategy learning and use may not be effective. On this point O'Malley and Chamot(1990:185) remark:**Of particular importance is the inclusion of motivational training with learning strategy instruction in order to develop will as well as skill for learning.**

In effect ,a number of other researchers (Oxford1994,Lessard-Clouston1997,Graham 1997,Cohen and Dornyei 2002,Hamzaoui2006)state the importance of learner motivation to the learning ,use and choice of strategies.Thus,if students are not motivated towards the learning of strategies this may lead to ineffective learning and use of the taught strategies.

Although the teaching of writing strategies may hold many promises ,great care has to be exercised in the preparation of teachers, the teaching method and materials ,in addition to the consideration of some important variables such as language proficiency and motivation.

It is then essential to take some pedagogic decisions to introduce strategy-based tasks in the teaching of writing to induce students to use writing strategies effectively and to change their behaviour from passive behaviour to a more reflective one to produce effective and efficient writers.

All in all, training students to use cognitive and affective strategies successfully will probably help them in generating sentences, overcoming writing difficulties and controlling anxiety related to the task, but students will not be able to plan, control and evaluate the writing task they engage in unless they learn some effective metacognitive strategies .It then appear to combine the three type of strategies (metacognitive,cognitive and social/affective strategies)in a strategy-based writing course.

4.3.Improving Learners' Writing Effectiveness

Concentrating on developing linguistic competence and emphasizing phonological, syntactic or semantic differences only is surely not enough to ensure that pupils will be able to write a correct paragraph in the foreign language. In this section, we shall attempt to find out about the rules of English paragraph development since it is this aspect of writing that seems to be the most problematic. We shall also point at the central role of purpose ,audience and topic of good writing.

Many teachers wonder whether product writing or process writing is most effective to teach clear and fluent writing .So a brief overview of the two approaches will be discused.Finally, some suggestions on how to respond to pupils' writing will also be included.

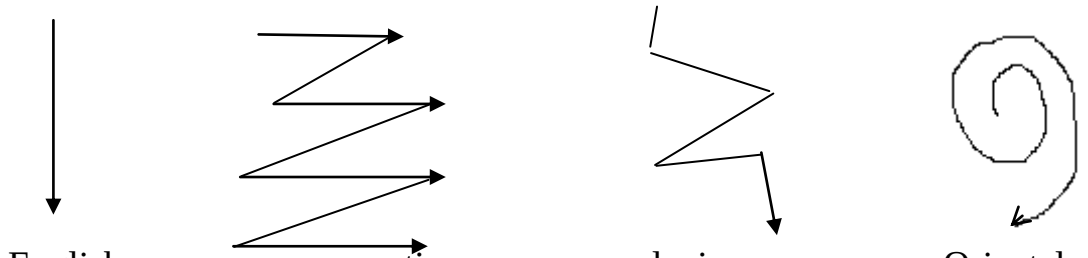
4.3.1.Contrastive Rhetoric:(Contrastive Rhetoric$_{(3)}$and the Traditional approach to the teaching of writing):

In the traditional approach to the teaching of writing, classes chiefly focused on how to teach strictly grammatical and simple sentences; the foreign language teacher generally emphasizes phonological ,syntactic or semantic differences but fails to mention the differences related to the principles of paragraph organization. By doing so, the foreign language teachers mistakenly assume that rhetoric of a particular language may just be transferable to any other. This false and preconceived idea may account for the fact that pupils writing in the Foreign language, no matter how competent they are, will remain poor writers

,partly because they are not made aware of the rhetorical differences between their own language and the target language. For this ,their writing may appear unclear or difficult to understand for the native reader because they display features of the native language prose.

4.3.2. Rhetorical Awareness

Just like are differences in cultures in the world, there are also differences in the way of thinking and this thought pattern influences the rhetoric of each culture. This is why Kaplan(1966) refers to English ,Romance, Semitic,Oriental and Slavic rhetoric.He illustrates the different types of those patterns in the following way:



English semantic slavic Oriental

(Kaplan,1966;64)

The difference in thought patterns ,and therefore in rhetoric makes us realize the importance of raising pupils' awareness of rhetorical differences and lead us to envisage the necessity of training pupils in writing paragraphs in conformity with the characteristics of English rhetoric. But to be able to do so ,teachers themselves must know about these differences so as to be able to make pupils aware of them;

> **In the teaching of paragraph structure to foreign students, whether in terms of reading or in terms of composing ,the teacher must be himself aware of those differences .He must also make these differences overtly apparent to his students. In short, contrastive rhetoric must be taught in the same sense that contrastive grammar or phonology are presently taught. (kaplan,1966:70)**

4.3.3.The Structure of English Paragraph:

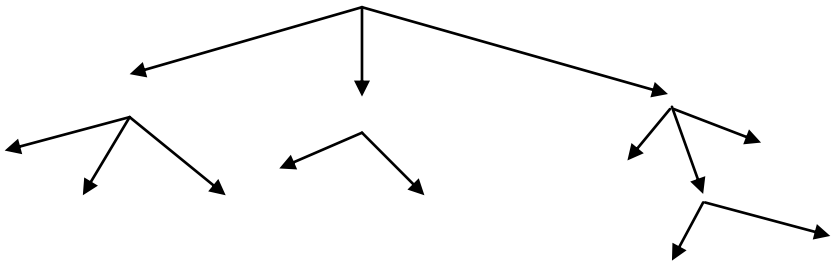
In order to be able to write a good paragrah, foreign language pupils need to be aware of the general rules of paragraph development in English. They also need a good training in English rhetoric. Kaplan **described "the structure of the English exposition as linear, because a paragraph in English typically begins**

with a topic statement supported by examples that are related to the central themes."(kaplan,1966).

In the same line of thought, Miller (cited in Hinds,1980)remarks that:

Paragraphs frequently begin with the topic sentence and follow it with supporting details which elaborate on the controlling idea in the topic sentence.(Miller;1980:123)

Therefore, a diagram of English rhetoric structure develops in the following way:



Mckroom (also cited in Hinds ,1980)states that :**The information in the semantic representation of text is ordered hiearchically,from most important topic information down to least important detail information (**Mckroom**,1980:122)**

Therefore, each paragraph contains a topic sentence and supporting sentences. The topic sentence usually occurs at the beginning of the paragraph but it may appears somewhere else. It may appear at the end .The topic sentence informs the reader about the main idea of the paragraph. Supporting sentences support the idea of the topic sentence and develop it. They are related to each other and no irrelevant sentence should be included. The characteristic of a well developed paragraph is that it includes sufficient supporting sentences. The support sentence may be an example, a fact,stastics or an anecdote.

To illustrate this point, pupils may given the following short paragraph and asked to identify the different type of supporting ideas.

Instruction: *Read the following paragraph ,identify the type of the supporting material. Write the number of the sentence in the appropriate column.*

(1)Stonchenge, in Wiltshire,England,is an ancient monument that sill mystifies scientists.(2)It is a group of huge rough-cut stones that probably marks the site of an ancient religious structure.(3)The monument dates from 1848B.C.and was originally a circular arrangement of blocks of gray standstone,each about thirty feet long and weighing an average of twenty-eight tons.(4)There were three sets of stones inside this hundred foot circle, and near the center was a sixteen-foot block of that standstone,which was probably an altar.(5)Although scientists have been able to approximate the age of the monument, they can only conjecture about why the huge stone were transformed there. No one knows exactly who brought them.

Example	Facts	Statistics	Anecdote

A single idea is developed in one paragraph, but if the writer wishes to write about another idea. He must begin another paragraph. Thus, a long piece of discourse consists of several paragraphs, each paragraph developing one idea. Thus, a well-developed paragraph includes three parts:

***Part one**: an appealing topic sentence that expresses the main idea.*

***Part two**: supporting material that includes examples,facts,statistics or an anecdote.*

***Part three**: the concluding part in which the writer summarizes what has already been discussed and concludes the paragraph with a sense of completion.In some cases,a bridge sentence,placed after the topic sentence,is used to explain the main idea and leads to the supporting material.*

An example is illustrated by the following paragraph:

At the age of six, a child begins to emancipate himself from his family and to make his place as a responsible citizen of the outside world. This emancipation includes many changes in behavior and attitude. He becomes more independent of his parents and often can get impatient with them. He's more concerned with what other kids say and do. He becomes interested in impersonal subjects like arithmetic and engines.	Topic sentence Bridge Support 1 Support2 Support 3
It is at six, then the path to self-sufficiency and in conclusion adulthood begins	Conclusion

In order to help pupils discriminate between the topic sentence and the supporting ones, the following activities may be tried out:

Exercise 1:

Aim :to make pupils understand the logical order of sentences in a paragraph.

Instruction: Find the topic sentence and arrange the supporting sentences into their correct order.

Text:

Before someone had the idea of stamps, sending a letter was very inconvenient. The person who thought of the paper clip has helped everyone who has worked in an office since then. Most of our small, common conveniences came into existence because someone in the past had a bright idea. And the person who get the idea of the safety pin made another small but important contribution.(Horn,1977)

= **Feedback**: the teacher may ask a student to read the rearranged paragraph out and discuss the points with the class.

Exercise 2:

Aim: to make the students understand the relationship between the topic sentence and supporting sentences

***Procedure:** reminding briefly what the topic and supporting sentences are, students will be given the following exercise: Here is a topic sentence, followed by several other sentences which support the topic sentence, and some do not. Put an X in front of the sentences that do not support the topic sentence*

Topic sentence: The increasing number of car accidents is a serious problem

…….	1-the number of accidents last year increased 10 percen over the year before
……..	2-One cause is the great increase in the number of cars on the road.
……X…….	3-ownership of a car involves a lot of expenses .
…….	4-there would be fewer accidents if drivers were more careful
……X……	5-a car owner must have a licence.
……..	6-Many drivers do not pay attention to the speed laws.

Feedback: *class discussion as to why sentences 3 and 5 are not the answer may follow:*

To ensure the logical relationship between ideas ,transitional devices ,are used. These often appear between sentences or between paragraphs, their function is to serve as linkers and also to allow the reader to establish the relationship between ideas. It is ,therefore, important to make a judicious choice concerning the right transitional words. For this ,pupils need practice in recognizing and using them.

A useful activity would consist in making pupils read a text, identify the transition used, discuss the meaning of each transitions, and say if the use of a particular connector is appropriate. Finally, say whether the passage would have been clear enough if the transitions were absent.

Text: Are Japanese school always better?

There have been many comparisons recently between U.S.educational methods and Japanese methods. As a matter of fact, the implication has always been that U.S. educators have a lot to learn from Japanese counterparts, since Japan has become such highly industrial,economically,successful country in such a relatively short amount of time. It is likely that there are several areas that U.S. educators may choose to copy. However, not all Japanese educational methods are easily applied in the U.S.

First, we tend to admire the Japanese character for its emphasis on effort. It is this very effort that apparently explains the rapid economic rise of the country. For example ,in some Japanese kindergartens, pupils go shirtless all along to build endurance and some school require boys to wear short pants during winter. The Japanese six-day school, which appears to us to be academically motivated, is ,in fact rely a part of this emphasis on effort.

Second, emphasis on group responsibility is a characteristics of Japanese education. This tends to reinforce conformity, which Japanese society values highly. For example, techniques such as assigning a single grade to a whole class rather than to each individual and discussing issues interms of group welfare reinforce this value. We should remember ,though, that Japan has a great amount of racial unity. As a result, group responsibility may be easier to promote in Japan than in the U.S.

It may not be so easy to adapt Japanese methods to U.S .school because of the difference in the two cultures. Nevertheless, this does not mean that there are no lesson to be learned from the Japanese, only that we must be careful in choosing what we wish to copy from Japan

Fallows:1991:55-59)

A variation of this activity would be to hand the pupils a text where all transitional words have been deleted. The pupils are then, asked to provide the appropriate links. Depending on the level of the pupils, the teacher may or may not supply the transitions in questions but in scrambled order. To make it clear, we can illustrate with the following example:

Instructions: the following linking words (linking markers)have been deleted from this paragraph. Read the text and try to replace them in the appropriate gap so that the text makes sense.

First of all-another-one reason-one more-second-yet another-finally.

Steven Spielberg's movie, Jurassic Park 'was a major commercial success…….,it was the biggest box-office money-maker of 1993…….,It was based on the bestselling book by Michael Grochton,and is made that book even more popular.

……..way that movie made money was by the starting a craze for dinosaur ,toys, books,and posters……..result of this book-buster movie success is Jurassic Park interactive computer game……..,the Jurassic park attraction is the biggest hit in the universal studios theme parks in California and Florida.

(From Olsher,1996:68)

Because most pupils' paragraphs are not successfully segmented into three distinct parts, and also because they are not correctly punctuated, we thought a useful to suggest an activity similar to the following:

Instruction:

Rewrite the following paragraph being careful to divide it into it three main parts:
-topic sentence
-supporting sentences.
-conclusion
-supply the correct punctuation and capitalization.

-Pupils can also be asked to draw the outline from a paragraph.

Crydon is the largest town on the outskirts of London. It is a popular shopping center and several large businesses have their headquarters there. Many of the people who live there work in London which is about half an hour away by train. I went to school in Croydon for six years and I never liked it. In the first place there are hardly any historical buildings so it is a rather dull town secondly it is full of unfriendly people who are busy to stop and chat lastly because it is on a main road into London the streets are always full of traffic and sometimes the air is so polluted that it is almost impossible to breath. As I am concerned I would not mind if I never went to Croydon again.

Finally, we highly recommend that pupils read a lot of authentic paragraphs..They will be asked to read them, analyze them, study the paragraph

patterns and discuss the use of the connecting words. Hence, the need for the teacher to select appropriate material suited to the level and interest of their pupils. It is through a reasonable amount of readings that pupils are likely to improve their writing abilities. "**Reading and writing are two skills that mirrors each other, and they ought to be taught in a such a way as to complement each other. "(Smith,1982:45)**

4.4. Suggestion to Improve the Writing Skill from Sentence Level to Paragraph

4.4.1. Sentence Combining Approach

To help the pupils develop the notion of paragraph building and cohesive devices, different techniques can be used successfully. Learners have to be urged to write sentences at every step of the pedagogic unit. Many activities can be suggested :*finishing sentences, matching beginnings with endings, or writing about a given topic*.

In writing ,they are tremendously varied among them *the sentence combining approach*. Combining sentences is also a technique designed to increase the syntactic complexisity of learners'expressions.It involves taking two or more simple sentences and combining them through the use relative pronouns,conjunctions,or other devices. In other words, Sentence combining exercises are good for practising connective devices and relative clauses. They help learners lo learn how to tighten up their sentences and rearrange them ,to achieve effect.

***Examples of these types of exercises are provided here after;**

Exercise 1:*in the following sentences the linking words and phrases are missing .Working in groups of two or three ,decide which of the following words given would be possible. Note that in some cases more than one of the words given may be possible. Then compare your answers with those of other groups*

- **I am writing to you….clarify certain confused points.**
  a) to b)in order c)so as to d)for.
- **Our reply has been delayed……the recent postal strike.**
  a) because of b)owing to c)for d)by.
- **These matters are difficult to deal with in writing……we feel that it would be better for us to have a meeting.**
  a)this is why b)that is why c)this is because d)consequently

- **…..you are an import-export company, you will, no doubt be pleased to know that I speak several foreign languages.**
  a) For b) since c) as d) because of
- **Most companies take their holidays in August…..there is little chance of much work being competed.**
  a)so b)therefore c)thus d)so that

(Coe, Rycroft and Ernest;1983:18)

Exercise 2: *combine each sequence of sentences into a single sentence with at least one relative clause*.

-the Basques live in the mountains.

-the mountains separate Spain from France.

-The Basques were never conquered by the Roman

(Thiede-Gonzo;1983 cited in Abi Ayad,1997:146)

Learners may also be given a group of sentences which can be combined in any way they choose, to create an effective paragraph. An example of this type is given bellow:

Exercise 3:*Combine the following sentences into complex ones, then write a coherent paragraph:*

- **His name is peter**
  He's a famous professional athlete
  He's a baseball player.
- **He has a large house in Miami**
  The house is beautiful.
- **He often travels around the US**
  He plays away games in different cities in the US
  He travels by airplane
- **He usually sleeps on the plane**
  He stays late after games
- **He is an excellent pitcher.**
  Fans love his abilities
  Coaches love his abilities.
- **Every week he plays a home game.**
  The game is played in Glover stadium.
  The game is usually sold out.
- **Glover stadium is old**
  Glover stadium does not have enough seats for all fans
- **The fans wait in lines to buy tickets**
  The fans often play more than $60 dollars for tickets
- **The fans are unhappy about the tickets prices.**
  The fans love peter

(Kenneth,2007:1)

Exercise 4:*combine the following sentences into an effective paragraph.*

-Today, air travel is safer than driving a car on a busy motorway.
-there is a danger that grows every year.
-Airlines get larger and larger.
-Some airlines can carry over 300 passengers.
-The air itself becomes more and more crowded.
-If one giant airliner crashed into another in mid air,600 lives could be lost

(Byrne,1988:71)

What makes sentence combining so successful, is that learners at all level of proficiency seem to enjoy doing the exercises. Thus ,the pupils gain self-confidence. Sentence combining practice, not only gives learners practice in using a range of syntactic structure but also leads to overall improvement in terms of grammatical correctness ,sentence variety and even organization and cohesion.

Daiker et al (1978 cited in Thiede –Gonzo1983:15)found student who had practiced sentence combining ,to be superior in five of the six criteria commonly used in composition evaluation :**ideas, supporting details ,organization ,voice ,sentence structure and diction.**

It is worth mentioning also that sentence combining should be reinforced when pupils are asked to rewrite their composition. In the same line of thought, Kern(2000**:202)**)states: "**Sentence combining is most beneficial to students when it is done as a part of reworking their own writing rather than as an isolated activity."**

4.4.2. Dialogue Journals

Another writing mode where pupils cooperate with each other to exchange written messages is known as « dialogue journals ».The idea of dialogue journals is not yet known and so not yet used in our context but as Oxford,**1990:78).** puts it:**Dialogue journals are very effective and highly motivating for language learning.**

A dialogue journal is a written conversation in which a student and a teacher communicate on a regular basis. One interesting point in dialogue journal is that the teacher acts as a participant offering suggestions, giving opinions and clarification rather than a judge or evaluator who corrects and makes negative comments on pupils 'papers. The other interesting point in dialogue journal is that they help create personal relationship with the teacher as they will be encouraged to speak freely about their fears and difficulties or about topics of interest to them. More importantly, when pupils write in their journals ,they know whom they are writing for. In other words, they write with an audience in

mind .In addition ,their main concern becomes to transmit their message so they focus on meaning rather than on form. The problem with Dialogue journal is that they require a considerable time to read and respond to pupils' writing.

However, teachers who have experienced Dialogue journal report that this does not constitute a real problem and there is not much time wasted because of the knowledge they get about their pupils' interest, problems and also the feedback they receive about their lessons and different activities.

4.4.3.Collaborative Writing

Although many people in their personal lives write on their own, whether at home or at work, in language classes ,teachers and students can take the advantage of the presence of others, to make writing a cooperative activity, with great benefits to all those involved in .

Collaborative writing ,in pairs or in groups ,is great affective and cognitive help for learners, as this lessens their anxiety and promote their risk taking(Tsui,1996:98).Pupils ,also, have to be encouraged to share their writing with each other, both at draft and final product stage; they can brainstorm ideas, organize content and then edit and revise together. Self, peer or group editing encourage independence from the teacher and enhances learners' self confidence and self –reliance. It allows the teachers to give more detail and constructive feedback since he will deal with a small group rather than the whole class. Besides, while discussing their writing difficulties and strategies used to overcome these problems, learners are likely to learn from each other in the group or in class discussion more than with their teacher.

It worth mentioning also that, it will be more effective if teachers chooses the members of the groups himself and try to make a mixture between the slower and faster learners in the same group. By doing so ,The best students can help the slower who nevertheless, will contribute equally(Baskolf1981).Individual students, on the other hand, will find themselves saying and writing things that might not come up with their own."**Two heads are better than one because two can make conflicting material integrate better than one head can";**Elbow(1987).

In such case, the cooperative learning presents the following: "increased learner's talk, more varied talk, more relaxed atmosphere, greater motivation, more negotiation of meaning and increase amount of comprehensive input."(Olsen and Kagn 1992 cited in Abi Ayad1997:81).

Moreover ,numerous educationalists suggest gathering pupils writing in a same book(a portfolio),where learners select their best products during the

whole school year. A portfolio may thus, become an invaluable source of writing inspiration for learners, since they learn by comparing their written products with those of other pupils.

4.4.4.Importance of Extensive Writing

To overcome the problem of interference,i.e. thinking in Arabic and writing in English, the pupils should have a great amount of writing practice either inside the classroom or outside.

One way of getting students to produce a great quantity of writing is through free-writing in class. Heaton(1975) argues that:**Free composition ...provides the testee with an opportunity to demonstrate his ability to organize language materials ,using his own words and ideas, and to communicate.(Heaton;1975:128)**

Thus ,in order to make it easy to begin ,the teacher should provide them with one or two general topics for reference to ensure that everyone can write something about. By choosing a topic that involves the student ,the teacher is providing a context within which effective learning can be undertaken.Yet ,if a student finds the topics provided not in his taste ,he may choose a topic of his own.

Furthermore ,Harmer(2001) suggests the following**: "In order to bolster the product pride that students may feel when they have written creatively, we need to provide a appropriate reader ;audience. A part from ourselves as teachers, the whole class can be such an audience.(Harmer;2001:260)**

To guarantee that the pupils should write abundantly, the teacher should not worry ,at least for the time being ,about the grammatical or mechanical mistakes in their papers. Indeed many mistakes may be slip of pen which the student himself is able to identify later on (Edge1989).

Emphasizing the quantity of writing does not mean that quality should be neglected .It is a rather a way of making pupils feel confident not threatened by their teacher stressing the form i.e. the surface level .In so doing, even pupils with a low level of proficiency will be encouraged to compose.

As a result, learning to write takes practice and take guidance ;if teacher gives his pupils plenty of opportunities to write in his class and outside ,he will set the stage for improvement in clarity and depth of his students' writing .

4.4.5. Extensive Reading and its Role in Improving the Pupils Writing

3AS pupils should be advised to read in order to overcome the tendency of using continually the same words and phrases in their writing. Thus the more

they read, the more varied, the better their style come. Reading is the only source for the foreign language learners, from which they can inspire ideas, imitate expressions and learn vocabulary.Krashen(1985) makes clear this notion in the following quotation: **Reading is good for language acquisition: it promotes better spelling, better writing skill, higher reading comprehension, and a more advanced vocabulary. (Krashen1985in Bouamrane1997:1)**

Similarly Nutall(1986) states:**The best way to improve your knowledge of foreign language is to go and live among its speakers. The next best way is to read....in it. (Nuttal 1986:168 in Bouamrane 1997:1)**

As extensive reading (4)is ,or should be ,reading for pleasure on topics that interest the student, increases his motivation and give him a positive attitude towards the target language, the teacher has to make reading session more effective by encouraging 3AS pupils to read some selected texts in the textbook, **NEW PROSPECTS** ,or provide them with interesting reading handouts. In this context, Nutal (1989:**169)**)explains: "**If nobody give assignments that require them to read, some pupils will not feel the heed to read at all....thus never acquire the habit or the skill."**

Undoubtedly, the main way in which the teacher can help the students to read extensively, is by directing the student' attention towards reading material that he is going to find interesting. Above all extensive reading should be reading for pleasure and not a chore.

Though, reading may be a goal in its own right, it is advisable to read to improve pupils' writing .Paul O'dea (1965) reports: "**Those who read widely are rewarded in several ways, one of which is increased proficiency in writing ,most clearly seen in...the areas of dictions and sentence structure".(Paul O'dea 1965 in Yemi Aborderin 1986:38)**

Consequently, the more they read ;input, the more they feel confident and the better their written output will pave the way for writing effectively.

As a conclusion, it must be remembered that forcing students to read defeats the object of this exercise and it is the duty of the teacher to introduce the reading programme in such way that the students are interested in spite of themselves.

Besides, one may say that reading in quantity is not necessarily enough, the thorough understanding of the texts read can provide the students with a model to imitate in his initial writing attempts and latter allow him to develop his own style as he gains proficiency in the structures and vocabulary. Thus, as stated by Reid(1993:64**) 'Reading and writing are "integrally connected»'**. For this reason, they can be and should be taught as integrated skills.

4.4.6.Other Useful Techniques

To increase the learners 'writing ability, some other techniques have been used successfully in teaching writing. such as note taking and note making, summarizing , dictation and other .These are among the most acknowledged techniques to improve proficiency in writing. These techniques , whether done individually or in groups, can be introduced at any section of the unit.

- ✓ ***Note taking*** is regarded as a valuable learning tool because of many reasons. It allows learners to organize, manage and monitor their own learning more easily. It also involves learners to take the appropriate decisions about not only what to note but also to make use of these notes. However, there is no best way for taking and making notes. The most important thing to mention ,is that the notes should be organized in a way that shows links between ideas.
- ✓ ***Summarizing*** equally has great learning and composing value, This why it requires special attention from teachers .Summarizing is an activity which aims at evaluating pupils' ability at analyzing and synthesizing .It is very difficult task because it involves not only reducing the length of a text ,but also differentiating main idea and supporting details.
- ✓ ***Dictation***, on the other hand, is a controlled writing activity . it has been identified that it has advantages and drawbacks(Doff 1988).the following table illustrate this point better.

Advantages	Disadvantages
-it is intensive activity, which makes students concentrate. -the teacher can keep good control of the class, it is a suitable technique for large classes -it helps develop listening as well as writing.	-it takes up a lot of time in the class especially if the dictation is corrected word by word afterwards. -it does not really develop writing skills, students do not have to express ideas in written form, or find ways of constructing sentences -it is an realistic activity listening is word by word and at an unnaturally slow speed.

Table 4.1. advantages and disadvantages of dictation(Doff,1988:152)

- ✓ **Interactive computer use**—Using computers has the potential to change foreign language education in significant ways by bringing the target culture closer and making communication almost direct. Students and teachers can communicate with each other electronically outside of class. Process writing is also facilitated by the ease of revising text on a word-processing program. The World Wide Web provides good resource for students seeking current information on almost any topic in the target culture.

Example 1: Students communicate with other students in the target culture through the Internet as e-mail "key pals." E-mail exchanges could also be done with language students at other institutions. There are also "chat groups" or "list serves" for foreign language students.

Example 2: Students can use collaborative writing software to compose, edit, and comment upon group writing projects. This type of software allows a group of students to work on a text simultaneously from different computers, either in the lab, across campus, or from home. Spell-checkers, dictionaries and thesauruses are available on computer for most foreign languages, and students should be encouraged to use them.

Example 3: Students create web pages on a variety of topics, focusing on current events and cultural or literary topics. Students can write weekly news stories, write author biographies, or create links to other resources on the Internet.

Publication on the web provides students with the sense of reaching a real audience with their writing, rather than submitting material to the teacher who is already an "expert" on the subject.

- ✓ **Class Newspaper**

Creating a newspaper is an excellent way for students to use the foreign language creatively, while simultaneously exploring elements of culture and focusing on current events. This activity can be completed at all levels of language learning ranging from the end of the first year to advanced classes.

Students divide into small groups around various general topics they want to research for the class newspaper. For example, one group might investigate holidays in the target country, another might research sports, and another group could focus on politics, economics, or the environment. As a group, students research their topic and discuss their findings. Then each member of the group must come up with a sub-topic of the theme to study in more detail. Using a process-writing approach, each group member writes an article on his or her sub-topic for the class newspaper.

All in all these proposal are not the ideal ways of teaching of writing ,rather they represent an attempt to help the teacher distance himself from the traditional approach ,in fact amount to a form of continuous testing rather than teaching this skill. There is nearly always an opportunity for new ideas ,attitudes and techniques .Therefore, it is always worthful to try new methods and keep pace with results of educational research. The ultimate aim would not only to improve the teaching/learning of the writing skill, but also to introduce cross-cultural learning ,and so contribute to a global education.

4.5.Techniques of Paragraph Development

We have previously stated that pupils overuse conjunctions such as: *but, and , or, when*, and *because* for the simple reason that there are the ones that they learnt first and so seemed to be impressed in their mind. This may also be due to the lack of sufficient and appropriate practice in writing. In this section, we shall suggest some activities that will provide the pupils with some practice opportunities to enable them to improve their writing. For this reason, we have chosen to develop a paragraph in cause-and – effect mode since many learners of English have problems with this type of paragraphs.

4.5.1.Cause-and-Effect Writing

In the cause-and-effect mode, the cause is something that happens and when something happens, it affects someone ,something ,or a situation. The results of the cause are called the effects.

The following lit of words structures a cause-and-effect paragraph:

If……,then……..	because(of)
Since	due to
So ,thus	therefore
Consequently	as a consequence
For this reason	the reason for
To cause	to be the causeof
To have an effect on	to be the effect of
As result	to result in

Exercise1*: Combine each group of sentences to make one sentence. Those make a cause-and-effect paragraph. The vocabulary cues at the right will help you.*

Aim *:to make the students understand how to combine the sentences using cause-and-effect expressions.*

***Procedure**: students are given some couples of sentences .They can drill either individually or in pairs.*

1- a)I never had a realistic fear for dangerous situations b)I nearly experienced a horrible death e.g. since I never had a realistic fear for dangerous situations ,I nearly experienced a horrible death	(since)
2- a)I was always ready for adventure b)Many people would warn me of a potential danger.	(even though)
3- a)But one confrontation with a shark was enough to cure me of being foolish. b)but one confrontation with a shark was enough to cure me of taking risks	(and)
4-a)My friends and I were vacationing in the Caribbean. b)we were all interested in deep-sea diving.	(because)
5-a) We were warned to avoid diving on the south side of the island. b)I wanted to explore that sea. c) A treasure ship had once disappeared there.	(although) (because)
6-a)I suggested a diving expedition. b)I could not interest any of my friends	(when)
7-a) So one morning very early I gathered all my diving gear. b)So one morning very early I drove to the southern coast of the island.	(and)
8-a)I had been in the water only five minutes. b)I saw a shark about fifty feet away from me	(After)
9-a) Fear ran through my whole body b)I could not move at first.	(and)
10-a)I regained some sense. b)-They quickly swam to the surface of the water.	(when)
11-a)Luckily there were some fishermen in a small boat nearly b)They came to my rescue	(who)
12-a)For one terrible moment I watched the boat approach me b)For one terrible moment I watched the shark approach me	(and)
13-a)I am here to tell the story. b)I have stopped taking crazy risks	And consequently

(Auerbach and snyder,1983:54)

***Feedback**: the teacher can elicit as to which sentence should be a subordinate or independent clause and how to deal with redundant words or phrases.*

Exercise 2: ***Aim:*** *to make students get familiar with the usage of cause-and –effect expressions in a paragraph by analyzing a model and also pay attention to an outline.*

Procedure: students are given a cause-and –effect paragraph. They can practise the following instruction :

Read the following cause-and-effect paragraph. Underline the topic sentence. Circle all words and phrases that indicate cause-and-effect ,and then underline the outline of the paragraph

At the beginning of the century Wareham was a sleepy, coastal village, but a sudden growth in tourism resulted in the changes that made Wareham a busy, commercial town. Today as you drive down the main street, you see an endless row of hamburger places, souvenir shops, and molts .Due to the amount of people who vacate on the coast, prices at restaurants and hotels are very high. In addition, the rise in tourism has consequently caused heavy summer traffic and increased the amount of car accidents. Even though some changes are depressing, a positive effect of tourism is the number of jobs that has been created. Because of the vacationers, the people of Wareham enjoy a more stable economy. For this reason, the town is growing each year and no longer resembles the Wareham of many years ago.

The expected outline:

A-Topic sentence…..the growing tourism changed Wareham.

B-the cause and effect of the changes.

(cause) (effect)

Bad: more visitors…….higher prices.

Rising tourism……heavy traffic.

……more car accidents.

Good: rising tourism…….more jobs.

Many visitors…….more stable economy.

C-Conclusion.

(Taken from ; Auerbach&Snyder,1983:57)

Exercise 3: Aim: to make pupils write cause-and-effect paragraph

Procedure:

1-teachers set topic/or give the pupils a list of the possible topics they wish to write on.

2-As a brainstorming ,they discuss causes or effects based on the topic. The discussion may be conducted in pairs or in groups. It may also be a teacher and class discussion. During the discussion, the pupils take notes and make a list of ideas or make a mapping chart.

3-Next,they individually develop the outlines of the paragraphs, referring to the list or chart they have prepared.

For example:

1-Introduction:topic sentence
2-Body:examples of causes and effects.
3-Conclusion
4-They write their first draft.
5-They read each other' draft and discuss it first in terms of paragraph organization and ordering of ideas, then in terms of grammar, spelling, punctuation, etc.
6-They revise and rewrite their draft.

Feedback: *teachers intervene and help at different stages of writing. During the brainstorming, when outlining or when they check the first and final drafts. They also have to make supportive comments through all the writing process.*

In short, since the rhetorical pattern of Arabic is quite distinctive from that of English, it is more than effective to introduce pupils to the general rules of paragraph development and organization and more importantly to provide a deliberate and relevant practice in writing paragraphs with clear English rhetoric.

To clarify this latter ,it is preferable to discuss them in the following points.

4.5.2.Outling Techniques :Organizing Ideas

If generating idea is crucial part of the writing process, knowing how to order and organize those ideas is equally important for successful communication. Accordingly, a writer can best communicate his ideas by working from a plan. It is ,then advisable that pupils organize their thoughts by writing up a brief outline before they begin to write.

The results of questionnaire ,the analysis of the pupils 'papers all revealed that our pupils have difficulty in organizing and categorizing the many ideas generated during the brainstorming phase.Thus ,they have to be shown how to form a simple outline before they begin writing. In addition, they need to be aware of the general rules of paragraph organization and development in English. In this respect Silva(1990)points that: "**The paragraph must consist of the topic sentence ,the supporting sentences, the concluding sentences, and**

transitions, as well as the various variables to develop it such as illustration,exemplification,comparison,contrast,partition,classification,definition,causal analysis and so one".(Silva 1990:14)

There are two types of outlining techniques. The first one is passive outlining. It consists in recognizing the main ideas and the supporting details in a written or an oral text. The second, referred to as active outlining, consists in organizing and classifying ideas before writing. In both techniques, recognizing categories and distinguishing between main ideas and details within the categories are important strategies. We shall illustrate the two outlining techniques by these two activities:

- ***Passive Outlining:***

Procedure: pupils are given a text to read .Then, they are asked to recognize the main ideas and the supporting details .If the pupils are given this paragraph:

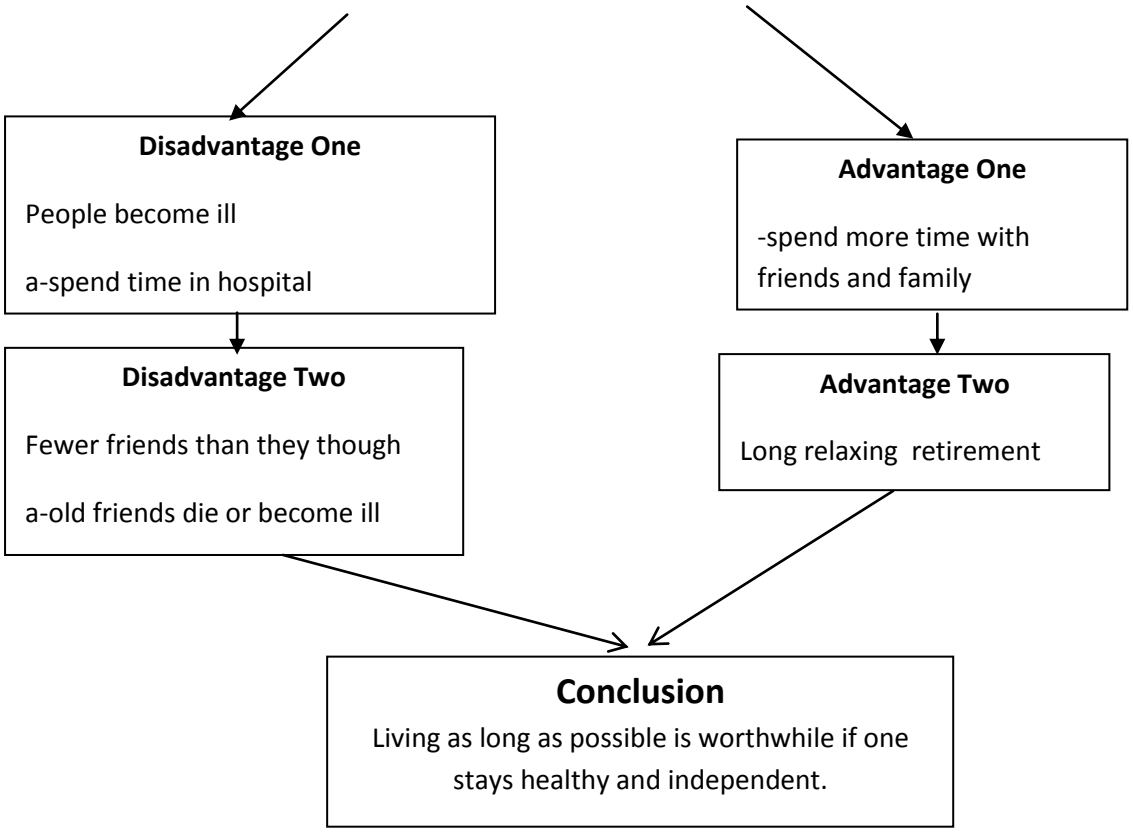
> *People have always dreamed of living forever, and although we all know this will never happen, we still want to live as long as possible. Naturally, there are advantages and disadvantages to a long life.*
>
> *In the first place, people who live longer can spend more time with their family and friends .Secondly, people who have busy working lives look forward to a long ,relaxing, when they can do all the things they have never had time for.*
>
> *On the other hand, there are some serious disadvantages. Firstly, many people become ill and consequently have to spend time in hospital or become dependent on their children and friends. Many of them find this dependence annoying or embarrassing .In addition to this, the older people get ,the fewer friends they seem to have because old friends die or become ill and is often difficult to make new friends.*
>
> *To sum up, it seems that living to a very old age is worthwhile for people who stay enough to remain independent and enjoy life*
>
> ***(From Haines &Stewart;1994:22)***

They can suggest the following outlines:

The first one may be represented in the form of a semantic mapping:

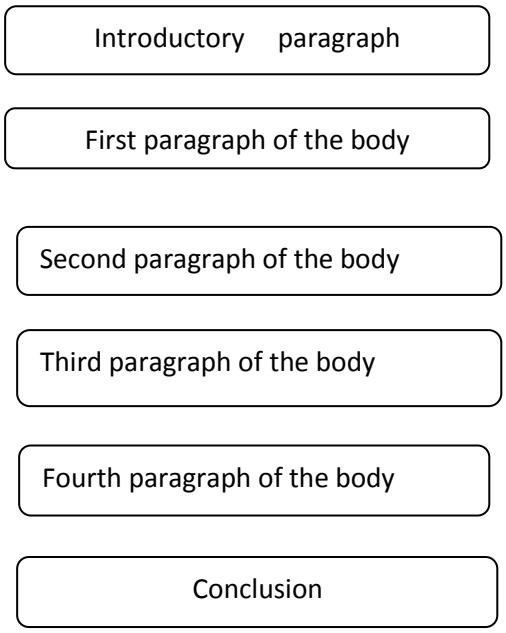
Introduction

There are advantages and disadvantages to a long life



Before drafting ,pupils may think of possible connectors to make their paragraph clearer and ensure a logical relationship between the different parts.

If the pupils try to have a mental representation of their final product, they will have the following picture in mind.



- **Active Outlining**

Another alternative technique is **active outlining .**The pupils will be working with the following ideas generated during brainstorming phase.

Topic: ***life is not always easy for immigration. Discuss.***

- **Brainstorming**:

problem of housing/better jobs/unemployment/socio-economic problems/low income/racism/job opportunities/precarious economic conditions/rejection/uncomfortable houses/do not speak the language/better life/builders/the children imitate the host country children/bad salary/traditions/homesickness/live in communities/factories, slums etc..

- **Procedure:**

First the pupils have to think about possible categories so as to locate their major ideas, that the topic sentence .Then, they have to select the supporting details that go under each main idea. By doing this ,they will be able to identify the irrelevant details and so eliminate them. It is important to identify the supporting details because the latter will ensure the unity of the paragraph .Then, they have to decide which category should be dealt first, which one comes second. It is possible to organize the ideas of the brainstorming in the following way:

1-living conditions

-industrial areas
-small flats
-slums

2-working conditions:

-factory workers
-strenuous jobs
-manual workers
-badly paid jobs

3-segregation

-live on the fringe of society
-rejected by the host country
-congregate in communities

4-family

-parents wish to keep their traditions and come back home
-children seek integration.

This framework will help pupils start the first draft. They may also think about the transitional words to use between the group of ideas. Once the pupils have understood how to make a simple outline, it will be easier for them when self-assessing or assessing each other's draft to check whether it is well

structured, well organized or not. An efficient way to train pupils in paragraph organization, unity and coherence is to provide them with sufficient practice.

Three different activities are suggested to help pupils improve their organizational skills. The first one is known as ***jigsaw writing***(See appendix K)**.**This activity consists in selecting an interesting text suited to the interest and the level of the pupils. Then, the teacher rewrites each sentence of the text on a separate slip of paper .The slips with statements are put into an envelope. The teacher may insert one irrelevant sentence among them .Each pair or each group are given an envelope and are asked to reconstruct the story.

The teacher may suggest the following steps as a way of guiding them:

-First, decide which statements are general ones and which are supporting.

-Decide which statements can be grouped together.

Help yourself with the logical links you can find.

When they have finished, the pupils are presented with the original text and so compare their text with the real one and discuss the reasons for their choice.

Another way to train pupils in being attentive to the notion of unity and coherence may be illustrated by these two common examples:

- The first one will present the pupils with a set of scrambled sentences. They will be asked to rearrange the sentences into logical order and detect the irrelevant one.

Instruction: *Revise this paragraph for greater coherence by arranging the sentences in logical order:*

George always shaves and dresses before eating .Sometimes, he falls asleep again. Then, he brushes his teeth, puts on his coat and says goodbye before he leaves for the office. When the alarm clock rings, George wakes up and shuts it off. If this happens, his mother wakes him up so that he won't be late for work. After he finishes breakfast, he usually reads the morning newspaper.

- Another variation of this exercise consists in providing the pupils with a paragraph in which one or two unrelated sentences have been inserted. The pupils will have to recognize the unrelated sentence.

Instruction :write out the sentence in each paragraph that is unrelated to the controlling ideas:

The Olympic games are display of international good will. The ceremonies, with their emphasis upon nationalism and internationalism, are a thrilling sight to see. World fairs, such as those held in Montreal in 1967 and in Tokyo in 1970,attract visitors from all parts of the world. At the start, the king or president of the country in which the Olympic games are being held is presented. The national anthem of his country is sung....

Besides, Teachers, must always bring their students to the fact that writers address an audience and have clear purpose(Arnaudet&Barret,1984; Raime,1992).Hence, it is worth highlighting them in the next point.

4.5.3.Purpose,Audience and Topic

4.5.3.1.Purpose

Outside the classroom, most pupils, if not all, do not write unless they have compelling purpose to do so (White&Arnlt,1991).For example, in the case of letter writing, people do not decide to write unless they feel the need, either to inform the reader about an event: "we have just moved to a new house", to request information: "did you do well in your final exam?",to give a piece of advice: "I think, you really should accept that new job», to entertain ,etc.

Writing in the classroom, on the other hand, is most often perceived by learners as a means to demonstrate their writing ability or certain language skills.

In the traditional approaches to writing and in certain EFL contexts, the purpose of writing is more than a means to reinforce the learning of the language itself. In a process approach, the learners are expected to identify the purpose of writing before they begin the writing task itself because this is what guides writers to make choices about the content they should include and how they should express it.

Therefore, one of the writing teacher's tasks is to make his pupils aware of the important role of the writer's purpose in writing.

For example, if writer are asked to discuss an opinion ,the purpose for writing ,then, will consist not only in presenting sound arguments in favour of this opinion :they, too have to think of including counter arguments and also they need to use the language that is required to express an opinion.

Teachers may raise pupils 'awareness on the central role of the purpose in writing by suggesting activities like the following:

Teachers provide different texts and letters to the pupils to read. They will then ask them to determine what is the purpose of each text is and to evaluate

how the ideas and the language chosen serve that purpose. As the pupils are not familiar with the type of activity, teachers, put on the board questions like these to guide the discussion:

- ✓ what point is the writer trying to make?
- ✓ What is the writer's attitude? Is it clearly expressed?
- ✓ Has the writer given the necessary information for the reader to understand the message? Has he given more information than needed?
- ✓ Has the writer used the appropriate language to serve the purpose(idiomatic expressions, emphatic expressions, rhetorical questions, strong emotive words, irony, etc.)

Once the pupils have read the text, they get the following task sheet to complete. The teacher demonstrates with the following example:

Text/Letter *Dear sir,*

The new occupants of the adjoining house frequently play loud thudding music until late at night. Polite requests to them to reduce the volume have been met with hostility and rudeness. How does one handle a situation like this? Do your readers have any suggestions?

Your faithfully, Carol Smit

The writer' purpose	**The writer's attitude**	**Special language devices**	**How effective the text**
To complain To request a solution to the problem	-anger -despair	-effective choice of vocabulary items& expressions(thudding) (until late at night)	Very effective, short but straight to the point

(adapted from White &Arndt;1991:50)

This type of activity will hopefully help learners realize the central role of purpose in writing.

Considering writing as a way to display one's language ability is a false idea. Therefore, pupils need to understand that people decide to write only when they have a specific need and real purpose to do so.

4.5.3.2 Audience

We already mentioned that part of the content of people' writing is determined by what the purpose of the writing is. It is also partly determined by who the audience of the writing is. In real life for example when writing a letter,

we have a clear idea of the reader. In the same way when writing in class ,pupils should think of a potential reader because writing becomes much easier if the writers know who will be reading them.

In the traditional approach, writers write what is called a writer-based prose(Flower,1979)because most of the time ,the pupils write for the teacher. Their main concern is trying to produce a piece of discourse without making too many mistakes. Besides, they are careful not to commit themselves intellectually as they fear to write things that might be unpleasant for the teacher. Therefore, they are more concerned about what they really want to say.

Furthermore ,even if they have a real audience in mind, namely the teacher, and a message to convey through writing ,their effort will be hampered because they know that their essay will be critically assessed and judged and that this potential reader(the teacher)is more interested in the writing(form)than in what the writer has to say. In fact, in this case, the audience is more concerned by correctness than by the act of communication. However, in a more modern and more interactive approach, what is needed is unquestionably a reader-based prose that takes the reader' needs, background knowledge and experience into account. In order to do this ,writers must try to put themselves in place of the future reader to try to predict the problems the reader may have in understanding a text but it is very difficult to do this when the writer does not know who the reader is.

More importantly, when the writer knows who the reader will be, he/she will be able to tailor his/her writing to suit the reader. This means that he/she has to take a decision on what topic to develop, what style to adopt, will it be formal or informal? How many details are needed and eventually how much cultural knowledge is needed for easy understanding.

For example, if the writer is asked about a religious festival in his/her native country; the content and the form will vary considerably whether the writer is addressing a friend from abroad, or a friend from his/her native country. For this, teachers have to be careful when formulating the prompt for the writing task as to specify whom the writing is intended for.

4.5.3.3. The Topic

The fundamental concern when teaching writing involves assigning topics that are relevant to pupils' lives in order to engage their interest and motivate them to communicate their thoughts and feelings. However, in most English classes, it has been noticed that the topics of the writing are always teacher-controlled. Therefore, the pupils are not given the chance to choose what they

wish to write about although it is known that pupils are usually more motivated and less anxious about the writing task when they write about topics that appeal to them and that are related to their life and interest. As Scarcella and Oxford **1992:121)**put it: "**Choice is a crucial component of writing. When students are allowed to choose the topics they write about, they elaborate their ideas, clarify their thoughts, and revise their text".**

Therefore, instead of compelling pupils to write about things they do not understand or do not like, it would be indeed, more advantageous for pupils to write about things they know ,they are interested in or for which they possess the required linguistic competence and the necessary background knowledge.

Hence, the necessity to let pupils select the topic they want to write about, in the same way that they choose the ideas they want to write about. This selection would be done first in the brainstorming phase.

Motivating pupils to write can be elusive because the assigned topic is often arbitrary .However, when the teachers play collaborative roles, never dominating nor insisting on their views, pupils will be more likely to engage in exchanging ideas regardless of the topic. Also given that the teacher is usually the only audience, it is imperative that students sense that the teacher is genuinely interested in what is being said and not only on how it is being said.

This make us realize that it is more than helpful ,that pupils are made aware of the central role of purpose and audience.

4.5.4. Real Writing: Product or Process writing?

These are two widely adopted methodologies for the teaching of writing in ESL/EFL teaching today: the traditional approach that focuses on form and on language accuracy and the process centered approach that views writing as a communicative act and focuses on content and fluency. Teachers may wonder which of the two approaches will be most helpful and most suited to their pupils' needs and for this brief overview of the weak and positive points of each will inform teachers on the best position to adopt.

A serious shortcoming of the traditional approach is that writing is not considered as an act of communication(with a purpose and audience in mind)because pupils view it as the means to display their linguistic competence and teachers view it as a means to test that competence .Besides, pupils are so taken by the concern to write a correct paragraph that they do not pay attention to what they really want to say. This means that, they do not concentrate on what they want to say but only on what they are able to say. In addition, they write only one draft. Seeing writing as a thinking and learning process has,

therefore, no significance in product writing. On the other hand, process writing helps pupils develop their ideas and discover new ones. It encourages writers to share ideas and write several drafts. For this, it is said that **"writing shapes and refines thought."**

In the traditional approach, pupils often report that writing make them feel uneasy and overanxious about the writing task. This state of mind is due to the fact that pupils face several difficulties at the same time. For example, they worry about content and about the most appropriate language to use. Pupils with poor competency in language feel even more anxious when the writing is over, because they know that the product of writing will severely assessed by a critical teacher who expects them to produce an error free paragraph. Barnett(1989:**36)**) ,Summarizes this point as follows:**Prewriting activities help students start their papers: they involves students with a composition topic, let them realize what might be included in their papers, help them work out rhetorical problems or review or provide useful vocabulary.**

The advantage of the process approach is that the writer's difficulties are lessened to some degree since the pupils are taught writing strategies that help them overcome their limitations in writing. For instance, during the brainstorming ,strategies like collaboration and interacting with peers to generate ideas and supply the missing information to each other enable the pupils, especially the weaker ones to reduce their anxiety and writing apprehension

The strategy of organizing the ideas gathered during the brainstorming phase and arranging them into meaningful outline will help pupils have clear idea of what they have to write and also it will help them get rid of the feelings of confusion. The writing strategy used to overcome negative feelings while performing a writing task is called ***drafting***. It consists in trying to write quickly and fluently without too much concern for correctness and grammar accuracy because what matter at this point is putting one's ideas on paper. Product writing, on the other hand, requires pupils to pay close attention to the correctness of the language used as soon as they begin writing because pupils usually write only one draft. The pressure of having to write accurately makes the pupil lose sight of the communicative purpose of writing.

Another strategy of process writing consists in using peers or the teachers' feedback to revise their first draft and write a more satisfactory one .It is this improved draft that will be evaluated, not on the basis of language accuracy only

but also on the successful communication of ideas. Furthermore, process writing teaches pupils how to edit through their whole writing.

Besides ,assessing one's writing (self-assessment) another strategy , though, many teachers are skeptic about its usefulness, is peer-editing which is considered to be important part of the writing process.**"By learning to evaluate others' writing and responding in turn to evaluation of their own ,students will gradually build up that capacity for self/assessment which is such a vital element in the writing process.**(white and Arndt;1991:117)

Peer editing can be beneficial only if pupils are competent enough in the target language and have to know themselves what constitutes a good piece of writing ,so that they are able to detect the good points ,the weaknesses and the areas of improvement. Nevertheless, peer editing /interaction cannot be discarded for various reasons. First ,asking pupils to read each other' draft and make comment that will help their peers improve their writing may prove very helpful if pupils are shown how to proceed. They need to pay attention to things like; form, purpose, and ideas, structure of text and response as readers. These are summarized in the following table.

Form	What type of writing ?	-A letter to a friend? -An informal business letter? -an academic paper? -A telephone message A recipe?
	Has the writer observed the convention required for this type of writing ?	Formal letter Does the type of writing call for formal or informal style? No abbreviation No ideas in note form
Purpose and ideas	Is the purpose of writing clear? Do we understand the main ideas?	Is it to inform?/discuss/persuade...?
Structure of text	Does the writer begin a new paragraph each time a new idea is introduced Is it easy to follow the development of ideas? Does the relation between ideas need to be changed? Would it be better to change the ordering of ideas?	
Responses as readers	Is the introduction appealing enough? Does it introduce clearly what the writer will talk about? Is the conclusion suitable? If not why? Are there any irrelevant points or ideas that need to be clarified? With more explanation or more examples? Are there any places in the writer's essay where there is unnecessary information that is of no interest to the reader?	

(Adapted from White &Arndt;1991:122)

With these guidelines, in mind and with some practice pupils will learn to be more critical about their peer' writing but also more importantly about their own writing and indeed,... "**at the same time of responding critically to their collegues' writing, students exercise the critical thinking they must apply to their own work"** (James,1981;Knock,1982;Lambert,1980;Moore,1986,Witbeck,1976) from Richards in Writing.

Another reason ,to encourage *peer review* is that when pupils know that what they are writing will be evaluated by other persons than the teacher, they will be more careful ,and will produce greater efforts; they will try to put themselves in the place of the reader and by doing so, they will develop their ability of self – assessment and will train themselves to be more critical about their writing.

Another benefit from peer interaction, also, is when the pupils read their friends 'drafts,they realize that they are not the only ones to experience difficulty and so will feel less inhibition and a little more confident about their abilities. So, even if pupils are not really competent in the language, and therefore will not be able to assess a piece of writing appropriately, they may, at least indicate which parts are confusing and need revision.

Now pupils will attempt to revise their first draft ,taking into consideration the teacher and their peer' comments. However, many pupils are reluctant to write a second draft because they do not understand why they have to write the same essay over again. It is, therefore, necessary to make them change their preconceived ideas about writing .A good strategy consists in telling them that even professional writers never get their first drafts right the first time. They always write several drafts before being satisfied.

Teachers can also sit with their pupils in order to perform the same writing task .By doing so, pupils will notice that even their teachers too experience difficulties when writing and so are ready to rewrite in order to improve their text. Once the pupils have understood that rewriting is necessary and that they are ready to do so, they need how to proceed to make the necessary changes in order to make their texts more explicit and more expressive.

Furthermore, process writing teaches pupils how to edit through their whole writing. Finally, an appropriate feedback will enable the pupils to learn from their mistakes. Another interesting strategy used to help pupils improve, elaborate or introduce a new idea consists in providing the pupils with what **Bereiter and Scardamalia (1987) refer to as "Planning cues";**these cues are grouped into functional categories and are written on a list. If pupils are stuck,

they will go through the different expressions, select the one that seems the most appropriate and use it to generate a continuation of the text.
The list that the pupils will receive will look like this:

A-if you need to elaborate; you may use the following cues:

-I could develop this idea by adding...
-another way to put it would be...
-an explanation would be...
-And example of this...
-This means that..
-Etc

b-if you need to introduce a new idea:

- an even better idea is...
-an important point, I have not considered yet is...
-a better argument would be....
-a different aspect would be....

c-if you need to improve:

-I'm not being very clear about what I have just said so...
-I could make my main point clear...
-I could add interest by explaining...
-I could give the reader a clear picture..

.(Adapted from Bereiter &Scardamalia;1987)

This same technique may be extended to help pupils make their drafts clear and more coherent by selecting the appropriate transitional words or discourse markers from a list where the latter are classified. Very often, pupils think that their text is clear enough and logically structured. It may be clear in their mind but unfortunatly,it is not always clear for the readers unless the writer has selected the appropriate linkers between ideas.

The analysis of pupils papers before the training ,shows that apart from the overuse of coordinating links like ***"but, and,or***",or subordinating conjunctions like ***"when, or, because»***, pupils seem to ignore how to use the remaining connectors. It is ,thus ,essential to give sufficient practice in writing so they will be able to use them fluently and adequately. It is possible to include a list of the most common linkers but what is really needed is that pupils are able to select the most appropriate ones, know about their syntactic constraints and their correct position in the sentence. This can only be achieved through regular and contextualized practice at the text level rather at the sentence level. Nevertheless, if we wish to supply a list of the most common and the most

useful connecting words, these need to be classified as each requires a different sentence structure, different location and also different punctuation. For example, if the pupils want to avoid the repetition of the coordinating conjunction-***but***-they may be right to choose another connector to improve their text provided that they know about their grammatical restriction that is their position in the sentence and what punctuation should go with.

In the following sentence *"john is tall and slim but his sister is short and fat "*.The pupils may want to change the coordinating conjunction-but- and if she/he wishes to use the contrasting connector-unlike-,she/he should know that unlike goes at the beginning of the sentence ,that it should be followed by the relative pronoun and a comma must be replaced between the two sentences. Only then will she/he produce the following correct sentence:*"Unlike his sister who is short and fat, John is tall and slim".*

Cohesive links need also to be classified according to their function. So links such as : *and, too, in addition, moreover, furthermore, another point is, etc* all deal with the function of addition and may be presented to the pupils in the following way:

Connectors of addition

And	Used mid-sentence with two co-ordinate clauses.
Also	Normally comes mid-sentence; and is placed after the verb to be or an auxiliary verb or before a main verb. -He also speaks German. -He has also bought a new house. -He is also my best friend.
Too	Goes at the end of a sentence or clause -The U.S president has come too.
In addition	Usually goes at the beginning of a sentence and is followed by a comma
As well as Etc ..	Can go at the beginning of a sentence .If it precedes a verb, the gerund is used. -As well as playing football my boy like swimming.

(Adapted from Hedge;1988:104)

There are ,of course, other writing strategies. These have been mentioned for the simple reason to demonstrate that process writing allows writers to apply strategies that will assist them in many ways and will gradually teach them to become better writers.

In the same order of ideas. Chastain provides a good reason for teaching writing as a process:

> **Learning that the composing process is one in which writers make continuing efforts to produce the desired outcomes enables the students and teachers to shift their**

attention from product to the process, from the pressure of trying to produce a perfect paper the first time to the reality of finding the most reliable way to express what one wants to say as the culmination of a process

(Chastain,1988:252)

It has been made clear that process writing focuses on fluency and on the use of writing strategies such as *pre-writing, planning, writing drafts, reviewing, revising and rewriting*. If these strategies are used appropriatly, pupils are expected to become better writers. However, research into the grammatical improvement of students who use the process approach to writing show no improvement at all.

For this, and as rightly pointed out by researchers like Ann Raimes(1983),R.Oxford&Scarcella(1992),good writing should focus on all aspects of the learner's writing proficiency. Those aspects are summarized and illustrated (in the first chapter, the diagram makes is apparent that good writing involves a combination of the two processes. A "marriage' of the technique of the product oriented approach where syntactic and grammatical accuracy are emphasized with the techniques of the process-oriented approach, that put the accent on the stages of the writing process (getting idea, getting started, drafting…)and so keeping audience and purpose in mind without neglecting content.

Raimes(1983**:11)**) points out: "**All approaches to writing development overlap, and the teacher should not be so devoted to one approach at the expense of another. A teacher should be eclectic, drawing what is best from all methods available.**

Thus ,because of differences in proficiency level, in needs, interests and motivation of the wide range of learners, one single method cannot be effective for all of them. Also because, there are possible points as well a drawbacks in each teaching method, it is the teachers' task to select ,adapt and supplement the teaching method that will best appeal and meet the needs and expectations of their particular learners. Our pupils have been trained to write their composition in the traditional way, following the three steps of gathering ideas, writing and editing. Bearing our assumption on the great number of errors that pupils produce in their writing, we think it is necessary to shift the focus from product to process writing hoping that the different stages will gradually help pupils improve their writing skills. We are not saying that language accuracy is to be put aside but the grammar component can be dealt with at different levels of language teaching not

just with writing. What is important at the beginning is that pupils become familiar with the ideas of process writing and that they accept to follow the most important stages.

4.6.Teaching Rewriting

Composition teachers who correct just the surface level mistakes such as ; "grammar mistakes, spelling and punctuation; without commenting on the content as well as ,cannot be said to be really helping their pupils. On the contrary, they are reinforcing the learners' tendency to focus on sentence level problems. The most common mistake made by both teachers and pupils is to equate errors correction$_{(5)}$with rewriting and revision. Besides, regarding writing as process, one may say that pupils writing only one draft is a common mistake made by both of teacher and learners. For this reason, it is advisable that teachers should train their students ,giving them the opportunity to rewrite drafts in ways that will improve the content, in a condition that the first draft is not graded.

In the same vein **Lemos,1981:37)** argues : "**The composition should be returned to the student marked but ungraded ,because we want the student to concentrate on the correction and not the grade. We also want them to consider their mistakes in relaxed way".**

The instructor therefore, should explain to his learners that the composition will be graded only after the students write a revision and hand in both drafts. The grade should reflect the improvement they are able to make. Thus the students will be motivated to continually improve their composition.

Rewriting is one of the recommended exercises that help learners produce acceptable piece of writing. In this respect, Lewitt(1990)says**; "writing ,and more writing ,and more writing teaches writing"**.(Lewitt1990:04).He means that writing practice teaches writing. In other words, the more pupils write(write ,read, rewrite, reread, arrange),the better their writing is likely to become.

Since any good piece of writing is not the product of only one draft, writers in general and learners in particular should be advised to write several drafts before the final product. For this part Zamel(1983) states that the composing process **is "non linear, exploratory,and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning**(Zamel1983:165).From this quotation ,one may deduce that learners can develop their writing competence chiefly through their own continuous practice in writing and rewriting. Precisely because of this ,students

should not only write papers but should revise their own papers ,with of course teacher' guidance when necessary.

4.7. Responding to Writing

Another problem in the teaching of writing concerns the teachers' responses to the pupils' piece of writing. In the traditional approach to the teaching of writing, some teachers restrict themselves to underlying the mistakes, supplying the appropriate word or phrase or even rewriting awkward sentences or paragraphs. Zamel (1982) points out that:

> **Teachers frequently misread texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules, and standards, respond to texts as fixed and final products, and rarely make content specific comments or offer specific strategies for revising the text (Zamel 1982:94)**

The teacher's feedback (6) in this approach is often unproductive a it is limited to the treatment of the language errors; grammar, spelling, or punctuation. As we previously mentioned, all these are not to be neglected for the clear communication of ideas but concentrating only on this type of errors is not the most effective way to respond to pupils writing. What is also needed is that they get efficient strategies and suggestions to help them improve their writing. In the same context Ourghi states "**Text improvement and writing evaluation constitute an essential part in the teaching/learning process. Mere exposure to writing conventions and practices does not necessarily lead to the improvement of student writing".(Ourghi 2001:325)**

Besides, the class observations revealed that when the compositions are returned ,pupils ,generally look at the final mark but do not pay much attention to the teachers' corrections or remarks, and because they are not asked to rewrite a second draft, they put their papers away and repeat the same errors on their next written works. *The question ,therefore,* ***how can language teachers best provide feedback to their pupils on their writing?***

4.7.1.A Selective Approach

In a general way ,teachers have the annoying tendency to overcorrect their pupils. There is nothing more inhibiting for the learner to be constantly interrupted when attempting to communicate. Sometimes teachers even interrupt

their learners for minor mistakes, mispronunciation or lapses. The research generally indicate that too much correction by their teacher is ineffective and may actually impede pupils' progress and learning (Omaggio1986,Hendrikson(1978).

In order not to overwhelm the pupils with correction, it would be easier for teacher and less embarrassing for the pupils if teachers use what is referred to as a "selective approach" which discriminate between errors which can be postponed and those which cannot. Errors that block or hinder communication merit to be corrected first. Those which do not do too much damage to the sentence may be postponed to a more appropriate time for treatment(Burt and Kiparsky,1972) refer to this type of errors as global and local errors.

Thus with this distinction in mind, the teacher will firstly focus on errors that impede understanding. Those which do not impair communication might be ignored for a while. In the same vein, Hendrickson states;

> **Certainly, errors that impair the intelligibility of sentences merit a higher priority for correction than errors that do not. (Hendrickson; 1980:217)**

Another type of errors that also requires immediate treatment are the errors that occur frequently and consistently in pupils' composition. For instance, if the writer systematically omits the (s) at the third person singular present tense, the teacher will deduce that this tense has not been learnt since the errors appears systematically. Besides, frequent and systematic errors help the teachers organize material for remedial work; for "remedial teaching".

A selective approach might be beneficial to learners both in cognitive terms because the pupils cannot learn from all the mistakes that have been pointed all at once and it is also beneficial in affective terms because they are not excessively overwhelmed by the numbers of errors made.

4.7.2. A Discovery Approach

Research showed that errors correction supplied by the teacher can ,in fact, be ineffective and may actually impede pupils progress. Omaggio (1986),Hendrickson (1980)stated that supplying all the correct forms on adult students 'written work may actually hinder rather than facilitate the progress of second language acquisition in formal learning situation. Therefore ,it would be better if pupils are made responsible for correcting their own errors. Similarly, other studies made by(Lalande1984),(Walz1982) suggest that pupils can improve their writing by correcting their own errors.

This approach may be considered as useful because pupils are made responsible for identifying and correcting their own errors and this involvement on the part of the writers will help them better than if the errors were pointed by the teacher. However, it might not always easy for the learners to self-correct and for this reason, teachers may help less advanced pupils either in a direct or in indirect way.

- **Direct Correction Treatment**

Whenever teachers feel that their pupils are unable to self-correct, it is best to use direct correction treatment. This technique not only indicates the place of error, it also provides "clues" or 'hints' on how they can correct them. These are example of direct correction

Example:-Mother cook fish last Friday: use past simple.

-The children digged a hole in the garden: check past simple dig.

- **Indirect Correction Treatment:**

If teachers think their pupils are unable to find out by themselves an acceptable solution for the error by using available references such as dictionaries, grammar books or their textbooks, it is of course better to let them self-correct. However, teachers may simply indicate the location of the error, they will then ask them to self correct. Teachers can also use a correcting code for that. In this case a copy of this should be distributed to the learners.

S=subject missing/V=verb form error/A=article error/T =tense error/SV=subject verb concord error/Adv= adverb order error, misplaced adverb/Adj= adjective order error/Pre= preposition error/SS =sentence structure error/P= punctuation error/WW =word order error/Sp =spelling error.

BY doing so, the learners are encouraged to correct their own mistakes. Wood (1983) argues;**Using the correction code does not make marking papers more efficient but it does provide students with an opportunity to learn from their mistakes and to gain confidence in their ability to write**

By using such codes, when correcting students papers, correction becomes such neater, less threatening and considerably more helpful than random marks and comments. Harmers(2001)puts it this way:

> **When we use these codes we mark the place a mistake has been made and use one of the symbols in the margin to show what the problem is. The student is now in a position to correct the mistakes (Harmer, 2001:112)**

The commonly used correction symbols are as follows:

S: spelling error
W.O: a mistake in word order
G: grammar mistake
T: wrong verb tense
X: something has been left out.
W.W: wrong word
{}: something is not necessary
? M the meaning is unclear
P: punctuation mistake
C: concord mistake (e.g. subject and verb agreement).

(Harmer2004:111)

The advantage of the code is that it indicates to the learners the type of errors they have made and also will involve them in assessing what they have produced. More advanced learners will only be shown the line where the errors are:

Example of pupils' writing:

All musulman countrys have the same religious festivity has her traditions and her main of doing, and aid el fitr is one of thise.We celebrate Aid el fitr once a year after on monthe of Ramadane and everyone prepare different dilisieus caks.

Whether teachers decide to use direct or indirect treatment or the combination of the two depends on the writing proficiency of learners, on the pupils' writing goals and also on the types and frequencies of errors and motivation to learn from those errors.

(Hendrickson, 1980:219)

The analysis of the pupils papers with low writing proficiency revealed that they make a lot of mistakes. In fact, they make so many errors that one may wonder if they read through their composition before handing it to the teacher. One way to reduce the number of errors is to demonstrate that editing and proof-reading are important skills that cannot be overlooked.

4.8. Proof-Reading and Editing

Proof-reading and editing constitute the last step of the writing process. They consist in writing out the definite draft of the text attending to errors of spelling, capitalization, punctuation, grammar and the like. If the pupils are

systematically reminded to proofread and edit, they will relieve the teachers from the superfluous task of pointing at mistakes that learners are able to correct themselves.

Example of pupils'writing:

All musulman countrys have the same religious festivity has her traditions and her main of doing, and aid el fitr is one of thise.We celebrate Aid el fitr once a year after on monthe of Ramadane and everyone prepare different dilisieus caks

A list of the points that should be covered will guide the learners in finding what points need to be attended to.

The list includes the following:

1-Lay out: have you used paragraph appropriately?

2-Punctuation: have you used the correct punctuation?

3-Capitalization: e.g.aid El Fitr or They celebrate.

4-Grammar: Do the verbs agree with their subjects?

Have you use article correctly?

Do demonstrative adjectives agree with their own?

e.g.This problems.

Is the word order correct?

5-Verb tenses: Have used the correct tense?

Is the choice of tense consistent?

e.g. If I finished early, I will go shopping.

6-Register:have you used the correct style?

(no contradictions, no colloquialism in formal writing).

e.g. I haven't got…..

7-linkers and markers: Have you made the correct transition between sentences and paragraphs?

Have you introduced ideas with appropriate markers? e.g. Besides…./Another problem is….

8- vocabulary: Have you used the right word?

9-Spelling: Is your spelling correct?

The above list will help pupils edit their own papers ,they can also use it when responding to their peers' writing.

4.9.Kind of Feedback

Very often ,the great majority of teachers react quite severely to their pupils errors. This kind of reaction is indeed exaggerated, and will only

contribute in increasing the pupils 'embarrassment and lowering their self confidence. Thus, teachers will have to be careful on how to provide feedback.

Similarly, because writing tasks are in some or another a form of testing, they should provide students with a kind of diagnosis of the task's strengths and weaknesses, the motivation to revise and improve their writing, and a reward for hard work(Brown1992).

In the same line of thought, Ourghi(2002)states:

> **Teachers should also form an approach to error in student writing that strikes the balance between accuracy and content, without overburdening or inhibiting the student. The feedback should be clear, adequately describe the problem and suggest methods of correction...To be effective, teachers responses should be ,therefore, comprehensible to the student, easily implemented and lead to text improvement.**
>
> **(Ourghi2001:325)**

Pupils with low self-confidence in their ability to write correctly will need a more important amount of supportive feedback on the errors than do their peers with higher self-confidence. This is why, when teachers correct the papers of pupils whom they know have low self-confidence need to focus only on high priority errors and ignore less important ones until a more appropriate time. Accordingly, Oxford and Scarcella state: **The teachers limit the number of errors they correct according to their students' proficiency level and needs.(Oxford&Scarcella;1992:127)**

Another strategy consists in giving pupils more credits for the content of ideas rather than for the form but when pupils gradually improve their competence in the foreign language. Teachers can, then move to other error correction strategies.

In any case, an efficient feedback implies an interactional feedback all through the writing process because if learners are evaluated only on the quality of the final product, they are unlikely to improve their writing abilities. Pupils need to be shown what they have done wrong and teachers may try to elicit from pupils why they have made such mistakes by discussing with them on an individual basis. Helping pupils locate their errors and understand why they have produced them is already a step toward improvement as they will try to avoid similar errors on future compositions.

Many teachers will argue that such a way of doing ,is too much time consuming. It is true that this modern approach to the teaching of writing requires time but it should not discourage teachers from trying it because in the traditional approach, a lot of valuable classroom time is often wasted. For instance, all activities that do not require peers or teachers' interaction can be set as a homework. In fact, more time is only needed at the beginning because once pupils have understood what is required from them during any writing task, they will do it with less control and less guidance from teachers.

A self-directed learning where pupils are trained to take in charge their learning is finally what Algerian teachers are aiming at. If this desired aim is reached, teachers will not worry so much about time restrictions. But all this requires a sound training of the foreign language teachers in the teaching of writing. They should also be able to lessen the apprehension of the writing task by making the pupils recognize that writing is a long complex process that requires time and training. They should also know that all writers experience the same difficulties and that the making of errors is natural and a necessary phenomenon in language learning.

As a conclusion, we may say that a feedback that only focuses on the weak points and areas of improvements in pupils' writing is unproductive. Competent teachers should also point at the good areas. That is, pupils are praised for the parts that they have successfully accomplished. Teachers try to look for something good in each piece of writing and even when writing is not satisfactory yet, it is thoughtful to compliment those who have made great effort to produce their essay.

Finally, error correction may prove useful for teachers because once they have corrected pupils' papers, they identify the most recurrent mistakes to organize remedial teaching. Teachers will learn, develop and implement communicative drills based on grammatical structure that are most problematic for pupils. To summarize this section, the following feedback strategies may be suggested to teachers to facilitate the task of error correction.

❖ **Feedback Strategies**

-Use selective approach to error correction. Do not overwhelm students with overcorrection.

-A discovery approach will enable students to self-correct and to learn from their errors.

-After first reading, write a clear sentence that will constitute the first response to the content and effectiveness of the writing.

-After second reading:

*make positive comment on the well-written parts.

*mark the sentences that need revision.

*do not try to mark all the surface errors(these will be dealt with by the pupils when proofreading at the final stage.)

- To make correction easier, ask for clear and spaced writing with margins on both sides to allow room for comments.

-Do not accept any paper that is messy or a first draft.

-Ask your pupils to read through their text and write a second draft (Explain the necessity to write a second draft.

-Use a clear correction code that is understood by your pupils.

-Ask pupils to exchange their papers and correct each other's compositions before handing their papers.

All in all, students need positive feedback on the way their writing is improving ,either through encouraging comments at the end of a text through a grade (A,B,C,d).Brown (1994:340-341)suggest the following guidelines to students' writing

First Draft:

- ✓ Resist the temptation to treat minor grammatical errors
- ✓ Resist the temptation to rewrite a student's sentences;
- ✓ Comment holistically, in terms of the clarity of the overall discourse;
- ✓ Comment on the introductory paragraph,
- ✓ Comment on features that appear to be irrelevant to the topic;
- ✓ Question clearly inadequate word choice and awkward expression within those paragraph/sentences that are relevant to the topic

Second Draft:

- ✓ Minor grammatical and mechanical errors should be indicated, but not corrected for the student;
- ✓ Check cohesive devices within and across paragraphs;
- ✓ In factual writing, comment on documentation, citing sources, evidence, and other support;
- ✓ Comment on the adequacy and strength of the conclusion, and
- ✓ Make explicit the need for a clear statement of the topic or thesis.

4.10.The Need for Change

In order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered. As Algeria is facing many changes at all levels; educational is not the least important, what is needed is a sound education policy that takes into consideration syllabus design ,textbook elaboration, learners' needs analysis and teachers' training and development.

- **Teacher Education Development:**

As mentioned in the previous chapters, one of the major causes of failure in EFL teaching and learning is the inadequate training of teachers. Pre-service training does not provide teachers with the necessary tools to pursue their tasks successfully. The university students should then be better prepared to assume the great responsibility of teaching. To this end teacher training has to be reviewed and "**initial teacher education progress should be based upon one ideal teacher profile, if they are to be functional…...Because most of all "the quality of teaching has the greatest effect upon the quality to education"(Cross,1995:34).**

Teacher training may be thus defined as preparation for professional practice, usually through formal courses at the universities and colleges. In order for educational reform to be effective and lasting, teacher education development must undergo a transformation from undergraduate training in the fourth year to lifelong professional development. Good education depends on teachers knowing and understanding their subject, having the skill not only to sustain students' motivation, but also to match their teaching to the specified learning goals and to assess students' progress appropriately and positively. Therefore, it is clear that teacher professional development must change to equip new teachers and facilitate the transition from university based theoretical preparation to the job situation in order to meet the new challenges.

The first basic difference is that; **teacher training implies pre-service learning and teacher education development in-service learning (**Benmoussat ;2003:260).The distinction ceases to be useful one if the two concepts are considered to be completely separate or mutually exclusive.(see appendix L)

Teacher Education Development asks teachers to observe themselves ,collect data about their own classroom and their roles and to use these data as a basis for self evaluation and for change. **"As individual, the teacher is the only one who knows where he begins his professional development and thus, he**

needs to go. The teacher knows best what steps need to be taken to become a better language teacher, researcher,or teacher educator"(Clair1998:465).

Such a conception of development called differently *"reflective teaching"*(Richards& Freemen(1996), "*Exploratory Teaching*"(Alwright &Bailey(1994) and *"Teacher Development"(*Head &Taylor1997).**"It is self reflective process ,because it is through questioning old habits that alternative ways of being and doing are able to emerge".(Head &Taylor1997:1).**

Language teachers should understand the social, political, historical ,and economic realities of English speaking nations. It requires practice in making informed decisions about classroom management (7) and about lesson and curriculum development and so one. To meet such challenges, these new teachers will need to be professional leaders and agents for change. responsible for their own continuing professional development and that of their colleagues. They should conduct action research, reflect on their teaching and on their students' learning and use their knowledge and experience to make necessary changes in collaboration with others.

Action research(8) aims to solve classroom problems ,to develop appropriate methodologies, which in turn, are significantly improve the efficiency of classroom practices and eventually bring about desirable change.As Grooks (1993**:8)**.)posits **:"the conducting of action research as a means of critical reflection on teaching….has the potential to be a major component in the continuing struggle to improve language teaching".**

It operates through a 4 fold paradigm:

- Planning; E.g. ;select an issue to motivate reluctant pupils.
- Action; bring about change in behavior.
- Observation: observe the effect of feedback of the action plan.
- Reflection: reflect critically on the significance of your action plan.

Arguably, the role of the teacher is seen as highly significant in terms of successful implantation of change. One of the first things, teachers need to modify is their deadly reutilized way of teaching if teachers want to act as effective "agents of change" based on their self evaluation, self improvement, and self introspective skills. In the same context; Richards (1999:143) states;

"**The process of change occurs when teachers articulates to themselves and others what they want to change and why, when they identify the factors that inhibit change ,**

and when they develop strategies to implement change over time".

Paradoxically speaking, many teachers in our educational institutions are so focused on teaching that they do not have time to notice if their pupils are learning. In this respect, collaborative development is necessary to keep the process of reflection open to critical comments and to improve teaching effectiveness. On the other hand, teachers working together can come up with many more ideas than any trainee and the ideas are relevant to their context. In this respect, Harmer(2001)states:

As teachers most of us are understandably nervous about having other people observing our lessons. However, when we work with peers this nervousness is dissipated, and the result of our collaboration helps each participant to develop as teachers and as people. (Harmer2001:349)

Collaborative development is of paramount importance to novice teachers who can benefits from the experiences and insights of well formed and trained teachers. Referring back to the particular side of organization of Teacher Education Development sessions, these should be envisaged as meeting of groups of colleagues working in the same institution (intra group sessions)or in different institutions(inter group sessions).Individually, they can keep their teaching journal to reflect on their strengths and weaknesses. But since **"No teacher is an island" (Wallace; 1999:207)**; teachers can develop with colleagues through cooperative work and peer observation which serves as a mutual reflective assessment.

Besides, seminars and study days are an occasion for teachers to exchange ideas. Successful writing lesson and activities and thus feed into one another experience and through the use of the internet ,he will become a culture interpreter rather than a simple sources of knowledge(Richards &Lockhart(1996)

Teacher Education Development focuses on the teacher's own awareness as a person as well as his conception as a teacher. It encourages them to learn from their own developing awareness and collaboration with colleagues through team actions like*; peer observation; joint journal writing ,collaborative action research.*

Arguably, teacher education development on its own is not efficient means for bringing about innovation and change. A combination of aspects of training and teacher education development is needed.

All in all ,no teaching recipe is good for all times. This is why teaching should be flexible, based on constant need analysis and striving to introduce change.

➢ Longing for Learner Autonomy

Within the context of learner –centered teaching/learning ,the concept of learner autonomy(9)has gained much importance ,giving learners a central role in the learning process. In large mixed ability groups, students have to develop a certain level of autonomy, first because the teacher can accord only a limited degree of attention to individual learners, and second in order to ensure a more effective learning. In this perspective ,Harmer(2001) says: **"Language is too complex and varied for there to be enough time for students to learn all they need in a classroom".(Harmer2001:335)**

Autonomous learners are expected to take in charge their own learning and become aware of their own strengths and weaknesses; **"Furthermore, many writers have pointed out the importance of preparing learners for a rapidly changing future ,in which independence in learning will be vital for effective functioning in society"** (Cotteral quoted in Wallace1998:172) .

In the same vein, Wilson (2001b:10)states that; "**learner autonomy is a key feature of individualized learning and teachers need to train their students to use self-access centres in most effective way. The emphasis on individualized learning requires an increased focus in teacher education programmes on needs analysis and syllabus design"**

In order to achieved a desirable degree of autonomy ,we have to acknowledge the determining role of the teacher as well as that of the educational system. Learner autonomy can be fostered in class through appropriately designed classroom tasks and materials such collaborative learning(10) and problem – solving tasks. Educationalists claim that this interaction reduces learners' dependence on the teacher, Out of class, Pupils should be assigned homework that would cater for their individual needs and interests ,and that would encourage their interaction. Pupils have also to be encouraged to keep learning diaries /journals to reflect on their learning experiences ,successes and failures and thus arrive at greater understanding of language learning. Besides, self – access centres ,such as books ,computers and the internet, would be an invaluable source of autonomy out of school .By doing so, Learners would consequently get rid of traditional view of the teacher as the fount of knowledge.

Learner autonomy, however,does not mean the suppression of the role of the teacher. It is an ideal that can be achieved only with the goodwill and shared responsibility of learners and teachers(Scharle and Szabo,2000).learner

autonomy requires a skilled teacher who is likely to gear learners towards different sources of knowledge to learn independently during and after the course.

In a learner-centered classroom both teacher and learners share responsibility. The teacher takes the role of model and facilitator, while learners increase their role as active participants,who are aware of their learning processes and who are constantly responsible for their learning .In this context, Chamot et al (1999) argue that "**learners whose learning abilities and strategies are acknowledged and encouraged will embrace strategies instruction as a way to further their own independence as active thinkers"(Chamot et al ,1999:53)** .

Referring back to our context, In recent years ,emphasis has been put on learner-centered teaching ,through the newly adopted approach "CBA", focusing on learners as a drive for the syllabus design. This involves a constant learners' needs analysis(11),since it is believed that "**the successful implementation of language program may depend on how well it matches the expectations, learning styles ,and value of the learners"(**Richards,1985:14) .

Nevertheless, learner autonomy in Algeria may be a new notion, and may be difficult to inculcate simply because learners are not used to be responsible and rely heavily on their parents, teachers and everything. As a consequence, learner autonomy may be resisted at the beginning; however, success in inculcating it would hopefully lead to success in forming autonomous citizens. This is clearly stated by Robles(1998:46)who explains this as follows: **" Fostering our students' awareness of the learning process is clearly in their own interest; however, making them more active ,responsible, autonomous and positive has to be in the teacher' interest, too."**

All in all, though, it will take a long time to be accomplished, teacher should make all their best to foster it. It is up to them to guide learners towards autonomy by helping them become aware of their learning strategies ,taking into account their individuals learning habits ,interests ,needs and motivation.

- **Towards a Principle Eclecticism**

Teachers are to work for a period of 32 years; that is for three decades! During this period, everything is bound to change around them; the learners, the educational policy, and the teaching methodology (12), at national and international levels. In other words, to be a teacher requires more than linguistic and pedagogic competence; it also requires a teaching practice that draws on learners' needs and interests to cope with constant changes occurring at various

levels; educational ,socio-economic or political, national or international. Therefore, the language teacher has to be trained to cope with any change that might occur, and to be able to cause change.

Although **"teaching cannot be defined apart from learning"(Brown,1994:7),**teaching and learning have long been considered separately .In addition, teachers variables and learners variables are not taken into consideration by syllabus designers or decisions makers :EFL teachers are to teach a given syllabus, using a given textbook, and following a given approach to pupils .In Algeria, the teaching method is always imposed on the teachers, often without any prior training. These teachers take no part in the decisions about content choice, methodology or evaluation practices. Learners for their part are considered as being uniform in cognitive abilities, learning strategies and potential needs. They are to take the knowledge poured on them by the teacher, memorize it and reproduce it faithfully during exams ,this is on the one hand.

On the other hand, the problem also relates to the fact that English subject-matter is taught with overloaded programme ,and insufficient time load ,a low coefficient and unsuitable evaluation. Thus, in order to be effective ,the EFL teacher has to manage teaching his subject matter defying the school constraints ,namely the crowded classes, the amount and scheduling of the time allotted to the teaching of English, and the lack of adequate textbooks as well as appropriate materials.

Third year learners , mainly those in Literary and philosophy stream ,display a low achievement in English ,and mainly in writing. To alleviate the problem, the teacher has to be aware that writing is a skill that cannot be associated from the teaching of English as a whole. Therefore the main concern of the teacher is to modify their teaching methodology into an eclectic and flexible practice that is based on the constant analysis of learners' needs, interests , aptitude and learning strategies.

To put it simply, a method can prove to be success with certain kinds of students and failure with others. In addition, it is neither good nor bad. It is its actual use by the teacher and thus the positive or the negative results that prove whether the method has been successful or not. For that reasons, teachers should be eclectic in their teaching.

Intrinsically speaking, Eclecticism does not recommend certain principles and reject others .It leaves the door open to any stratagem or technique that could fit in a given situation. However, eclecticism ought not to be random; it has to be

effected on a principle basis to cater for learners' needs in order to attain the desired objectives. Prodromou(1992) suggests ways to draw on the rich tradition of language teaching methodologies as follows:

> **-We can draw from the Grammar Translation Approach that the mother tongue is a deep reservoir for learners to draw on.**
> **-From the Direct Method, we learn to use the target language wherever possible.**
> **-From the Structural and audio-lingual approach, we have learnt to be more systematic about the formal properties of language and to give learners plenty of controlled practice.**
> **-The Communicative approach has reminded us of the obvious, that language is a tool for exchanging feelings and ideas and for getting people to do things .**
>
> **(Prodromou,1992:10-11)**

All in all , Teachers have to be convinced that the licence degree is just the beginning of their teaching career ,which is in fact a life –long learning process. Teaching learners how to learn, how to identify their own needs and how to cater for these needs through their learning strategies has come to be central to education methodology. Besides ,using different approaches makes learning more interesting and give all learners an opportunity to make progress. The most important principle that have to be kept in mind are: Learner-centred,the use of an accessible metalanguage$_{(13)}$to facilitate both language comprehension and learner production(Richards and Lockart,1996),collaborative teaching and learning, inculcating autonomy, promoting project work, and ultimately inculcating critical multiculturalism(Sultana,2001:26).

As far as writing is concerned, teachers have to explore their teaching practices to identify problems, and seek adequate solutions .They have to make a profile of learners' needs and difficulties in this skill and devise a teaching approach to writing (Hedge,2000).They should train learners in using writing strategies effectively and raising their awareness about writing and its importance in language learning and in learning in general. For all these reasons, EFL teachers have to see what is most effective in each method being taken up again at a later date, elaborated or refashioned, so that ***"the best of the past is not lost but serves the purposes of the present»***. Using different approaches,

techniques, strategies and methods makes learning more interesting and gives learners the opportunity to make progress.

4.11.Conclusion

This concluding chapter is a sum of recommendation and suggestions regarding the teaching of English at the secondary school level. Moreover, it is intended to help language teachers to bring some positive changes in their methodology with respect to the teaching of writing .First of all ,in order for teachers to introduce change, in their classrooms and yield learners to improve in, writing and in learning ,they have to consider learners' needs, their learning styles and strategies. They also have to frame their teaching practices according to the demand of learner-centred education, and collaborative learning and teaching. Their fundamental objectives would be to make learners improve their language knowledge and at the same time enjoy their written product.

To overcome such erroneous view of writing,it should be made clear for learners that writing does not operate at the sentence level only, but goes beyond this and concerns itself with the text as a whole (form and content).Thus ,it would be wise to recommend a balance approach which combines both product-oriented approach and process –oriented approach. This aim may be achieved through training pupils to use writing strategies

Thus ,by doing so ,the teacher would have taught writing as an end which neglect neither form nor focus on content, but would have tried to maintain a fair balance between them to reach pupils' needs for efficient writing.

All in all ,the perspectives pointed in the last chapter suggest that in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered. As Algeria is facing many changes at all levels; educational is not the least important, what is needed is a sound education policy that takes into consideration syllabus design ,textbook elaboration, learners' needs analysis and teachers' training and development.

Notes to Chapter Four

1. curriculum; it includes the goals, objectives ,contents, procedures,resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programs"(Robertson 1971).Finnocchiaro and Brumfit(1983)state that a curriculum "specifies the knowledge ,skills and insights the students will be expected to acquire through a series of in-class or out –of school tasks and activities designed to foster learning.
2. Strategic knowledge refers to ''**general knowledge about what strategies are, why they are useful, and specific knowledge about how and when to use them''(Wenden1998:519).**In other words, it involves knowledge about the effectiveness of certain strategies and knowledge about the principles underlying the choice of strategies in respect of particular tasks. Hence, it is crucial that the teacher believes that 'effective strategies use can determine students' success''(Chamot et al.1999:35).He should also believe that strategic knowledge can be taught, and by trying out new techniques so as to help learners is part of his professional development.
3. The study of similarities and differences between writing in a first and second language or between two languages, in order to understand how writing conventions in one language influence how a person writes in another. Writing in a second language is thought to be influenced to some extent by the linguistic and cultural conventions of the writer's first language, and this may influence how the writer organizes written discourse (DISCOURSE STRUCTURE), the kind of SCRIPT or SCHEME the writer uses, as well as such factors as TOPIC1, audience, paragraph organization, and choice of VOCABULARY or REGISTER.

4. The purpose of extensive reading is to train pupils to read directly and fluently in the target language for enjoyment without teacher's aid (Richards and Rodgers,1985)while intensive reading is more analytical ,it aims at extending knowledge of vocabulary and developing control of the language in speech and in writing
5. The different types of corrections are :

   Teacher' correction: in order to develop confidence in the students, teacher-to-students feedback should always be supportive and positive. The reason behind that is that testing is only encouraging to those who do best .For the low level students ,poor test scores and heavy emphasis on accuracy can signal the end of their motivation. Teacher should form an approach to errors in students' writing that strikes a balance between accuracy and content, without inhibiting learners .The feedback should be clear ,adequately describe the problems and suggest methods of correction. In the same context, Harmer(2004:42) explains:

   > **The way we react to students' written work can be divided into two main categories; that of responding and that of evaluating. When responding ,we react to the content and construction of a piece supportively and often,..make suggestion for its improvement …when evaluating …we can indicate where they wrote well and where they makes mistakes."**

   Thus all what they can do is to indicate that this or that form is wrong ,and then let them detect the erroneous forms by themselves .In this respect(Edge1989:56)sees that: **"correction does not mean making everything correct; correction means helping people learn to express themselves better.**

   Self correction; self correction and rewriting of students' composition provides students with an opportunity to learn from their mistakes .It instills in them feelings of self-sufficiency and success and allows them to take a more active role in their own learning.

   Peer/group correction: correction may not come from the teacher and pupil himself. It can come from other source, i.e. peer and group correction. The latter proved to be successful in the sense that by involving learners in correcting each other, it makes clear

that language learning for them is cooperative activity. The value of these is that it provides the students with critical ability to become aware that there are different ways of saying things.

6. Feedback is an essential part of education and training programmes.It refers to messages or information that are sent to the source from where the message came. It helps learners to maximize their potential at different stages of training, raise awareness of strengths and areas for improvement, and identify actions to. be taken to improve performance In teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons

7. Classroom management (in language teaching) the ways in which student behaviour, movement, interaction, etc., during a class is organized and controlled by the teacher(or sometimes by the learners themselves) to enable teaching to take place most effectively. Classroom management includes procedures for grouping students for different types of classroom activities, use of LESSON PLANs, handling of equipment, aids, etc., and the direction and management of student behaviour and activity.

8. Action research :a series of procedures teachers can engage in to solve classroom problems ,adopting and developing appropriate methodology appropriate methodology so that to improve the quality of the classroom practices ,and ultimately cause positive change

9. "Autonomy means firstly a mode of learning –one in which the individual is responsible for all the decisions connected with his /her learning, and undertakes the implementation of these decisions .Secondly, it refers to an educational process leading to independent individuals able to think for themselves. Teachers can help further this important aim by, firstly ,accepting that language learning and teaching is a part of the total educational process, and ,secondly ,recognizing the potential of language learning and teaching as a facilitator of the development of autonomy. In like manner,teaching materials can help learners to take greater independence and control over their learning that will allow them to continue their development after the class has ended."(Ourghi,2002:312
10. Collaborative learning refers to pair,group and project work.It has become a common feature of contemporary classrooms because of the belief that "interaction pushes learners to produce more accurate and appropriate language ,which itself provides input for other students"(Hedge,2000:13)
11. There are many things that teachers need to know about their learners .They do not come to the class empty headed; they come with their own talents ,personalities, cognitive and language abilities.In addition pupils learn differently ,at different rates what is important to believe is the fact that 'the bad learneris just a myth,and all learners are willing to learn and do not like to fail (Prodomou,1992).Therefore teaching methodology has to be adjusted in line with their level and needs. According to Wilkins et al **learners needs** consist of:
    1- Learning in interesting ,motivating and supportive environment where their self-image is enhanced.
    2- Developing their communicative strategies.
    3- Being made aware of their learning strategies and ways of promoting them
    4- Developing skills and strategies which go beyond their lexical and grammatical competence
    5- Changing roles from passive to active
    6- Knowing the importance of developing a writing competence in order to develop into good language learner;and
    7- Learning rules of social appropriacy and relationship and interdependence that exist between language and culture
12. Methodology is what relates theory and practice; it refers to the procedures and activities that are used to teach the content of the syllabus (Richards,1985).within methodology,a distinction

is often made between methods as fixed teaching systems and approaches as language teaching philosophies that can be interpreted and applied in different ways in the classroom.

13. The term Metalanguage refers to the language used by the teacher to explain things,answer questions,give instruction.

GENERAL CONCLUSION

The purpose of this study is in fact two-fold. In the first part ,the researcher's interest was overview the current teaching and learning situation in Algerian secondary schools in order to better understand the nature and some sourse of learners'dificiencies in using the target language.However,the focus of attention has been narrowed to the skill of writing so as to identify with some accuracy the nature and sources of the pupils 'most common weaknesses in writing and also to find out if pupils use any learning strategies to assist them in the course of their learning.

Since our focal point is strategy-awareness and strategy instruction, it was clearly understood that the initial step consists in introducing the pupils as well as the teachers to the concept of learning strategies and the different taxonomies suggested by some of the researchers likeStern (1975), Rubin (1981), Wenden (1989), O'malley and Chamot (1990) and Oxford (1991).

To make the findings of the research more reliable, a triangulation of research instruments namely, the questionnaire, the interview and the classroom observation have been used.

Our research results imply that training students to use cognitive and affective strategies successfully will probably help them in generating sentences, overcoming writing difficulties and controlling anxiety related to the task,but pupils will not be able to plan ,control and evaluate the writing task they are engaged in unless they learn some effective metacognitive strategies.It then appears essential to combine the three types of strategies (metacognitive ,cognitive and social/affective strategies) in a strategy-based writing instruction.

The same research instruments have also been used to get information on pupils' understanding of writing and on the learning strategies if any,the pupils use to help themselves become more competent learners.In this case ,the results of the research indicate that pupils view writing as a way to display their language ability to their teachers.They see writing as ameans of communication only when they write personal letters to a member of their family or to a close friend.

It hasalso been found out that writing as product may be considered as a fruitless approach.On the one hand,the pupils become discouraged and uninterested in writing because they know that teacher's concern is to detect

mistakes ,i.e. focusing on form and neglecting the content. On the other hand, the teacher himself will be disappointed while reading and correcting many papers having the same mistakes.

Of course,to pretend that accuracy is totally unimportant would be completely wrong.Both accuracy and fluency are equally important .However,the priority given by teachers most exclusively to grammatical accuracy alone is far more important than content.

To overcome such erroneous view of writing ,it should be made clear for learners that writing does not operate at the sentence level only, but goes beyond this and concerns itself with the text as a whole (form and content).Thus ,it would be wise to recommend a balance approach which combines both product-oriented approach and process –oriented approach. This aim may be achieved through training pupils to use writing strategies.

We have also understood from the findings of the results that apart from few strategies like using resources such as bilingual dictionaries ,cooperating with peers or seeking information from teachers or peers, the pupils do not seem to be aware of the existing strategies. So we made our concern to raise an awareness of the skill of writing since we perceived that among other factors causing difficulties is precisely an awareness of the nature and the purpose of writing process. This investigation helped us establish an inventory of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

The last point taken into consideration is the treatment of errors .In a more modern approach to the teaching of writing, the making of errors is natural and even desirable phenomenon. The teachers'atttitude has also changed .They do not attend so much to form but rather to content, and prefer to adopt a selective approach so as not to overwhelm and discourage the learner. On the other hand, pupils are shown to edit and proof-read to hand in a paper with a minimum number of errors.

All in all ,the perspectives pointed in the last chapter suggest that in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered. As Algeria is facing many changes at all levels; educational is not the least important, what is needed is a sound education policy

that takes into consideration syllabus design ,textbook elaboration, learners' needs analysis and teachers' training and development.

Such procedures will be achieved only when learner autonomy is promoted and teacher education development is fully implemented ;therefore ;teachers have to master the concept of development in order to bring about learner autonomy. There is nearly always an opportunity for new ideas ,attitudes and techniques .Therefore, it is always worthful to try new methods and keep pace with results of educational research. The ultimate aim would not only to improve the teaching/learning of the writing skill, but also to introduce cross-cultural learning ,and so contribute to a global education.

This dissertation does not pretend to be exhaustive; it certainly needs elaboration. But ,it is hoped to be a positive contribution to the improvement of the EFL teaching /learning in Algeria.It is also intended further research in the domain of foreign language learning and teaching by designing materials for the teaching and improvement of the writing skill, and by exploring the vital role of teachers' training and development as well as the necessity for learning strategies instruction. It is in the hands of this generation of students and researchers that lies the responsibility for introducing change in foreign language teaching /learning ,and for promoting intercultural understanding for a global education.

Eventually,what we wish to find out is whether the pupils' linguistic performance will really improve and the anxiety engendered by the foreign language learning will diminish if we generalize the use of learning strategies to the skills of Reading,Listening,and Speaking and also if an appealing and motivating textbook that include reading texts related to the pupils' life ,interests ,levels and communicative grammar activities that encourage pupils' interaction in the target language will help learners become more proficient users of the foreign language?All these questions need to be taken into consideration in the future research.

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APPENDIX A:

List of the most common transitional words or phrases and the relationships they express.

❖ **Addition and comparison:**

- Addition: again furthermore
also in addition
and then too
equally important indeed
further infact
and moreover
besides

-Comparison:

In (a) like manner Like wise
In the same way Similarly

❖ **Result:**

Accordingly Therefore
Consequently Thus
Hence As a result
Then Thereby (+ing)

❖ **Contrast and comparison:**

After all On the other hand
But Still
Despite (+noun) Yet
For all that Whereas
However While
In contrast And yet
In spite of (+noun) At the same time
Never the less Granted

Notwithstanding	Naturally
On the contrary	of course

Perhaps

❖ **Passage of time:**

After a short time	presently
After a while	Shortly
After wards	since then
At last	temporally
Lately	Then

❖ **Enumeration:**

First (Ly)	Finally
Second (Ly)	Next
Third, etc	Last

❖ **Example:**

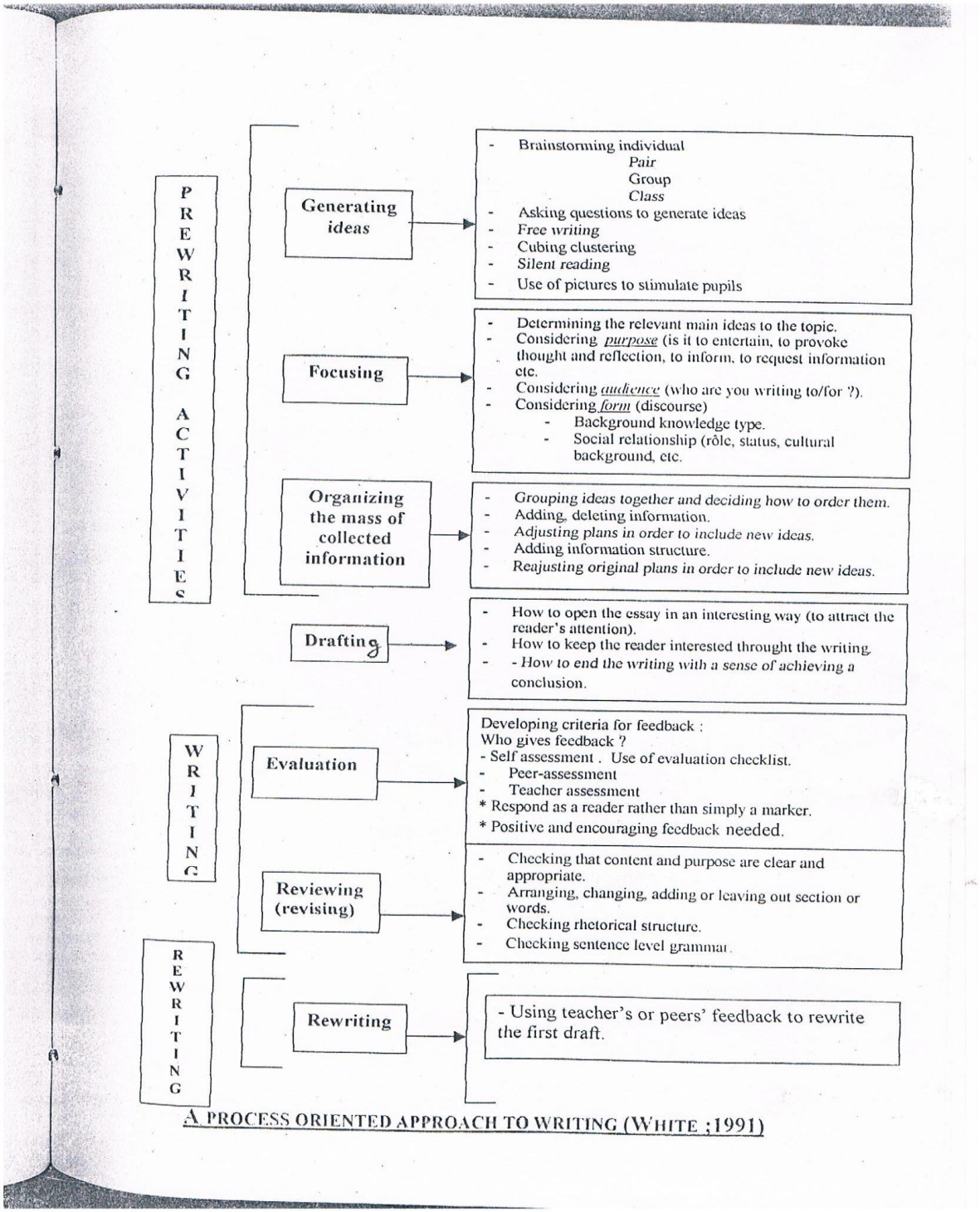
For example	specifically
For instance	that is
Incidentally	Particularly
In particular	In other words
Namely	such as

❖ **Summary:**

In brief	to conclude
In conclusion	on the whole
In short	to summarize

(Tadros, 1980: 222)

APPENDIX B:



A PROCESS ORIENTED APPROACH TO WRITING (WHITE ;1991)

A Process Oriented Approach To Writing

APPENDIX C:

Third Year Learners' Questionnaire

The following questions aims at getting information about what you do while you write and how do you feel about writing in English. To help you know yourself better as a learner, you are kindly requested to answer the following questions by putting a cross in the right box or answering the questions. You may answer the question either in Arabic, French or in English

*Sex: Male ☐ female ☐

1-How long have you been studying English? Number of years……

2-Do you like studying English? Yes ☐ , No ☐

If yes. Why?.....

……

If no.Why not?.....

……

3-Do you think it is necessary to your success?

Yes ☐ No ☐

If yes Why?

……

……

If no, Why not?

……..

……

4-which skill appear to you the most difficult?

Listening ☐ speaking ☐ reading ☐ writing ☐

5-How do you assess your level in EFL writing

Good ☐ Weak ☐

Average ☐ Very weak ☐

6-How do you feel about writing in English?

A-Do you enjoy the writing class? ☐

B-Do you apprehend (dislike) it? ☐

Say why?

……

……
7-Do you face serious difficulties when writing?

Yes ☐ No ☐

If yes, concerning what?

A-Finding ideas(Absence of ideas ☐

b-How to organize ideas ☐

c- Insufficient account of vocabulary ☐

d- Writing mechanics(spelling,punctuation,…) ☐

e Making sentences(construction of sentences) ☐

f-Unclear instruction ☐

d- Other problems……

……

……..

8- In your opinion, are the causes of the above difficulties due to?

-unsufficient writing practice ☐

-unsufficient reading ☐

-lack of coorperation in classroom ☐

-uninteresting topics ☐

-poor teaching methodology ☐

-teacher focus on form ☐

Others:……

……

9-Do you experience the same problems when you write in English as you write in Arabic?

Yes ☐ No ☐

Say why……

……..

10-do you know why people write?

A-to show that they have a good knowledge in grammar, vocabulary or syntax. ☐

B-to communicate a message in their personal ideas ☐

11-Where do you prefer to write?

12-Do you think that writing in class is different from writing your personal journal or writing a letter to a friend?

Yes ☐ ☐ No ☐ ☐

If Yes,why?.....

If n o why not?.....

Say Why /why not

13-When you are stuck(unable to write), what do you do?

A-I write anything even if it is not related to the topic. ☐

B-I panic and look at the white page. ☐ ☐

C- Others……..

…….

…….

14-Do you read through your essay?

A-Only when I finish. ☐ ☐

B-Many times while I am writing ☐ ☐

C-Give it back to the teacher without reading it. ☐ ☐

15-Do you ask somebody to read your paper before handing it to the teacher?

Yes ☐ ☐ No ☐ ☐

16-What do you suggest to your teacher to help you learn writing?

17-Which of the following suggestions may help you overcome your writing difficulties?Andwhat otheradvice would you propose to someone, who has difficulties in writing?

A-have good and solid knowledge of grammar. ☐ ☐

B-have a rich vocabulary by constant reading . ☐ ☐

C-have a lot of writing practice. ☐ ☐

D-have cooperation and group composition. ☐ ☐

E-have interesting and authentic writing topics. ☐ ☐

……

……

……..

APPENDIX D:

Secondary School Teachers 'Questionnaire

The following questionnaire aims at assessing the writing skill teaching and learning in the secondary school for third year pupils revealing their English language proficiency and writing ability with the purpose of implementing relevant writing instruction and strategy training .
You are therefore kindly requested to complete the following questionnaire by putting a cross in the appropriate box or to make comments for the given questions whenever necessary .

I. General questions

Male ☐ female ☐

Teaching experience :number of years:……

II. Pedagogical objectives :

1-Which skill, appears to you hold the greatest importance for secondary -school learners?

- Listening ☐ Reading ☐
- SpeakingWriting ☐ ☐

2-In which skill are your pupils least performing?

- Listening ☐ Reading ☐
- Speaking ☐ Writing ☐

3-According to you which skill/skills seem(s) to be most developed at secondary school level?

- Listening ☐ Speaking ☐
- Reading ☐ Writing ☐

-Could you give some reason?

……
……

.4-How much time do you devote to the teaching of writing skill according to each unit?

1hour ☐ 3hours ☐
2hours ☐ more than 3 hours ☐

Please,justify your choice……..

……

5- Do you think you learners have enough writing practice in the classroom?

Yes ☐ No ☐

III. Writing instruction methodology

6-With regard to the 3AS Pupils,how do you assess their writing performance (the ability to create an effective text in English)?

-Good ☐ Average ☐ ☐ weak

7-Which approach do you focus or adopt while teaching writing ?

Process approach ☐

Product approach ☐

Combined process product approach ☐

8-Do you ask your pupils to do homework related to the writing skill?

Yes ☐ No ☐

9-According to you what are the main reasons behind pupils'weaknesses in writing?

- the complexity of writing skill itself ☐
- insufficient teaching time for classroom practice(Lack of time to foster pupils'writing ability ☐
- irrelevant textbook writing activities(Inadequacy of the textbook(New Prospects)to teach /help pupils learn writing ☐
- inadequate methodology ☐
- Lack of pupils 'motivation/Interest ☐
- Others:……

IV. Writing Strategy Instruction

10-In addition to the basic writing skills (spelling, punctuaion...), do you teach your pupils any specific techniques or strategies to help them carry out writing tasks successfully and to overcome some of their writing difficulties

Yes ☐ No ☐

If yes, indicate which of the following techniques, you are using with your pupils?

- encourage them to generate ideas related to the topic through discussion ☐

- ask them to prepare a working outline (. putting forwards an organized outline of how to deal with the writing task) ☐
- Reviewing both the form and the content and correcting what need to be corrected) ☐
- write your own sentences or text on the board ☐
- Cooperating with peers ☐
- Using translation to find the missing words ☐
- Rereading what has been written to be able to continue writing ☐
- Linking ideas by translating them into written prose ☐
- others

11- A/Do you work with your students when they are writing, encouraging them to revise and edit their work as they go along?

Yes ☐ No ☐

B/-Do you encourage your students to rewrite i.e to use more than one drafts when doing writing task?

- Yes ☐ No ☐

Whyor Why not?

……

12-What do you focus on while correcting pupils 's writing?

Form ☐ Content ☐ Form and content ☐

13-How do you correct your pupils' writings?

Correcting every mistake ☐

Underlying the mistake and using a code indicating the type of mistake ☐

Underlining the mistake without using a code ☐

Giving the mark or observation without any correction ☐

14-After correcting learners'work ,do you devote special sessions for correction in class?i.e devote sessions for remedial work.

Yes ☐ No ☐

15-How do you deal with correction in class?

You mention the most frequent mistakes and ask pupils to correct them all together

Each pupil corrects his peer's work

All learners are involved in correcting a classmate's written work on the board

Each learner corrects his own work after being graded

Other,please specify

.

16-what type of mistakes do your learners make when writing?

Word order ☐

Cohesion of sentences ☐

Lack of linking words ☐

Cohernce in writing ☐

Lexical mistakes ☐

Grammar mistakes ☐

Punctuation and spelling ☐

17-What do you think your learners lack to be regarded as successful writers?

……

……

……

V. Suggestions:

18-Relying on your classroom experience,what suggestions would you make to help improve learners'writing performance and to remedy the problem of writing at 3AS level?

APPENDIX E:

Preliminary classification of learning startegies

Generic strategy classification	Representative strategies	Definitions
Metacognitive strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases
	Planning	Planning for the organization of either written or spoken discourse
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occuring
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place
Cognitive strategies	Rehearsal	Repeating the names of items or objects to be remembered
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes
	Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained
	Deducing	Applying rules to the understanding of language
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information
	Transfer	Using known linguistic information to facilitaete a new learning task
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information
Social / affective strategies	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing or examples
	Self - talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task

O'Malley and Chamot (1990 :46)

Naiman et al. (1978)	Active task approach	Responds positively to learning opportunity or seeks and exploits learning environments	Students acknowledges need for a structured learning environment and takes a course prior to immersing him/herself in target language
		Adds related language learning activities to regular classroom program Practices Analyses individual problems	Reads additioanl items Listens to tapes Writes down words to memorize Looks at speakers' mouth and repeats Reads alone to hear sounds
	Realization of language as a system	Makes L1/L2 comparisons	Uses cognates Using what is already known
		Analyzes target language to make inferences	Uses rules to generate possibilities
		Make use of fact that language is a system	Relates new dictionary words to others in same category
	Realization of language as a means of communication and interaction	Emphasizes fluency over accuracy	Does not hesitate to speak Uses circumlocutions
		Seeks communicative situations with L2 speakers	Establishes close personal contact with L2 native speakers
		Finds sociocultural meanings	Memorizes courtesies and phrases
	Management of affective demands	Copes with affective demands in learning	Overcomes inhibition to speak Is able to laugh at own mistakes Is prepared for difficulties
	Monitoring L2 performance	Constantly revises L2 system by testing inferences and asking L2 native speakers for feedback	Generates sentences and looks for reactions Looks for ways to improve so as not to repeat mistakes

Naiman et al's classification (1978)
From O'Malley and Chamot (1990 : 5)

APPENDIX F:

Language Background in the Algerian Educational System :

Eduactional institution	Fundamental school															
	Primary School						Middle school					Secondary school				university
	1st Cycle			2nd Cycle												
Language background	1	2	3	4	5		1st	2nd	3rd	4th		1	2	3		
Arabic Language	x	x	x	x	x		X	x	X	X		x	X	X	x	
French Language			x	x	x		X	x	X	X		x	X	X	x	
English Language							X	x	X	X		x	X	X	X	

APPENDIX G:

➤Think, pair, share ➤

Follow the guidelines below to write an ***expository*** essay (i.e., an essay that explains how things work. See p.40.) about *the challenges faced by modern civilization*.

①Work individually. Select three ideas from the thesis statement in the essay structure below.

Essay structure

Introduction

There are three major threats to our civilization: nuclear warfare - pollution - natural catastrophes - diseases - economic collapse - collision with heavenly bodies.

Thesis Statement

Body

§1

Topic Sentence

Supporting Sentences

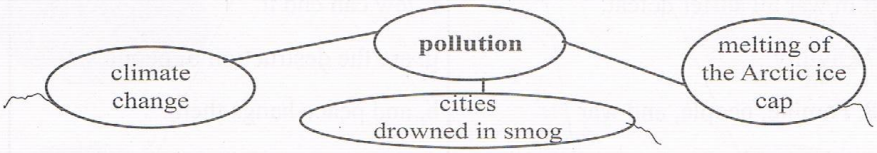
§2

Concluding Sentence

§3

Conclusion

② Jot down details about the ideas you have selected as follows:



③ Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

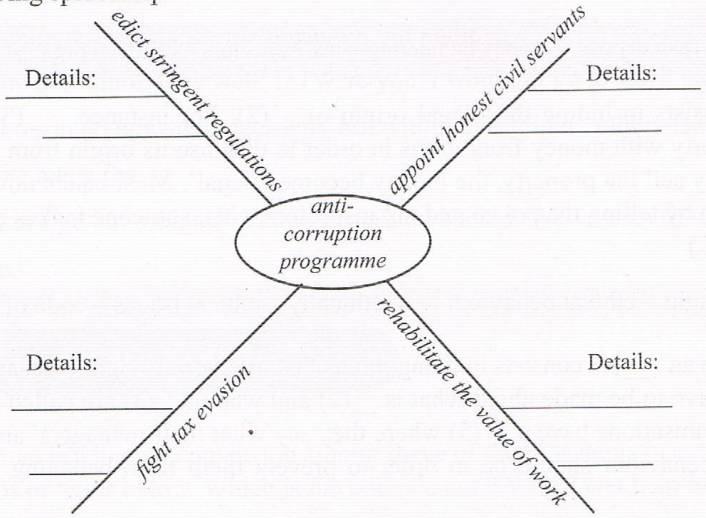
④ Write a revised version and share your ideas with the class.

29

➤Think, pair, share ➤

● Prepare a short public statement saying what you would do to fight corruption **if you were elected** mayor of your town. Follow the procedure below.

① Individually, jot down ideas about your anti-corruption programme using the following spidermap.



② Compare your spidermap with that of your partner. Are there any interesting ideas that you can exchange ?

③ Join a group (representing your campaign counsellors). Together select the most relevant ideas from your spidermaps and write a draft public statement. Start with a punchy topic sentence. E.g.

Dear fellow citizens,

Corruption is an evil that must be fought now !

Useful language

Make the best use of the grammar and the vocabulary you have learnt in this unit and of the following **link words** :

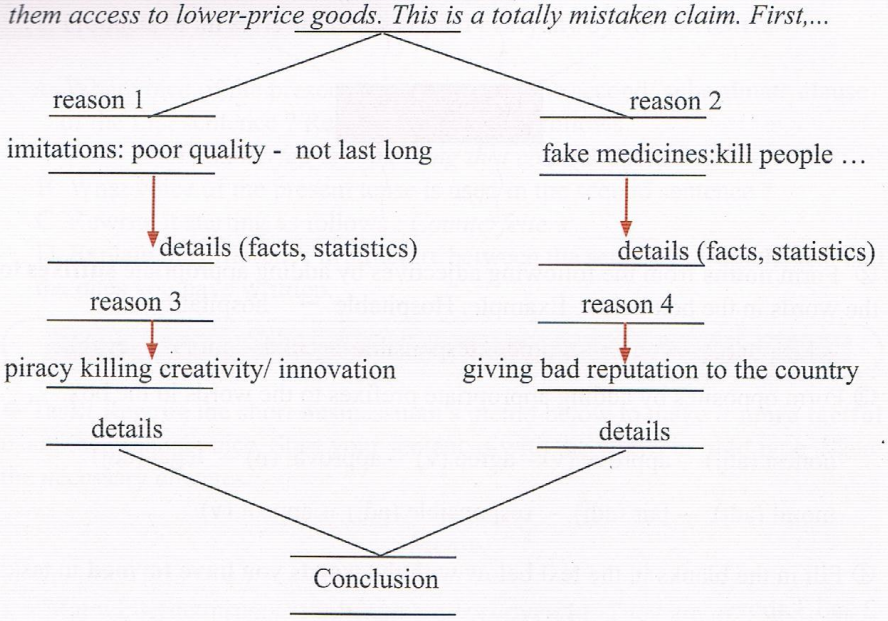
- to begin with, first, next, finally, etc.
- because, since, for, as, as a consequence, therefore, etc.
- in order to, so as to, so that, etc.

④ Conclude with a punchy sentence. Then as a group, review your public statement and read it aloud to the class.

➤Think, pair, share ➤

● Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First,...



① List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.

② Write a draft of your opinion article. Organise it by listing your arguments/ reasons from the least to the most important.

Useful language

- Link words for expressing cause and result: so (that), such (that) …
- Link words for listing : first of all- in addition to this – moreover – besides- furthermore – also, etc.
- Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is …

③Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your article.

58

▶Saying it in writing

① Think about the topic sentence in italics below. Then, as a group, discuss it using the clues that follow.

Some people argue/think/say that businessmen should apply their own personal ethical standards when doing business.

Expanding notes

A. Ethics has nothing to do with business.

- You need money to make money.
- People start business to become wealthy.
- People do business with each other for profit.
- The world of business is a jungle.
- Moral issues are a diversion.
- Respect of an ethical code may limit production and competition.
- Ethics can undermine the values of hard work and freedom.

B. Ethics has everything to do with business.

- Business is a human activity and should, therefore, comply with moral standards.
- Some businessmen abuse work/safety regulations.
- Some business activities endanger the environment.
- Greed may result in unfair competition and exploitation.
- Business activities should have a code of good practice to ensure fairness.

Useful language

Stating options

- There are several ways we could deal with this.
- We have a number of options.

Balancing arguments

- Let's discuss the point by _

Making concessions

- Point taken
- Admittedly/certainly
- It is true that…
- This being said, we must

Discussing possible effects

- Let's think about the consequences of …
- If we accept this…

Making a decision

- The solution then is to …

② At the end of the discussion, select the most important arguments and counterarguments, and develop them into a coherent speech in favour of ethics in business.

③ Correct your mistakes. Then exchange drafts with your partner for further error checking before writing the final version of your speech.

④Read your speech to your classmates.

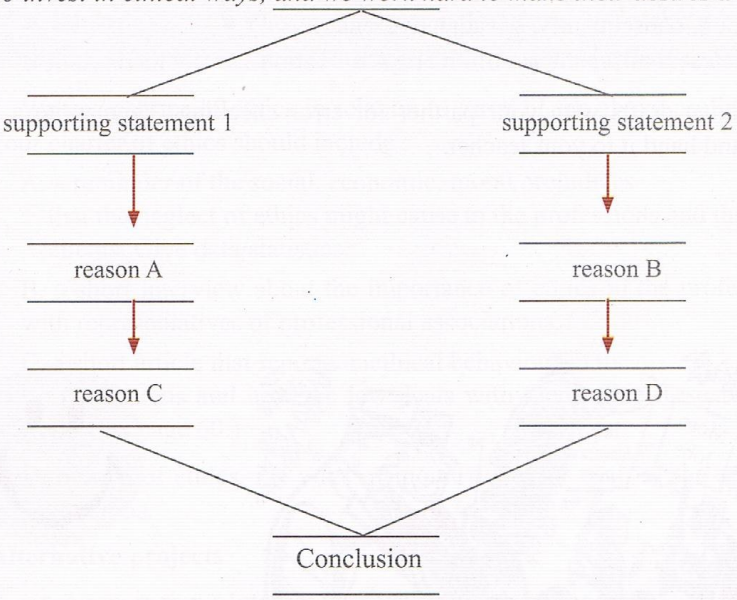
64

▶ Writing development

● Suppose you were the manager of an **ethical investment** fund, i.e. a fund which invests only in socially responsible businesses. Write a policy statement to inform potential fund contributors about it. Follow the guidelines below.

① Think over the opening statement in the diagram below. Select two to four notes from the checklist of expanding notes that follow and develop them into supporting statements.

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality.



Expanding notes

- avoid companies that endanger the environment.
- refrain from investing in certain sectors – tobacco, arms manufacturing, nuclear power, or uranium extraction.
- not place money in companies that lack ethical labour standards (E.g. using child labour, bad working conditions …).
- choose to invest in well-managed companies (transparent financial accounting).
- invest in companies that balance economic growth with social responsibility.

69

② Write supporting statements in the diagram. Then jot down reasons to explain/ illustrate your statements.

③ Write your first draft of the policy statement using the relevant information in your diagram.

Useful language

- Link words to illustrate : for example, for instance, such as…
- Link words to express cause and result : because, due to, since, as a result, consequently, so+adjective+that …

④ Exchange drafts with your partner for error checking. Then write a final version and hand it to your teacher.

'It's awful the way they're trying to influence Congress. Why don't they serve cocktails and make campaign contributions to senators as we do ?'

70

③ Draw the rule for stress in words ending with **-tion**.

④ The comparative adjectives in the text below contain spelling mistakes. Identify them and correct the mistakes.

Wahiba and Sadia are classmates and friends. They are taller, funnyer, and youngger than the other classmates. They usually get beter marks in exams. In comparison with Sadia, Wahiba is friendlier, niceer and quietter. She is thiner in build but strongger in character. …

See Grammar Reference pp. 234-235.

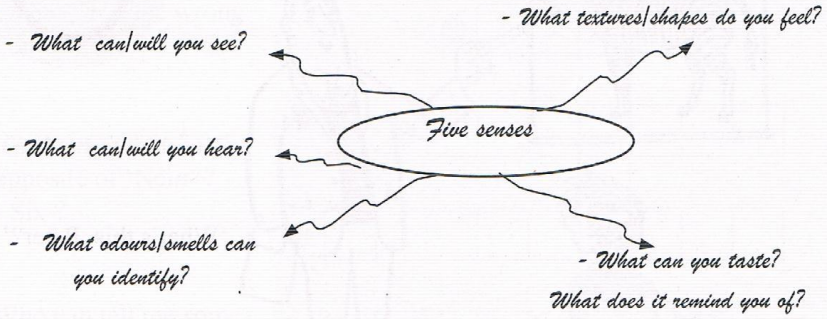
➤Think, pair, share ➤

Follow the guidelines below to write a letter to a friend of yours describing your school/classroom.

①When we describe things/people we generally express **personal feelings**. So start with an interesting topic sentence.

*E.g. School is the only place in the world where **I feel free**.*

② Descriptive writing relies on an appeal to **the five senses**. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.



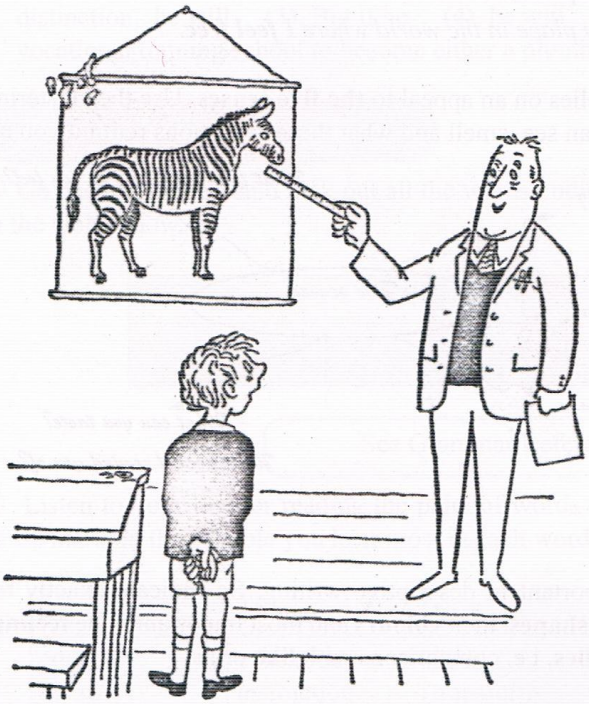
③ **Details** are very important in descriptive writing. So indicate exactly the **location** of objects, their **shapes**, their **colours** and most importantly the **feelings** they evoke by using **similes**, i.e. comparisons with **like** or **as**.

Useful language

- Prepositions: close to, near, next to, inside, outside, on the left, on the right, above, below, under, over, behind, at the back of, in front of, in the upper left-hand /lower right-hand corner, etc.
- Present simple (passive and active)
- Adjectives and their comparatives
- Phrases such as **there is**, **there are**, **it has**, **it reminds me of**, etc.

③ Write your draft letter. Then exchange drafts with your partner for error checking.

④ Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.



'What's this, Peter?'

'It's a horse with a football shirt, sir.'

② The sentences below are not in order. Re-order them to get a **coherent** text.Then use link words to make the relationship between the sentences more explicit.

A. This idea is more or less accepted all over the world.
B. The job market is changing rapidly as a result of technological advance.
C. Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
D. The idea of continuing or lifelong education has become more important than ever before.
E. People are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills.
F. In the near future, all of them will return to school mostly for occupational reasons.

▶ Writing development

● Write an **expository article** for a school magazine **analysing the causes and effects of examination stress on students**.

① Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.

② **Select** three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.

E.g. - Generally, students who do not cram perform better than those who do in the *Baccalauréat* examination.
- According to statistics issued by the Ministry of National Education, 2 out of 10 *lycée* students who take crash courses suffer from stress.

③ Your primary purpose is **investigation** and **analysis**. You simply present facts and information. So don't give any judgement/opinion. Let the reader do that.

④ Make sure you use link words expressing:
- **cause/effect**: as a result, as a consequence, so, therefore, because, since
- **purpose**: in order to, to, so as to, so that, in order that
- **contrast**: unlike, in contrast to, contrary to
- **concession**: though, in spite of the fact that, although …

⑤ Revise your draft paying attention to the structure of your sentences, the organisation of your paragraphs, coherence, spelling and grammar. Then hand a copy of your article to your teacher.

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➤Think, pair, share◄

① Suppose you were an 'agony aunt' keeping an advice column in a magazine for teenagers. Use the plan below to reply to this letter:

Dear Aunt Hillary,
I'm a secondary school student revising for my final examination. Usually, I'm quite a cheerful person, but now I feel like an underdog. I run away from the company of my friends and I have become a very irritable person. I wake up weeping at night and I no longer enjoy the simple pleasures of life as I used to. Please, tell me what I should do.

Miserable

Plan

- A short paragraph expressing sympathy/reassurance to *Miserable*
  E.g. I'm sorry to hear that ___ / I wouldn't worry if I were you because __
  It's only natural that ___
- A short paragraph analysing the problem that *Miserable* has exposed to you
  E.g.You are probably working too hard. ____
- A short paragraph giving advice/recommendations
  E.g.You should/should not/ ought to/ ought not to ____

② Correct your mistakes.Then Exchange drafts with your partner for further error checking.

③ Write a revised version of your letter taking into account your partner's remarks. Make sure you use appropriate link words in order to ensure coherence.

④ Now read aloud the revised version of your letter of advice paying attention to your intonation and the pronunciation of the modals.

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③ Study the following interpretations of the story (that you have read above). Then choose the **one** you think is the best. Write 5 to 6 lines to justify your choice by giving evidence from the story.

Start like this:
In my opinion/ I think that/ ___. To begin with, ____

A. The man tricked his wife into believing he was insane.

B. The man was dreaming and sleepwalking. After he woke up he remembered nothing of what happened.

C. The wife was mad and imagined the whole incident.

D. The story is just a bad dream recounted by the wife to her husband.

▶ Writing development

● Write a review article of a film or a book of your choice. Ideally, it will be a recent comedy, tragedy, or love story. Your review should include the following :

① An introduction to tell your classmates about the theme and the storyline
E.g. • The book/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 characters are_____.
• The main actors are _____.

③ A paragraph giving your viewpoint about the film/book
E.g. • The story/acting/photography is __ excellent/not very good. Say why.

④ A paragraph to say what you 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/ ought/oughn't to _____.

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APPENDIX H :

1- Suggested types of tasks for transitional baccalaureate paper

PART 1 : READING

A. COMPREHENSION / INTERPRETATION

- Choosing (all streams) / giving the general idea of the text (LLE)
- Answering multiple choice questions
- True / false statements
- Locating the right paragraph
- Filling the table with information from the text
- Putting ideas in the right order according to their occurrence in the text
- Answeringcomprehension questions
- Choosing (all streams) / giving a title to the text (LLE)
- Identifying type of discourse
- Identifying type of text

B. TEXT EXPLORATION

1. VOCABULARY / MORPHOLOGY

- Matching words from the text with their definitions
- Finding words in the text whose definitions are given
- Forming words adding the right affixes
- Derivingnouns, adjectives, verbs…
- Giving opposites keeping the same roots
- Giving opposites,synonyms to words from the text

2. GRAMMAR

- Combiningstatementswithconnectorsprovided
- Asking questions to the underlined words
- Paraphrasingwith prompts given
- Supplying the correct form(s) of the verbs in a given passage

3. SOUND SYSTEM

- Matching pairs thatrhyme
- Classifying words according to final « ed » / « s »
- Underlining the silentletters
- Stress pattern
- Weak and strongform

4. DISCOURSE

- filling gaps with a number of words
- re ordering scrambled sentences into a paragraph with or without a distractor
- matching statements from A with statements from B
- dialogue completion

PART 2: WRITING (2 INTEGRATION SITUATIONS)

PART TWO Written Expression L.E-06points L.P-05points Sc-Exp-M-TM-GE 05	Choose ONE of the following topics:	Topic one Topic two	One: Should be thematically related to the topic of the initial text. TWO: thematically related to other themes of the syllabus			

2-Assessing a situation of integration

Assessing a situation of integration

Consider the following:

a) Scores in the BAC paper: **LLE** : 06 points - **Philo** : 05 points - **S / M / TM / GE** : 05points

b) Descriptive and numerical rating scale: **EX** = Excellent - **G** = Good - **F** = Fair - **P** = Poor

Criteria	Indicators	LLE				PHILO				S / M / TM / GE			
		Ex	G	F	P	Ex	G	F	P	Ex	G	F	P
Relevance (Pertinence of the text)	Student's production corresponds to the requirements of the situation **Format:** a letter – e mail – invitation – instructions ... **Objective:** to inform – to describe – to complain .... **Targeted language:** functional language and vocabulary.	1	0.5	0.5	00	1	0.5	0.25	00	1	0.5	0.25	00
Semantic coherence	Meaningful Logic in the information given Originality and development of ideas Organisation ; paragraph and sentence structure	2	1	1	00	1.5	1	0.5	00	1.5	1	0.5	00
Syntactic coherence and correct use of linguistic elements	Correct use of grammar ; tenses – word-order – subject-verb agreement - 5 studied in class- Spelling capitalisation and punctuation Clarity of style	2	1,5	1	00	1.5	1	1	00	1.5	1	1	00
Excellence (originality and creativity)	New ideas Varied vocabulary items. No repetition of words	1	1	0.5	00	1	1	0.25	00	1	1	0.25	00
Richness of vocabulary	Legible handwriting Clarity of style Neatness												
T O T A L		06	04	03	00	05	3.5	02	00	05	3.5	2	00

APPENDIX I: A Sample Baccalaureate Examination

05201305

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية — الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي — دورة: جوان 2013

الشعبة: آداب وفلسفة

اختبار في مادة: اللغة الإنجليزية — المـــدة: 02 سا و30 د

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: Reading **(15 points)**

A. Comprehension **(07 points)**

Read the text carefully then do the following activities.

Today, there are some 43 million pupils and students in public schools at the elementary and secondary levels, and another 6 million in private schools throughout America. In other words, 88 percent of American children attend public schools and 12 percent go to private schools. United Nations figures show that in the amount spent on education per capita, the U.S. is ninth place in the world (behind Qatar, Sweden, Norway, the Netherlands, Luxembourg, Denmark, Switzerland and Canada).

Most historians agree that a great deal of the economic, political, scientific and cultural progress America has made in its relatively short history, is due to its commitment to the ideal of equal opportunity. This is the ideal of educating as many Americans as possible to produce an educated people.

American education has encouraged more Americans than ever before to study for advanced degrees and to become involved in specialized researches. The belief that the future of society depends on the quantity and quality of its educated citizens is widely held. It explains why a great many Americans are still willing to give more money to education, even during times of economic difficulty.

(From D.K. Stevenson, **American Life and Institutions**)

1. **Circle the letter that corresponds to the right answer.**
   The text is:
   a. narrative. **b.** expository. **c.** prescriptive.

2. **Are these statements true or false? Write T or F next to the letter corresponding to the statement.**
   a. Most American children attend public schools.
   b. Qatar spends more on education than America.
   c. The ideal equal opportunity aims at educating the rich.
   d. Americans refrain financing education when hard times.

3. **In which paragraph is it mentioned that** Americans focus on higher education?

4. **Answer the following questions according to the text.**
   a. How many pupils attend elementary and secondary schools?
   b. What has the ideal of equal opportunity brought to America?
   c. Why are Americans willing to give more money to education?

5. **Copy the title you think is the most appropriate.**
   a. Education in Qatar
   b. Education in America
   c. The American Lifestyle

صفحة 1 من 4

06201306

B. Text Exploration **(08 points)**

1. **Find in the text words that are opposite in meaning to the following:**
   a. disagree (§2) b. illiterate (§2) c. to take (§3)

2. **Complete the chart as shown in the example.**

	Verb	noun	adjective
example	to educate	education	educational
	to depend	.....	.....
	.....	commitment	.....
	.....	.....	involved

3. **Rewrite sentence (b) so that it means the same as sentence (a).**
   1. a. Americans spend less on education than Denmark.
      b. I wish Americans .....
   2. a. America has encouraged students to take further studies.
      b. Students.....
   3. a. "Children must go to school when they are six," he says.
      b. He says that.....

4. **Classify the following words according to the pronunciation of their final "s".**
   encourages – times – students – produces – beliefs – schools

/s/	/z/	/iz/

5. **Fill in the gaps with only FOUR words from the list.**
   prepare – managing – skills – helpless – everyday – history
   Education is more important today than ever before. It helps people acquire the .....1..... they need for such .....2..... activities as reading a newspaper or .....3..... their money. It also gives them the specialized training to .....4..... for a job or career.

PART TWO: Written Expression
Choose ONE of the following topics. **(05 points)**

Topic One: Use the following notes to write a composition of 100 to 120 words on:
The differences between state schools and private schools.

State schools: - restricted to primary, middle and secondary sectors
- free of charge
- crowded classes/hard to control

Private schools: - expensive/pay fees
-less accessible/low income families
-small classes/easy to control

Topic Two: Write a composition of 100 to120 words on the following topic:
Most Algerian companies look for profit but don't care about ethics in business.
If you were appointed manager of one of these companies, how would you fight unethical practices?

APPENDIX J

1-Sample of essay writing

A Sample Essay Writing

Oral work

- Prepare a short talk about the following topic: Challenges faced by our modern civilization
- Follow this procedure:

1. List three main threats to our civilization
2. Select the most relevant ideas and write down your talk in three short paragraphs.
   Use appropriate linking words from sentence to sentence and from a paragraph to another.
3. Exchange drafts with your partner for error checking.
4. Write a revised version of your talk and read it aloud to your classmates.

Essay writing

Follow the guidelines below to write an expository essay about the challenges faced by our modern civilization.

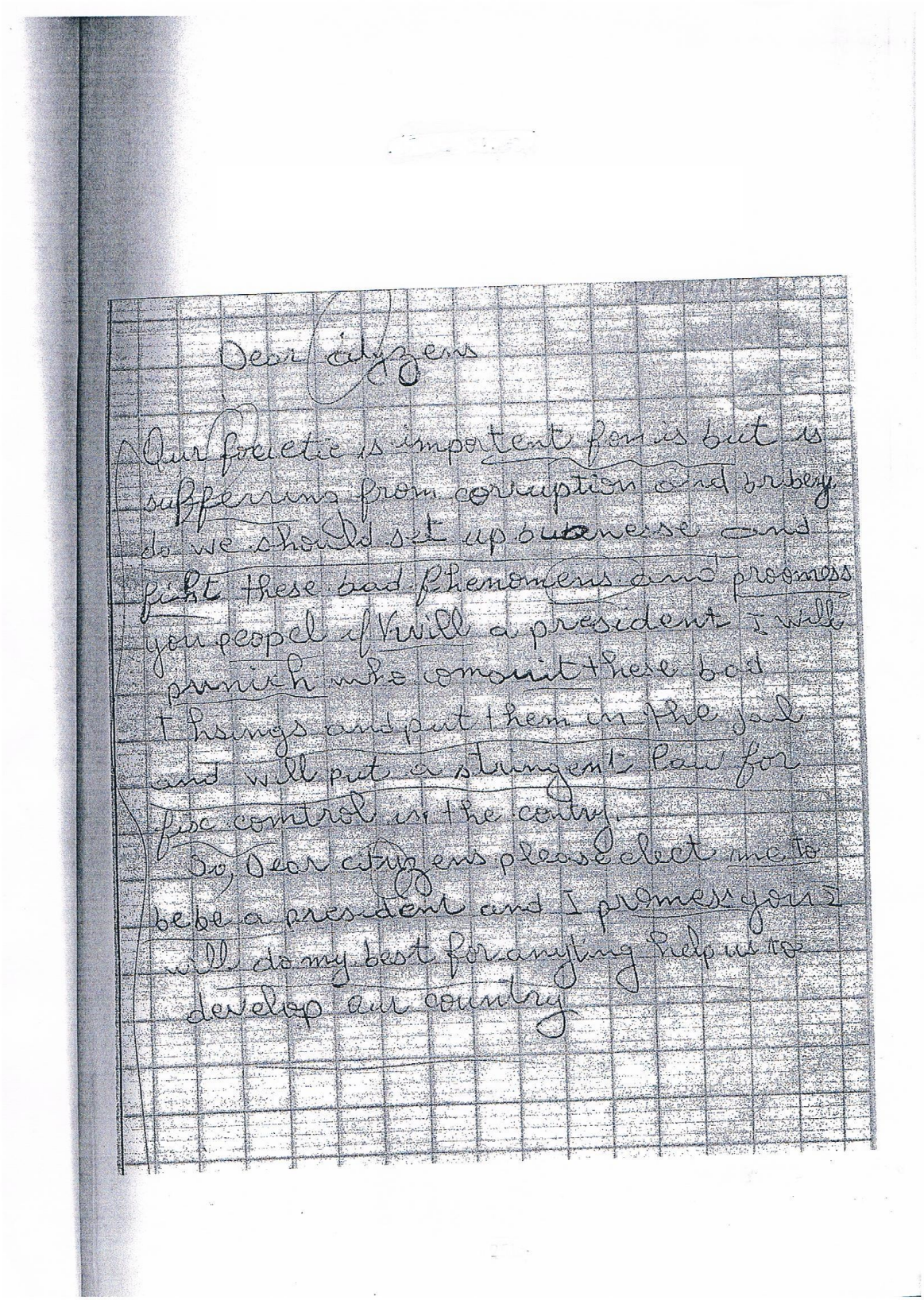
1. Work individually. Select three ideas from the thesis statement in the essay structure below

There are three major threats to our civilization:
Nuclear warfare- pollution- natural catastrophes
Diseases- economic collapse-

2. Jot down details about the ideas you have selected.
3. Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.
4. Write a revised version and share your ideas with the class.

Introduction	Suggested ideas and vocabulary	Thesis statement
Body § 1		Topic sentence Supporting sentences Concluding sentence
Body § 2		Topic sentence Supporting sentences Concluding sentence
Body § 3		Topic sentence Supporting sentences Concluding sentence
Conclusion		Concluding statement

2- A 3AS learner's Essay writing Sample



Dear citizens

Our fouetie is importent fon is but is
sufferring from corruption and bribery
do we should set up buanesse and
fight these bad phenomens and proomess
you peopel if Vwill a president I will
punish who comouit these bad
Thsings and put them in the jail
and will put a stringent law for
fisc comtrol in the contry.
So, Dear citizens please elect me to
be be a president and I promess you I
will do my best for anyting help us to
develop our country

APPENDIX K:Sample of jigsaw writing

"Mr. Page was beaten to death with the handle of that gun," the famous detective said.

"I've telephoned his brother at his office," the sheriff said. "I only told him he'd better hurry home. I hate the job of telling him that his brother has been killed. Will you do it?"

"Save your money," said Haledjian. "The murderer won't be hard to find!

Dr. Haledjian finished examining the body of Mike Page, which lay on the red carpet of his fashionable home.

The gun had been found near the body. Sheriff Monahan was carefully examining it for fingerprints.

Page stared at the outline of the gun through the cloth. Suddenly he grabbed the sheriff's arm. "Find the monster who beat Mike to death. I'll offer a $50,000 reward!"

The ambulance had driven off to the hospital when John Page rushed through the front door. "What happened? Where's Mike?"

"I'm sorry to have to tell you this. He was murdered about two hours ago," said Haledjian. "Your cook found the body in the living room and telephoned the police."

"All right," Haledjian agreed as he watched the body being carried to an ambulance. Then he sat down to wait for John Page.

"I can't find fingerprints on the gun that was used to murder him," interrupted the sheriff, holding the gun wrapped in a cloth. "I'll have the laboratory examine it thoroughly."

ystery 2: The Case of the Murdered Brother

Dr. Haledjian finished examining the body of Mike Page, which lay on the red carpet of his fashionable home.

APPENDIX L:

contrasting list of principles between Teacher Training and Teacher Education Development

Teacher Training	Teacher Education Development
Imposedfromabove	Initiated by « self »
Pre-determined course structure	Structure determined by participants
Not based on personal experience	Based on personal experience
Extremely determined syllabus	Syllabus determined by participants
External evaluation	Self-evaluation
Input from experts	Input from both participants and external sources
Unthinking acceptance of information	Personal construction of knowledge
Isolated	Collaborative
Stresses professional skills	Stresses both personal development and professional skills
Disempowers individual teacher	Empower individual teacher

Table: contrasting list of principles between teacher training and teacher education development (taken from Benmoussat 2003:262)

ملخص:

ينصب اهتمام هذه المذكرة حول سبل تلقين المعرفة الاستراتيجية في مجال التعبير الكتابي، تقدم الباحثة وصفا تفصيليا حول دراسة تجريبية بثانوية بصغير لخضر بولاية تلمسان مع تلاميذ السنة الثالثة ثانوي في الشعب الأدبية الدارسين اللغة الانجليزية كلغة أجنبية.

بناءا علي المعطيات و من خلال النتائج المتحصل عليها تطرقت الباحثة إلي إعطاء بعض الحلول البديلة قصد إمكانية معالجة النقائص ضمن الأفاق الجديدة في تدريس وتعلم التعبير الكتابي في اللغات الأجنبية

الكلمات المفتاحية: تلقين المعرفة الاستراتيجية – التعبير الكتابي- اللغة الانجليزية- تلاميذ السنة الثالثة ثانوي الشعب الأدبية- ثانوية بصغير لخضر- تلمسان.

Résumé:

Le présent travail de recherche s'articule autour des moyens de développent des connaissances stratégiques de la compréhension écrite. Il fournit donc, un compte détaillé d'un travail de terrain sur les élèves de 3AS lettres ; apprenant Anglais en situation de langue étrangère au lycée Besghir Lakhdar ,Tlemcen .Sur la base des résultats obtenus a partir de trois outils de recherche ,à savoir questionnaires, observations et interviews, plusieurs suggestions ainsi que des recommandation sont été faites dans le dernier chapitre .Même si l'objectif final est d'aider a résoudre le problème auquel sont confrontés ses élèves ,il est ,toutefois, important de noter que la majeure partie des recommandations concerne plus l'enseignant puisque ce dernier a une grande part de responsabilité.

Mots clés:Connaissances Stratégiques -Compréhension écrite-3AS lettres -Anglais en situation de Langue étrangère- lycée Besghir Lakhdar ,Tlemcen

Summary:

The present dissertation revolves around ways of developing strategic knowledge in writing skill. It provides a detailed account of an investigation at the level of 3AS literary streams pupils ,learning English as a foreign language.It also aims to uncover the causes underling their low achievement in English in general and in writing in particular. One the basis of the results obtained from the data gathered through research tools, the researcher has suggested some alternative solutions that are hoped to alleviate the problem encountered in the skill under consideration whereby to enhance learners' writing proficiency through strategy-based Instruction.The empirical study took place at Besghir Lakhdar secondary school ,Tlemcen.

Key words :strategy-based instruction-EFL writing -3AS literary streams learners-Besghir Lakhdar secondary school. Tlemcen.

People's Democratic Republic of Algeria

Ministry of Higher Education and scientific Research.

Abou BekrBelkaid University -Tlemcen.

Faculty of Letters and Foreign Languages

Department of Foreign Languages.

English section.

Strategy-Based Instruction in EFL WritingWith Close Reference to Third -YearSecondary school Students

(Case of Literary Streams at BesghirLakhdar Secondary School,Tlemcen.)

Summary of the Dissertation submitted to the Department of English in Candidacy for the "Magister" degree in Applied Linguistics and TEFL.

Presented by :Supervised by :

BELAIDBekhta Prof. BENMOUSSAT Smail

Academic Year :2013-2014

At present, the English language is the dominant international language and indispensable key to the changing world of science, technology and communication. It is no longer the property of the English speaking countries alone. Instead; it has become a sort of universal language: a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.

Being aware of such great importance, Algeria has brought in changes into her educational system so as to achieve the desired goals .Likewise different approaches to Foreign language teaching has been adopted since independence. Their aim is adequate teaching/learning of foreign languages among them English. However and despite huge effort devoted for so many years at improving learners achievement in EFL, the result are still unsatisfactory.

Relying on the core of this dissertation, writing skill is taken as one of the most necessary principles on which language learning/teaching is based since most formal evaluation is done in writing. For the above reason, writing has to be carefully taught in order to ensure learners awareness and involvement in the learning process.

Thus, this work is totally devoted to thorough study and analysis of this basic language skill. It also aims to provide analysis of the EFL writing skill teaching and learning at the secondary school level. Most teachers do agree that this skill represents a major area of difficulties for both teachers in terms of teaching it and learners in terms of learning ,as it involves both writing as process and writing as product. Because of this, the researcher attempts to investigate the EFL writing skill teaching and learning in 3AS level so as to identify the nature and sources of the pupils most common weaknesses in writing as well as to find out if pupils use any learning strategies to assist them in the course of their learning. The central belief guiding this research ,is the great importance that writing has in language teaching and learning at the 3 AS level. Hence its

primary purpose is to identify the features of writing which make it harder than the other language skills and more susceptible to failure.

A case study is chosen for this research is third year secondary school learners and specific stream "Literary streams " is selected. However, the choice has been narrowed to the "Literary and Philosophy stream" since this latter, is the one which shows and illustrates more failure in English and mainly in writing skillcompared to other learning streams.Nevertheless, what is actually observed is that by the end of general education and after an English learning experience of seven years in the middle and latter on in secondary school, Algerian learners are unable to express themselves in English neither fluently nor accurately. A situation that arises many enquiries about the real causes and the source of learners' difficulties as well

In essence, this dissertation aims to discuss the following questions:

- **Is the writing skill adequately taught at 3 AS level ? And Do students lack of motivation in writing due to teaching's focus in his evaluation on form?**
- **How can the weak students be encouraged to write? And would the teaching of writing strategies to the weak students insure their learning?**
- **And, is the students' achievement in writing related to strategy use?And at last, what strategies they resort to while they write?**

Therefore, investigation through this research will attempt to provide arguments to the research hypotheses that can strongly formulated as follows:

- ❖ the writing skill is often seen as intricate problem to student especially when they realize that it is used by their teachers as a reflective method to check whether a given language elements

(component) is assimilated or not .The aim of the evaluation is text scribed with red pen that is to say the focus is on accuracy rather than the content. However to pretend that accuracy is totally unimportant would be completely wrong.

- The writing skill is neither taught nor learnt adequately: consequently third year pupils end up their secondary school education unable to write neither fluently nor accurately and this is clearly seen in Baccalaureate results. In addition ,Learners hold negative attitudes towards writing skill and lack the strategies to enhance it. Thus writing failure is more likely to result educational failure because lacking the effective strategies to compose a novice student/writer will find it difficult. Thus this apprehension may give rise to negative feeling such as anxiety and lack of confidence. The pupils will certainly benefit from an awareness of social and affective strategies such as cooperating with peers and encouraging on self.
- There is a correlation between students strategy use and achievement in writing and as weak student becomes aware of the strategies used to overcome writing difficulties, he will be motivated and autonomous as he will avoid the erroneous view that writing operates only at sentence level in which he is concerned chiefly with vocabulary and grammar which will block the flow of his ideas.

The research questionnaires and hypotheses will be discussed throughout four interrelated chapters with an aim of identifying learners writing difficulties and acquainting and familiarizing them with the language learning strategies that will help them become better learners and particularly more skillful writers. To

this end, teachers and learner roles have be redefined in the light of the significant changes that have occurred worldwide. Thus reform should be introduced to solve the problem.

For the fulfillment of this study, it has been necessary to go through four interrelated chapters. Each chapter has been concerned with one specific step. Starting by the theoretical part in the first one, in which the reader may get some basic definitions of key concepts related to writing and what it entails as a whole process. Thus this chapter 's aims try to define writing with its related sub-skills, difference between writing as a process and as a product, its elements and finally deals with students learning strategies deriving from the literature, key concepts are defined, major studies in the filedare examined with the aim of enhancing reader understanding of learner writing strategies.

Chapter two of this research will be brief overview of the EFL teaching and learning situation in Algeria. This chapter attempts to give a rough picture of the Algerian educational context with reference to EFL writing skill in secondary education ,and more specifically to 3AS Literary streams ,and mainly literary and philosophy stream.For the above reasons, the ELT situation in Algeria is portrayed as well as the EFL objectives and syllabus for 3AS are stated. In addition the variables which directly or indirectly influence learners' achievement in EFL and more precisely writing, are examined. Therefore the different variables related to the teaching of the writing skill are considered(firstly the implemented teaching methodology is illustrated in terms of stated objective and classroom practices, secondly the official ELT textbook designed for third year classes is examined in terms of writing skill activities. Thirdly, the teacher's roles ,training and administrative constraints are discussed. Fourthly, the pupils, as the center of the whole educational system, are described in relation to their proficiency level in English .The ultimate aim is to uncover the

major and the real causes underlying the failure in writing in particular and failure in EFL teaching /learning in general.

The conclusion that can be draw from this chapter, is that failure in writing is partly linked to failure both in teaching and learning. Besides, there seems to be many contradictions between the objectives officially stated and how teaching is actually performed. As a result in spite of the seven years spent in learning English ,3AS literary and philosophy stream learners,mainly, still find themselves unable to use the target language both orally or in writing. This chapter has demonstrated some of the variables affecting negatively the teaching/learning of writing. Neither the approach nor the teachers' methodology really favour the teaching of writing. In fact many reasons can explain pupils' low performance in writing,among them: *overcrowded programmes and insufficient teaching time,divergence between classroom activities and examination requirements leading pupils to develop negative attitude towards communicative activities and group work and at last the over ambitious syllabus objectives which do not go in line with pupils'real cognitive and linguistic capacities.*

All in all, learners are offered neither suitable learning conditions nor sufficient time for acquiring sufficient and adequate knowledge.Nevertheless,these outcomes observations are the researcher'hypotheses and interpretations.To analyze the situation more objectively,it is of paramount importance to carry out an investigative study that would lead ,from different viewpoints ,to practical evidence about the source of the problem and ultimately to alternative remedies.This what will be attempted in the following chapters.

Chapter three is devoted to the empirical phase, which strives to arrive at more consistent analysis of the EFL teaching /learning situation, with reference to the writing skill and at finding illuminative data that would guide the research. It is based, in addition to classroom observations on different analytical tools .It will

require the contribution of three partners in the teaching / learning context: teachers, learners and EFL inspectors.

This investigative phase will be conductedas stated before, through different analytical tools: two questionnaires, different classroom observations, an unstructured interview and semi -structured interview. The first questionnaire is submitted to 3AS learners so as to be aware of the type of strategies if any of these learners use to overcome writing difficulties, the second questionnaire, on the other hand is submitted to secondary school teachers to see if they are consciously aware of strategies used by skilled writers and therefore raising learners awareness of the writing process and writing strategies that will help them improve their writing performance and their suggestions for change result will be analyzed and discussed in relation to three main point: *students strategy use, writing achievement* and *strategy instruction.* In addition tothe questionnaire, an instructed interview will be used to elicit and extract from these teachers ideas about what makes EFL teaching /learning and mainly writing successful or unsuccessful.Therefore,this interview will help the researcher to know more about the writing lesson, the teaching /learning problems with regard to writing as well as learners' writing performance.

Though teachers and learners constitute two major poles in the teaching /learning process, this research requires the viewpoint of a third partner,i.e.;EFL inspectors ,from the Middle and Secondary -School level,by using a semi-structured interview.The researcher aims to investigate the real causes of such low achievement mainly in writing skill and the sources of learners difficulties as well.

Data gathered via this triangulation were interpreted quantitatively and qualitatively .Learners questionnaire revealed interesting facts about their attitudes and motivation towards English as a language and as a subject matter. Besides, it gave insights into their language and writing difficulties. The same

research instruments have also been used to get information on pupils' understanding of writing and on the learning strategies if any, the pupils use to help themselves become more competent learners. In this case ,the results of the research indicate that pupils view writing as a way to display their language ability to their teachers. They see writing as a means of communication only when they write personal letters to a member of their family or to a close friend. It has also been found out that writing as product may be considered as a fruitless approach. On the one hand, the pupils become discouraged and uninterested in writing because they know that teacher's concern is to detect mistakes ,i.e. focusing on form and neglecting the content. On the other hand, the teacher himself will be disappointed while reading and correcting many papers having the same mistakes. Of course, to pretend that accuracy is totally unimportant would be completely wrong.Both accuracy and fluency are equally important .However, the priority given by teachers most exclusively to grammatical accuracy alone is far more important than content.

EFL inspectors for their partsassessed the teaching learning of EFL writing skill and gave invaluable guidelines towards solutions.Bearing in mind the research questions and Hypothesis set to shape and conduct this study,it appears that from the interpretations and analysis of the results ,have led the following conclusions:The most important reasons behind ,consist in the lack of coherence between teaching objectives,classroom practices and evaluation norms,in addition to learners 'dependence on the teacher and the inadequacy of teacher training programmes. Thus writing is neglected by both teachers and learners despite great importance in EFL learning and in learning in general.

Success in writing, therefore, is teacher'responsibility to draw learners'attention on the importance of language learning and thus ,learning how to write in English so as to become better learners and consequently fluent writers.

To overcome such erroneous view of writing ,it should be made clear for learners that writing does not operate at the sentence level only,but goes beyond this and concerns itself with the text as a whole (form and content).Thus ,it would be wise to recommend a balance approach which combines both *product-oriented approach and process –oriented approach*. This aim may be achieved through training pupils to use writing strategies.

In effect, the strategy –based instruction is believed to help learners in three ways:

-First; it can assist students to become better learners,

- Second, skill in using learning strategies helps them in becoming independent and confident learners,

-and third, they become more motivated as they begin to understand the relationship between their use of strategies and success in learning language.

Thus ,by doing so ,the teacher would have taught writing as an end which neglect neither form nor focus on content ,but would have tried to maintain a fair balance between them to reach pupils' needs for efficient writing.

Using these research tools has enlightened the researcher on deciding the most effective strategy training. It has also been understood from the findings of the results that apart from few strategies like using bilingual dictionaries ,cooperating with peers or seeking information from teachers or peers ,the pupils do not seem to be aware of the existing strategies.This investigation helped the researcher to establish an inventory of the strategies that would best meet the needs of 3AS learners and help them lessen the burden of the difficulties and the apprehension of the writing task.

Language Learning Strategy Training can be conducted in at least three different ways: awareness training, one time strategy training and long term

strategy training .But because of time constraint and difficulties encountered, a skill awareness andawareness strategy training supported by some activities on the most problematic areas had been opted for. The aim of this strategy training was simply to familiarize learners with the language learning strategies that will help them become not only better learners but also more skillful writers

The research results imply that training students to use cognitive and affective strategies successfully will probably help them in generating sentences, overcoming writing difficulties and controlling anxiety related to the task, but pupils will not be able to plan ,control and evaluate the writing task they are engaged in unless they learn some effective metacognitive strategies. It then appears essential to combine the three types of strategies (metacognitive ,cognitive and social/affective strategies) in a strategy-based writing instruction.

The last chapter provides alternative remedies to writing failure with a purpose to raise an awareness of the strategies that would best meet the needs of our learners and help them lessen the burden of the difficulties and the apprehension of the writing task. Moreover, it is intended to help language teachers to bring some positive changes in their methodology with respect to the teaching of writing .First of all ,in order for teachers to introduce change, in their classrooms and yield learners to improve in writing and in learning ,they have to consider learners' needs,their learning styles and strategies. They also have to frame their teaching practices according to the demand of learner-centerededucation, and collaborative learning and teaching. Their fundamental objectives would be to make learners improve their language knowledge and at the same time enjoy their written product.

All in all ,the perspectives pointed in the last chapter suggest that in order for educational change to be conductive to better results ,the EFL teaching/learning setting has to be reconsidered.As Algeria is facing many

changes at all levels;educational is not the least important,what is needed is a sound education policy that takes into consideration syllabus design ,textbook elaboration,learners' needs analysis and teachers' training and development. Such procedures will be achieved only when learner autonomy is promoted and teacher education development is fully implemented ;therefore ;teachers have to master the concept of development in order to bring about learner autonomy.

It should be mentioned that the researcher doesnot claim that these proposal are ideal ways of teaching of writing ,rather they represent an attempt to help the teacher distance himself from the traditional approach ,in fact amount to a form of continuous testing rather than teaching this skill.There is nearly always an opportunity for new ideas ,attitudes and techniques .Therefore,it is always worthful to try new methods and keep pace with results of educational research. The ultimate aim would not only to improve the teaching/learning of the writing skill, but also to introduce cross-cultural learning ,and so contribute to a global education.

This dissertation does not pretend to be exhaustive; it certainly needs elaboration .But, it is hoped to be a positive contribution to the improvement of the EFL teaching /learning in Algeria.It is also intended further research in the domain of foreign language learning and teaching by designing materials for the teaching and improvement of the writing skill, and by exploring the vital role of teachers' training and development as well as the necessity for learning strategies instruction. It is in the hands of this generation of students and researchers that lies the responsibility for introducing change in foreign language teaching /learning ,and for promoting intercultural understanding for a global education.

Eventually, what we wish to find out is whether the pupils' linguistic performance will really improve and the anxiety engendered by the foreign

language learning will diminish if we generalize the use of learning strategies to the skills of Reading,Listening,and Speaking and also if an appealing and motivating textbook that include reading texts related to the pupils' life ,interests ,levels and communicative grammar activities that encourage pupils' interaction in the target language will help learners become more proficient users of the foreign language? All these questions need to be taken into consideration in the future research.

ملخص:

ينصب اهتمام هذه المذكرة حول سبل تلقين المعرفة الإستراتيجية في مجال التعبير الكتابي، تقدم الباحثة وصفا تفصيليا حول دراسة تجريبية بثانوية بصغير لخضر بولاية تلمسان مع تلاميذ السنة الثالثة ثانوي في الشعب الأدبية الدارسين اللغة الانجليزية كلغة أجنبية.

بناءا علي المعطيات و من خلال النتائج المتحصل عليها تطرقت الباحثة إلي إعطاء بعض الحلول البديلة قصد إمكانية معالجة النقائص ضمن الأفاق الجديدة في تدريس وتعلم التعبير الكتابي في اللغات الأجنبية

الكلمات المفتاحية: تلقين المعرفة الإستراتيجية – التعبير الكتابي- اللغة الانجليزية- تلاميذ السنة الثالثة ثانوي الشعب الأدبية- ثانوية بصغير لخضر- تلمسان.

Résumé:

Le présent travail de recherche s'articule autour des moyens de développent des connaissances stratégiques de la compréhension écrite. Il fournit donc, un compte détaillé d'un travail de terrain sur les élèves de 3AS lettres ; apprenant Anglais en situation de langue étrangère au lycée Besghir Lakhdar ,Tlemcen .Sur la base des résultats obtenus a partir de trois outils de recherche, à savoir questionnaires, observations et interviews, plusieurs suggestions ainsi que des recommandation sont été faites. Même si l'objectif final est d'aider a résoudre le problème auquel sont confrontés ses élèves, il est, toutefois, important de noter que la majeure partie des recommandations concerne plus l'enseignant puisque ce dernier a une grande part de responsabilité.

Mots clés:Connaissances Stratégiques -Compréhension écrite-3AS lettres -Anglais en situation de Langue étrangère- lycée Besghir Lakhdar ,Tlemcen

Summary:

The present dissertation revolves around ways of developing strategic knowledge in writing skill. It provides a detailed account of an investigation at the level of 3AS literary streams pupils ,learning English as a foreign language. It also aims to uncover the causes underling their low achievement in English in general and in writing in particular. One the basis of the results obtained from the data gathered through research tools, the researcher has suggested some alternative solutions that are hoped to alleviate the problem encountered in the skill under consideration whereby to enhance learners' writing proficiency through strategy-based Instruction. The empirical study took place at Besghir Lakhdar secondary school ,Tlemcen.

Key words :strategy-based instruction-EFL writing -3AS literary streams learners-Besghir Lakhdar secondary school. Tlemcen.