

## **DEDICATION**

**I dedicate this very modest work to my parents.**

**To my dearest husband Nacer and his family.**

**To my brothers and sisters.**

**To my kids : Safoua , Amine , Rayane , Yacine , Malak.**

**To all teachers of English of Secondary School , 1000 Flats , BARIKA.**

**To all those who helped me achieve this research , among them my friend Mrs. Samia Mouas.**

## **ACKNOWLEDGEMENT**

**I am very much indebted to my supervisor Dr. Omar GHOUAR who provided support , guidance and advice throughout this whole work .**

**I should also like to thank deeply my husband who never ceased to encourage , support , and help me to conduct this work .**

**I am also grateful to Mr. Nadhir Kaouli for his most precious advice in the absence of which this present work would have certainly been less meaningful.**

**My most sincere thanks go to my colleagues of Barika Secondary Schools and the pupils of 2AS Foreign Languages stream classes for their collaborative work . Their cooperation helped me a lot to bring this work to its conclusion.**

## **ABSTRACT**

This study aims at providing further proofs about the problem of writing English within our pupils. Therefore, it intends to investigate some factors relative to the subject matter, context and psychology of the learner suspected of having an influence on the pupils' inability to write well in English.

We have followed a descriptive method to approach this issue as we believe it a problem to pupils of the 2.A.S foreign language classes at Barika secondary schools and reported our study in a thesis of two parts.

Part One is a theoretical framework where important facts related to the problem of writing and the factors causing relative weakness are discussed. The discussion of those elements, as highlighted, in the relative literature, served us to get clear insights on the possible cause effect relationship between the pupils' production in the foreign language and their pedagogical, contextual and psychological considerations.

Part Two presents the empirical research results we have conducted. The analysis of the learners' writing performances reveal that indeed pupils at secondary school levels are still not aware of the foreign languages' specificities and properties and that this state of incompetency affects outstandingly their output. Their responses, as well as their teachers ones came to confirm this and added that this problem really exists but its solution does not seem consistent.

## DEFINITION OF TERMS

**-Activity** : a learning experience .

**-Composition** : a set of ideas arranged into sentences , which are organized into coherent paragraphs ; paragraphs into essays , stories and so on . The cohesive device indicate how ideas , sentences and paragraphs actually relate to each other and lead to composition.

**-Feedback** : the teachers' comment on and evaluation of the learners' production.

**-Homework** : an activity assigned by the teacher to learners to be done at home within a stated period of time . This kind of activities is supposed to test learners' acquisitions at the end of a given pedagogical unit .

**-Pupils , students** : these terms stand for the learners under study at secondary schools.

**-Syllabus** : an arrangement of subjects for study , especially over a period of time .

It is a written account of subjects to be studied , arranged according to a timetable .

## LIST OF TABLES

01 : Factual and narrative genres	039
02 : Harris's list of assembling ideas	043
03-08 : Grids for expressing opinion –arguing	045
09 : Grid for comparing objects	046
10 : Stages of writing in middle level classroom	050
11 : Types of competences prior to writing proficiency	070
12 : Harmer's suggestion of symbols of correcting writing production	082
13 : Objectives of teaching English in secondary school	109
14 : Unit one signs of the time activities relative to the writing skill	111
15 : Unit Six – No man is an Island – Activities relative to the...	113
16 : The percentage of the writing activities and non relative activities	114
17 : Writing skill map as planned in the coursebook: Getting Through	120
18 : CEF levels	127
19 : The Common European Framework's levels	128
20 : Percentages of evaluation of pupils' writing performances	129
21 : Teachers' evaluation of students output components	140
22 : Teachers' opinion and analysis on correcting pupils output	149
23 : Teachers' rank of weak writing factors	152
24 : Pupils' classification of language four skills	158
25 : Pupils' evaluation of the meaning of writing to them	158
26 : Pupils' evaluating of classroom writing frequency	159

27 : Pupils' opinion about the sufficiency of time allotted to ....	161
28 : Teachers' help during students' writing	162
29 : Pupils' preference about class and home writing	164
30 : Analysis of pupils' most preferred topics in writing	165
31 : Pupils' writing preferences	166
32 : Classifying levels of writing	168
33 : Pupils' difficult writing components	169
34 : Cause of pupils' writing problems	170
35 : Pupils' attitudes towards writing contextual and psycho...	172

**LIST OF CHARTS**

01 : Amount of activities relative to writing	117
02 : Pupils' Writing Output Weakness	129
03 : Teachers' evaluation of Students' Output Components	141
04 : Teachers' roles during the writing process	147
05 : Teachers' evaluation of the writing weakness factors	153
06 : Topics preferred by pupils	166
07 : Pupils' difficult writing components	169
08 : Cause of pupils' writing problems	171
09 : Pupils' attitudes towards contextual and psychological a.....	172

**LIST OF DIAGRAMS**

01 : White and Arndt's stages of writing process	036
02 : Van Patten and Ellis's model of second language writing production	058
03 : Canale and Swain's model of writing proficiency components ...	070
04 : Tribble's distribution of teacher's roles	087
05 : Model of anxiety in the FL learner	095
06 : Model of self-esteem in the FL learner	097
07 : Paragraph Organization – Harmer 2004	132



## TABLE OF CONTENT

<b>Dedication</b>	I
<b>Acknowledgment</b>	II
<b>Abstract</b>	III
<b>Definition of Terms</b>	IV
<b>List of Tables</b>	V
<b>List of Charts</b>	VII
<b>List of Diagrams</b>	VIII
<b>Table of Content</b>	IX
Introduction.....	001
1.Statement of the Problem.....	003
2.Hypothesis.....	008
3-Basic Assumptions.....	008
4.Research Methodology Design.....	010
a-Choice of the Method.....	011
b-Sampling.....	011
c- Data Gathering Tools .....	013
c-1Teachers' Questionnaire.....	013
c-2.Learners' Questionnaire.....	013

## **PART ONE : LITERATURE REVIEW**

### **Chapter I : Theoretical Issues on Writing**

Introduction.....	015
I.1.The Nature of Writing.....	015
I.2.The Relationship between Writing and Speaking.....	019
I.3.The Ability to Write.....	022
I.4.Writing Activities in the Educational Field.....	025
I.4.1.Copying.....	029
I.4.2.Reproduction.....	029
I.4.3.Recombination.....	030
I.4.4.Guided Writing.....	030
I.4.5.Composition.....	032
I.5.Current Approaches to Teach Writing.....	032
I.5.1.The Product Approach.....	033
I.5.2.The Process Approach.....	034
I.5.3.The Genre Approach.....	037
I.6.Stages of a Writing Lesson in English .....	041
I.6.1.Assembling Strategy.....	042
I.6.2.Creating and Developing the Text.....	046
I.6.3.Editing.....	048

## **Chapter II : Considerations in the Writing Process**

Introduction .....	051
II.1.Functions and Audience in Writing.....	051
II.2.Writing to Learn.....	053
II.3.Mechanics of writing.....	054
II.4.Input Vs Output.....	057
II.5.Responding to Students' Writing.....	059
II.5.1.Facilitative Responses.....	060
II.5.2.Directive Responses.....	062
II.5.3.Corrective Responses.....	062
II.5.4.Evaluative Responses : the Grade.....	063
II.5.5.Margin Comments Vs Summary Comments.....	065
II.5.6.A Word about Praise.....	066
II.6.The Sources of Errors in English Writing.....	067
II.6.1.Translation.....	068
II.6.2.Over-generalization.....	068
II.6.3.Fossilization.....	069
II.7.The Writing Effectiveness.....	069
Conclusion.....	071

## **Chapter III : Some Factors Responsible for Students' Underachievement in Writing in English**

Introduction.....	072
III.1.Subject Matter Factors.....	074
III.1.1.Pupils Weakness in the Writing Conventions.....	074
III.1.1.1.Handwriting.....	074

III.1.1.2.Spelling.....	075
III.1.1.3. Layout and Punctuation.....	076
III.1.2.The Question of Time.....	078
III.1.3.Ways of Correcting Pupils’ Output.....	080
III.1.3.1.Selective Correction Method.....	080
III.1.3.2.Marking Scale Method.....	081
III.1.3.3.Using Correction Symbols.....	081
III.1.3.4.Reformation Method.....	082
III.1.3.5.Referring Pupils to a Dictionary or Grammar Book	082
III.1.3.6.Remedial Teaching Method.....	083
III.2.Contextual Factors.....	084
III.2.1.The Roles of the Teacher.....	084
III.2.1.1.Motivator.....	085
III.2.1.2.Resource.....	085
III.2.1.3.Feedback Provider.....	086
III.2.2.The Influence of Peers’ Feedback.....	088
III.3.Psychological Factors.....	091
III.3.1.Anxiety.....	093
III.3.2.Self-esteem.....	096
III.3.3.Motivation.....	099
III.3.3.1.Integrative Motivation.....	099
III.3.3.2.Instrumental Motivation.....	100
Conclusion.....	101
<b>Chapter IV : The Issue of Writing Within the Algerian Context.</b>	
Introduction.....	102
IV.1. The Status of English within the Algerian Educational System	104

IV.1.1.Linguistic and Communicative Objectives.....	106
IV.1.2.Methodological and Technical Objectives.....	107
IV.2.3.Socio-Cultural Objectives.....	107
IV.3.The Skill of Writing in the syllabus of 2 <sup>nd</sup> year foreign languages Streams.....	107
IV.4.Writing as incorporated in ‘Getting Through’, the Coursebook for 2FL.....	110
Conclusion.....	121

## **PART TWO : FIELD WORK**

Introduction.....	123
<b>Chapter I : Evaluating Pupils’ Written Performances</b>	
Introduction.....	124
I.1.Handwriting.....	130
I.2.Spelling.....	130
I.3.Layout .....	131
I.3.1.Sentence Structure .....	131
I.3.2.Paragraph Organization .....	131
I.3.3.Punctutation .....	133
Conclusion.....	134
<b>Chapter II : The Questionnaires’ Analysis</b>	
Introduction.....	135
II.1.The Teachers’ Questionnaire .....	135
II.2 The Learners’ Questionnaire .....	157
Conclusion.....	174
Suggestions and Recommendations.....	175

<b>General Conclusion</b> .....	178
Bibliography.....	181
Appendices .....	191

## Introduction

Teaching a foreign language is a vast and complex field , but among its four skills, namely, listening, speaking reading and writing, the latest remains the most problematic . Indeed, writing has for many years occupied a significant position in the realms of foreign languages approaches and theories , in spite of the general trend that stresses the ability to communicate orally , in the second or foreign language classroom.

Being that necessary a skill , however, methodologists are researching writing , especially in the foreign language classroom which seems rather oppressed, for the sake of reaching the phase where a learner is at the level of producing a native-like written discourse . This impression is mainly due to the fact that « knowing a language means, the ability to read and write » (Halliday ,1995), and hence , it seems vital to acquire the final skill for the regular shape of the language to be thoroughly drawn. Such an approach , then , implies on the learner to manipulate the already acquired rules so that to read and produce the foreign language .

As to writing itself , it is widely agreed on among the linguistic community, as being a difficult skill to master even for natives, and its difficulty lies in the hard work it requires besides the lengthy steps and processes the writer has to undergo . According to (Harmer,2004) « Writing is a system of graphic symbols, i.e , letters or combinations of letters which relate to the sounds we produce while speaking », writing can be defined as much more than the production of these

symbols ,just as speech is more than the production of sounds . For this reason , the graphic symbols have to be arranged or combined according to special conventions to form words , words to form sentences, and sentences to form paragraphs. The point behind that is that true writing can not be achieved if there is no coherence between words or sentences put together , because writing is not intended to be a mere listing , but rather an order and arrangement particularly meant to convey a notional, contextual and social message , « ... even though the writing production is an expression of one's individuality and personality, it is also important to remember that writing is also a social endeavour , a way of communication with people... » (Miller,2001).

It becomes clear, then, that writing calls for a collective set of conscious mental efforts to find out sentences , then think of the way of putting them together , in order to produce a written message . The product has to be revised to arrive at its final shape , i.e , writing involves the encoding of a message , translating our thought into language for the purpose of communication.

Byrne (1979) puts it as follows : « writing is transforming our thoughts into language, therefore, it is a complex skill that requires physical and mental activity on the part of the writer ».

Actually , the problem of writing is not relevant to language learning only, it is rather the concern of the whole society as proficiency in writing is a scarce phenomenon. We can say that this is partly due to the neglect of the skill in our classes , in addition the scarcity of books, whose availability is recent , providing



the new insights offered by research to help teachers come up with solutions for raising their students' level of writing.

Throughout this modest research ,we intend to provoke some concerns relative to the whole pedagogical community , mainly educators and learners who share equally this concern about the weak writing performance. Therefore, we need to know some basic information about writing , its relation with the speaking skill , how it is taught in schools ,etc .

These are, among others, the aspects we will deal with throughout our study , aiming at lightening some areas , the consideration of which is regarded necessary for the understanding of the problem .

### **1.Statement of the Problem**

In the Algerian educational system , English is taught as the second foreign language , whatever the stream is . Few years ago , it was introduced in the middle school starting from the first year at middle school , said :1AM . Some ambitious attempts to teach it at the primary school failed after few years of experimentation, bearing in mind that the fundamental school, in which English was to be left until the eighth year of studies , has been openly declared as no longer valid . It's collapse gave way to the new system called primary school , ( the nomination is not new in the Algerian educational system ) , that rose new hopes for the promotion of the learning process , including foreign language teaching .One thing is sure , English will remain a second foreign language after French whatever the new system brings into the field .

Up to the secondary school , the Algerian student is supposed to have made a long way in the English classroom , in middle school , not less than 400 hours of in class teaching is the share of the English subject . This amount of drilling in the foreign language is supposed to enable learners attain a certain level of language mastery which permits them tackle secondary school courses with more ease and less constraints . Modestly speaking : « Learners are supposed to manipulate the basic skills of the foreign language and employ them in understanding oral messages , reading simple passages , and developing short paragraphs » , ( Programme d'Anglais-Deuxième langue étrangère , 2006).

Not surprisingly , practice proves that our learners are still far from the required level of proficiency . All their teachers' expectations revealed no more than theoretical assumptions . It is a rather chaotic situation when they find themselves unable to put into operation new material to move further in the learning process , when they are strongly recommended to fill in frequent blank areas in the learner's former linguistic background . Hence , this state of confusion would do nothing but add to both the teaching and learning mysteries .

Coming to the problem under investigation , the narrow scope writing is limited to especially, in our schools, restricts it to homework exercises , exams, and very few writing in class done within shorter times than required , offers no good reason for our learners' to seek perfection ! What adds to the learner's demotivation is the sight of their written product, covered with red ink , besides discouraging grades and comments . All over , with few ineffective guidance , added to the existence of

varied impeding factors in the whole learning environment , the skill would certainly turn into mere disappointment .

While the general apparent conviction restricts the learning process's difficulties and hardships to approaches and programs as well as the relative instructions , designs and assignments , the field practice proves that the previous factors may bear a light share of the problem . But too many mysteries are left behind . The proof is that there have been conspicuous reforms to which the whole pedagogical entity was committed and which brought serious attempts to promote teaching programs , train teachers and develop the right instructions . Despite of all that , we as teachers are still trapped with the weak ability of our students to write in the foreign language , a fact that rouse our suspicion about the existence of some factors having a serious hand in this dilemma . The implication, therefore , is that learning to write effectively involves the consideration of many factors that embody the learner's both internal and surrounding circumstances.

That the problem is rooted deeper in rather complex and abstract considerations, means that writing is a process that calls for the existence of not only the learner's linguistic abilities , but for the final composition to be effective within « **agreed on** » writing « **standards** » , we need the careful observation of a set of contextual and psychological factors . In addition to that , many elements relative to the subject matter itself are to be seriously thought of.

In reality , students at secondary schools often claim that they never wrote or did only very few writing before . And , once assigned a writing task , they prove to ignore even the most basic conventions of the skill . In addition , their linguistic competencies appear to be limited to a narrow store of vocabulary items with which they struggle to produce a poor writing product void of real communicative and linguistic senses . These weaknesses demonstrate that learners are not well trained on the basic writing requirements (Harmer,2001). Seemly , the question of time devoted to the task of writing in and out of classroom affects clearly the quality of the task , as pupils do not cease complaining about the deficiency of the time reserved to the writing activity , notably in official exams. On the other hand , Boardman and Frydenberg (2002) insist on the fact that equally we are to observe the learners needs they require to perform confidently and skill fully and that this is amongst the safest ways of generating successful future writers .

Seeing the communicative aspect of the writing skill , the learner cannot escape the obligation of dealing with the people in his environment and which on their turn are part of the writing equation . No doubt teacher and peers do affect the young writer's progress in the skill. Not less important is to consider the whole operation from a totally different perspective , that is the psychological aspect of the problem . Indeed , we believe that much of our students struggles while composing are due to some inner forces and that these forces , such as : motivation , self-esteem and anxiety are among the reasons which distinguish various levels of writing performances within a single classroom .

These observations are the fruit of our eleven year experience of teaching English in secondary schools , and which allowed us to witness continuously the previous remarks among our learners . This has brought us to a position to assert that some psychological, contextual and subject matter factors have a considerable effect on student's written performance and cause most of the difficulties they encounter when writing in English .

Another important observation is that this phenomenon is more significant among second year literary stream students being asked , more than others , to develop written products bearing in mind their transitional position from the first year that emphasizes more grammatical and structural practice and the third year which is subject to more thematic assignments .

Hence , second year pupils engage more in productive skills bearing huge responsibilities of oral and more specifically written skills where an outstanding amount of knowledge is required to be at the level of acceptance , in addition to the operation of various abstract factors which are the subject of our investigation .

Throughout our modest work, our intention is to answer the following questions :

- **How does learners' weakness in writing conventions affect their writing output ?**
- **Does time have impact on our learners' quality of writing ?**
- **Can the surrounding characters in the learners' environment ( teacher, peers ) influence his improvement in the skill ?**

- **Do the learners' inner state and conflicts master to a certain degree their way of putting pen into paper ?**

In order to find answers to these questions , our work tends to discuss issues on writing and its approaches , dealing most with the discussion of the previous factors since these are of core importance to our modest study . We , also , felt it urgent to afford some observation of the Algerian context so as to ascertain a kind of realistic goals as the whole work is meant to be some kind of action research .

## **2.Hypothesis**

Given our careful attention during our experience in teaching English in secondary schools, the main hypothesis we came to set is that our students performance in writing is actually disappointing by virtue of a set of psychological , contextual and subject matter factors .

## **3.Basic assumptions**

Throughout this study, we will be assuming that our learners at the secondary schools will overcome their writing imperfections if we consider seriously their psychological , contextual and subject matter conditions . Learners' good version about the writing conventions , the suitable role of the teacher in the subject , the reliability of feedback and the sufficient amount of time help guarantee a better performance in writing . In addition to that , the attempt to understand and decipher peers reactions to students work adds greatly to the fruitfulness of the entire

operation. Moreover, it seems that the dangerous role of the psychological factors in every human behaviour is of relative evidence. Therefore, there will be an attempt to grasp the roles of anxiety, self-esteem and motivation for the sake of giving new insights into the abstract part of the problem. These, eventually, are the factors we intend to check through the data collected from the questionnaires and the evaluation grid.

Our modest experience in the field of teaching, allowed us notice that our learners offer lesser importance to the writing aspect of the language than it actually requires. Moreover, there is a tendency to make them speak more than write in the language classroom. This, does not necessarily reflect a deficiency in the actual writing materials, but to be fair, teachers, in the first consideration, have a good share in their pupils' bad performance in writing, seeing their rational motivational and perseverant management of the course in question. This is not to exclude numerous and varied factors stemming from the learner's contextual environment and psychological state, which possess strong decisive word in the formation of the future writer. Therefore, we aim behind this project to shed some light on these factors that are not widely suspected of hindering the writing process but which we believe strongly responsible for much of the pain and sufferance of our learners in the skill. This act would certainly offer wider chances for understanding the genuine reasons behind this dilemma and, consequently help remedy our learner's weakness in composing, hoping all efforts come to fruition for the creation of the right circumstances of achievement in the skill.

This work attempts to answer some questions related to teaching the writing skill in secondary schools within the district of Barika . Many researchers have already investigated the writing issue which is getting a classical concern , but most of their work stresses pedagogical and linguistic concerns, while fewer works concentrated on the discreet part of the problem which lies in the internal psychological being of the learner and the way the holds relations with the various characters all around him (Harmer,2005). Nunan (2000) states that the writing process includes a variety of concerns , which range from social to educational origins , the understanding of which offers larger chances of achievement in the process . In addition , many psychological studies emphasize the dangerous role of the learners' inner construction in the determination of the quality of the written product!

After having had a general view of the literature relevant to our issue, it appears that the whole pedagogic entity is aware of the difficulty the learners face when writing and thus , stress the former factors' consideration in designing activities and why not , the syllabus for a correct purposeful English writing lesson.

This study is limited in terms of time and population . Actually , it is meant for the 2<sup>nd</sup> year foreign languages stream, in Barika . The investigation conducted during the school year 2006-2007 is taken as a synchronic study and any drawn conclusions will be significant only for that population .

#### **4.Research Methodology Design**



We have observed that most pupils do not write well given the fact that they lack enough knowledge about the basics of writing , considering both form and content . In addition to that , they are not provided with the correct necessary guidance in classroom , as a result of the inadequate role of the teacher . Added to time , many other neglected psychological and contextual factors operate negatively to worsen the situation . Thus , we can say that writing , especially in classroom , has become a phenomenon that needs description and identification .

The research tools adopted are, first , both the teachers and the pupils are given questionnaires which are accurately measured and well studied once handed back. This research tool proved always to supply illuminating information , though exhausting and time consuming , besides its ability to report true and serious data as it guarantees high levels of discreteness and therefore reliability and objectivity. In addition to a grid for the evaluation of our learners weakness in the main components of the writing skill . In addition , evaluation grid that would offer us useful information about the actual level of learners' writing . It would reflect clearly the quality of their weaknesses that would be consolidated later by the teachers opinions in the questionnaire

#### **a-Choice of the Method :**

The present work investigates a problem in the field of education that is why it falls onto the educational research . It is concerned with foreign language teaching and investigates some factors which hinder learning one of its skills. Coming to our concern , the attempt to understand most hardships pupils face when writing

requires observing them while writing . The fact that there is no proposed treatment for this phenomenon , the experimental design is not fitting .

We are convinced that our pupils' unacceptable level of writing requires : first, investigating the issue itself , and then it's accordance with the learners' environmental factors suspected of having a power over their writing productivity. We saw it rational ,then , to adopt the descriptive method , especially that we are dealing with teachers and learners who are presently teaching and learning respectively , in 1000 flats , Mixed and An-Nasr secondary schools .

## **b-Sampling**

### **b-1-Of Teachers :**

Seeing the small number of teachers of English in the 1000 flats secondary school , Barika , being 5 , we saw it more beneficial for our research to expand our population of the teachers to the other secondary schools . Another perspective for our decision is that our colleagues of the same secondary school are all near to have the same age and experience , with no more than 3 years difference . This very cause lead us to include the other 14 teachers from the rest of secondary schools.

### **b-2-Of Pupils**

Being a teacher of English in 1000 flats secondary school , Barika , helped us right at the beginning identify the subjects to whom the problem is significant . However , the whole number of the second year Foreign Languages

stream pupils within our school is only 36 , gathered in a single classroom taught by us , a fact that lead us include more pupils of the same stream from other secondary schools in Barika , in order to provide more for the fruitfulness of the work , guarantee better results and minimize subjectivity which might stem from our personal knowledge of our pupils.

Therefore, we have chosen 62 pupils from the three only classes of 36 , 35 and 22 , from , respectively , 1000 flats, Mixed and An-Nasr secondary schools. We selected , randomly , 20 pupils from the first two classes and took the last entirely given its small number . Out of the 62 subjects representing the sample , we count 59 girls and only 3 boys , reflecting a significant imbalance between male and female respondents .

### **c-Data Gathering Tools**

#### **c-1.Teachers' Questionnaire**

Teachers opinions about the levels of writing of then learners , the types of errors they make , their willingness to write and others would be of great help to us to see whether all teachers meet the same hardship . Moreover , the teachers' questionnaire helps lighten a private area that is the teacher's management of the writing course with its various details .

#### **c-2.Learners' Questionnaire**

Samely , the learners' questionnaire will enable us to have access to their attitudes and feelings towards the skill of writing .

**PART I**

**LITERATURE**

**REVIEW**

## **Chapter I : Theoretical Issues on Writing**

### **Introduction**

This chapter introduces and discusses some technical aspects related to the skill of the writing in English . The analysis concerns fundamental considerations in this field in the Foreign Language . The aim of discussing those points is to get in an overall idea of what theorists in the field of education have highlighted as far as writing in the Foreign Language is concerned. The items discussed in this part are of an unestimated value , and the relative term included add important dimension to our theatrical part . This chapter , in fact will serve as a notional terminological reference in measure of assuring better assimilation of the whole subject .

#### **I.1. The Nature of Writing**

Writing has never ceased to be a troublesome activity whether at school or as life skill. Some argue that this is due to the fact that this form of expression is a fairly recent one in the evolution of man , compared with the other forms of expression, mainly speaking. While the earliest needs to communicate have always been oral , the written form has remained for most of its history a minority occupation. This is, in part, because although almost all human beings grow up speaking their first language (and sometimes their second or third as a matter of course) , writing has to be taught. « Spoken language, for a child , is acquired naturally as a result of being exposed to it, whereas the ability to write has to be

consciously learnt". (Harmer,2004). Many linguists have similar points of view. For instance, Nunan (1989) argues that it is easier to learn to speak than to write no matter if it is a first or a second language. Hence, we find ourselves in front of big question: Why is the skill of writing that fearful? What is it before all?

Zamel describes writing as a « meaning-making, purposeful, evolving, recursive, dialogic, tentative, fluid, exploratory process » (Zamel,1992). An attempt to explain the former definition leads us certainly to settle on the fact that writing is the result of a long process that combines a group of cognitive operations secured by conscious mental efforts to produce , revise, adapt and correct the final production . Moreover, it seems the only linguistic skill masked by total silence and deep reflection . In addition writing is so dynamic allowing writers to work with words and ideas no matter if these are right or wrong. More importantly, writing is a process of exploration, i.e : the learner to write is always on his way to “discover” how to build (compose) a piece of writing that should be structurally correct and communicatively successful.

Other researchers such as Col, Rycroft and Ernest in their book writing skills (1991) , stated that writing is a complex cognitive activity in which the writer must show control over content, format, sentence, structure, vocabulary, spelling and letter formation, i.e : control at the sentence level. Besides , writing satisfactorily implies the existence of too main intellectual linguistic abilities, namely cohesion and coherence. It is rather a tendency to connect ideas logically and ensure a strong unity once the composed piece of writing is ready. B.Kroll ,(1990), stated :

« writers must be able to structure and integrate information cohesively and coherently when writing paragraphs and texts ».

Among the main features of the difficulty of the writing skill is the evolutionary process in which every writer finds himself engaged. It is most a natural automatic operation but rather a cognitive effort that requires training, serious instruction and practice. These aspects are referred to as «problem-solving » process.

Furthermore, even more intricate mental processes are involved such as generating ideas, planning, goal-setting , monitoring and evaluating what is to be written and has been written as well as the writers' search for the right language to express meanings (White & Ardnt ,1991) . Another description on the writing skill is clear in the words of Rivers (1968) : «The act of putting down in conventional graphic form something which has been spoken ». Writing, then ,is the correct association of letters with sounds, which seems somehow an easy business. But the process becomes more complicated when putting in graphic symbols combinations of words which might be spoken in particular circumstances in a system accepted by educated native speakers.

At this level then, we came to shed some light on the difficulty of the writing skill and may conclude that the various hardships are given to the multiple demands it makes on writers.

For writing to be considered and studied as a fully independent enterprise, we have to make clear cuts between writing and speaking as the two terms are very often associated and often overlapping . So, how could writing be different from

speaking ? Who came first ? The difference between writing and speaking , and how does one introduce and affect the other?

Real world writing is not a strongly noticeable business, whether quantitatively or qualitatively. The amount of what people write remains minimal and even gets to reduction, as the modern means of contact, namely, the cell phone and the Internet oral contact , are growing remarkably faster and gaining further reliability. Writing that belongs to daily routine may be seen in our shopping lists, invitation cards, phone messages,... etc. This kind of writing is usually addressed to family members, colleagues and friends. Necessary to bear in mind, is that the former needs with their scarcity and superficiality are expressed in the native language , so we cannot expect foreign language real life writing to be so varied and that brilliant. Mc Donough and Shaw (1993) argue that most people talk and listen far more than they actually write. Many other linguists disagree with them, as they see that people may have to write much especially when it comes to social purposes, i.e : leaving and taking notes, messages, shopping lists and letters. In addition to that, there are people who write for job and school matters. For instance, people may write application letters or fill in elaborate various forms of written expression at school. As a specialty, some careers imply on workers to master high levels of writing as they engage in writing governmental documents or edit in newspaper and magazines.



## **I.2.The Relationship Between Writing and Speaking**

No doubt, speaking and listening are too totally respectful skills. But it seems not practical enough to start speaking about the writing skill without referring to speaking given their shared linguistic borders. A rational study looks for the need to clarify the relationship between the two, not to support one against the other, but rather to explain the emergence of a one when dealing with the other. We won't be necessarily able to treat all the aspects of similarity and differences, but wiser would be the attempt to tackle those areas most relative to our study.

As Grabbeland Kaplan (1996) point out, linguists and educational researchers have historically held contradictory positions about the relationship between writing and speaking in that traditional linguistic research has stated that speech is primary and written language is a simple reflection of spoken language, while educational research has taken the stance that the written form of the language is more «correct » and therefore should be given higher interest. However, in recent years, a form of reconciliation came to hold both skills in a position where none is superior to the other. Wiegler (2002) states « Oral and written texts do vary witnessing, the equal weight both forms have regarding their respectful features

brought at the same level of importance ». For instance, the way we arrange what we have to say in telephone or face conversations is different from the organization of a composition or simply an e-mail message.

As we have previously mentioned, the earliest needs to communicate have always been oral, while the written form has always been left as a secondary skill. This is mainly because we grow up naturally speaking our first language , and even the second or third , but when it comes to writing any of these languages we need to undergo a learning process, a thing that makes of the skill a rather «attended to, structured skill » . As Brook Grundy (ibid) state , this is a clear indication that we are more conscious to attach more importance in writing to the correctness of every kind , knowing that our reader can return to our writing but we cannot, and that we cannot easily rectify misunderstandings we leave in his mind.

Harmer (2001) draws attention to another valuable issue when he states : « Writing can make use of visual devices in a way which speech cannot », i.e : the visual devices can be compared with the different stress and intonation patterns. But when we write , not all of us use scripts (visual devices) correctly, consistently and effectively! The point is that speech offers its innate nature to enable speakers use their oral phonetic talents to support the effectiveness of their message, but once they write they need to learn such supports, represented in the various structural notional and vocabulary items trying to convey communicative

messages that could never be perfect ! In this respect, Raimes(1983) argues that we learn to speak our first language without any instruction while most people are taught how to write in their language given the complexity writing represents for them.

On the other hand, Brown and Yule (1983) state that a major difference between spoken and written language is the elaborated and dense pack of information at the structure and text level in written language, i.e : the use of heavy grammar structures, connectors and syntax whereas spoken language is more simple and therefore contradicting this view as they see speech as being structured and complex. Halliday (1985) in Numan (1991) says that writing is complex at the sentence level while speech is also complex and structured; but its complexity lies in the way clauses are put together. Despite of that, Raimes claims that speaking is spontaneous and unplanned whereas writing is planned and requires people to take time when producing it. Brooks and Grundy (1998) came to assist this point when stating that we pay more attention to writing since we are more aware of what we are doing; and consequently, we give more emphasis to correctness.

Around the point of correctness, some linguists see that once a piece of writing is ready, a reader is able to return to his writing in the same way we can ask someone to say something again in speaking . Differently, Zamel (1996) claims that « our reader can return to our writing but we cannot, and we cannot easily rectify misunderstandings on the part of the reader ». This view, in fact, adds to the seriousness of the matter regarding that in speaking the impact of seriousness is less

striking. The last statement leads us to think about the « Problem » of formality in the skill. We cannot find a disagreement about the point that writing is more formal than speaking , «writing is more formal and compact » (Coe, Rycroft and Ernest,1989) , while speaking is characterized by a conspicuous informality seen mostly in its permission to allow things like repetition and abbreviation. For instance, the uncontrolled use of connectors such as « and » and « but », the exaggerated use of fillers , like « we » and « so ». These linguistic areas seen to be used greatly in speaking, but in writing serious structural rules govern them.

Last , but not the least is the factor of audience. Writers are usually distant from their readers, consequently, they must infer the readers' knowledge in order to choose what to include in or omit from their texts. It is a keen operation of establishing standard rules for the population of readers , considering their linguistic level, cultural background, ...etc.

Given all what preceded, writing can't be but more complex than speaking and the writer in any language needs to possess a certain ability to produce a linguistically acceptable piece of writing . So, what is this ability?

### **I.3.The Ability to Write**

The ability to write is getting progressively of crucial importance in all life fields. Therefore, the instruction in writing is assuming a sensitive role in both Second and Foreign Language education . The broad aim behind that is necessarily to facilitate communication , « As advances in transportation and technology allow

people from nations and cultures throughout the world to interact with each other, communication across languages becomes ever more essential » (Weigle, 2002). Hence, it is clear enough that each one has to possess a certain ability to write as a necessary means of integration in the wider world of communication.

Seeing the serious difficulty of the matter, as we have seen, a great number of even highly articulate persons find difficulties in expressing themselves through writing even in their native language (Linch,1996) . This is something which has to do with the individual's competence in manifesting his command over the language rules and which is never complete. Not less important is the fact that even talented speakers of any language do not find it that easy to perform so eloquently in writing. Even after years of training at school, the problem remains persistent. We understand, therefore, that the ability to write is difficult to be built within the individual, and even after it exists, huge differences between them emerge depending on the level of what they are asked to write . Harmer (2001) states in this concern : « the ability to write down what someone else says is quite different from the ability to write a persuasive argument”. It is clear that the earliest task requires less gift, creativity and effort compared with the later. Another more fitting example would be the difference between writing at beginning levels which requires easier instructions and recommendations compared with the ability to engage in a dissertation, for instance. Strange enough is the fact that some highly endowed people in speaking, known with their good articulation, find it difficult to express their ideas through writing even in their native language, (Linch,1996).

This is something which has to do mainly with the individual's ability to generate ideas, organize them and use them to serve the need to express notions with regard to grammar rules and social and contextual demands of the written message. It's clear, then, that the writer needs to put at work a wide range of linguistic, structural, social and contextual knowledge for the sake of mastering one ability, namely that of writing.

In education, the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond school matters, and for some, mainly in literary and law fields. This implies the notification that one cannot write in a second or foreign language without knowing at least something about the grammar and vocabulary of that language. Consequently, a said good ability to write means, to a certain extent, the good mastery of language rules of grammar and a relative wide vocabulary store.

An additional factor is the relative similarity or difference between the second language and L1, or between FL and L2 (as it is the case in Algeria for French and English languages «The ability to write in a language closer to L1 in terms of grammar, vocabulary and writing systems is clearly easier than writing in a language that is vastly different” Brooks and Grundy (1995). The value of being able to write effectively increases as students' progress through compulsory education on to higher education. At university level, in particular, writing is not only considered as standardized system of communication but also as an essential tool for learning. Indeed, this has too much to do with motivation. Writers

motivations in a given language do vary. Indeed, English, different from many other language incites learners to spend more effort on learning its various skills and develop the relative acceptable abilities , seeing the importance of the language whether on the cultural, educational or business areas. In this concern, Kroll (1990) says « Someone learning English as a foreign language will probably have more realistic needs for writing in that language ». As it is the case for learning any skill, motivation may be so decisive in constructing the personal level of ability in writing. Hence, the more writers are tuned to a given goal behind their performance, the better they would do.

#### **I.4. Writing Activities in the Educational Field**

Writing in education is supported by the major goal of registering the so far learnt knowledge in the previously practiced skills, i.e : listening, speaking and reading. In this concern, Gray (1968) stated that :

**«Writing is not a skill which can be learned in isolation. In the apprentice stage of writing which will last for considerable time, the pupils must learn and master the skill of listening , comprehension, speaking and reading, with the activity of writing helping to consolidate learning in these areas» (p.50).**

We understand then that the skill of writing aims at enhancing learning and consolidating structures and vocabulary. Other linguists, Raimes (1983), for instance, point out to other reasons writing may take as stand-point. First, learners

can go beyond what they have learned by taking risks with the language, i.e. : they can use structures or words they have not seen yet , no matter if these are right or wrong . Second, learners may practice the feeling of involvement with the new language because as they express their ideas they use a set of body & facial expressions in addition to their brains. Third, the learner may practice new ways of expressing ideas out of the ones he got , through instruction seeing that the writing is a mysterious process full of discovery. The previous ideas are a clear demonstration that writing is not only a pedagogical instructional process, but it rather involves high cognitive activity, i.e., between the tip of fingers and the brain there is a strongly connected chain of intellectual and physical activities which lead to a single goal or result, that is the final composition (written product).

Being the relatively last skill to practice and master in classroom does not mean necessarily that at this level the learner is capable to do the business by his own. Hedge (1991) argues that success full writing goes beyond producing, clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way.

We understand, then , that pupils must be encouraged to create their texts and helped to see how they operate as they produce them. In fact, Weigle (ibid) goes on claiming that the teacher's aim is to make writing a creative and stimulating process so that pupils do not feel intimidated and frustrated by the complexity of writing . Very important to bear at mind is that, in listening and speaking, pupils need and very often succeed, to reach a certain high degree of proficiency. It is in



writing and speaking that the foreigner rarely achieves the same degree of fluency as a native speaker seeing that « language is authentic, it remains the absolute property of the native » Jones (1985). This should not leave desperate emotions within the teacher in providing for positive feedback, but rather, they have to consider writing from the scope that it plays a big role in practicing and consolidating the so far gained knowledge in the earlier skills. This view is actually supported by Kroll's (1990) words : « Differences between L1 and FL writers relate to composing proficiency rather than to their first language ». Composing proficiency means the learner's mental ability (competence) to use an already acquired knowledge of L2 and express it through a formally accepted written way.

More specific to our study is the issue of writing within the secondary school, and as a consequence, we see it relevant enough to discover the various writing activities in the foreign language classroom.

Traditionally , writing activities in the Foreign Language classes, have taken the form of the writing out of paradigms and grammatical exercises , such as translation from native to foreign language and so on. Writing is, according to Rivers (1968) : « the act of putting down in conventional graphic form something which has been spoken » (p.242). At this initial level , writing is the correct association of letters with sounds. This form of writing is called notation : writing in graphic symbols combinations of words which might be spoken in particular circumstances in a system accepted by educated native speakers . This type of

writing is used in grammar exercises, construction of simple dialogues where the activity is called writing practice.

The ultimate aim of a writer is to express himself in a polished literacy form which requires the utilisation of vocabulary and certain refinements of structures so often called composition. For this form to progress, the learner has to trace the same level of progress on the other language skills as we said before. How could a learner write coherently and correctly what he cannot say with the same ease? Actually it's not until being familiar with words and structures that the learner can use them easily through writing. The activity of writing in itself will be a serving one as it comes to consolidate the previously acquired knowledge in the other areas of language. Unconsciously, the learners, while using the writing skill to reinforce the language skills, they come to master some aspects relative to writing itself. This is in fact a proof of the cyclic feature of the language, seeing that high levels of composition will not be possible unless when the pupils have attained high degrees of mastery in the other skills.

A tendency to apply this to Secondary School learners implies on teachers to take into considerations the various levels of foreign language learners. The equation results in the fact that slow learner /bad performers in speaking and reading won't reveal that bright in writing. What about good learners of the language who would present high written accounts as they are already good speakers and readers of the language. Therefore a serious implication would push

the teacher to elaborate the necessary writing instruction for a classroom of varied linguistic abilities .

Nevertheless, it is elementary for a systematic training in writing to undergo a strategy starting with copying, going through reproduction, recombination, guided writing to reach the phase of composing. This system was viewed by Rivers (1968) : « to be able to write in the foreign language, the pupil must be trained systematically through five stages of development ». Therefore, whatever form of language, a learner of foreign language writing has to undergo the following stages.

#### **I.4.1. Copying**

It means more the new script to be learnt and the pupil needs more time to familiarize himself with. Its aim is to overcome the interference of native language habits by drawing attention to the differences between the two languages systems. The sections to be written in this phase should have been dealt with already in the preceding phases , (Brown and Hood,1989). While learners are copying , they are unconsciously repeating items and structures and this drilling deepens in his mind the impression of the sounds represented by the symbols.

After he has had some practice in copying accurately, and with correct punctuation, he may continue copying as an aid to memorisation. At this stage, he repeats the sentence to himself as he copies it and then tries to say it over to himself, sometimes without referring to the script.

#### **I.4.2.Reproduction**

During the second stage , or reproduction, the pupil attempts to write without originality what he has read and learned orally in his text-book (Kelly,2001).As a first step, he will be asked to re-write immediately each sentence he has copied without reference to his copy or the original one to which he will compare later for correction. Next, he will be asked to write sentences that he has memorised, read and copied as they are dictated to him, when dictation is introduced, the teacher is in reality calling for a double skilled performance that is : listening and writing, and this requires more language knowledge than a simple act of writing.

At a further stage, the teachers may call for the writing of a learned phrase as a response to a question. Here , too, the pupil has to perfectly transfer those memorised concepts of objects to which he is composed into a comprehensible written language.

#### **I.4.3. Recombination**

At this stage the student is required to produce learned work with minor adaptations. Here, writing practice may take a number of forms. Pupils will write

out structure drills of various kinds such as : making substitutions of words and phrases, transforming sentences, expanding simple statements to include further information, substituting pronouns for nouns, words for groups of words, and so on (Spack,1986) . By doing so, writing consolidates what has been learned orally and bridges receptive skills with productive ones.

#### **I.4.4.Guided Writing**

At the fourth stage of learning writing, the learner will be given some freedom in the selection of lexical items and structural patterns for his written exercise. Such a limited freedom restrains him from attempting to engage in composing at this level. Normally, he begins with provided outlines which allow, for some individuality, but keeping him to stick to what has been learned so far and gradually moving on to composition.

At the guided writing stage, the pupil may begin with completion exercises; where parts are given and the structural pattern is thus established for him. Those, replacement exercises may be planned, in which a section of the sentence can be replaced by a number of different phrases, giving the pupil the opportunity to express new meanings . Expansion of simple sentences by adding or modifying new words or phrases is another technique (McCarthy,1991). Its advantage is that it gives practices in developing meanings within a framework.

As the learner advances in the skill, he may be allowed more freedom in selection and choice of expression . He will be learning the differences between the conventions and model patterns for spoken and written styles . He may answer

questions on a text he has read or heard. The questions gradually will require more and more individuality of response as his skill in writing increases . He might as well write summaries for leisure (McCarthy,1991).

A story may be written in a dialogue form , or a dialogue written as a narration . The form of a story or a dialogue may be supplied for development by the pupil , a series of questions may be constructed so that the student writes a continuous narrative as he answers them. If pictures are used, the writing activity may be associated with intensive work in vocabulary building.

Writing at this stage is still under supervision. The teacher takes care to see that the pupil does not engage into the habit of writing narrative language versions which he, then, translates into the Foreign Language. Until the pupils are thoroughly trained to rely on what they have learned and to restrict themselves to limits imposed by the outline that they are allowed to does the initial training for homework. In an unsupervised situation, they may only be permitted to rewrite or improve simple activities .

These are not considered as original writings since pupils are only asked to continue what they have started with their teacher during the course. In fact , if pupils are left to their own very soon, they will rush to the dictionary, attempt a standard of expression beyond their state of knowledge . They may also disorder the planned framework of habits the teacher has been developing ; composition will not be attempted until the teacher judges worth launching the pupil in that universe.

### **I.4.5. Composition**

According to Turner (1994), composition involves individual selection of vocabulary and structures for the expression of personal meaning. At early stages in Foreign Language learning, the pupil is still not capable of being truly creative in his writing . If he has been carefully trained for a sufficiently long period through the preceding stages, he would have developed appropriate strategies. Still in the view of Turner, these strategies will teach him basic rudiments of Foreign Language expression he has to use in comprehensible communicative exchanges. To summarize with , we can say that the last two activities , namely , guided writing and composition are the main , one adapted in secondary school , in accordance with the learners so far gained knowledge and practices in the skill.

### **I.5.Current Approaches to Teach Writing**

There are a number of different approaches to the practice of writing skills both outside and inside the classroom, we need to choose between them deciding whether we want students to focus more on the process of writing than its product , whether we want them to study different written genres or to encourage creative writing either individually or cooperatively . Therefore , the teacher needs to be aware of the different roles to assume for each activity.

#### **I.5.1.The Product Approach**

As its name suggests, the product approach lays heavier weight on the final product of the writing process . In other words , the aim of the historic procedure and its result are of central concern . As a consequence , there exists a high sensitivity to errors seeing the importance of linguistic accuracy . Kim ( 2001) says that teachers see errors as something they must correct and eliminate given the importance accurate language has. In fact, for some teachers ,the most important is a readable accurate piece of writing since language competence is the aim of this approach .

Moreover , learners are given writing models to imitate and adapt . In a traditional writing class learners are asked to construct sentences , develop paragraphs and sentences out of these models . Nevertheless, Nunan (1991) states that learning by imitating was thought to be appropriate at the sentence level. The structure is somehow relevant . However , in certain ways, imitation does not match with more recent views of language learning at the level of discourse . This mismatch between both levels gives rise to the process of composing as well as the realization that the final product is not produced at the first attempt , but after a long process and some drafts gave birth to the process approach we shall discuss later.

Amongst others . the product approach sees writing as strictly a solitary action in that it is an individual task for most of its stages . Besides, Zamel (1987) in Nunan (1991) claims that pupils get very few opportunities to write , and when they do so there is still a tendency to look at texts as final products for evaluation.



Therefore , this might push learners to the conviction that the purpose of writing is for evaluation rather than for communication.

In general, the product approach to teaching met a conspicuous dissatisfaction . Many felt that its goal being shaped in the language accuracy rather than communication is irrelevant to the widest appeal the later finds in the educational field . White and Ardn't (1996) claim that there is a strong need to concentrate on the various activities learners do, taking into consideration their interaction , cooperation and creativity at each step of the entire process . Consequently, the final product will encompass a collective linguistic social and psychological goals , going beyond the traditional aim of mere linguistic improvement.

### **I.5.2.The Process Approach**

A process-oriented idea to teaching writing is an idea that began to flourish 30 years ago , as result of extensive research on first language writing (Swales,1990) . The attention to the writer as language learner and creator of a text has led to a process approach, with a new range of classroom tasks characterized by the use of journals , inventions, peer collaboration , revision and attention to the content before form (Raimes ,1991).

The concern with the process approach is how writers generate ideas , record them, and refine them in order to form a text. Process approach researchers explore writing behaviours by focusing on studying and understanding the process composing (Zamel ,1982) . Flower and Hayes (1981) established the model of writing processes : planning , writing and reviewing . These processes are

recursive and interactive and these mental acts can be reviewed , evaluated and revised . Even before any text has been produced at all .

They suggest that the best way to model the writing process is to study a writer's thinking about protocols as the principle research tool . Thus, capturing a detailed record of what is going on in the writer's mind during the act of composing . (White and Arndt,1996) came to shed some light on the process approach when they stressed that «writing is rewriting , that revision-seeing with new eyes , has a central role to play in the act of creating a text. In their model, process writing is an interrelated set of recursive stages which include :

**- drafting**

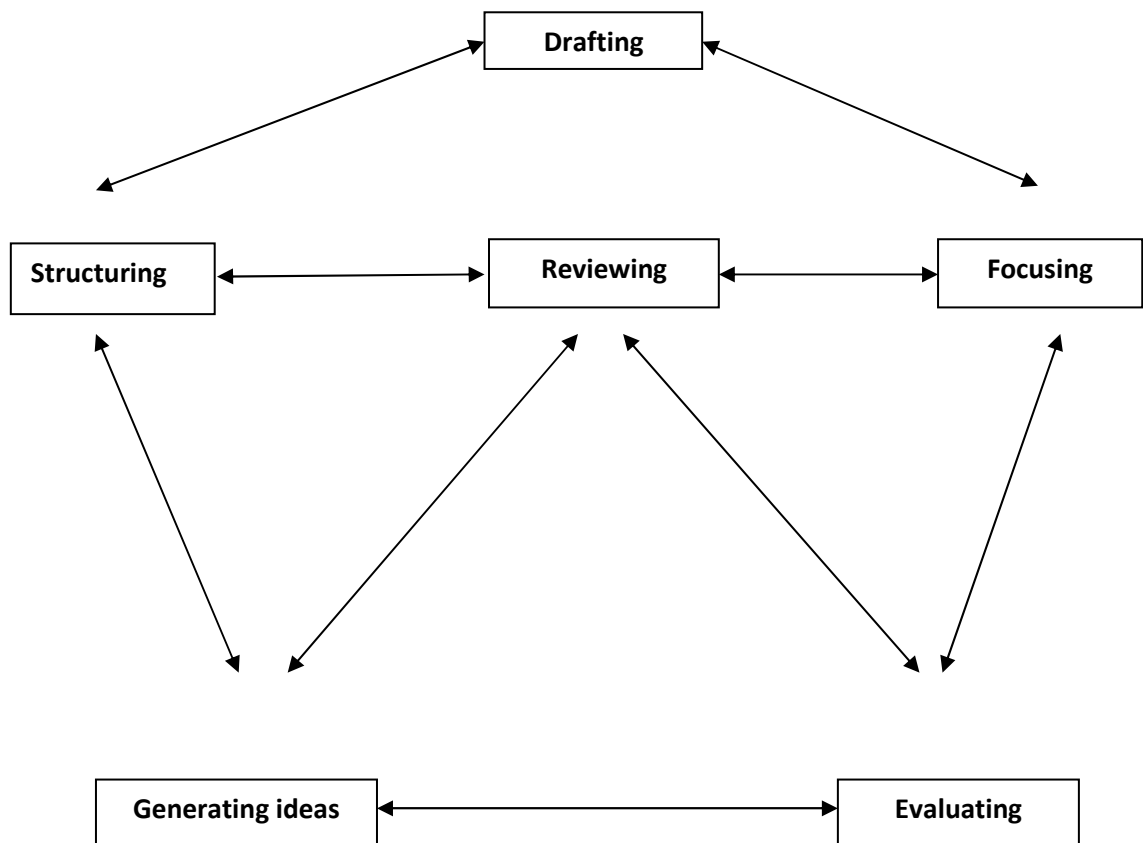
**-structuring (ordering information. experimenting with arguments,...etc)**

**-reviewing (checking context , connection , assessing impact, editing )**

**-focusing (that is making sure you are getting the message across what you want to get across)**

**-generating ideas and evaluation ( assessing the draft or subsequent draft )**

White and Arndt's model can be represented diagrammatically as in the figure below.



**Diagram 01** : White and Arndt's stages of writing process.

The process approach to teaching writing emphasizes the writer as an independent producer of texts so that teachers allow their students time and opportunity to develop abilities to plan , define a rhetorical problem and propose and evaluate solutions . Response is crucial in assisting learners to move through the stages of the writing process , and various means of providing feedback are used . Including teacher-student conferences , peer response , audio taped feedback and reformulation (Hyland ,2003).

Despite of the broad success the process approach met in the language classroom ; it has its drawbacks . The most conspicuous disadvantages revealed , in first , it regards all writings to be produced by the same set of processes . Second, it gives insufficient importance to the kind of texts writers produce , and third it offers learners insufficient input , particularly in terms of linguistic knowledge to write successfully (Badge and White , 2000) . Harmer (2001) states that process approach to writing makes of the writing process a time consuming operation regarding the few hours per week reserved to the whole subject (teaching all language skills) . Indeed , there are times when process writing is simply not appropriate , either because classroom time is limited, or because we want students to write quickly as part of communication, to compose a type of writing on the spot !

Horowitz (1986) also raises concerns about the process approach saying that it fails to prepare students for at least one essential type of academic writing . Further , the overuse of peer evaluation may leave students with an unrealistic view of their abilities, and the process-oriented approach gives students a false impression of how university writing will be evaluated.

Such notion of displeasure with the written text's quality and variety has pushed many to think of alternative methods that lay more importance on the type of the produced text ,its variety , « wider and wiser » audience as well as as rational timing . The appearance of the genre based approach was an attempt to remedy some of the existing lapses in the foreign language writing context.

### **I.5.3.The Genre Approach**

The process focuses on the writer , the creativity and individualism of writing and the process of writing as a whole . Starting from the generation of ideas through to the edition of work . Genre approaches , on the other hand focus more on the reader and on the conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Muncle,2002) .

Genre instruction has emerged as both a set of pedagogies rooted in linguistic theory and a critical response to some of the whole language instruction (Hicks,1997) . According to Hyon (1996) , current genre theories have developed in three research areas , English for specific purposes (ESP) , North American New Rhetoric studies and Australian Systematic Functional Linguistics . Generally, the philosophy of the genre approach is that all texts conform to certain conventions, and that if a student is to be successful in joining English discourse community , the student will need to be able to produce texts which fulfil the expectations of its readers in regards to grammar , organization and content (Muncle,2002)

Traditionally , genres were seen as fixed and classifiable into neat and mutually exclusive categories and sub-categories . For example, exposition , argument , description and narratives were treated as the large categories . With sub-types such as the business letter and the lab report (Freeman & Medway,1994) . Thus , in the traditional view of genres , teaching genres means teaching textual regularities in form and content of each genre.

**Table 01** : Factual and Narrative Genres.

<b>Genres</b>	<b>Types</b>	<b>Purposes</b>
Factual genres	Procedure	How something is done
	Description	What some particular thing is like
	Report	What an entire class of things is like
	Explanation	A reason why a judgment is made
	Argument	Argument why a thesis has been produced
Narrative genres	Reccounts	Narrative based on personal experience Narrative based on fantasy The moral tale Myths,. series Thematic narratives

However , this traditional view has been criticized , and recently the notion of genre has been reconceived . As Hicks (1997) indicates , genre theory calls for a return to grammar instruction , but grammar instruction at the level of text , where personal intentions are filtered through the typical rhetorical forms available to accomplish particular social purposes .

In other words , the central belief is that « We don't just write , we write something to achieve some purpose » Hyland (2003) . Most simply reflecting Halliday's concern for linking form , function and social context . Martin and his

colleagues (1992) define genre as a goal-oriented , staged social process : genres are social processes because members of a culture interact to achieve them .They are goal-oriented because they have evolved to achieve things ; and staged because meanings are made in steps and it usually takes writers more than one step to reach their goals (Richardson,1994).

The positive sides of the genre approach are that it acknowledges that writing takes place in a social situation and is a reflection of a particular purpose , and it understands that learning can happen consciously through imitation and analysis (Badger and White,2000). .

In the ESL context , the genre approach is also useful for sensitizing ESL instructors to link between formal and functional properties that they teach in the classroom. As Bhatia (1993) suggested , it is important for writing teachers to connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects .Moreover , because genres reflect a cultural ideology , the study of genres additionally opens for students an awareness of the assumption of groups who use specific genres for specific ends , allowing students to critique not only the types of knowledge they learn , but also the ways in which knowledge is valued and in which it reflects covert assumptions (Coe,1994). However , an argument has been raised at times that teaching students genres would degenerate into teaching arbitrary models and textual organization with little connection to a student's learning purposes (Freedman,1983). Sometimes misunderstanding of the meaning of « explicit »

teaching caused this argument to arise .This means that , according to Gibbons (2002), students are encouraged to reflect on how language is used for a range of purposes and with a range of audiences, and that teachers focus explicitly on these aspects of language .

Another limitation of approaches that has been addressed is about students role in this approach . As Badger and White (2000) point out , the negative aspect of genre approaches is that they undervalue skills needed to produce a text and see learners as largely passive.

### **I.6. Stages of a Writing Lesson in English**

Before penetrating to the foreign language classroom, to see how things go in a lesson of English to intermediate level (secondary school) classroom we have to recognize that for a fortunate few, writing is a quickly achieved objective. Most of us, however, find that writing is full of starts and stops, punctuated by long pauses for reflection or by the need to regenerate concentration .The work may also require a lot of reworking before we feel at all satisfied with the result.

In fact, the last twenty years have seen great steps forward in our understanding of the processes of writing and in our realization that these processes can be harnessed to help learner writers . In addition to that, Harris (1993) enriches this idea stating that the development of certain ways of approaching the whole task of writing behaviour , is an important aspect of teaching successful writing.



Historically speaking, most of our understanding of the processes of writing has been gathered from accounts by professional writers of how they go about their tasks. To this introspective evidence, some more systematic observations of how students in Middle School approach writing were added by Emig (1971) , Pianko ( 1979). There are clear indications of general patterns in the processes, but we should, also be aware that individuals differ . « Classroom practice, therefore, should never become so systematic and routine that allows no room for individual differences » Carter (1990). In this respect , Harris (1993) said : « I thought it is better to think of the writing activities in the FL classroom to follow three stages » ; these stages are proposed by Harris and neatly clarified to avoid any overlapping of activities or terms.

### **I.6.1. Assembling Strategies**

Perhaps the first stage in a writing lesson is certain to be prolonged. Time is strongly needed as it is a phase of sorting out and developing ideas. Indeed, mature professional writers do believe in this idea, in that the stage of assembling ideas may last for months, while the next stage of creating the text takes only a few hours.

However, it's quite obvious that in classroom practice no one can wait around for several weeks while ideas for writing slowly came to fruition. Bunton and Green (1991) argue that we need strategies that will help students, but in an accelerated fashion. In this concern, many techniques have been developed, namely class talks (through structured discussion), undertaking research, or reading

(which is the most common to our classes) where the writing activity is supposed to be the end shore in which the former skills acquisitions' rest . In what follows are some techniques of assembling ideas.

### **Listing Questions**

« quite a simple, effective but neglected » Harris (2004). It helps writers get a sense of the task in hand and provide a focus for research which can include reading and simple fact-finding activities. This listing can be done as a group, class activity with the teacher acting as a secretary to the group noting down the suggestions offered by the pupils . A useful extension is to create two lists : what is known and what needs to be found out. The following planning sheet can assist, with too clear headings,

**Table 02** : Harris's list of assembling ideas

What I know	What I need to know

Underlying the apparently simple procedure are two important points about learning. The first is that students learn effectively by linking new knowledge and understanding into their existing frameworks which are in due course modified by this new knowledge and understanding. Second, is that for learning to be effective, we need to be in control of the process as far we can be by becoming aware at a

conscious level of just what we do, in fact, know or understand about the subject  
 « It is often the case that techniques like listing are needed to bring such awareness  
 to the threshold of our consciousness » Harris (ibid).

### **Brainstorming**

This pre-writing technique is said to be the most popular in language classroom. It is a principal of jotting down words and phrases in a free association manner. But, it is not void of risks as Hedge (1991) said « but there is a danger that the technique can be over used without any real understanding of its strengths and weaknesses » . At best , because there is no pressure to fill ideas together into a pattern or to worry about relevance. It can encode a flow of thoughts: particularly when the writer is experiencing a « block ».

It is widely recognized for brainstorming its adequacy to the various purposes needed in classroom. It responds well in developing topic or project work ; raise a plot or details for a narrative as well as having a place in science and technology. However this technique is said to have drawbacks . Too writing blocks is usually associated with having no ideas ; hence the common cry that teachers are well accustomed to : « I haven't any ideas » or « I don't know what to say » occurs. On another hand, it can be the reverse. It is the case that learning a lot of ideas that do not fall can be inhibiting . In this precise point , Kroll (1990) insists « Brainstorming, therefore, needs to be used with caution and a second stage following it may be necessary in the assembling process to ensure a reasonable chance of a successful outcome ».

To assure that, a simple but effective second stage procedure is to review the product of a brainstorming session and invite pupils to create limits between ideas and keywords: when using a board , or a white sheet, these works can be colour coded.

## **Diagrams**

Being a pre-writing technique in itself , diagrams may be a good assistant to brainstorming , in that students may sort out their ideas through the use of a diagram. A common form of diagram is a flow-chart in which the progression of ideas is plotted. Another form of diagram that incorporates a controlled type of brainstorm is a « Mind-map » (a technique first developed as a computer application ) to distinguish main from sub-ideas , Kroll (1991) suggests ringing the main categories, put sub-ideas in rectangles , use arrows for more detailed information, ... etc.

## **Planning-grids**

Another systematic way of assembling ideas is the use of grids. Harmer (2002) points out to the usefulness of this technique in developing points of view and arguments both difficult forms of writing because they require being able to organize ideas into an appropriate sequence.

**Tables : 03,04,05,06,07,08 : Grids for Expressing Opinion – Argumenting**

For	Against

Fact	Opinion	Not sure

Agree	Disagree	Don't know

If I say	They will say .....

-In my opinion (good points)	(bad points)
-From other materials and sources (good points)	(bad points)

-what are your views ?
-I agree that.....
-I don't think that.....
-I feel strongly that.....
-In my opinion.....

**Table 09 :** Grid for Comparing Objects.

Feature	Object A	Object B

Its clear that we tried to put some emphasis on the first stage of the writing process because in many classrooms, it is the most neglected aspect . Even in classrooms where drafting is a normal practice, students are expected to plunge straight into their first draft without any prior thought or plan. What is required, more, it to tell our students that their writing at this stage is not expected to be perfectly correct ; speed, rather, is of the essence!

### **I.6.2. Creating and Developing the Text**

The next stage of the writing process is to translate plans and ideas into a provisional text, Harris (ibid) goes on stating that it is often the case that the most difficult part of a piece of writing is the opening. Drafting allows a writer to start with whatever part of the projected whole comes most easily « This is a way of overcoming that sense of paralysis , of starting at a blank piece of paper and not

knowing how to begin » , Harris (ibid). The technique , consequently, lies in writing pieces of the work on separate sheets of paper not in exercise books and, which incidentally, are anathema to the development of good writing habits.

It is often the case that as students' proceed with creating a text they redefine ideas, perceive a different and more significant way of sequencing their ideas, think of new ideas and new linkages, and, indeed, may even change their minds over a point of view or argument. Therefore, following such a sense makes of writing an act of discovery and excitements. Becoming so flexible a task, writing allows students delete bits of text, add or remove them to different places , that, in essence, are what characterize the act of revising.

In reality , teachers have to be aware that it is the quality of perception that informs these decisions which is all important . They (teachers) need to offer pupils strategies for making changes that will relieve them as far as possible of the daunting task of writing and rewriting. The actual creating of a text is, for most writers, a process that demands a great deal of concentration and application. It is, therefore, understandable that students will feel resistant if, once the initial draft is done, the next demand is for another draft.

This will not only be seen as a rejection of what has already been achieved, but the very thought of having to do more writing will in itself affect motivation adversely . Harmer (2002) says that teachers should always be on their guard when suggesting alterations not to compose their own style, ideas or preferred wording on student's texts.

The first essential in establishing techniques for revising is to look for ways to reduce the amount of physical rewriting that is required in a second or subsequent draft . Wales (1990) points to the usefulness of writing the initial drafts on separate sheets of the text that are approved by the writer with minor changes written over and any major alterations written out on another sheet of paper ready to stick into the right place. The whole text can then be pasted up on a larger sheet of paper. In this way the physical process of revising becomes enjoyable and does not seem like writing but more like play! Revising a draft, however, is not just a matter of randomly cutting and pasting and making word changes .

Such techniques are only the means to an end and will be quite useless, even harmful, if writers do not understand how and why they can improve their writing « The most obvious starting point for helping a writer improve his/her text is to act as a reader » Wales (ibid). To be a supportive reader requires a great deal of tact and skill. In this respect, it is important for the teacher not to impose on the student but rather to try to understand his intentions and try to help him fulfil them . « with students who are not used to acting as readers of each other's work, it will be found best to group them into threes », Harris (ibid). This avoids a one-to-one situation with its possible sense of confrontation. To emphasize that being a good reader of a draft is not an exercise in negative criticism , readers should be asked to identify two or three points that they particularly like and also two or three points where they feel changes are appropriate.



This is to show that criticism and comments should be based on sound understanding of the sort of text that is being constructed. This is a decisive area where among others the teacher should play an important role in developing the perceptions of the students.

### **I.6.3. Editing**

It is sometimes said that a piece of writing is never finished; it is simply released and not worked on further ; a process called publication. This is said because we recognize that a text is always capable of further revision and also because a text is recreated with different emphases and interpretations, each time it is read. Although there is an important general truth in this, in classroom contexts there has to be a moment when a writer decides that the text is complete.

The accession may be a pragmatic compromise, with the demands of deadlines , the limits of perseverance or even a sense that there is nothing more than can be done to improve what is already there , revisions do not inevitably improve what is already there , revisions do not inevitably improve a text, after all ! Particularly with students, there is no point in forcing the issue since to do so could set up negative reactions to writing . Harris (ibid) , « When the decision is made that the draft is finished there remains the task of editing and publishing », Brooks and Grandly (2001).

The first term involves the careful checking of the text to ensure that there are no errors that will impede communication : errors of spelling, punctuation, word choice and word order . However, this is something that needs to be taught, with

student's encouragement to acquire this as a habit can be given by arranging for pairs of pupils to work together on a text written by one of them . This sharing of the work helps to keep motivation and concentration at a high level.

Establishing this approach to editing in the classroom will create a much more positive attitude than the traditional method of the teacher correcting pupils' texts . It encourages the self-help and independence from the teacher that is necessary attributes of natures and confident writers.

Reaching the publishing phase, Boardman and Freedenberg (2001) complain that publishing students' work used to be a routine matter of mounting work for display on the walls of the classroom, often too high up for pupils to be able to read in comfort, if at least some of the time, Harris (ibid) suggests, for instance, that students can be encouraged to make simple individual looks of their writings, illustrating the cover and some inside pages, these books should then be available for others to read.

Another method is to create a class book in which every pupil's piece of writing is included. The class book should be available in a corner of the classroom and time scheduled so that individuals or groups can share the writing of their peers.

As a summary of the main stages of the writing process, a diagram that shows these stages and the kinds of accompanying classroom activities is show in what follows.

**Table 10** : Stages of Writing in Middle Level Classroom.

<b>The writing process</b>	
<b>Stages of the writing process</b>	<b>Classroom activities</b>
<b>1-Assembling strategies</b>	<ul style="list-style-type: none"> <li>*listing questions</li> <li>*Brainstorming</li> <li>*Diagrams</li> <li>*Planning grids</li> </ul>
<b>2-Creating and developing the text</b>	<ul style="list-style-type: none"> <li>*Drafting using techniques for revising</li> <li>*Provisional responses from readers(teacher and response-partners)</li> <li>*Reconsidering text type, purpose and readership</li> </ul>
<b>3-Editing</b>	<ul style="list-style-type: none"> <li>*Making a final draft</li> <li>*Careful reading/proof-reading of text</li> <li>*Publication</li> </ul>

## **Chapter II: Considerations in the Writing Process**

### **Introduction**

This chapter introduces and discusses some technical aspects related to the skill of writing in English . The analysis concerns fundamental considerations in this field in the foreign language . The aim of discussing these points is to get an overall idea of that theorists in the field of education have highlighted as far as writing in the foreign language is concerned.

The items discussed in this part are of an unestimated value , and the relative terms included add important dimension to our theoretical part. This chapter , in fact , will serve as a notional terminological reference in measure of assuring better assimilation of the whole subject.

### **II.1.Functions and Audience in Writing**

The purpose of writing influences how *it* will be evaluated. In general, those who define writing as an expressive function focus on the writer's experience while those who define writing as communication based on internal forms focus on the content and the reader's experience . Britton (1975) described three kinds of writing . Transactional writing is used "to get things done." Its purpose is to inform, to advise, to persuade, or to instruct. In short, it is a means to an end. A second category is expressive . This is language "close to the self," often a kind of "thinking aloud" on paper. It reflects the writer's immediate thoughts and feelings; it is relaxed and familiar rather than formal; and thus it allows the writer

to take risks. According to Britton, it is in this mode that "we frame the tentative first drafts of new ideas...where in times of crisis. . . we attempt to work our way towards some kind of a resolution" (p. 82). A third category, the poetic, is language used as an art form, and it exists for its own sake.

As a novice, the learner relies on the expressive mode; the task and the audience remain close to his or her experience. It is through the expressive mode that the writer is able to move toward the transactional or poetic. As he or she gains expertise, choice of function is possible. The writer is able to express thoughts in different ways, moving from the intimacy of his or her own thoughts to accommodate communication framed by different contexts and for different audiences.

All three functions of writing occur in the classroom but not in any apparent kind of balanced proportion . Britton (1975) reported that the primary kind of writing assigned in classrooms was transactional and that much of it was "slotting" of information that required minimal actual composition and low level cognitive processes (e.g.: fill-in-the-blank, note taking, short answers). The primary audience was the teacher-as-examiner. Applebee (1981) came to the same conclusions when he conducted similar research in the United States. Not only did these findings encourage teachers to consider the nature of assigned writing tasks and audience, but it also encouraged the examination of how writing connects to thinking .

## **II.2. Writing to Learn**

The connection between writing and learning has been well documented. Research indicates that learning and writing are meaning-making processes that facilitate the learner's ability to discover connections, describe processes, express emerging understanding, raise questions, and find answers (Mayher, Lester, & Pradl, 1983; Langer & Applebee, 1987).

Learning involves making distinctions between different types of information. Schema theory provides an understanding of how prior knowledge is used to comprehend new information. Sometimes their prior knowledge helps learners to assimilate information; that is, it assists them in remembering certain facts . At other times, learners accommodate a new conceptualization. This occurs when learners reconstruct their understanding by interpreting the new information in relation to their prior knowledge (Rumelhart & Norman, 1977). While writing can facilitate assimilation of information through the process of recording new facts (transactional writing), it is especially useful in promoting accommodation in which the shaping and sharpening of this information occurs and new meaning can be constructed (expressive and/or transactional writing).

Research (Applebee, 1977; Fulwiler & Young, 1982; Gere, 1985; Martin,1984) supports writing-across-the-curriculum as an approach to learning .

Findings suggest that activities in writing should not be isolated from the subject matter itself. To fully understand any discipline or subject, students must learn to write in the subject, to understand the conventions used and the unique kinds of vocabulary which characterize it. Thus the time invested in writing can and should enhance the desired understandings in all content areas.

Research in the use of personal journals (Fulwiler, 1987) indicates that expressive writing accommodates such learning across disciplines well because it employs a variety of functions and audiences. The journal might serve as a reporting tool or as a safe place for examining personal reactions. It might be used to foster self understanding or to communicate with others. It can be used to record one's thinking in progress, to process new ideas in relation to what is already known or experienced, to ask questions, synthesize ideas, and evaluate current thoughts about new concepts and their applications. As Britton (1975) observed, when students become more adept in their understanding and expression in the discipline, the successful movement towards more transactional forms of writing can occur.

### **II.3.Mechanics of Writing**

Writing involves both what is said (content) and how (form). Perhaps of all the discussions on composition, it is the role of mechanics that has generated the most debate. In 1963 Braddock looked at the body of research in composition. He wrote that in view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and

unqualified terms : « the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing » (p. 37-38).

This was a powerful message to some teachers who accepted it as permission to abdicate responsibility for the teaching of any mechanics. In the years following the Braddock et al. study, two approaches to writing instruction emerged. First was the Whole-Language Movement with its focus on emergent literacy and limited direct instruction in writing conventions for young learners (Smith, 1995). Second was the growth of the National Writing Project with its orientation toward student-centered expressive writing (Murphy, 1990).

Misunderstandings about both approaches tended to support the interpretation that teachers need not emphasize standard writing conventions such as spelling, punctuation, capitalization, and sentence structure , skills generally taught under the heading of « grammar » . Although subsequent research on the effect of grammar instruction on writing found no significant difference between the formal teaching of grammar and teaching no grammar, the design of many of the studies (e.g : no pre-and post writing samples, control for teacher bias) has been called into question (Hillocks, 1986). Many of the studies focusing on sentence combining and construction have shown positive growth in syntactic maturity of writers. However, these studies have not responded to the question of reduction of errors and it is this aspect of writing that often determines a ratter's view of the quality of the product.



Emig (1971) concluded that « most of the criteria by which students school-sponsored writing is evaluated concern the accidents rather than the essences of discourse, that is : spelling, punctuation and length » (p.93). Shaughnessy's (1977) « territory of tolerable error » (p.122) offered some balance between form and content. What a teacher expects shapes what he or she will see.

Teachers can focus on either what the error is or why the error occurred. Often errors reflect students' attempts to approximate standard conventions and their errors represent a failure to replicate the standard successfully; that is, they are overcorrecting and making errors because they are trying not to do so. Thus, Shaughnessy suggested that teachers must decide what a tolerable error is ? By determining which errors matter most in the communication process and which can be corrected over time to allow students to grow in this area of their expertise.

Weaver (1996) advocated teaching grammar within the context of writing. She argued that a behaviourist view that drill alone will result in accurate applications of rules is faulty because it assumes that concepts students learn in isolation will be transferred to other contexts. She proposed that a constructivist model encourages students to grapple with both the meaning of the conventions and their useful applications, noting, like Shaughnessy, that errors are likely to occur during the learning process because students actually try to incorporate their new conceptualizations into their writing . Weaver suggested that teachers use incidental lessons to introduce concepts and inductive lessons to guide students in

an awareness of grammatical patterns and to provide opportunities for students to arrive at their own generalizations about use.

Mini-lessons would present new information of value to writers while extended mini-lessons would offer opportunities for elaboration and collaborative practice.

#### **II.4. Input Vs Output**

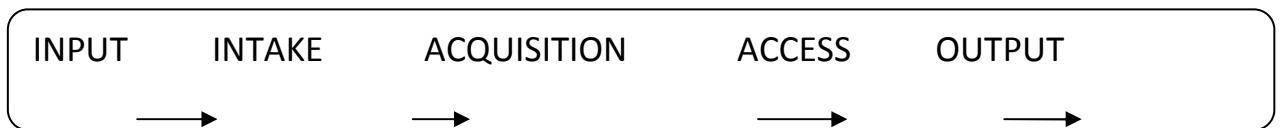
Input refers to language sources that are used to initiate the language learning process. Texts, books, teacher-made materials, and teacher-initiated classroom discourse (known as warm up in our classroom) all serve as input sources in language classes. Traditionally speaking, teaching materials were planned around or included an explicit linguistic syllabus on the assumption that this determined the learner's acquisition of the target language. Some theorists see no need for any such syllabus, as Krashen (1985) said: « exposure to comprehensible target-language input is in itself sufficient to trigger writing ». According to him, input should be given within the appropriate levels of difficulty, the input stage in writing is first aimed at helping the young writer focus attention on particular linguistic form and content, and to reach such a target the teacher needs to use the following means:

**Simplification**: whether written or oral, the input needs to be at the learner's level and maintain a restricted level of tenses and structures.

**Explicitness:** the target form and content required from the learner could be better achieved within clearly set information about how to reach's , followed by some oral or collective written samples.

**Consciousness - Raising :** pre- writing activities are provided to make learners aware of certain linguistic and notional requirements to help learners produce them with lesser levels constraints. Drawing on Van Patten (1993) Ellis (1994), a learner could not reach the output phase unless he undergoes four other stages. The following diagram exemplifies these stages in order .

**Diagram 02 :** Van Patten and Ellis's model of second language writing production



The first and the last stages are dealt with in detail seeing the meaningfulness of the terms, and their repetition in the study. While the three others will be dealt with briefly.

Intake , according to Van Patten (1993), is that subset of the input that is comprehended and attended to in some way . It contains the linguistic data that are made available for production.

Acquisition : this refers to the processes by which the learner incorporates new learning items into his/her developing system of Foreign Language.

Access : refers to the learner's ability to use his developing system of foreign language written communication. The context in which the learner is using the language as well as its purpose (casual conversation-formal public setting-write a story or instruction,...etc.) may affect the extent to which he or she is successful in calling up aspects of the acquired system for production.

While, output refers to the observed results of the learner's efforts. Although some theorists have proposed that output (active use of the language resulting in the production of language ) is not essential to acquisition , that is that input is sufficient (for example , Krashen,1985) others (for instance , Swain 1985) have proposed that output is essential to acquisition but is more likely to facilitate acquisition when the learners are « pushed » that is, required to reshape their utterances and to use the target language more coherently and accurately.

This is confirmed by examples of foreign users who speak at language relatively fluently but use a very restricted lexicon and syntax and show no evidence of improvement . Seemly are those users of FL in technical or business activities forced to produce written output to satisfy their needs in the domain .The quality of their output and the amount of lexis in use tends to remain the same overtime unless there is a need for developing or changing their professional tasks.

## **II.5. Responding to Students' Writing**

Most teachers are competent critics of student writing. They can spot a weak sentence, or a confused paragraph, or a muddled sentence, and they are willing to

spend time making thoughtful and thorough responses. However, they may not know how to fashion their critical response to facilitate students' learning.

Consider this passage, from the seminal article by Hicks (1997), « Students rights to their own texts » : by making elaborate corrections on student writing, teachers appear to be showing the discrepancy between what the writing has actually achieved and what ideal writing ought to look like, perhaps with the conviction that any student who perceives the difference can also narrow it.

But this correcting also tends to show students that the teacher's agenda is more important than their own, that what they wanted to say is less relevant than the teacher's impression of what they should have said. Once students perceive this shift of agenda, their motives for writing also shift : the task is now to match the writing to expectations that lie beyond their own sense of their intention and method. Therefore, far from controlling the responses of an intended reader, they are forced to concede the reader's authority and to make guesses about what they can and cannot say.

When they lose authority, students also lose a sense of authorship and authenticity: they write as an exercise, trying to fill in the blanks by guessing what the teacher expects. They don't see these expectations as rooted in the conventions of academic discourse; rather, they see them as idiosyncratic, the pet peeves of a particular instructor.

Students therefore move from class to class with the aim of unearthing the idiosyncratic requirements of individual professors rather than learning what it means to write for an academic audience, within an academic discipline.

To help keep authority where it belongs -with the student- Hicks proposes that teachers adopt a facilitative posture in responding to student papers. Instead of directing the revision with comments like « Omit this » or « Not relevant » teachers facilitate the revision by asking « How is this relevant ? » or « What's the connection to the argument here? » These questions encourage students to think about what they've written. Instead of following instruction and crossing out a seemingly irrelevant idea, the student writer will work to make the idea relevant , a far more valuable exercise.

Generally speaking, there are four distinct types of responses: facilitative, directive, corrective and evaluative.

### **II.5.1.Facilitative Responses**

Making the shift from directive to facilitative remarks is a matter of habit rather than skill. Facilitative remarks are most often phrased as questions, carefully crafted so that they encourage students to consider ideas and their expression more fully. These questions might be general-for example, "Where is your statement?" More often, however, they are specific, addressing the use of tenses or subject verb, relatedness, for instance.

The idea behind the facilitative response is that students best learn to write when they are made responsible for their own writing and re-writing decisions. The facilitative response permits students to retain this important responsibility by locating authority and authorship with them. Teachers who respond facilitatively do not give their students easy answers, nor do they provide them with explicit directions for revision. Rather, they raise questions that encourage students to shift through the teacher's remarks in order to develop revision strategies on their own, and to retain responsibility for their own writing processes.

If teachers are interested in responding more facilitatively to student writing, they examine their response style. If they find that they are too often directing their students in the writing process-or, indeed, that they are rewriting sentences for them-try to determine ways that they might transform their remarks into facilitative questions. For example, instead of simply asking a student to omit a paragraph, raise the question of the paragraph's purpose or relevance.

Instead of noting that a paragraph lacks coherence, ask a student what the main idea of the paragraph is and if she or he thinks that each sentence in the paragraph contributes to that idea.

## **II.5.2.Directive Responses**

Sometimes, facilitative responses are not desirable - not for the teacher, who deems that the student needs explicit writing advice, and not for the student, who wants to know precisely where he went wrong and why. In these cases, teachers make more directive remarks, telling students to move a paragraph, to omit a sentence, or to change a word. However, directive responses : such as « omit » - are most instructive when they are accompanied by some explanation.

Should the student omit a sentence because it is redundant? Because it is irrelevant? Because it doesn't make sense? The directive response is also effective when combined with facilitative remarks : for example, "This sentence disrupts the paragraph's continuity by introducing a new idea. Still, the idea is interesting. Where might it be most useful to the argument?"

### **II.5.3. Corrective Responses**

The third category of remarks that instructors make on student papers might be classified as corrective remarks -typically copy-editing remarks that point out errors in syntax and grammar. Teachers have various approaches to dealing with grammatical errors and stylistic clumsiness in student writing. These approaches include: Labelling all errors using specific grammatical terms (agreement problem, comma splice, etc.). Circling all errors (with the aim of bringing students to labelling errors on their own) .Marking all errors according to a particular code, which corresponds with the course's grammar handbook.

Correcting or rewriting a phrase or sentence (with the aim of modelling a correct and/or eloquent style) .Labelling an error the first or second time that it occurs, and



then instructing the student to find subsequent errors of that kind in their papers. Looking for patterns of error, and noting the two or three most common patterns in the summary comments (a method that works well for EFL or other troubled students who are making many different kinds of grammatical errors in their papers) . Which of the above methods works best? Different methods work best in different situations. For example, labelling errors familiarizes students with the vocabulary of grammar.

Circling errors encourages students to puzzle out what mistake they made. Noting an error the first or second time it occurs and then instructing students to find subsequent examples encourages them to be closer, better readers of their own texts. Isolating patterns of errors helps EFL and other students to understand the general principles of our language.

#### **II.5.4.Evaluative Responses : The Grade**

The last category of response to consider is the evaluative response : a response that usually includes (or maybe is summed up in) the grade. Grading student writing can be tricky. Teachers tend to grade student papers focusing primarily on content: Does the student explore his topic fully? Does the student grasp the nuances of the intellectual position he is taking? Is the position presented in the paper adequately supported? If the student has done a good job of dealing with the content end of the paper, he can typically expect high marks from his instructor.

For some teachers, however, a grade on a paper also reflects the student's writing. By "writing," we don't mean simply that all the commas are in the right place and that no modifiers are misplaced or dangling.

Rather, we mean that a student has written clearly and eloquently. In order to achieve clarity and eloquence, a student must have a sound and coherent structure, focused and cohesive paragraphs, a solid sense of the sentence, and good grammar. If any of these elements is lacking, the content of the paper also suffers. A poorly developed paragraph, after all, likely mirrors a poorly developed idea. When evaluating a student's paper, consider the ideas and their presentation. In short, make writing count.

Some instructors grade papers by giving two grades: one for the content of a paper, a second for its style. This method allows instructors to reward good thinking without inflating the entire grade. It also allows instructors to motivate a student to address her writing issues: for example, if a student fails to do well in a course because his or her writing has consistently received a bad mark, he or she might take her or his writing problems more seriously.

Still, there is a drawback in this method of grading, in that it fosters the notion that form is separate from content. Student writing tends to be stronger when students are convinced that their ideas cannot be good if their expression is poor. Teachers can nurture this understanding by giving a single grade that incorporates both an evaluation of content and an evaluation of form and style.

If the matter of giving a grade is difficult, the matter of receiving a grade is equally hard. The grade, after all, has buried in it a great deal of information about a student's writing. (Think of all the considerations that have gone into grading.) Students often have no way of accessing this information. Why is this paper having "a good mark"? What does it need in order to become "better"? It's important that you give your students a sense of what your grades actually mean.

Sometimes teachers provide students with sheets explaining what their standards for grading are. Other times, instructors will tell students that the argument (or structure, or language) of a paper will be most influential in affecting their grade. Sometimes, instructors grade with rubrics that indicate where a paper has succeeded and where it has fallen short. Most often, though, instructors devote at least some of their final commentary to explaining or justifying the student's grade. The student (one hopes) will be motivated by these comments to really think about her writing, and will keep these comments in mind the next time she sits down to write.

As regards grading drafts: Some instructors grade first drafts; most don't. Those who do grade drafts typically use the grade to motivate students, marking first drafts more harshly than final drafts in the hope that students will be moved to revise substantively.

Those who don't grade drafts argue that grades distract students from the "real" process of exploring an idea because it's interesting, and not simply because it's required. Learning theorists support the second position, noting that extrinsic

rewards are far less effective than intrinsic rewards when it comes to learning. See in particular our discussion, *To Grade or Not to Grade?*

### **II.5.5. Margin Comments Vs Summary Comments**

Teachers often think of their responses as falling into two categories: the remarks they make in the margins of a paper, and the summary remarks they make at the end. It's interesting to note that instructors make different kinds of comments in different places in the essay. Corrective remarks, facilitative questions that challenge very particular points (or sentences, or vocabulary), and praise for an idea or turn of phrase are likely to be found in the margins. Larger, more global problems might also be addressed in the margins, but typically instructors prefer to deal with global matters in their closing comments. The comments that we have been looking at thus far (facilitative and directive) would normally be expressed as margin comments.

Closing comments tend to follow a somewhat predictable pattern. Instructors often begin their closing comments with praise for something well done: an interesting "take" on a topic, a particularly strong moment in the argument, or a readable prose style. Teachers, then, turn their attention to the essay's themes and ideas, asking students to consider certain points more deeply and thoroughly. Next, they comment on the argument's structure: Is the organization of ideas clear and efficient? Is the idea presented in a manner that is logical? Are there gaps in the logic that must be attended to? Finally, instructors address matters of grammar and style. (Example: Closing Comments).

### **II.5.6.A Word about Praise**

Several studies of teachers' responses to student texts indicate that they devote considerably more time to commenting on a text's inadequacies than they do to commenting on its strengths. One study, held at Texas A&M (Sam Dragga, 1985) found that only 6% of the comments on a sample of student papers praised something well done. Another study (Harris, 1977) found that praise tends to be more sparse in margin comments.

Many instructors are hesitant to praise papers that are not truly excellent. It is not certainly important not to praise students for poor work; nor should instructors provide false encouragement. Still, in neglecting to praise students, instructors lose the opportunity to note and to nurture what skills their students do possess. We encourage instructors to praise their students for work well done. And use the margins! There you can point to specific examples of competence and excellence.

### **II.6.The Sources of Error in English Writing**

There are several ways to think about error in writing in light of what we know about second language acquisition and what we know about how texts, context and the writing process interact with one another. As mentioned, students writing in a second language generally produce texts that contain varying degrees of grammatical and rhetorical errors. In fact, depending on proficiency level, the more content-rich and creative the text, the greater the possibility there is for errors at the morph syntactic level. These kinds of errors are especially common among L2

writers who have a lot of ideas, but not enough language to express what they want to say in a comprehensible way.

What we classify as an error, which is associated with learner competence, may actually be a mistake, or more specifically a «derailment» related to learner performance (Shaughnessy, 1977). These «derailments» occur when students attempt to use the academic voice and make their sentences more intricate, especially when the task requires more complex ideas. From behaviourist and mentalist perspectives of error, which have emphasized the product (the error itself) to more constructivist views, which focus on underlying process (why the error is made), researchers have attempted to understand the errors in writers' texts by hypothesizing their possible sources (Bartholomae, 1980; Hull, 1985). Although reading an error-filled text can be tiring and disconcerting, errors can help us identify the cognitive strategies that the learner is using to process information.

According to Ellis (1985), it is through analyzing learner errors that we elevate «the status of errors from undesirability to that of a guide to the inner working of the language learning process» (p. 53).

Whether an error, mistake, or «derailment» weak discourse can occur for a variety of reasons, some of which have already been mentioned.

### **II.6.1. Translation**

First of all, learners may translate from L1, or they may try out what they assume is a legitimate structure of the target language, although hindered by

insufficient knowledge of correct usage. In the learning process, they often experience native language interference from developmental stages of interlanguage or from nonstandard elements in spoken dialects (a common occurrence in students writing in their native language as well).

### **II.6.2. Overgeneralization**

They also tend to over generalize the rules for stylistic features when acquiring new discourse structures. In addition, learners are often unsure of what they want to express, which would cause them to make mistakes in any language. Finally, writers in FL might lack familiarity with new rhetorical structures and the organization of ideas (Raimes, 1987) . L2 writing relates closely to native-language literacy and particular instructional contexts. Students may not be acquainted with English rhetoric, which can lead to writing that appears off topic or incoherent to many native English speakers. Rhetoric and writing are schematic representations of the writer's unique experiences within a particular social milieu. Repeating a previous mistake, or backsliding, is a common occurrence in L2 writing.

### **II.6.3.Fossilization**

More important, though, is the issue of fossilization--when « learner interlanguage competence diverges in more or less permanent ways from the target language grammar » (Odlin, 1994, p. 13). Fossilized errors can be problematic in writing because the errors become ingrained, like bad habits, in a learner's repertoire, and they reappear despite remediation and correction. Errors in writing,

fossilized or otherwise, can be glaring, especially to the reader who has had little experience interacting with FL speakers and texts.

## II.7.The Writing Effectiveness.

As it is the case for speaking, FL learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of using them in different situations and relationships. Writing proficiency Canal & Swain (1980) propose that includes grammatical competence , sociolinguistic competence , productive competence and strategic competence, which reflects the use of the linguistic system and the functional aspects of communication, respectively . By productive competence Swan refers to both speaking and writing competences.

The table below presents a brief explanation of the three major types of competences prior to the writing proficiency.

**Table 11** : Types of competences prior to writing proficiency

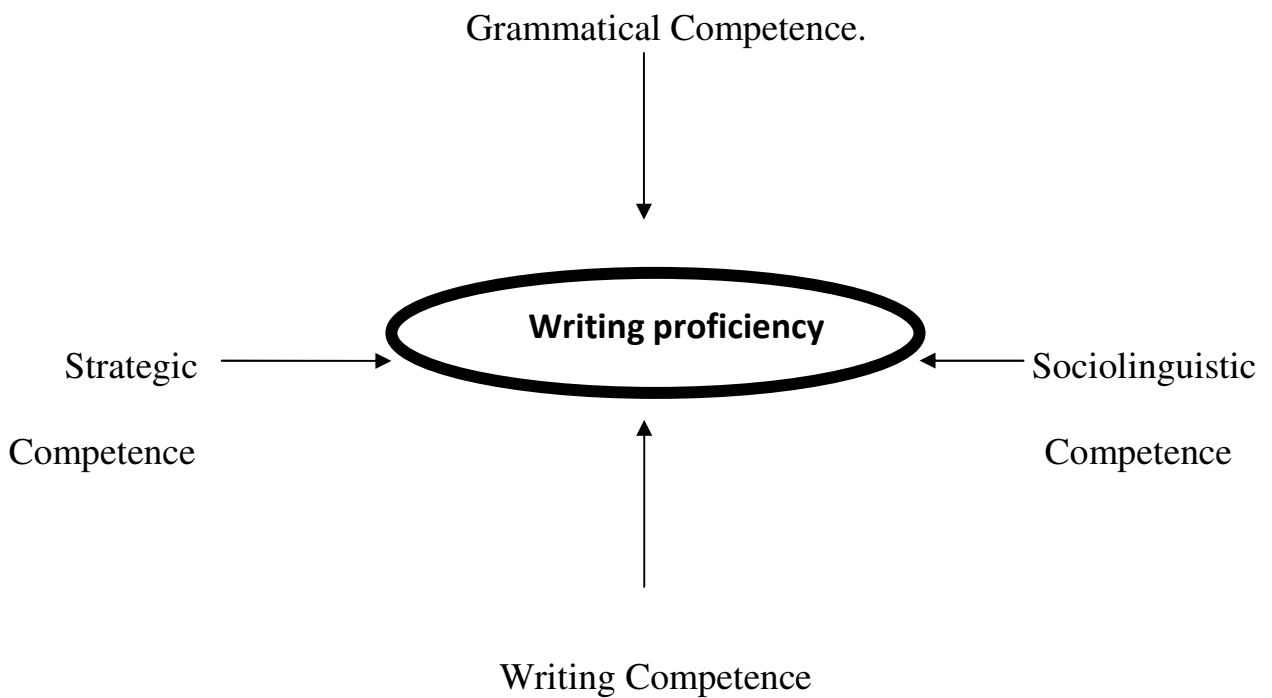
<b>Grammatical competence</b>	<b>Productive Competence</b>	<b>Sociolinguistic competence</b>
	<b>Writing competence</b>	
<ul style="list-style-type: none"> <li>- Includes an increasing expertise in grammar (morphology, syntax),vocabulary and mechanics .</li> <li>-Know ledge of words and sentences.</li> <li>-Understand and use the</li> </ul>	<ul style="list-style-type: none"> <li>-Intersentential relashion ship .</li> <li>-rules of coherence .</li> <li>-express ideas through a large repertoire if,previsously acquired structures &amp; vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing what is expected socially and culturally by natives.</li> <li>- Learners need mastery of rules and norms governing appropriate timing and realization of the out put.</li> <li>-Build linguistic</li> </ul>



FL structure accurately.	-Use right styles to fit various notional aspects.	adaptability to any situation they are exposed to and are supposed to write about.
--------------------------	--	--

In the framework of Canale and Swain ( 1980) , the abilities underlying writing proficiency are shown graphically.

**Diagram 03** : Canale and Swain's Model of Writing Proficiency Components



## Conclusion

Throughout this chapter we have come across some aspects necessary to treat for thorough understanding of the problem of writing English , in the foreign language classroom . Indeed , we found it necessary enough to shed some light on the functions , audience and mechanics of writing for the sake of building a strong basic knowledge about the phenomenon in question . Further, we spoke about the

writing input and output to set clear boundaries between the teacher , the assignment and the pupils' writing product given that their correct combination leads to a successful writing performance . In addition to that , the types of teachers feedback were presented in a way that our colleagues are brought to consider this question seriously and account for its results . Along with stating the major source of errors , we tended to speak about effective writing in an attempt to eliminate much of the skills' ambiguities.

## **Chapter III : Some Factors Responsible for the Pupils' Underachievement in Writing in English**

### **III.1.Introduction**

For most teachers, it remains most confusing a state the fact that pupils are willing to write and if they do, their confidence reveals rather weak. According to Boardman and Frydenberg (2002), teachers have to identify their pupils' needs if they are to have a reasonable chance of success. Generally speaking, the learner needs to feel that the writing task is covered with less risks as it is usually marked with. This notion cannot be guaranteed unless he is provided with the necessary helping features of a peaceful writing , Harmer (2004), notes that learners' confidence and performance in the skill of writing, depends on the teacher's awareness of the following measures . Learners need to have the necessary information to complete the task. This means that they need to understand what we want them to do, and they need, also, to be absolutely clear about any of the topic detail that we give them. This same idea is supported by Boardman and Frydenberg (2002) who stated « thorough writing product implies on the learner, the full and detailed mastery of the assignment ».

For instance, if we ask learners to respond to an invitation, they need to have understood the details of this invitation, who they are writing to ?, and what it is are trying to achieve ? Then , reveals the question of language specificity to the given topic. Therefore, if pupils need a specific language to complete a writing task we need to give it to them (or help them find it). This may involve offering those

phrases, parts of sentences, or words. Of course there are times when we just get pupils to « write without thinking », to provoke their use of all and any of the language, they know « But where a task depends on certain written formula it would be pointless not to offer these to the pupils », Harmer (2004).

In addition , teachers need to be able to suggest ideas to help pupils when they get stuck. In some cases this may be just a word or two. For others we may need to dictate a half sentence or even something more substantial . « One of the skills of a good writing teacher is to be able to throw out suggestions without crowding out the individual pupils with too much oppressive detail » , Harmer 2004. This leads us to the point that the teacher here « who plays the role of a provider should in no way create the feeling of full dependence on the part of the learners.

In order to do this successfully, we have to be aware of which pupils need more or less help and stimulation, especially where pupils are working on their own rather than collaboratively.

In another respect , in Boardman and Fridenberg (2002), one way of helping pupils to write, even when they may think they do not have many ideas, is to give them a pattern or a scheme to follow. In « worked-on » writing this will frequently happen when pupils first study a writing genre and they create their example of the same genre (e.g : « an advertisement », « a postcard », etc.).

The writing operation proves much easier if there is a pattern or a scheme to follow. Some may criticize this view saying that giving pupils a frame to write in renders the task less creatively free, but it's clear enough that it does offer enough

support and triggers the pupil's will and courage to put pen into paper. Indeed, « it is often easier to write when constrained than it is when there is nothing in front of you except for a blank piece of a paper or a blank screen », Harmer (2001).

On the light of our modest experience in teaching English in the secondary school and based on the readings of the works and research relative to the problem of writing , we came to identify some contextual, psychological and subject matter factors suspected of causing major handicaps to academic writing. The suspicion and observation were by no means personal, as the vast majority of the teachers believe in the existence of the problem. A fact confirmed by the various views and opinions collected during our research.

### **III.1. Subject Matter Factors**

#### **III.1.1.Pupils' Weakness in Writing Conventions**

No doubt, writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary (which we tried to clarify in Chapter I), there are issues of letter, word, and text formation, manifested by handwriting, spelling, layout and punctuation.

In fact, our pupils' bad written products are alarmingly riddled with problems of the kind. In the coming part, we shall proceed trying to shed some light on the former aspects that may affect negatively the pupil's written product and to what extent.

##### **III.1.1.1.Handwriting**

Kroll (1997), supported later by Harmer (2002), stresses the fact that pupils of the foreign language need special training in orthography, first. It may even involve training in individual letters, when necessary. It is quite rational that handwriting is a personal issue. Pupils should not all be expected to use exactly the same style, despite the copying exercises they may have done. Nevertheless, badly formed letters may influence the reader against the writer, something which is undesirable whether the work is the product of some creative task, or more seriously, a work that is going to be assessed in a test or exam.

Pupils with problematic handwriting should be seriously warned and seemly encouraged to improve it, fearing it could reflect an initial wrong bad impression about the general written product during evaluation.

Ur (2000), states that « though more and more written communication takes place from a computer keyboard, handwriting is still important for personal letters, written assignments and most (but not all) exams ». Most of the times, a good writer is imprisoned behind the bars of a bad handwriting. Consequently, the evaluator (corrector), being his or another teacher is trapped by the sight of a language not that pleasant to see or easy to decipher. Hence, the grading turns so catastrophic to discourage and inhibit the future writer.

### **III.1.1.2. Spelling**

Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgement. One of the reasons that spelling is difficult for pupils of English is that the correspondence between

the sound of a word and the way it is spelled is not always obvious. For instance the sound /ʌ/ can be realised in a number of different spellings (e.g : won, young, funny, flood). A single sound, phoneme, may have a variety of spellings (paw, poor, pour, etc), and the same spelling may have many different sounds (or, word, information, ...etc).

A wise attempt to help pupils recover of this handicap is to draw their attention to the common spellings of those phonemes. We should , also, get them to look at different ways of pronouncing the same letters (or combination of letters) or have them to do exercises to discover spelling rules.

Another issue that adds to the pupils' pain in the matter is that spelling gets more problematic when it comes to varieties, within the same language. In our concern, British and American English cause learners a great deal of confusion when writing, unless they are advised to concentrate on one variety and seek dictionaries to delimitate the danger. However, as teachers, we have raise the issue of sound and spelling, insisting on drilling on exercises of word formation until getting them familiarised with spelling patterns and also practice them.

### **III.1.1.3.Layout and Punctuation**

Using punctuation correctly is an important skill. In reality, many people judge the quality of what is written not just on the content, the language and the writer's handwriting but also on their use of punctuation « If capital letters, commas, full stops, sentence and paragraph boundaries, etc; are not used correctly, this can not only make a negative impression but can, of course, also make a text difficult

to understand », Harmer (2004). Therefore, if we want our pupils to be good writers in English, we need to teach them how to use punctuation conventions correctly, especially that they cannot safely transfer their previous knowledge of L1 or L2 (in case English is taught L3) seeing that each language has its and specific system of punctuation. Lyons and Heasley (1989) confirm this view saying « though punctuation is frequently a matter of personal style, violation of well established customs makes a piece of writing look awkward to many readers ».

Not less important are the question of layout in writing . Within any single language there are different genres of writings, and each one is differently lead-out.

For instance, business and personal letters are different from each other, and e-mails have conventions all of their own. Seemly, newspaper articles are laid out in quite specific ways, and certain kinds of « Small ads » in magazines follow conventional formats. « To be successful as writers in one's own or another language, we need to be aware of these layouts and use/modify them when appropriate to get our message across as clearly as we can », Harmer (2001). This view echo's the teachers' feelings of deception for the sight of the learners' input shaped with irregular presentation and unsatisfactory form.

It is true that the purpose of writing in principle is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct



spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary all of which to be later on invested in a written body obeying some conventional formats that ascertain the realization of a certain linguistic genre, « Teachers complain constantly that amongst their problems in teaching writing is to maintain a fair balance between content and form when defining their requirements and assessing » , Ur (2000).

### **III.1.2. The Question of Time**

As we said before, writing is a difficult skill for any language user, which is to say that writing represents a challenging task for both native and non native speakers. Hence , compared with the other skills , writing need extensive effort and longer times for its production given its complexity and formality.

For English as a foreign language pupil, it seems fair to say that writing academic papers is particularly difficult. They must learn to create written products that demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language, a task which is not easy given the possibilities for errors. In addition, a major factor rises to affect the stability of the whole matter; McLaughlin (1987) claims that « Extending the amount of time allotted to producing an essay might affect the level of mastery exhibited on any or all of the levels of writing ». The issue of time rises strongly to help manifest another central occupation, in the world of classroom writing, namely classroom Vs homework writing. This evidence was supported in the early works of Krashen (1982), who suggested the relationship between the element of

time and the level of grammatical accuracy. The model predicts that given certain conditions, the learner can apply, for instance, consciously learned grammar rules to alter and improve the accuracy of his or her written or spoken utterances. One of conditions that Krashen originally posited for the use of the monitor was time.

Time may also be a key feature in other aspects of writing, such as the ability to control a text with control over organization and coherence. In addition many teachers and pupils feels that writing under pressure is a very unnatural situation and perhaps cannot lead to a work that is truly representative of any one's best capacities. Therefore, wise enough would be the idea of exploring the issue of the ability to write and the role of time in order to help teachers' structure courses that will facilitate progress in the writing development of their EFL pupils. It gets obvious, then, that a pupil's performance in writing tends to prove better if given as homework. Work outside class may allow enough time to write, revise, restructure and the like. Consequently, the final work ends in a better copy compared with classroom work.

Whether our pupils do the majority of their writing in class or as homework will depend both on the type of the course we are teaching and on the number of hours a week that pupils are studying. In a general foreign language course of only three hours a week, there is certainly little time for in-class writing, but the same will probably not be true on intensive programs which train pupils for academic studies. But even where pupils do some writing in class, we will also want them to do some written homework assignments.

Home works in the language classroom are to be performed in a period that ranges from one to two weeks time. A quite satisfactory duration, relatively in accordance with the pupil's abilities to do careful revised work, even engaging in other commitments implied by other subjects in the same time. Though this amount of time may seem fairly enough for some, but many of the homework still reveal rather weak , may be due to the lack of pupils' awareness of its benefits, a fact that causes their total neglecting. Actually , some pupils in fact, leave their homework to the last day and do it in a shorter period of time having there by lost a chief factor to promote their writing ability.

As Bizzell in Kroll (1997) points out, pupils need « A better understanding of the whole process of working on a piece of writing (and) to give adequate time to the task »; therefore, to make the time spent more productive.

### **III.1.3.Ways of Correcting Pupils' Work**

According to Ur (2000), perhaps the most common way of correcting pupils work has been to return it to pupils with a great deal of underlining, crossing-out, question marks, and the occasional tick. There may be a place for such a way of correction, especially in test making for example, but being so intensive it can be counter-productive. There are a number of more effective ways of making correction a positive and useful experience.

#### **III.1.3.1.Selective Correction Method**

Ur and many other linguists suggest through this approach a way of avoiding the proliferation of red ink all over the pupil's work that is through selective correction. In other words, teachers do not leave to correct everything. We could correct only verb tenses, punctuation, or focus on word order. Teachers might only correct two paragraphs in the whole composition or only highlight mistakes in the layout of a letter. Doff (1996) carries on explaining that if we are to employ a selective approach, pupils need to know about it. When they are told that « This time » correction will be only on punctuation, they will concentrate more on the aspect. Therefore selective correction would prove certainly a good learning tool.

Another way of making selective correction really effective is discuss with pupils what the teacher should be looking out for. « If they are part of the decision-making process, they are likely to approach the task with more commitment and enthusiasm » , Doff (1996). This would certainly draw their cognitive abides to concentrate on the area earmarked for the teacher's correction.

### **III.1.3.2. Marking Scale Method**

Allwright and Bailey (2002) opt for the teaching of making a scale to measure pupils performance in the “Various aspects” altogether. Teachers may want to give marks out of 10 for each category, they have chosen for pupils (e.g : grammar, vocabulary, coherence, or cohesion). Together with indication of mistakes, such marking scales will, according to Allwright and Bailey, help pupils to focus on the particular areas they need to work at.

### **III.1.3.3. Using Correction Symbols**

This teaching has never been supported by a clear approach, but it is widely common in language classes. Indeed, Harmer (2004) states that it is one way of avoiding over abundance of red ink on pupils' written product. Correcting symbols have as main advantage encouraging pupils to think about what the mistake is, so that they can correct it themselves. There is no set list of symbols. Different teachers and course books have their own way of expressing different concepts. However, the following symbols are frequently used.

**Table 12 : Harmer's Suggestion of Symbols of Correcting Writing Product**

<b>Symbol</b>	<b>Meaning</b>	<b>Example error</b>
S	A spelling error	It is obius
WO	A mistake in word order	I like very much it
G	A grammar mistake	I am going to buy some furniture's
T	Wrong verb tense	I have seen him yesterday
C	Concord mistake(e.g. subject and verb agreement)	People is angry
T	Some thing has been left out	He told that he was sorry
WW	Wrong word	I am interested a Jazz music
{ }	Something is not necessary	He was not {too} strong enough
? W	The meaning is unclear	That is a very excited photograph.
P	A punctuation mistake	That you like London.

F/I	Too formal or Informal	Hi Mr. Franklin, thank you for your letter.....
-----	------------------------	---

The teacher writes the symbol above or next to the place in the pupils' writing where the problem occurs. The pupil, knowing what it means, makes the necessary adjustment to his or her writing.

#### **III.1.3.4.Reformation Method**

This approach offers a way of showing pupils how they could write something more correctly. Painter (1999) argues that instead of asking pupils to find the mistake and correct it, the teacher shows how he or she would write the incorrect sentence. The pupil then learns by comparing correct and incorrect patterns.

#### **III.1.3.5.Referring Pupils to a Dictionary or Grammar Book**

Painter (1999) , agrees with Harmer (2004) when he points to the extremely useful use of grammar books and dictionaries in the correction process. He says that sometimes teachers indicate that a mistake has been made and then tell pupils to go and look the problem up in a dictionary or grammar book. If, for example, the pupil writes « I am not interested about sailing », the teacher can say « Have a look at interested in your dictionary » . In this same way, we can suggest that pupils consult a grammar book if they are having tense, grammar, or word order problems. The advantage of this method is that it encourages pupils to look at the information with a purpose in mind. They will learn as they correct.

#### **III.1.3.6.Remedial Teaching Method**

When teachers read pupils' written work and they come across mistakes which many people in the same class are making, remedial teaching will then be necessary. Cohen (1987) in Kroll (1997) points at the psychological harm caused when the teacher shows the whole class sentences produced by the pupils that exemplify the mistakes and asking them to help to put them right. It is strongly needed for the example mistakes to be anonymous so that no individual pupil feels held up to ridicule.

To conclude with, the former discussion about the role of the teacher and his choice of the method of correction backs strongly the view that lessens of the pupil's responsibility for his failure to acquire the writing skill. It was set quite clear that more than 50% percent of the load is laid on the teacher's back; « Part of the problem lies in the nature of the teacher's feedback, which is unclear, inaccurate, and unbalanced », Cohen and Cavalcanti in Kroll (1997). The feedback's concentration on one element rather than the other, it's overemphasis on negative points; unstructured enough comments are, among others, fairly frustrating to pupil's development in the skill.

How then, could be the view of a teacher who rarely or never assist learners during their writing process or even does few if not no correction at all ?!

## **III.2.Contextual Factors**

### **III.2.1.The Roles of the Teacher**

Central to the question of the writing teacher is the role writing teachers play in relation to pupil writing. Actually, this role, according to Kroll (1990) is split into three aspects : teacher as a real reader (i.e : audience), teacher as a coach, and teacher as an evaluator. Some educators advocate responding to pupil's writing as real readers, commenting only when we might genuinely do so if we were reading a published text. But this view was severely rejected seeing the unequal powers inherent to the roles of teacher and pupils . It is unrealistic to pretend that teachers can read pupils texts as we read texts we select for ourselves. Another most important fact is that we can impossibly ignore the nature the writing teacher's mission being rather forced away from the content of the text toward the way this content is presented (form) . The other two roles left for the teacher of writing are that of trying to be at the same time the coach and the evaluator of pupil written performance. For example, if a teacher has collaborated with pupils rather than teach/evaluate , i.e : the teacher reduces of his intervention concerning structure building and word meaning convenience. And the pupil's work is then judged insufficient by the standards of that educational setting, the teacher has in a sense, betrayed the pupils by not intervening more heavily. « Short of refusing pupil papers on the basis of quality, however , that may be defined in a given context, teachers must continue to live in this contradiction of trying to be collaborator and judge » (Kroll,1990) . This state of confusion does not affect only the teacher's plans and mastery of the whole process, but it has also a profound impact on our pupils. Pupils need to have clear dimensions of the work , they engage in. The written product, in fact , needs a complementary instruction emphasizing equally



meaning, form and behaviour , i.e : ideas , presentation and active collaborative presence of the teacher for the final product to be balanced. Therefore, writing teacher's personality should be as flexible as being able to assume these roles every time the pupils are engaged in a writing task, as Lyons and Heasley (1989) state : « the difference between a good and bad teacher is in itself a full level of achievement » .

### **III.2.1.1.Motivator**

One of the teachers' most important roles in writing is his ability to motivate pupils, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

### **III.2.1.2.Resource**

Especially during more extended writing tasks, teachers should be ready to supply information and language where necessary. They need to tell pupils that they are available and prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. For instance, because writing takes normally more time than conversation, there is usually time for discussion with individual pupils, or those working in pairs.

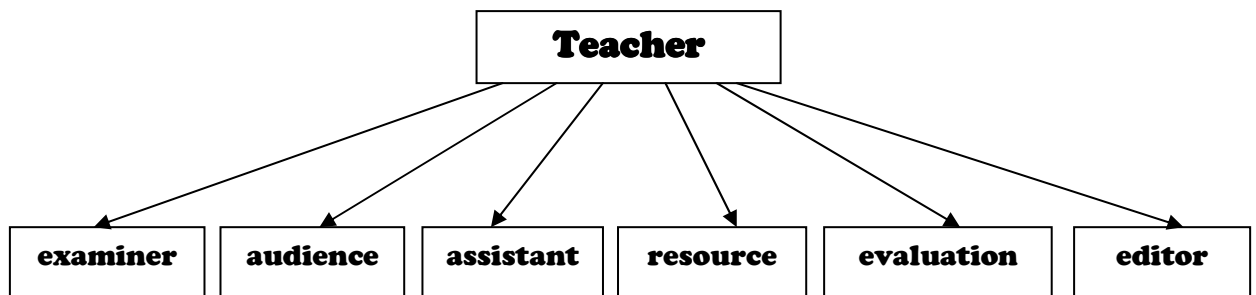
### **III.2.1.3.Feedbback provider**

This may be the most difficult and decisive phase in the role of the teacher. Furthermore, most of the pupils' motivation to write again is built on their teacher's feedback to their previous written product. Indeed, giving feedback on writing tasks demands special care as teachers should respond positively and encouragingly to the content of what the pupils need at this particular stage of their studies, and on the tasks they have undertaken. Harmer (2004) states in this concern « There are a number of ways of reacting (to pupils' work) but these generally fall fitting one of two broad categories: responding or correcting ». When responding to pupil's work we are not only concerned with accuracy of their performance but also and this is crucial with the content and design of their writing. « When responding, we are entering into a kind of affective dialogue with the pupils », Kroll (97). For instance, we may ask pupils about the order of ideas in an attempt to discuss their writing rather than judging it. Correcting, on the other hand, is the stage at which teachers indicate when something is not right. Teachers tend to correct mistakes in the pupils' written performance or issues such as syntax (word order), concord (grammatical agreement between subjects and verbs and (collocation, words choice).

In a the writing sequence, where the teacher's intervention is designed to help pupils edit and move forward to a new draft, responding right or wrong, but to ask questions, make suggestions and indicate where improvements might be made to both the content of the writing and the manner in which it is expressed. Feedback of this kind becomes more and more appropriate as the pupil's level improves and they can take advantage of such help. In our language classes, however, when

pupils hand in a piece of home work, teachers may mark it to show how correct the writing has been. When Teachers give feedback on pupil's written performance, they are called on to play a number of different roles. In Tribble (1997), the teacher has to assume during the language process of writing.

**Diagram 04** : Tribble's distribution of teacher's roles



Each of the roles implies on the teacher a totally respectful duty. Being examiners, almost all teachers will set class tests or mark practice papers for the public exams their pupils are taking. While, being the audience, teachers respond to ideas and perceptions have written about. Between these two extremes the teacher may act as an assistant helping pupils along. By resource, Tribble explains that teachers have to be available when pupils need information or guidance. The evaluator teacher, then, says how well things are going so far and the editor helps select and rearrange a piece of writing for some kind of publication whether in or beyond classroom. While Harmer and Tribble put too much burden on the back of the teacher, Rinvoluceri (1998) leaves a good share for the pupil to handle.

The point is that the teacher should not always be the only feedback giver by responding or correcting : « we can rather encourage pupils to look at each other's work and make suggestions about how it could be improved » . Pupils become their colleague's audience and sometimes, their evaluator.

In reality, responding to pupil's work and correcting it becomes useful only if the pupils can do something with this feedback. This may just be the encouragement they receive from an enthusiastic teacher or from their peers, a fact that spurs them on but where suggestions have been made, we expect pupils to at least consider their work in the light of these suggestions and may be act on the advice which is given

When teachers return corrected work to their pupils they should ensure that the later do not immediately put it aside, with only a quick glance at the grade. Good correction methods imply on teachers to ensure that pupils understand what the mistakes are and how they can be corrected.

### **III.2.2.The influence of Peer Feedback**

The writing process should be regarded more from its social and contextual value. It is strongly needed to create a fruitful atmosphere of interaction between learners , referred to as peers, being of academic , social and collaborative value. The best way was found by Hocking and Visniesky was to stimulate learners motivation to write through reacting to their peer's written product.

Far away from the classical approaches that emphasize the role of the teacher , today's classroom methodology witnesses a great shift to concentrate on the learner himself , as the core element in the learning process .

This principal came to be supported by the adoption of the competency based approach to learning in the language classroom . This notion drove attention and concentration to the individual Vs communal mood of classroom and its impact on the learning operation . Closer to the concern of our study , writing in the foreign language classroom , teachers have to time their class rooms into communities of learners , as the focus of the writing pedagogy is shifting from written to writing as a process and as " ways of making knowledge, including writing are viewed from a collaborative perspective " ( Bruffee,1983 ; Faigley 1985 ) . Writing instruction , then , reflects a growing appreciation for the value of peer, pupils learn from each other , in the same way , they learn from teachers . This fact would undoubtedly raise their feelings of use fullness and mutual sense of reinforcement . Evaluating peer's written product is an operation that allows practice and promotion of various individual and social skills . For instance , « reading other peoples papers helps the learner develop his analytic reading skills », Ainley and Baiely ( 1997 ) . This is realised through an unconscious contrastive analysis between the readers' errors and style with the ones of his peers ' product . This also enables the pupil (reader) look at his own paper with fresh perspective , created by the warm discussion of possible ambiguities with the writer .

Identifying with the writer means seeing the issue from a different angle and, hence, adding further knowledge about a better mastery of the skill. In other words, a reader pupil may value his written work to step into another writer's perspective as a way of learning about his writing. Most important step to reach, according to Ainley and Baiely (ibid) is that the reading practice the pupil does over his classmate's work allows him the ability to read his own work effectively, i.e.: becoming a « fresh » reader of his own writing. Another intensively developed skill is the art of positive criticism. It offers a high value of being both writer and critic. As pupils respond one another they tend to be critical in positive ways because that is what they want back. Therefore pupils would mutually create the positive grounds for critical discussion.

In addition to that, Hyland (2003) goes deeply stating the idea of peer revision and peer group writing for encouraging revision. He concluded that the development of a peer community fostered growth from egocentrism to audience awareness and that knowing the audience helped pupils become more aware of possible strategies for revising the written message. Hence, peer feedback allows what would seem as « peer conferencing » that become a pedagogical tool in a wide range of teaching learning contexts. The point is that writers themselves are provided with the opportunity to read their drafts loud and to discuss them face-to-face with a peer-audience while the written product is taking place, class room talk can be a positive aspect in supporting all phases of the writing processes, (Keid, 1983). Small groups can help apprehensive or blocked writers become more fluent and can provide an audience that assists the writer in his revising.

To be rational one has to be realistic as much as the human nature allows complexity and surprise . Indeed not all circumstances show unqualified positive effect of peer interaction and feedback on the personal / class writing process . In addition to the positive areas we discussed earlier , it is recognized that positive and negative results tend to co-emerge . In some cases young writers are challenged by their peers « to clarify , to provide a more detail , to explain vocabulary items ..., etc », as the peer reactors asked questions when they were confused , and suggest , sarcastically to their peer improve his writing in a depressive manner . There may ever happen to face incidents of unproductive or hostile verbal exchange .

To summarize with , the effect of peers on the pupil writer is crucial and rather complex . It's because of its dependence upon the relation(ship)s steps of multiple factors within the evolving social environment of the learning process . While some pupils appear to benefit from their peer comments and provide , on their turn, from , positive ones , others prove delicately , unable , unwilling or even ill – advised to follow peer reactions in revising what they had written or providing objective commentary . Worse, then , would be the role of silent passive pupils who retreat the whole operation , refusing therefore to participate in effective communities of responsive peers .

### **III.3.Psychological Factors**

« The affective side of the learner is probably one of the most important influences on language learning success or failure » , (Oxford,1990) .The affective

factors related to foreign language learning are emotions, self-esteem, empathy , anxiety , attitude and motivation .

Foreign language learning is a complex task that is considerably associated with human psychological problems (Brown ,1994) , relating to feelings of easiness, frustration, self- doubt and apprehension. Writing a foreign language , especially for a better performing audience (being the teacher, peers or someone else ) is often anxiety-provoking. The signs of great anxiety , according Shumin in (Richards and Reynanda,2003),when learners become tongue-tied while reading out their outputs. Quite before this, they may suffer from, unexpected loss of words leading to discouragement and general sense of failure especially when it comes to official tests and exams.

This phenomenon says Shumin , concerns more middle and secondary school pupils rather than younger learners .They are afraid that the errors they commit would be publically displayed and a witness of their ignorance , which would be an obvious occasion of « losing face » clearly, the sensitivity of pupils to making mistakes, or fear of being subject to peer sarcasm could be one of the explanations of their inability to write well.

In any language classroom , the quantity and quality of language production varies from pupil to other, some pupils tend to be more willing to acquire and produce the Foreign Language , while others are more reticent, revealing , therefore , lower levels of language mastery and production . If this fact reflects anything , it would be the existence of certain individual differences that



distinguish high production of language from low ones . The question then is what distinguishes high producers of language from low ones ? Littlewood , (1984), adds that language learners in class room show varied degrees of language performance given their different psychological aptitudes .In this concern , Oxford , (1990) states that psychological research in pedagogy found that high producers in Foreign Language , oral or written context , tend to have lesser levels of anxiety than their peers . Further, Ellis (1997) points at the crucial role of motivation in determining the language learner's abilities, but a different view is found in the studies Scarcella and Oxford ( 1992 ) who returned to the learner's confidence in himself to hold much of the responsibility for language production . A wise attempt would be the consideration of all this psychological factors given their equal decisive importance for the learner of a foreign language . In what follows is a modest attempt to clarify these factors , namely : anxiety self esteem , motivation and learning , learners can discover their close relations with the learner's writing performances .

### **III.3.1. Anxiety**

The first to say about anxiety is that, despite the unpleasant associations we may have with it, it is not necessarily a bad thing in itself. Researchers distinguish between « debilitating anxiety », which gets in the way, and « facilitating anxiety » which actually helps people than they might otherwise (Kleinmann,Seovel,1978).

The idea is not that paradoxical, as well. All know that sometimes we find it difficult to produce our best (at learning ,teaching or even playing sport) if we

know that success is virtually guaranteed, if there is no reason about the possibility of failure. Knowing that success is not guaranteed, but that making a real effort might make all the difference between success and failure, we may do better precisely because our anxiety has spurred us on. If, on the other hand, we would really like to succeed but feel that, no matter how hard we try, we are most likely to fail, then our anxiety is likely to make it even more difficult for us to produce our best. Some aspects of receptivity, then, are not dependent upon just removing anxiety, but upon minimising the sources of debilitating anxiety and optimising the sources of facilitating anxiety so that learners can work with what we might call « relaxed concentration ».

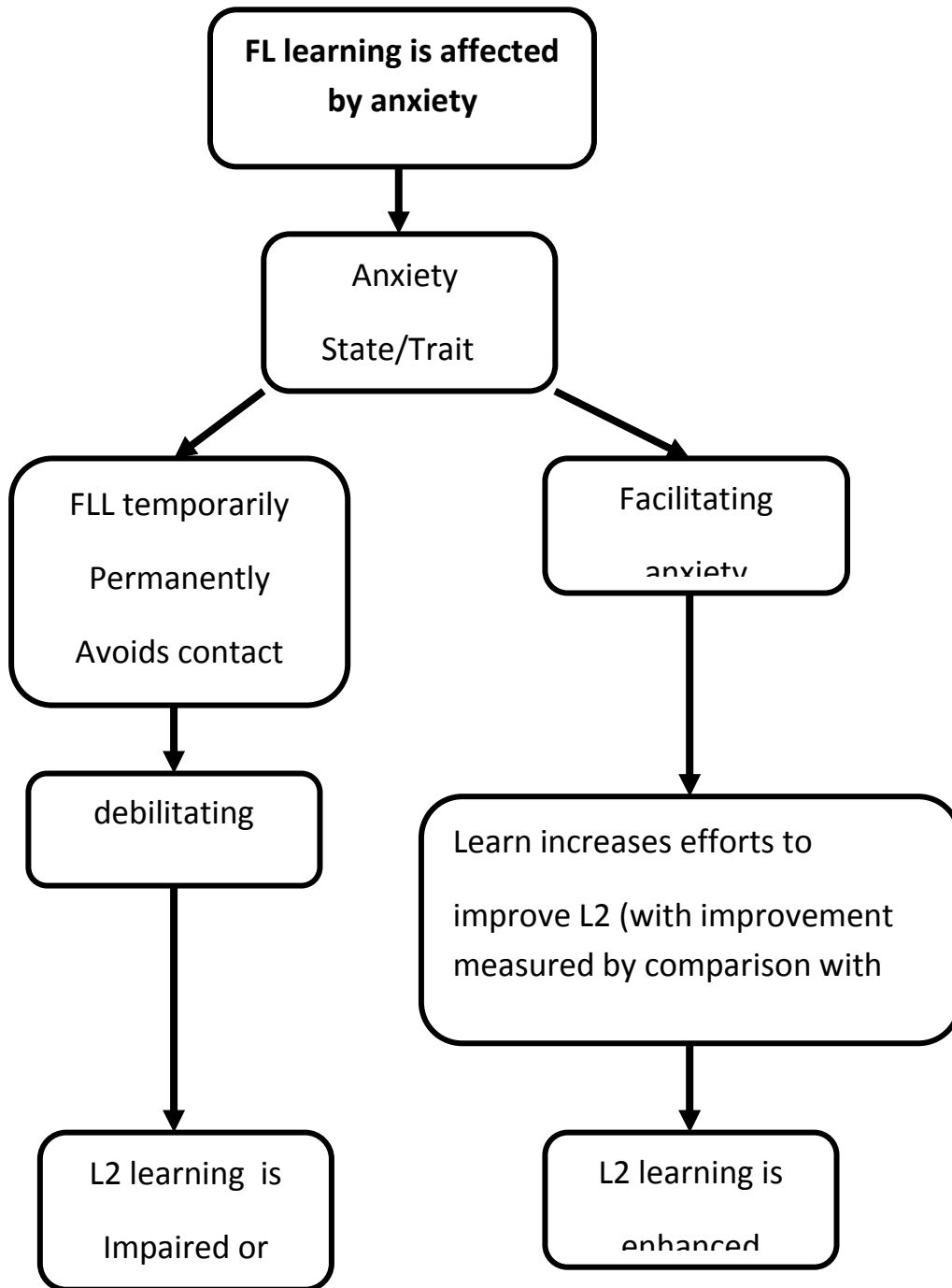
Scovel (1978) distinguishes between « trait anxiety » that is a relatively permanent personality feature, and « state anxiety » which is less stable. As a result of their massive research in the field, Weigle (2002) and Munde (2002) decided that the phenomenon of language classroom anxiety was so widespread as to be an identifiable type of state anxiety.

According to them, the main cause is the banishment of L1 from or FL classroom and hence depriving learners of their normal means of communication, whether the communicative product is to be oral or written.

The language learner loses ability to behave fully as normal people taking something away from their humanness. Allwright and Bailey's (2002) research findings concluded that during the writing phase, learners report that one of their

major worry is that when forced to use the language they are learning, they constantly feel that they are representing themselves badly, showing only some of their real abilities and personality, and therefore, only some of their real intelligence is reflected. This sort of anxiety will get in the way of doing well, both in class and out of it, since it could inhibit the learner's use of the target language and this deprives them of the potential profit to be obtained from practicing what has been learned.

**Diagram 05** : Model of the anxiety in the FL learner (Bailey,1983).



In an environment where learners feel anxious or insecure , there are likely to be psychological barriers to communication . Horwitz et al ( 1986 ) defined language classroom anxiety as : « a distinct complex of self perceptions , feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process ».

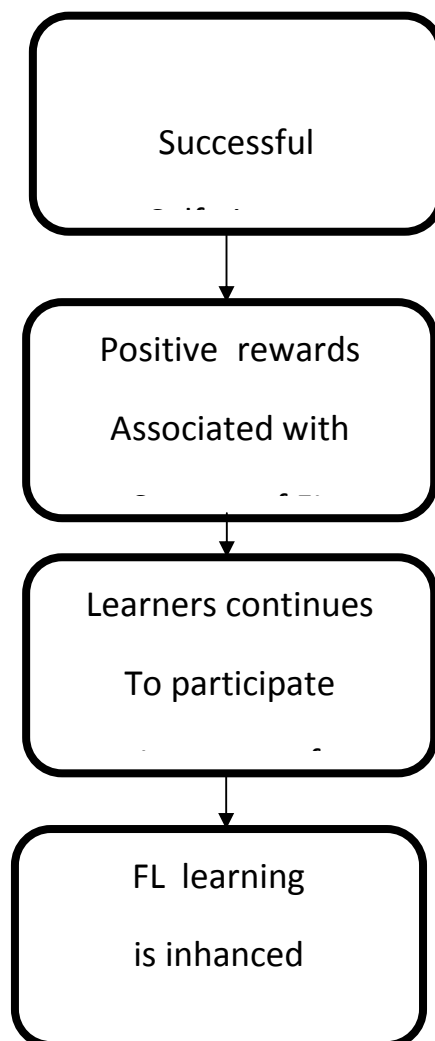
We understand , therefore, that within every language learner's mind there are obstacles that hinder him from involving in safe communicative , oral and written processes . Hence , manageable amounts of anxiety is said to be facilitory , thus motivating the learner to tackle the new learning task and gear him / her emotionally to confront it . Alarming , then , would be the case when anxiety becomes unmanageable it is said to be debilitating , motivating the learner to flee from the new learning task and adopt an avoidance behaviour .

### **III.3.2.Self-Esteem**

According to Cohen and Hosenfeld (1981) language learning poses a threat to a person's self-esteem. In a classroom where all the other learners might be better than a given learner, there is a great space for him to feel inferior. Hyede (1977) ascertains that there are strong relationships between self-esteem and linguistic performance. In her research, Hyede notes that it is necessary in the Foreign Language classroom for teachers to adopt positive and encouraging tones. Their praise counts much for the raise of their learner's self-esteem and, hence , developing quantitatively and qualitatively their language production Gaies (1983) drives attention to the way teachers correct their learners' product in that, if the

teacher's remarks are discouraging , learners would mostly put the work's paper in their folder without even noticing their errors. Consequently, they develop such a low self-esteem that hinders them every time they put pen into paper. Hyede also presents another face of the teacher/learner picture of self-esteem . She argues that few comments on the learner's output can make them think positively of their work. Therefore, they would feel more confident to write again as they imagine that intensive feedback and low marks are even more demoralising.

**Diagram 06:** Model of Self-Esteem in the FL learner (Hyede,1977)



Brown (1990) defines « self-esteem » as the worth persons place upon themselves . He believes that people develop it from the accumulation of experiences they have with themselves , others and from the evaluation of the external world around them .

This definition represents self- esteem as being a self-judgement of one's worth or value based on feelings of efficacy , a sense of interacting effectively with one's own environment Carcella and Oxford ( 1992 ) add that feeling of self-esteem arise from self-perception of – competence and personal assessment of the importance of what is being assessed .

Research has demonstrated that self-confident , secure person is a more successful language learner ( Dulayetal .1982 ) . This is based upon the suggestion that self-confident people have the advantage of not fearing rejection and are therefore more likely to repeatedly put themselves in varied learning situations . High self-esteem learners are less likely to suffer personal turmoil over mistakes than their more self-conscious counter parts . Thus , learners who are eager to try new and unpredictable experiences , and who are willing to guess before knowing whether they are right , are likely to be less anxious in looking for opportunities to

interact orally or through writing that requires real communication in the target language, (Ducau et al. 1982).



### **III.3.3. Motivation**

The term motivation is the most unconsciously used term, in the educational field, as to measure learners achievement in classroom. Research has proved that motivation does matter in class and that the most motivated learners are likely to be the most receptive ones. Gardner et al (1976) state that learners with different types of motivation may display different patterns of interaction in the language classroom and different progress levels . In their study, they found that strongly motivated learners tend to spend more time working outside class (doing homework for example), and to participate more actively in class, especially in the productive skills, namely : speaking and writing . Language classroom motivation is divided into two types:

#### **III.3.3.1.Integrative Motivation**

It characterizes learners who wish to learn in order to relate better to, and integrate with , the speakers of the target language, or quite simply the teacher of FL .These learners tend to be much more active in class, volunteering more, making more correct responses, etc. Their oral and written output tend to be constantly progressing as they seek a native like product of language. They profit from teacher's commentary and find better solutions to step over their weakness in every word or symbol the teacher uses as a remark on their performance .

### **III.3.3.2. Instrumental Motivation**

According to Allwright and Bailey (2002), it characterizes learners who just want academic success or perhaps to get a job for which there is a Language requirement. These learners are found to be more motivated to work in areas of language which they deem relative with their future educational or professional goals in writing, for instance, they are attracted by the topic to be developed as much as its theme matches with their interests and hence write better. In Second Language learning , motivation is the crucial force which determines whether a learner embarks on a task at all , how much energy he devotes to it , and how long he perseveres .It is a complex phenomenon and includes many components : the individual's drive , need for achievement and success , curiosity , and desire for stimulation and new experience . Littlewood , (1984 ) , defines motivation as « attitudes and affective states that influence the degree of efforts that learners make to learn an L2 » . Ellis (1997) has identified four kinds of motivation : instrumental , integrative , resultative and intrinsic . Instrumental motivation concerns efforts made on the part of the learner to learn an FL for some functional reasons, whether it is to pass an exam , get a job , or to study in the university . Integrative motivation , on the other hand , involves the choice of learning an FL because the learner is interested in the people and culture represented by the target language . To decide which of the two kinds L2 learning is due to, the view remains inconclusive , as both are needed .

In fact , learners who experience success in learning may become more motivated to learn . As for learners who are intrinsically motivated, the arousal and maintenance of curiosity depends on the learner's particular interests and the extent to which they feel personally involved in the learning activities . Essentially , motivation is a reward for the learner's investment of time , energy and effort . It is related to why the pupil is there in the first place and what keeps him / her working. There are a lot of factors that bring pupils to the language learning situation , help them devote the necessary effort and attention to the skill and keep them there , Ehrman ( 1996 ) .

## **Conclusion**

The psychological factors to writing and learning a language , in general , are a true challenge for learners as well as teachers who want to increase the participatory level of individual pupils within the language classroom . As these factors could define a pupil's success or failure in producing foreign language , particularly if they are impediments to communicative skills , it behoves the conscientious educator to understand them more and take measures to ensure pupil's success .

## **Chapter IV : The Issue of Writing within the Algerian Context.**

### **Introduction**

The English language in the Algerian educational system ranks either Second Foreign. Before trying to shed some light on its status, especially with the current reforms, we have to determine the difference between the terms E.S.L and E.F.L.

**ESL** : in language learning situations, the target language may have different names. It is the status that the target language has and the relation it exerts with the mother tongue of the learners which assign it the term most appropriate to be used (Asseburg 1999). When a language being learned is not the learners mother tongue (L1) it is necessarily a second language (L2). So often, L2 has not a national status but only some internal and social functions (Willkins,1976). This is the case of some multilingual countries where the functions of the national language can be performed by a language which has some historical relations with that country. These functions can be extended to include education where the second language will become the medium of instruction in all teaching levels.

In Algeria, for instance, as in many African countries, French has occupied a high status in society as a second language. French, as L2, encompassed part of administration, trade, media and mainly education. The high position of French in Algeria was ensured as long as the local language – Arabic – was not sufficiently dominant to become the national language in practice. In fact, most Algerians were educated, or say cultured, in French . For so long, the general

opinion in Algeria was prepared to accept the situation in which speaking French is a luxurious act, and feeling French, though Algerian, was a fashion. Second language learning was then viewed as a social concern which stems from society's need of such a diversity in languages.

**EFL** : When the target language is not L1 or L2, and it has no internal communication functions, it is a foreign language ( Wilkins 1976). A foreign language may be first or second, depending on how many languages are taught in that country. The aim of teaching a foreign language is to ensure contact with other language speakers inside and outside the country. This leads us to say that both second language and foreign language are taught for communication purposes. This implies the statement that foreign learning is to a far extent like second language learning (Krashen,1987; Gass and Slinker ,1990; Asseburg,1999). What differentiates one from the other is the immediate use of the learned language : while the second language learner needs the language in his own country, the foreign-language learner needs it for contact with people (inside and outside his own country) and whose languages and cultures are different from his own. French and English languages in Algeria may serve as illustrations here. English is now taught in some schools at elementary levels, with parental consent of course. This means that French is no more the first foreign language, nor is the unique second language it used to be for so long. It seems rather that French now starts losing its position of second language to become a simple foreign language. The phenomenon of English language preference to the French one is now seen clearly in Algeria ,and especially among

University students. In fact , statistics show that the great majority of new comers into foreign language Institutes are students registered in English departments in most Algerian Universities .

Moreover, French is viewed now by most students as a handicap for learning in departments other than language ones. The situation seems paradoxical enough and deserves to be stated :On the one hand, the language of instruction is now Arabic in most of the streams .On the other hand , as students believe, most new and interesting references are printed in English . Taking courses in Arabic and consulting references in English, student , then, see no positive role of French.

This is a quite reasonable perception of things, in our view. However, what is to be acknowledged is that both English and French , though they seem to be now conflicting, have undeniable roles in developing a culture in Algeria, which is not wholly oriented towards one foreign- language country .

#### **IV.1.The Status of English within the Algerian Educational System**

The broad aim behind teaching English in Algeria is to help our society integrate harmoniously in modern world though participating fully in the wide linguistic community that uses this language for all types of interaction. This participation, based on the sharing and the exchange of ideas and the scientific, cultural and

civilization experiences, would certainly permit a better knowledge of oneself and the other.

Hence, we would no doubt surpass the narrow vision which implies on the Algerian individual a limited functional (utilitarian) view of language learning towards a rather effective one where he would turn into an effective operational element, « L'on dépassera ainsi une conception étroite et utilitariste de l'apprentissage de l'anglais pour aller vers une approche plus effective on l'on sera plus consommateur mais acteur et agent de changement » (Programmes 2AS). In such a way every element in the educational community will have a safe access to science, technology and the universal culture, being able enough to avoid any risks of cultural alienation. Teaching English doesn't only imply the acquisition of linguistic and communicative competences but rather some transversal competences being of methodological, technological, cultural and social order. The learner therefore is meant to develop a highly developed cognitive, social and cultural spirit « l'élève doit développer un esprit critique et d'analyse, l'attachement à nos valeurs nationales, le respect des valeurs universelles basées sur le respect de soi et d'autrui, la tolérance et l'onverture sur le monde » p.88.

Such a vision would guarantee that a new strategy would be implemented to English considering this language an individual and social factor and medium of professionalisation, arming the learner with the tools necessary for his success in tomorrow's world, i.e, the needed capacity to enable the learner the mastery of a performing linguistic tools. The more this language is aquired, better will be the

learner's success and his flourishing in an academic, scientific and professional environment that is getting more and more demanding, making use of his capacity to resolve more and more complex problems in diverse situations. «L'enseignement de l'anglais au lycée s'inscrit dans la politique nationale des langues étrangères et dans le cadre général des dispositions de la réforme du système éducatif introduit en 2001 et fixant les missions et objectifs de l'enseignement et de l'apprentissage en Algérie », Programme d'Anglais 2AS – 2005.

Coming to the level and stream prior to our research, 2<sup>nd</sup> year foreign language, one has first to determine that English is the Second Foreign Language (FL2) after French (FL1). The teaching of English covers 7 years, four in middle school and the rest in the secondary one. Generally, the aim of teaching of English in 2AS is : consolidating, deepening and developing the previously acquired knowledge and competences of the first year as well as the previous four years in middle school. We have, then, to remind ourselves that the programme of English was mainly built around three main objectives:

#### **IV.1.1. Linguistic and Communicative Objectives**

Equip the learner with a strong basic knowledge in grammar, syntax, vocab, pronunciations and an acceptable mastery of the oral and written language. The far aim is to permit the learner pursue successfully a high formation in English, whether at university or in professional life.

#### **IV.1.2. Methodological and Technological Objectives**



Consolidate the intellectual capacities of the learners, such as analysing, synthesizing and evaluating through pertinent activities. Promoting the learning strategies and self evaluation of the learner attempting to widen his knowledge. Encourage reflection at all learning stages. Teach the learner the rational use of the oral and written documentation in English, being scientific, technical, economic or literary aims at preparing him to university or professional life. Teach the learner the use of the technological tools (E.g. Informatics the internet) necessary for documentation and research, either in or out of classroom.

#### **IV.1.3.Socio-Cultural Objectives**

Favour the inter-disciplinarity, through tackling themes studied in other school disciplines as in service of the integration of all the learner's pre-requisites. Stimulate the learners' curiosity and contribute to deepen his spirit by exposing him to diverse contexts of civilization, driving his interest more particularly to the anglophone culture (English-American-African).

#### **IV.3.The Skill of Writing in the syllabus of 2<sup>nd</sup> year foreign languages streams**

The general aim of teaching English in the secondary school is to help our society integrate in the wider community that uses this languages to serve all types of interaction. According to «Programme d'Anglais de 2<sup>ème</sup> annee secondaire" (Ministry of Education) , the teaching of English implies not only the acquisition of linguistic competences and communicative abilities , but equally transversing competences of the methodological/ technological , cultural and social order within

the learner, such as the critical spirit ,the respect of universal values based on the self respect and consideration of others, tolerance and openness to the whole word.

Teaching English in the secondary school is part of the national politics regarding foreign languages and within the general dispositions of the educational system reforms introduced in 2001 and fixing the missions and objectives of the teaching – learning operation in Algeria. Coming to the stream and level of our research, (FL2) after French (FL1), teaching English covers seven years, four in middle school and the three left in the Secondary school. At this level , the general objectives of teaching English turn around the principal of consolidating, deepening and developing the knowledge and competence acquired in 1 A.S. and which in its turn subdivides to secondary objectives as seen in the table below:  
Consolidate , deepen and develop knowledge and competences acquired in 1 AS.

**Table 13: Objectives of Teaching English in Secondary School**  
(Ministry of Education)

<b>Secondary school objectives</b>	a- linguistic objectives	Equip learners with strong linguistic basis (grammar – vocabulary- pronunciation – master of speaking and writing skills) to pursue further studies at university or have successful access to professional fields.
	b- Methodological technological objectives.	<ul style="list-style-type: none"> <li>- Consolidate intellectual capacities of the learner, such as analyzing, synthesizing and evaluating through pertinent activities.</li> <li>-Promote learners learning strategies.</li> <li>-Reinforce thinking and acting methods acquired in middle school.</li> <li>-Teach learners rational use of oral and written authentic material.</li> <li>-Teach learners the use of technological tools such as informatics and the Internet, necessary for learning and research ( in or out of class).</li> </ul>
	c- Socio-cultural objectives.	<ul style="list-style-type: none"> <li>- Favor interdisciplinarity dealing with varied themes studied in other school matters to ascertain integration of all learner's curiosity through his exposure to diverse civilization contexts, particularly English, American and African ones.</li> </ul>

Therefore , once at the second year , the student would have been exposed to English for five years .He or she is, then capable of producing rhetorically (through speaking and writing) having startin from an imaged text .

At the end of the year, the learner should be able to produce a written message of about fifteen lines in a given communicative situation and based on an oral or written support. His writing should serve one of the assigned types: descriptives – narrative, argumentative or expository texts . The learner is getting more actively integrated, assuming more responsibilities. Compared with the preceding approaches' implications.

#### **IV.4. Writing as incorporated in 'Getting Through', the Coursebook for 2FL**

Getting Through is an English course book for students in their second year of Secondary Education . It Complies with the curriculum designed and issued by the Ministry of National Education in December 2005. It also keeps the procedures used In the first year course book , At The CROSS ROADS relying as it does on the competency – based approach, which is both learner centered and oriented.

The textbook offers activities that stimulate and develop individual competencies. The goal is to make students consolidate their knowledge of functional English , in terms of vocabulary, grammar and pronunciation . The activities aim at developing the four language skills (listening , speaking , reading , writing) as well as improving methodological skills (how to collect and process data , how to work with peers , how to design a project and present it to the class).

The new book adopts the portfolio as a means of monitoring learner's progress. Every unit comprises a sufficient and varied number of texts suiting varied learner's abilities, needs and interests . There are eight units in the text book

meant to be completed in a maximum of 15 hours each . As to writing itself , the table reflects the amount of writing activities .

**Table 14** : Unit One Signs of the Time Activities Relative to the Writing Skill

<b>Unit</b>	<b>Section</b>	<b>Activities/Instruction</b>	<b>Type / Practice</b>
<b>One</b>	Discovering Language	Write it right.	Write advertisement.
	Say it loud and clear.	-Listen and add punctuation and capital letters. -Correct the misspelling using a dictionary.	- Mechanics drilling - Spelling.
	Working with words.	- Homework: - Make a word chart using the suffixes.	Working with words.
	Listening and speaking	- Listen and write sentences containing modals.	memorizing/ writing.

The students are supposed to do in Unit One : Signs of the Time , and later Unit Six : No Man is an Island .

We built a choice of these two units on the fact that some may complain saying that there is usually a certain density of the writing activities at the beginning of the coursebook than its end . Therefore , we found it more rational to choose a second unit from the end to test any syllabic deficiency in this area.

**Table 14 .** Continued.

<b>Unit</b>	<b>Section</b>	<b>Activities/Instruction</b>	<b>Type / Practice</b>
<b>Reading and writing.</b>		<ul style="list-style-type: none"> <li>- Your turn (Pair work).</li> <li>- Make predictions your partner will express certainty or doubt .</li> <li>-Write it up: write a short dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing dialogue.</li> <li>- Writing dialogue</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>-Write definitions.</li> <li>-Noun /Category/relative-p.</li> <li>-Write it out.(Group work)</li> <li>-Complete the blanks.</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate grammar through writing.</li> <li>-Write slogans.</li> <li>- Generating ideas/word choice.</li> </ul>
<b>Reading and writing.</b>		<ul style="list-style-type: none"> <li>- Write it out.</li> </ul>	<ul style="list-style-type: none"> <li>- E-mail .</li> <li>- Writing</li> </ul>
<b>Putting things together</b>		<ul style="list-style-type: none"> <li>- Write about your life style.</li> </ul>	<ul style="list-style-type: none"> <li>- Describing (Past/ Present /Future).</li> </ul>
<b>Where do we go from here ?</b>	/	/	/

**Table 15 :** Unit Six – No Man is an Island – Activities relative to the Writing Skill

Unit	Section	Activity/instruction	Type / Practice
Six	-Discovering language -Practice	Write it right.	Write a report from a pie chart's information.
	-Say it loud and clear	/	/
	-Listening and speaking.	-Write it up.	Writing an announcement.
	-Reading and writing.	-Punctuate the paragraph. - Write it out.	-Mechanics. -Expressing opinion.
		-Develop an argument.	Writing an argumentative text.
	-Putting things together.	Make a survey.	Make a survey in booklet form.
	-Where do we go from here?	/	/
	-Exploring matters further.	/	/

The observation of the table of contents allowed us notice that Writing appears only once every unit , in the section of Developing Skills and more precisely in the reading and writing phase . This infact pushes us to apparently adopt the idea that Getting through textbook offers no great chances to learn the skill. But , the study of each unit's content actualty provides a large area of practice for the writing skill. As it is clear in tables One and Two writing activities are varied ,

numerous and serve diverse topics. They exist in every section and may even exceed in number the amount of activities reserved to the other skills.

Statistically speaking , in unit one we could observe :

**Table 16 :** The percentage of the writing activities and non relative activities

<b>SECTION</b>	<b>Activities</b>	<b>Relative to writing</b>	<b>Not relative to writing.</b>
-Before you read.	-Look and identify		X
-As you read.	-Read and check		X
	-Read and answer.		X
	-Read and arrange words.		X
-After reading	-Read and answer.	X	
-Practice	-Complete with the type of sentence.	X	
	- Pay attention to pronunciation.		X
	-Correct verb conjugation .		X
	- verb conjugation .		X
	- Complete sentences.	X	
-Write it right.	-Correct the tense in the paragraph.	X	
	-write policy statement.	X	

To be continued



**Table 16 : Continued.**

	Transcription		X
<b>Say it loud and clear</b>	-Listen and add punctuation and capital letters.	X	
	-Correct the misspelling	X	
	-Find various definitions of one word.		X
<b>Working with words.</b>	-Add suffixes.	X	
	-Home work=Making a word-chart.	X	
<b>Listening and speaking.</b>	-Predict what may happen.		X
	-Listen and write sentences		X
	-Listen and answer		X
<b>Your turn</b>	-Pair-Work: Make predictions.	X	
<b>Write it up</b>	-Pair-Work. Write a dialogue.	X	
<b>Reading and writing.</b>	-Identify different groups.		X
	-Which groups....?		X
	- Read an say...		X
	- Read and find examples.		X
	-Write 4 definitions..	X	
	-Insert essential information.	X	
	-Insert phrases in the form..	X	
<b>Write it out.</b>	-Group work: Write advertisement slogans.	X	
	-Complete the blanks in the newspaper article.	X	
<b>Reading and writing.</b>	-Look and discuss.		X
	-Read and check answers		X
	-Cross out incorrect verbs		X
<b>Write it out.</b>	-Send an e- mail to a penfriend.	X	
<b>Putting, things together.</b>	-Write your life style profile.	X	
<b>Where do we go from here?</b>	-Put a tick to indicate...		X
<b>Check Over the language.</b>	-Skills check.		X
<b>Exploring matters further</b>	- If you want to enrich your know ledge read		X

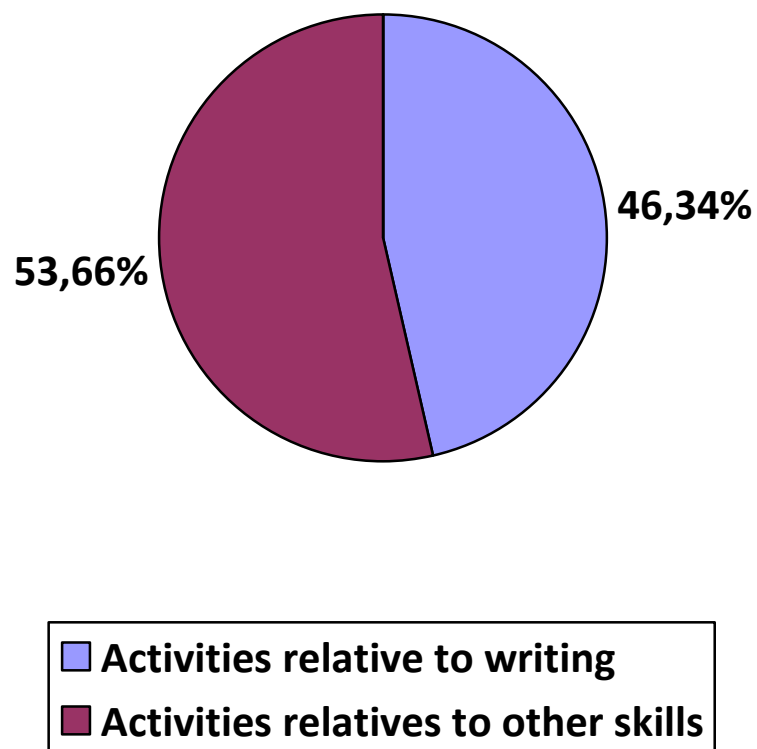


$$\text{Or } 100 \% = X + Y \Leftrightarrow 100 \% = 46.34 \% + Y$$

$$Y = 100 - 46,34 = 53,66$$

The percentage of the activities related to other skills is  $Y=53,66 \%$

**Chart 01 : Amount of Activities Relative to Writing.**



This statistical evidence ascertains the precious value given to the skill of writing in the coursebook . If we want to calculate approximately the percentage

reserved to the other skills respectfully. We need to consider that 53,66 % is to be divided between them regarding the number of activities reserved to each.

A primary conclusion tends to exclude totally the coursebook from a deficiency of material to cause such a terrible weakness on the part of our pupils in the skill. Secondly, if we consider that the entire pedagogical unit is to be covered within a period of 15 hours limit, it would be irrational and not practical to devise seven hours for writing, this is not to forget about homework.

Therefore, teachers will find themselves confused, whether to obey blindly the syllabus in favour of one skill and on the detriment of others, or manage for a kind of masked attempts to disregard some activities as to gain time and advance in the covered part of the syllabus that puts him under constant pressure.

From another scope, as the problem of writing within the secondary school triggers discussion about a complex multitude of factors, we should not forget to mention that neither the Course book's introduction nor « Le programme d'anglais deuxième langue étrangère and the document d'accompagnement du programme d'anglais » have cited even a hint about approaches and methods to be followed for the teaching of the writing skill, nor did it for the other skills. It is true that there have been clear emphasis and explanations about the adoption of the competency based approach, but there is no insight about its implications and recommendations for every single skill and the way it is managed in classroom .

To sum up, we can say that the actual syllabus design has laid much weight on the writing skill's practice in and out of classroom. This fact would necessarily

destroy all suspicions raised against material's design's implications in this phenomenon and , would equally, put the blame on other factors, which are actually the subject of our research.

Very specific to our research is the fact that the sample in question is formed of the students who have been taught English in the middle school with the requirements of the preceding system, i.e : the fundamental school. This system's strategies with the foreign language differs plainly from the actual one, in that it assigns the learner fewer and slower growing activities in addition to teaching English for two years starting from 8 AF (that is the second year) to 9 AF (which is the third and last year in the middle school). As a consequence , the same learners come up to the secondary school to be confronted with a new syllabus that outways conspicuously their linguistic abilities.

The preceding discussion seems to create a sad and unpleasant picture about the actual state of English and the writing skill. But, according to our experience , we and other teachers of the English language are full with the hope that the coming generation of learners who were exposed to the new programme from 1 AM would perform much better in all the language skills and hence witness a higher university levels of attainment and better professional achievements.

Below is an overview of the writing skill's map as planned in the coursebook « Getting Through ».

**Table 17 : Writing Skill Map as Planned in the Coursebook: Getting Through -2AS**

<b>UNIT</b>	<b>TOPIC</b>	<b>TARGETED WRITING OBJECTIVE</b>	<b>PROJECT.</b>
<b>Signs of the time</b>	Life styles	- Writing a policy statement, slogans, a newspaper article, a letter...	Writing a lifestyle profile.
<b>Make peace</b>	Peace and conflict solution	-writing a poem - writing a class charter/an acrostic.	writing a statement of achievements.
<b>Waste not Want not</b>	World resources and sustainable development.	-analysis of paragraph organization. -writing a press release.	making a conservation plan
<b>Budding scientist</b>	Science and experiments	-writing a letter Scebeing giving advice. - writing a letter about contingency.	-writing: reports on scientific experiments . an ABC of dreams.
<b>News and tales</b>	Literature and the media	-writing a news story -writing a short story	writing a collection of stories.
<b>No man is an island</b>	Disasters and solidarity	-writing a report. -writing an announcement. -writing a letter of	making a survey

		opinion	
<b>Science or fiction</b>	Technology and the arts.	-writing a short text commentary -writing a biography -writing a lament -writing a short newspaper article	-writing miscellanies -making a Repertory
<b>Business is business</b>	Management and efficiency	-writing a business report -writing a profit and loss statement, a balance sheet	writing a business portfolio.

## Conclusion

Throughout this chapter we intended to describe the state English occupies within the social and educational systems . It was conspicuously stated that the Algerian educational system enhances the teaching of English in an attempt to coexist with the current yields for technological and developmental progress . Therefore , it spares no effort to complement the necessary reforms thought to hold the algerian learners to a position that enable them acquire and produce this language and hence become part of the wider community that us it. For instance , ‘Getting Through’ is a good example on this reformation tendency , being , not only a coursebook but rather a medium by which the foreign language learner is

helped perform this receptive and more intensively his productive skills . Therefore , our teachers need to consider seriously this fact and seize this situation for the realization of successful learning process .



# **PART II**

# **FIELD WORK**

## **Introduction**

This part contains two chapters which deal with the practical aspect of our work . As stated in our methodology design , we investigated the issue following the descriptive approach based on questionnaires to both teachers and pupils and an evaluation of pupils' writing performances as data gathering tools . The amount of data collected by these two techniques enabled us to gain clear insights as to the different aspects of our pupils' weakness in writing in English . The first chapter of this part deals with an analysis of learners' writing performance . The second one presents teachers' and pupils' opinions and attitudes towards the problem under study . The last part of it contains some suggestions we make on the light of our research results and which we hope will be useful to our colleagues and those to whom the issue of writing in English is significant

## Chapter I : Evaluating Pupils' Writing Performance

### Introduction

In an attempt to put pupils' weakness in the skill of writing under investigation , we thought of an evaluation grid to test our suspicions concerning this problem . At first , we thought of analyzing our pupils' grammar performance throughout their work being a necessary component in composing , but we found it wiser as current research did , for an evaluation of writing output to be considered from various angles , starting from handwriting up to the final shape of the work .

Indeed , this idea is by no means personal . It is getting a widely recognized view that we need to respect all aspects of writing to release fair judgement . A high proof is given through the conventional evaluative grid proposed by the CEF (Council of Europe Framework) which we intend to present briefly in what follows.

The Council of Europe, an organization that includes nearly 50 European countries, began to develop the Common European Framework in 1991. One of its main purposes it is to promote a shared European identity, while recognizing the importance of different cultures. We think this is a very valuable aim, and that's why language teaching and learning are so important ( in order to realize the ability to understand each other) . **It's worth pointing out that this aim is not unique to Europe but equally valid anywhere in the world.** This is also why the CEF has been developed. It encourages people to learn languages and develop within the CEF , it is to stress the ability to communicate with people from other countries

and cultures. We think that any progress in this direction is valuable «we don't all have to become perfect 'plurilingualists', but we can all recognize that we have and need language skills that can be developed both for our good and for society's good », (CEF,1991).

At first , this initiative has been taken in charge by the Oxford University Research Branch and has been practically over generalized throughout the world . It is worth considering that this linguistic policy concerns about 800 million people throughout Europe (European Union). Hence , adopting such a measure means answering the updated yields for development in language teaching. Therefore , it is wise tracing this way through the implementation of this methodological framework and its components to our classroom processes for the reach of higher levels of performance.

Indeed , the adoption of the assessment grid (see appendix 2) , which is not only European but a worldly pedagogical instrument, will be necessarily fruitful as it has already proved its success throughout international linguistic communities and institutes like IS Aix-en-provence in France and Queensland University in Australia, to say that is worldwide tool and in a same time a **standard** in the matter.

The CEF is a carefully developed descriptive framework. It has educational and social objectives that are very often closely linked, and include the following:

- to encourage the development of language skills, so that people can work together more effectively.

- to encourage the development of inter-cultural awareness and ‘plurilingualism’.
- to examine and define *what we can do* with a language.
- to help us compare the language levels of individuals in an accurate and impartial way, across different countries, education systems, ages, and cultures.
- to encourage learner autonomy and lifelong learning.
- to promote a coherent approach to language teaching – not by imposing a system of its own, but by encouraging the sharing of ideas.

There are six global levels in the CEF , they are shown in the said assessment grid (appendix 2) . Behind these levels is a very large number of competences which make up a person’s language ability . They are defined by ‘descriptors’. **The CEF says that teachers shouldn’t feel that they have to use these levels in their teaching situations, they’re intended to be common reference points.** It’s also important to remember that these levels are *purely descriptive*, and that they don’t necessarily correspond to a year of study, or to 100 hours of study. Everyone has different targets and learns at different speeds, in different environments, and in different ways. The CEF is careful to point out that the levels are not ‘linear’ – that is, the time needed to move from **A1** to **A2** may not be the same as that needed to move from **B1** to **B2** or **C1** to **C2**, and progress from level to level may slow down as we move up the levels. The CEF recommends ‘extreme caution’ in trying to calculate or predict how long it will take to move from one CEF level to the next.

**Table 18** : CEF levels .

<b>proficient</b>	<b>C2</b>	Mastery	This level isn't supposed to equal 'native speaker' mastery – though a student at this level would be a very successful learner who can use a language with real precision and fluency.
	<b>C1</b>	Effective Operational Proficiency	At this level students command a wide range of language.
<b>independent</b>	<b>B2</b>	Vantage	This level is where language use begins to become more 'abstract', for example giving and justifying opinions, summarizing a short story or plot, or giving detailed instructions.
	<b>B1</b>	Threshold	At this level students can maintain a conversation and express ideas. They can also begin to deal with problems and situations where they meet unpredictable language.
<b>basic</b>	<b>A2</b>	Waystage	This level has lots of descriptors for social functions, for example greeting people, asking about work and free time, and making invitations.
	<b>A1</b>	Breakthrough	This is the lowest level of 'generative language use' – students can interact in a simple way and ask and answer simple questions.
The CEF recognizes a level of ability below <b>A1</b> , which includes descriptors like 'can say <i>yes, no, please, thank you</i> ', 'can use some basic greetings', 'can fill in uncomplicated forms'.			For a breakdown of the six global levels above, see chapter 3 of the CEF.  For detailed scales for each area of competence, see chapter 4 of the CEF.
The CEF also recognizes that there can be levels between these six global levels, like <b>A2+</b> , <b>B1+</b> and <b>B2+</b> .			

**Source : Common European Framework of Reference – Council of Europe.**

According to the table of CEF levels , our learners in the secondary school are classified at B2 (independent vantage) level. More specifically it applies to second

year or to terminal classes , given that pupils at 2AS are required to write freely , with less guidance, express opinions , write letters , essays , reports , ...etc. Moreover , the detailed table below (which is part of the complete one , appendix 2) shows the various abilities reserved for each level of writing .

**Table 19 :** The Common European framework’s Levels of Writing Proficiency.

<b>Level A1</b>	<b>Level A2</b>	<b>Level B1</b>	<b>Level B2</b>	<b>Level C1</b>	<b>Level C2</b>
I can write a postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

**Source :** Appendix 2

In accordance with the CEF grid our pupils in 2AS are generally required to:

- express themselves in clear, well structured text ,**
- express points of view at some length**
- write about complex subjects in a letter , an essay , a report , underlining what they consider the salient issues ,**
- select style appropriate to the reader in mind .**

Actually , it is clear from the first requirement that pupils need to write clearly , referring to handwriting and coherence , and the well structured text relating to the point of layout and punctuation . These two points were stated in theory as characterizing an outstanding part of pupils output , added to spelling which no one can deny its effect on the written performance. Hence, these three components will form the basis for evaluation . (Appendix 5, pp. : 210-211).

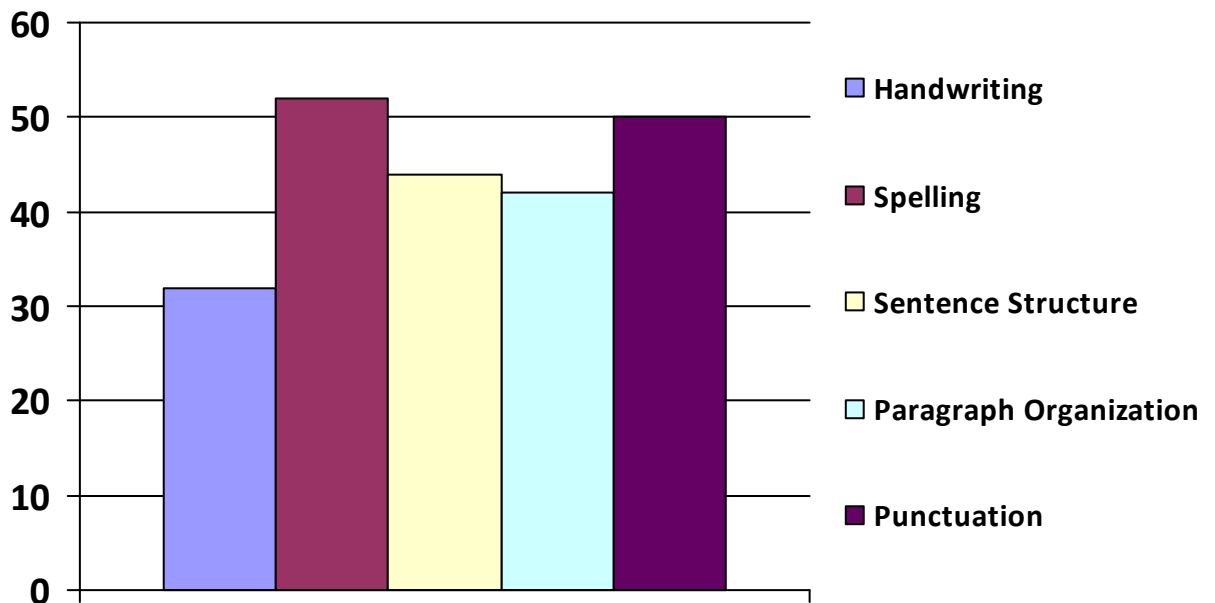
**Table 20** : Percentages of evaluation of pupils writing performances

<b>Weakness</b>		<b>Number of pupils</b>	<b>Percentage</b>
<b>Handwriting</b>		32	51.61%
<b>Spelling</b>		52	83.37%
<b>Layout</b>	Sentence structures	44	70.96%
	Paragraph organization	42	67.74%



	Punctuation	50	80.64%
--	-------------	----	--------

**Chart 02 : Pupils' Writing Output Weakness**



### **I.1.Handwriting :**

We aimed at testing through this element our pupils difficulties with mastering the English script . It is generally agreed on that handwriting can be particularly difficult for some students who were brought up using totally different characters such as Arabic , Chinese or Japanese. Therefore writing in another language is hard enough not only in capital letters but also in non capital ones. For instance , the most prominent aspect of weakness in our peoples writing were :

-producing wrong shapes of English letters in uppercase (capitals) and lowercase (non capitals) (e.g :onunce Upon a Time..., I wanted To Pay a visit .)

-non respect of the letter stretch and size , and distance between words.

-the wrong direction of the writing stroke and position of letters on lines .

These aspects seemed to characterize 51.61% of our pupils composition , a result that demonstrates the weakness of more than half of our students in writing (Appendix 6, page ).

## **I.2.Spelling**

Spelling proved to be the most disturbing amongst our pupils handicap in writing . The alarming result reached through the evaluation grid , 83.37% , forces us think twice about this phenomenon , especially that it coordinates strongly with the findings we reached through the teachers and pupils attitudes . The main reason behind that , is that for our pupils English spelling is irregular and therefore difficult mainly signified by a lack of spelling-sound correspondence which , although , not unique , is a feature of English . This leads pupils to produce words like : threw instead of through , sad instead of said , ...etc.

## **I.3-Layout**

### **I.3.1.Sentence Structure :**

The score in this component revealed quite warning of the pupils inability to place words correctly and coherently through sentences for the interpretation of ideas. Indeed, 70.96% that is more than  $\frac{3}{4}$  of pupils write incoherent sentences ,

where required meaning can't be conveyed despite the correct choice of words in many times. This handicap is vastly seen in errors in syntax relating to word order and tense , while the first is more striking .

For instance , we could read sentences like « Before an earthquake , we'd better take the precautions necessary to confronted » instead of «Before an earthquake , we'd better take the precautions necessary to confront » , the famous misplacement of adjectives , and wrong order , as « took us the victims to hospital » instead of « we took the victims to hospital » (of basic sentence component : subject + verb + object ) .

It seems that pupils have fixed rules of sentence words order resulting from their native language or the second language (that is French) , and which they tend to over generalize , as we saw in the theory through the discussion of errors.

### **I.3.2.Paragraph organization**

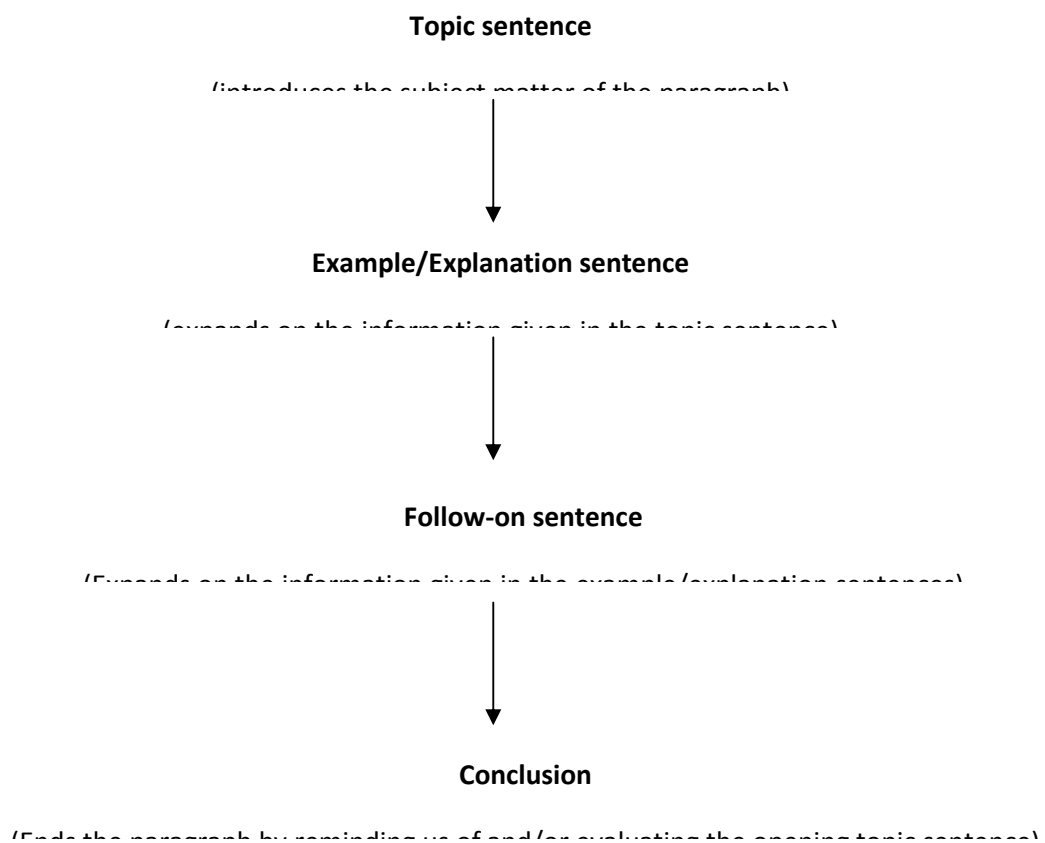
In this item , pupils are required to use their knowledge about the devices to help bind elements of a text together so that we know what is being referred to and how the phrases , sentences , and paragraphs relate to each other . Unfortunately , but quite expected , is the failure of pupils to create strong links between sentences , resulting therefore in weak paragraph construction (Appendix 5, pp.:210-211) .

Actually , 67.74% of the whole respondents reflected conspicuous inability to use connectors , indentations and provide space, between paragraphs. In addition

to that , we touched a deficiency in their sequencing of information , provoking the issue of variety of styles reserved to different genres and topics.

More important is the pupils' organization of paragraphs , neglecting or ignoring the systematic way of presenting ideas into a paragraph. The diagram below show the correct way a paragraph ideas should be presented.

**Diagram 07 : Paragraph organization (Harmer,2004)**



Seemingly , the way pupils used to build their composition wasn't that successful . It is quite rational that wrong paragraph presentation leads to weakly built text or composition . The notion of introduction , development and conclusion revealed totally ignored by most pupils , a fact that continues to ascertain their urgent need for intensive basic remedial work from the very basic level of sentence structure up to advanced writing .

### **I.3.3.Punctuation**

It is a common recognition in the world of writing that using punctuation correctly is an important skill . The content , the language and the writers' handwriting are not enough to judge about the quality of writing , but on the use of handwriting too. In this concern , about 80.64% of the whole respondents performed unsatisfactorily , seeing their unwise use of capital letters , commas , full stops , paragraph boundaries , ...etc. For instance , we could read in pupils' composition sentences like « Algeria is one country of arab maghreb In addition there are Tunis morocco and western sahara they have the same language and islam is the religion of them » , regardless of other mistakes , pupils should write « Algeria is one country of the Arab maghreb . In addition , there are Tunis , Morocco and the Western Sahara . They have the same language and Islam is their religion ».

The importance of the punctuation in e-mail communication or phone message , where features such as capital letters and apostrophes are frequently left out . But sometimes these writings areas can be more formal or official and then , such careless use of the computer keyboard may make a poor impression . Therefore there is a strong recommendation to stress the consistent and frequent training in punctuation in order to strengthen pupils abilities to produce an acceptable writing product.

## **Conclusion**

As a first step , the evaluation of our pupils performance in writing allowed us build a further conviction about the existence of the problem of writing within our pupils' . Their outputs revealed generally weak in many areas where they don't seem to have been trained well enough for the mission of writing . Similarly , their way of putting pen to paper couldn't reflect but notions of demotivation and misinterest (Appendix 6, pp:213-217) . Consequently , an attempt to help them improve should be an endeavour to assist them pedagogically , contextually and psychologically for the sake of realizing reasonable development in their writing productivity .

## **Chapter II : The Questionnaires' Analysis**

### **Introduction**

Teachers' opinions about the levels of writing of their learners , the types of errors they make , their willingness to write and others would be of great help to us to see whether all teachers meet the same hardships . Moreover , the teachers' questionnaire helps lighten a private area that is the teacher's management of the writing course with its various details .

However, we faced a major constraint , which is that of having only 9 teachers returned it full and on time , while the other never gave it back. This fact demonstrates most of our teachers' unwillingness to take part in research issues. What added to our feelings of demotivation is that some elements in the questionnaire were not treated with the required amount of seriousness , especially when it comes to open ended questions , though our colleagues were given enough time to answer . Hence, we shall only report the results of nine teachers who were willing to cooperate.

### **II.1. The Teachers' Questionnaire**

#### **Item One : What is Writing ?**

We have seen , previously , in the theoretical part , that the most common definition given to writing is : the act of putting down , in conventional graphic form, something which has been spoken. We have tried to check here whether

teachers are aware of this notion and the whole framework in which their pupils operate when dealing with the writing activities .

Teachers' responses to this item indicate that among the total number (09) only three teachers gave the correct definition. To these teachers , indeed , writing consists of representing sounds through letters. They , even , extended explanation to the fact that writing in education is the final outcome of the whole process of leaning, through which , pupils manifest their gained knowledge.

Three other teachers believe that the word 'writing' as an independent unit is ambiguous and does not stand for what they particularly teach learners. Although, the instruction was made clear through our introduction to the questionnaire , but these respondents continue believing that the item does not mean what we intend to ask them for. We do understand such an attitude . Even more , it adds to our understanding that writing is not a hard task to learners only.

Two of our colleagues , in fact , tend to confuse writing with written expression and between the two terms we can make no difference. Attempting to clarify things better, one for instance wrote : « writing means transforming oral language into written one » . The last colleague , however , expressed his view in the following way « listening + speaking + reading -> writing » . Practically , his view tends to go with the earliest view in a part limiting writing to education and language classroom process that consider writing the final product which the learners come up with after a long term linguistic acquisition operations.



**Item Two : Skills Ranking**

**Rank the following skills according to their importance to you, from 1 to 4 (1 is the most important).**

-Speaking	<input type="text"/>
-Reading	<input type="text"/>
-Listening	<input type="text"/>
-Writing	<input type="text"/>

To this question, only two teachers ranked the writing skill at first , followed by the speaking one , while one of them gave both reading and listening 3 and the other arranged them as : reading 3 then listening 4 . This classification allowed us notice that only 20% of our respondents believe in the real importance the writing

skill deserves . Besides that , this view reflects their deep consideration of the productive skills rather than the receptive ones.

Five other colleagues ,which represent 55% , agreed that speaking is of top importance and this reaction is not a strange one seeing the heavy weight allotted to this skill through the recent research approaches to teaching. But their answers tend to confuse later the other skills as it seemed they took the order as for personal value not for the sake of learners' need.

The eighth respondent has put 1 for listening, 2 for speaking and 3 for both reading and writing , which seems to go with some theories of language learning that stress the importance of exposure of language for the sake of producing it.

The last respondent , however, has put 1 for both speaking and reading and the other two skills boxes were left empty. This answer may reflect some teachers' neglect of listening and writing as being not really demanded in the language classroom , seeing that the two other skills monitor most of syllabus and textbook activities. But our teachers do not seem to be aware that all the evaluation is through writing !

### **Item Three : Students' General Level in Writing**

**Your students general level in writing is :**

Good Average bad 

Quite expected was the answer to this question. Actually , eight teachers answered that their students' level in writing is bad , which means that 90% of the whole population agrees with the essence of our study. The last respondent , however , stated that his students' level is average , a statement which some of immeasurable quantity compared with the rest .

#### **Item Four : Evaluation of Students Written Product according to Form or Content .**

**What do you consider most when evaluating your students written product ?**

-Form

-Content

Four teachers, that is 46% of the entire population , lay more importance to content rather than form. This answer proves our learners' weak organizational and structural abilities in writing , since they are not made aware of the importance of the writing conventions . This fact matches with our observations and the relative theories we stated during the theory .

However, two colleagues only tick the form box , representing therefore only 20% of our respondents believe in the necessity of teaching grammar and spelling for our learners to write well , and this could explain the students' conspicuous weak level we opted for right from the beginning , supported by the findings in the evaluation grid .

Quite surprising is the last category's answer. The last three colleagues tick both columns through it was stated in the instruction the word 'most' which restricts the answer to a single item only . This kind of behaviour tends to reflect , either a lack of interest or the belief that form and content are complementary elements for production of acceptable composition .

### **Item Five : Important Criteria in Students' Output**

**Which among the following criteria you care about in your students' output?**

<b>Hand writing</b>	
<b>Spelling</b>	
<b>Punctuation and capital letters</b>	

<b>Ideas</b>	
<b>Sentences structure</b>	
<b>Layout</b>	

--Others, specify

Teachers' responses allowed us to obtain the following table :

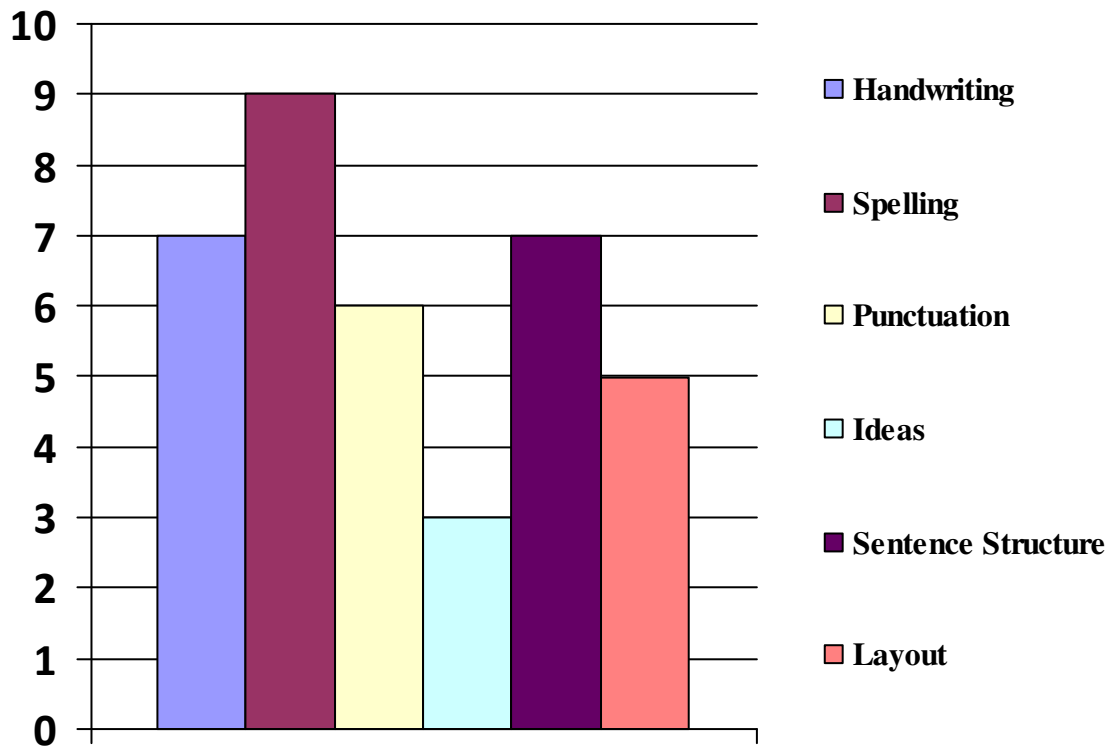
**Table 21: Teachers' Evaluation of Students' Output Components**

<b>Contents</b>	<b>Resp 1</b>	<b>Resp 2</b>	<b>Resp 3</b>	<b>Resp 4</b>	<b>Resp 5</b>	<b>Resp 6</b>	<b>Resp 7</b>	<b>Resp 8</b>	<b>Resp 9</b>
Handwriting	X		X	X		X		X	X
Spelling	X	X	X	X	X	X	X	X	X
Punctuation and capital letters	X	X	X	X	X		X		
Ideas	X				X	X			
Sentence structure	X	X	X	X		X		X	X

Layout	X	X		X		X	X		
--------	---	---	--	---	--	---	---	--	--

The chart above represents a plain agreement among our teachers that a good students' written product calls for the mastery of some necessary components which are , namely and orderly , spelling, handwriting and sentence structure, punctuation.

**Chart 03 : Teachers' Evaluation of Students' Output Components**



In fact , this impression goes strongly in accordance with the theory where we stated the necessity of mastering the writing conventions for our students to improve in the skill . While, speaking about layout , we don't have the right to judge of its inefficiency for our teachers, despite of the weak percentage , seeing that half of our respondents opted for , which is a considerable quantity .

None of our teachers gave any further criteria , a fact which led us conclude that the given ones were the only elements upon which teachers reside in doing their evaluation to their students output.

Total	Percentage
6	66%
7	100%

7	77%
3	33%
7	77%
5	55%

**Item Six : Is there a Difference between Students Class and Home Writing ?**

Yes

No

If yes, can you explain the difference ?

The whole respondents answered positively to this question , but their explanation , in reality, did vary . For instance , five teachers settled on the fact that a home , students write better seeing that they are given enough time to compose and wider possibilities of consulting a ‘knower’ (i.e someone who is better in the skill) , or using a dictionary. They even mentioned the possibility of copying from other resources . The other four colleagues , however , gave the same answer as the first group but with no other reason than time. Therefore , the question of time , as we stated in the theory , continues to reveal a disturbing factor for our students to write well.

Hence , questions about the role of time seem rather worth asking .

**Item Seven : Do you think that giving more time allows students write better ?**



-Yes

-No

If Yes , Why ?

The answerers to this question were too much supportive to the previous item . Indeed , the nine teachers , i.e : 100% opted for the answer Yes, as if being a logical right for students to obtain , in order to improve their writing . But , sad enough for us was the sight of no justification , except for two colleagues who referred , respectively , to the difficulty of the language itself.

We understand , then, that time's importance is out of any suspicion in this respect.

**Item Eight : While writing in Classroom , your students are :**

-Motivated

-Reluctant

If reluctant , why ?

This item aims at inferring from teachers' responses whether the observed phenomenon of students' reluctance to write exists samely within all the classrooms .

It seems from the answers that the teachers spent no single effort taking this decision . The whole respondents , i.e : 100% , tick the second box . This response comes to strengthen our view on which we built the whole study , proving therefore that our students are plainly demotivated and feel a faint desire whenever asked to write .

However , as usual , only few respondents tend to cooperate when asked to justify or explain . Indeed , only three of them tried to give brief reasons to the phenomenon. Actually , two of them , stated that they lack training and basic knowledge ,in the language. Surprising , though was the third colleague reasoned about his students reluctance to write when attributing this fact to the deficiency in activities assigned by the syllabus in the textbook.

In reality , the evaluation of the material in question , as seen in the second chapter , excludes this supposition given the quantitative and qualitative validity of taxonomy related to the writing skill. (Appendix 1, pp :193-198) .

#### **Item Nine : Tick in front the right idea**

	Yes		No	
	Nbr	%	Nbr	%
A good handwriting motivates learners to write	7	77	1	11

A good handwriting motivates teachers to read	9	100	00	0
Spelling mistakes demotivate teachers to read and correct students output	7	77	3	33
Spelling mistakes are the cause of undesirable feedback for learners	8	88	1	11

Being personally convinced of the impact of handwriting and spelling mistakes both on the teachers' willingness to read to correct students' output, and on the students' motivation to write and accept feedback, we were not surprised of the answers. All the teachers were for the good handwriting's role in the initial acceptance of the students' output and same is its impact on creating their desire to write. This fact was supported by 77% of our respondents, and only one colleague stood against. As for the question of spelling, 70% of our respondents agreed with the disturbance it cause, for teachers while reading and correcting students' output. While, a wider percentage, 88%, confirmed the pupils' non-pleasance with the sight of too many spelling mistakes when they receive teachers' feedback. Therefore, we touched a clear sensitivity of both teachers and learners towards spelling mistakes being undesirable aspect of writing, (Appendix 6, pp: 212-213).

However, having eight teachers opt for the last item in the table continues to ascertain our view about the danger of spelling mistakes on the learners' ability to write and improve in the skill.

**Item Ten : To what extent do your students master paragraph skills ?**

20% 50% 80% 

No one can deny that sentence coherence and structure is of core importance for a written message to be meaningful . Therefore , we aimed behind this item at testing our conviction , that our students' written performance is badly organized and weakly laid out.

Indeed , none of our colleagues chose the 80% category and this was quite expected . They , however , split into two groups : first , three amongst them , being 33% , opted for the second category , i.e : 50% , and the rest 66% said that their students' level of organization and coherence is 20% the required one .

**Item Eleven : Do you adopt any strategy or approach to teach writing ?**

-Yes -No 

- If Yes , what is it ?

Amongst the greatest surprises we met through our research is the deep meaning inferred from the teachers answers , in that only one respondent answered Yes , while the rest representing nearly 90% tick the answer No ! The last category's decision have two possible explanations , either our colleagues chose the answer No to flee further explanation , or they really do not stand on any theoretical basic

when assigning classroom writing tasks due to their ignorance or neglect , and both are alarming !

The fact may disclose most of the writing skill's mysteries , seeing that the teacher , as seen in chapter III , should be well versed in the matter assuming various roles such as resource , guidance,...etc. The single colleague who answered positively was not able to supply a technical nomination . Actually , she stressed that learners need preparation before writing through a pre-writing phase where data are collected and plans are suggested.

Logically, one would wonder if our teachers are not aware of the current methods and approaches to apply to their classroom operation . So , what is their actual role ?

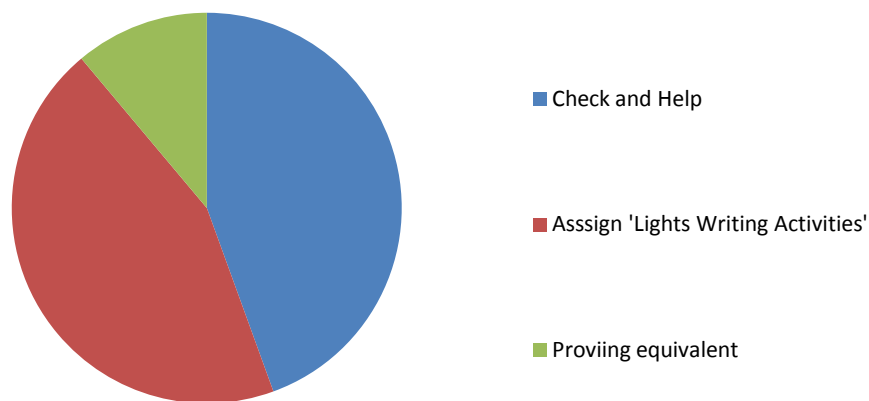
### **Item Twelve : What is your role during the classroom writing process ?**

The rationale behind this question was to check our colleagues answer to the previous item , in that if we get more proofs that our teachers behave randomly and unstructurally , we can explain to a far extent our classroom's failure in teaching writing . To start with , only four respondents stated « check and help ». Though classical , this expression could mean many things and serve many skills . We understand that at least there exists a kind of teachers' assistance in the process.

One colleague , however , wrote « help with giving equivalents of words in the foreign language » , which means that instead of advising students to use the dictionary , she does it herself ! This , in reality, reflects nothing other than the wrong guidance on the part of some of our teachers, if not most of them , the last

four colleagues answers stated that she/they no writing in classroom ,except for some fill in the gaps or ordering sentences tasks . Therefore , where is her role as a teacher of writing ? The following figure shows all teacher's views about their roles in the writing process.

**Chart 04 : Teachers' roles during the writing process .**



**Item Thirteen : What do you focus on during the writing process ?**

-The process

-The product

**-Others**

It is a common understanding , as we saw in theory , that each approach to writing implies an emphasis on either the process , the product, the genre or all together. Introduced by the discovery of the teachers' roles , this item's results

would certainly illuminate to us the approach teachers are applying to their classroom, seeing the method practiced.

Statically speaking, seven teachers, i.e., 77% opted for the first choice, while all the rest, meaning 33% chose the second. Their decisions, however, were followed by no further suggestions explanation except for only one element who said that she often concentrates on both for more fruitful results. Their words came as follows: «I do believe that it is not enough to focus on process and neglect the students' product, we need to give them equal attention», though this colleague didn't afford practical reasons, but it seems that her words do make appeal for the marriage of approaches (process and product) to take more benefits as eclectic approaches generally do! The larger category of teachers which chose the process focus opinion seems to be more concerned with the classroom behaviour and involvement, while the second leans towards the tendency to support homework techniques. For these last mostly, item 14, would test their readiness and conviction of the method they are applying.

#### **Item Fourteen : How do you usually correct your Students Composition ?**

This item serves as an evaluation of the teachers' systematic approach to correction. It was stated in chapter III that correction should be made as positive and productive as possible, through the types we discussed in that area. Therefore, adopting a random ideology in the skill would turn certainly into counter-production. Actually, four colleagues answered saying that they use correction symbols (a type we explained in theory), while two others stated that they put a

grade accompanied by a corresponding remark. Among the three last ones , however, two colleagues mentioned the use of underlining errors and incoherent sentences for the student to revise them . The last teacher drove our attention to the method of interchanging students papers for correction . In an attempt to analyze these responses , we saw it more practical to organize them as follows :

**Table 22** : Teachers' opinions and analysis on correcting pupils output.

<b>Theachers' category</b>	<b>Opinion</b>	<b>Analysis</b>
-One Nbr : 4 T	Correcting output using correction symbols	Some teachers follow systematic approach to feedback.
-Two Nbr : 2 T	-Correcting output through putting a grade with corresponding remark	Rather insufficient method . Students need to recognize their errors to overcome them next time.
-Three Nbr : 3 T	Correcting output through underlining errors and incoherent sentences	The act of underlining is meaningless as it shows no special error or linguistic inadequacy . Lines should at least be accompanied by symbols or margin comments
-Four Nbr : 1 T	Correcting output using peer correction	-This method , though scientifically recognized , should not be adopted all the times. Its drawback revealed heavier as it could engender various personal conflicts and complexes among students , besides being a question of great subjectivity.



Eventually , we may conclude that only a percentage of 44% follow, in a certain way , a systematic approach to correcting students work. Worse, however , would be the fact that some teachers do no more than keeping pupils' handouts without correction (Appendix 6, pp: 213-214).

**Item Fifteen : How do Classmates' Comment affect Students' Writing ?**

-Positively

-Negatively

-Why ?

No one could deny the sensitive role peers exert on each other , but more dangerous is the fact that teachers may not be aware of those conflicts which are in measure creating serious obstacles, for the hole learning process.

The current item serves at testing teachers' consideration of the fact.

Not far from our attitude , eight teachers ,representing 88% ,went for the second choice . Their decision was supported later by many reasons. For instance , one was convinced that , being adolescents , his pupils are very sensitive to peer comment that does them more harm than good . Another , however , stated « students' remarks tend to be more subjective » , an opinion which was supported by another colleague's attitude when she referred to the fact that

students pay their colleagues back some dues , in an attempt to revenge for personal matters , through being so harsh and humiliating .

Our colleagues justifications excluded all possibilities of relying on students to evaluate each other, as this method , though pedagogically recognized, its drawbacks are more intensive. The only colleague , who differed in this opinion from others , opted for both the positive and negative sides of the problem . She followed her decision throwing responsibility on the teacher who , in her view , bears more weight as it depends on her to organize the evaluation process to lessen of the students degree of subjectivity, « it depends on the teacher to make it positive or negative »

**Item Sixteen : How would you evaluate your Students' Product ?**

-Orally

-Written comment

-Justify your choice.

Our intention behind asking this question is to see whether our teachers believe in the difference a simple oral or written remark can make about the improvement of the students' level of writing.

The totality of respondents answered this item , and their responses didn't vary significantly . To seven of them (that is 77%) , it goes without saying that evaluation should better be written as it is personal and if said plainly it may trigger undesirable senses , like jealousy , shame , low self-esteem, ..., etc. One of them said « I write the grade and comment and insist on keeping it secret from peers even if it is part of an official exam » . Not very far , however , the other two colleagues were for the written comment but didn't have the chance to know their justification as they didn't explain , either for reasons of laziness or 'educational heritage' !

**Item Seventeen : Rank the following Factors in terms of Responsibility for Students' Weakness in Writing, from 1 to 8 (8 is the most responsible).**

We obtained the following results :

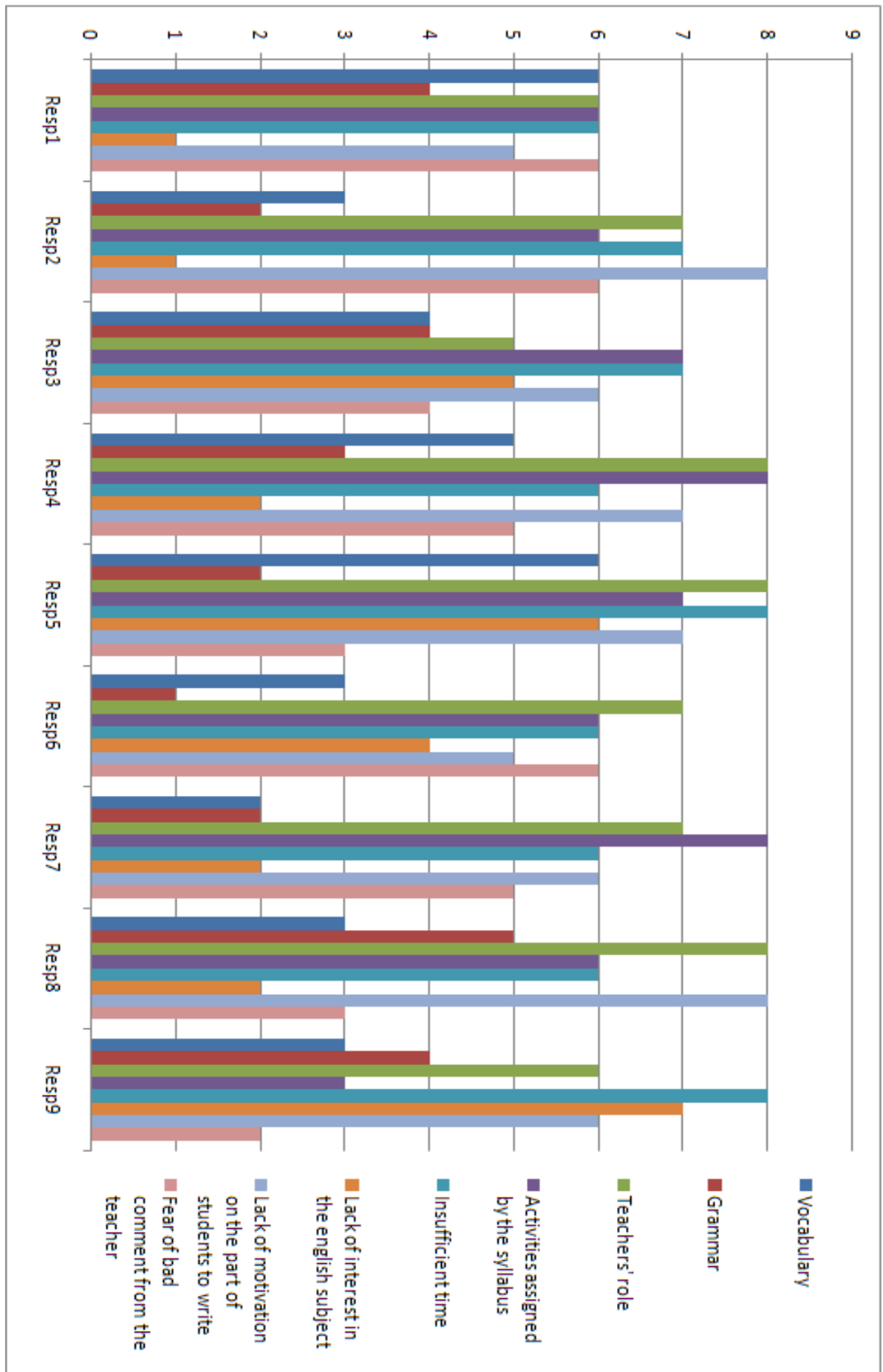
**Table 23 : Teachers' evaluation of the writing weakness factors**

Factors	Scores									Total
Vocabulary	6	3	4	5	6	3	2	3	3	35

Grammar	4	2	4	3	2	1	2	5	4	27
Teachers' Role	6	7	5	8	8	7	7	8	6	62
The amount of Activities assigned by the Syllabus	6	6	7	8	7	6	8	6	3	57
Insufficient Time	6	7	7	6	8	6	6	6	8	60
Lack of Interest in the English Subject	1	1	5	2	6	4	2	2	7	30
Lack of Motivation on the part of Students to Write	5	8	6	7	7	5	6	8	6	58
Fear of Bad Comment from the Teacher	6	6	4	5	3	6	5	3	2	42

The factors in question are believed to be real handicaps for the writing process , in general . Our intention is to find the most dangerous ones, according to teachers , and whether they agree with our view expressed throughout the study .

**Chart 05 :** Teachers’ evaluation of the writing weakness factors.



The graph shows , in general , a clear coordination between what the teachers think of the factors' value and the researchers' own attitude . For instance , there is a clear statement of the sensitivity of the teachers' role beside that of time as if it were common conviction . Not less striking is the role of motivation that is believed to exert a strong influence on our learners' willingness and quality of output . But , what rather seems irrational is our respondents' evaluation in terms of the amount of activities assigned by the syllabus , given that the study we held previously for the course book excludes any suspicion meaning the density of writing tasks . Among the latest factors , vocabulary didn't prove a disturbing one despite of the commonly spread view that our pupils' vocabulary store is not that reliable. In fact , the mere use of a dictionary may reduce to a great extent the pupils' relative hardships. Besides, our colleagues do not esteem that their comments could incite significant influence on the pupils' writing product , a declaration that contradicts firmly the researchers' views we reported during theory about the importance of the teachers' comments . Finally , grammar and the lack of interest in the subject were near to be excluded by our respondents who seem to reject them from the list of major handicaps in the writing process .

**Item Eighteen : What would you suggest as far as the problem of writing is concerned ?**

Being clear invitation for teachers to comment freely on the issue of writing in the foreign language , most of them ascertained their trouble during the writing activities , especially free writing ones .

Some of them tried to drive our attention to the fact that writing is not the only troublesome area among the students' foreign language skills , as their oral abilities , as well , are not that promising . We touched, in fact , a sort of deep displeasance on the part of ours teachers with the overall communicative output of their students , in an attempt to point at the deficiency of our teaching learning approach applied to the FL classroom process . Though none of our colleagues mentioned it clearly , the competency based approach to language teaching seems to be unable to bring our foreign language student to the level of producing acceptable and fruitful communicative message . Evidently , then , for the realization of this vision , we need extensive works to revise and adopt our theoretical consideration to teaching FL writing in accordance with the various learning process's linguistic , contextual and psychological regards.

Moreover, one of our colleagues raised the issue of giving the skill of writing wider considerations than classroom scale . She , indeed , referred to organizing monthly or even weekly school magazines , where students may contribute with their writing , prose and poetry , to develop their rhetoric abilities and pave the way for exploring students internal capacities and desires , to promote for future rhetoric careers. Hence , we help our students express , more freely and objectively , their needs and hopes for their expectations of the kind of professions and requirements they are likely to choose .

Some answers , however , stressed the various constraints likely to hinder our students' writing abilities . Actually , they cited the heavy timetables and serious competitiveness the other languages create for English (Arabic and French) .

Indeed , in terms of density , students of literature stream , especially foreign language ones , are exposed to three different languages , mostly during the same day . So often, lessons of Arabic , French and English succeed each other and learners can hardly shift from one register of words and notions to the other , in addition , to the variety of structured components each language has. The succession of these lessons does not give them enough time to assimilate and register what they learn in each language , hence , trace for the ability to receive rather than the productive one.

Very important to consider , however , in the declaration some colleagues made about the inefficient instruction during seminars and training sessions , in that those conferences if they do , add very little to the teachers' actual knowledge and practice in the skill . One teacher even said « We never deal with writing in seminar .We need to perform some model lessons and discuss them with the inspector to obtain some agreed on steps to follow during the lesson of writing » .

All in all , what pupils need to overcome the problem of writing is far from what teachers are concerned with , or , can actually provide . Seemingly right , teachers do not think that this is the only problem they have to worry about . English is neither the only language students have to learn , nor is it the first foreign language to be acquired. Even , when dealing with English , only , writing is neither the



unique problem to solve nor is it the sole source of their general failure in acquiring .

## II.2. The Learner's Questionnaire

In a study that is primarily concerned with students' underachievement in writing in English , we saw that limiting our survey to teachers' views and ignoring the attitudes of learners , who are of primary involvement in this issue , will question the accuracy of our study . For that reason , the main concern of this part is the description , the analysis and the interpretation of the data included in pupils' questionnaire . This second questionnaire is intended for 62 students, a sample representing the 93 pupils of foreign languages stream students in the district of Barika . Before the administration of the questionnaire , we had conducted some item tryouts on 20 pupils from M'Doukal Secondary School, in order to lift any ambiguity in the wording and/or the formulation of questions

### Item 1 : Rank the following skills in terms of difficulty

Listening	Reading	Speaking	Writing

The question above aims at checking our pupils' attitude towards the skill in question for our study , and whether they do share their instructors' view concerning the difficulty of the writing skill compared with the rest. Indeed , the table below reflects the result of our pupils' ranking which goes to coordinate profoundly with the view we proposed and discussed throughout our study . Furthermore , it comes to ascertain the opinion of teachers in this questionnaire

when they noted that their pupils' general level in writing is bad . (Teachers' questionnaire, item 3) .

**Table 24:** Pupils' classification of language four skills

Ranking the skill of writing	<b>Most difficult</b>	<b>Second in difficulty</b>	<b>Third in difficulty</b>	<b>Least difficult</b>
Number of pupils	59	09	00	00
Percentage	95%	05%	0%	0%

It is clear from the table above that , for the vast majority of our pupils, writing is a serious obstacle and , hence, represents a considerable handicap for their language learning process.

**Item Two : What does writing mean to you ?**

**Table 25 :** Pupils' evaluation of the meaning of writing to them.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Disagree</b>	<b>Strongly disagree</b>
A way to express yourself		10%	13%	30%	42%

A way to communicate with people	50%	21%		19%	
A way to record personal experiences	05%		07%	20%	50%
A way to get grades and succeed at school	70%	22%			02%

It is necessary for the pupil to determine his goal in order to build the required ability to realize it. Hence , if pupils feel that they have conflicting determinations of the real meaning they allot to writing , their chances to succeed in the skill won't be that promising . For instance , the table shows that some pupils « do not even know » what meaning means to them , and this state of ignorance may bring about negative consequences on their achievement in the skill. Another important fact reflected by the table is that the greatest percentage of pupils opted for writing being a way to get grades and succeed at school ; which means that school attainment represents a serious motivating factor , by which teachers may raise their pupils level of writing .

**Item Three : How many times a week do you write in class ?**

-Once a week

-More

-Less

---



-If more or less , please specify .

**Table 26** : Pupils' evaluation of classroom writing frequency .

Writing activity frequency	Once a week	More	Less
Number of pupils	13	00	49
Percentage	21%	00%	79%

It is a considerable percentage that 79% of the pupils do less than once a week writing as if it is essential for every learner to be intensively trained for reasons of improving his actual capacities of writing . This fact offer higher backing for the reason of time we discussed in the theory . It is rather doubtless that giving more time to a skill guarantees higher levels of success . Then, the obtained result indicates the high value of time as a decisive degree on classroom writing proficiency .

When asked to specificity , most of the pupils fled the explanation , but those who answered were 33 pupils , 26 amongst them stated that they are rarely assigned writing activities and some even continued stating that their teachers sprang over this kind of tasks. This , in fact adds to the dangerous effect teachers do have on the willingness of their pupils to writing .

The rest , a group of only seven pupils opposed the preceding views when they stated that they write every lesson in classroom , a fact that made us doubt about how they conceived the question , for they seem to confuse the writing activity itself with writing as a mechanical procedure of taking down lessons on the copybook !

**Item Four : How much time are you given to do your writing ?**

It is enough ?    -Yes                          -No   

**-Why ?**

No one denies that writing is a skill that requires too much thinking and revising . This , actually , could not be achieved unless allotted sufficient time and concentration. Indeed , this item aims at observing the reality within which the writing skill is applied in our classroom .

The results show that all the respondents answered saying that they are given short time to write . And when asked to say if it is enough they all responded No .

**Table 27** : Pupils' Opinion about the Sufficiency of Time allotted to Writing Activity.

	<b>Yes</b>	<b>No</b>
Number	64	00
Percentage	100%	0%

In an attempt to clarify their answers , a good number of pupils referred to the fact that they mostly hand out their work for their teachers before putting down the finishing touches onto the writing product , not to mention the great deception this holds to them in times of official tests and exams.

But very few amongst our respondents , however , being only 23 pupils tried to supply with the reason they think more responsible for their demand of longer time . Indeed, 10 pupils , i.e : 43.5% , of the whole 23 respondents , stated that their failure in writing well or presenting their output within the required time is due to their lack of training in the matter . This is an open insinuation that these , in little importance given to the skill as we mentioned earlier in the theory .

On the other hand , 13 other respondents continued throwing further blame on the body of their teachers when accusing them of giving the written expression shorter time than it actually requires . We , could , however deduce that it is getting a common truth that time reserved to the writing task is not sufficient for pupils to write well , but , in reality , teachers are on their turn under greater pressures caused by syllabuses to be finished within seriously determined deadlines.

**Item Six : Does your teacher help you when you write ?**

-Yes

-No

-Explain ?

This item aims at inferring from students' view the actual role the teachers play in classroom during the writing process.

Sad enough is the fact reflected by the table below :

**Table 28** : Teachers' help during students' writing .

Do teachers help you when writing ?	Yes	No
Number of pupils	14	48
Percentage	22.5%	71.41%

In that , it is rather a considerable percentage ,77.41% , being pupils who admit that their teachers are helpless and continue describing the writing lesson as a station for the teachers to take some rest , leave classroom or even read a newspaper ! We were , amazingly , struck by a pupils' words about his/her teacher say « use a dictionary and don't disturb me » ! The more thought of these views



bridges us with the sensitive role of the teacher we investigated in our study and how does its deficiency lead to an outstanding failure in the skill of writing .

On the other hand , 22.5% of our pupils did recognize that their teachers are of « certain » presence during their writing operation. But , strange enough is the way they view and evaluate this matter . For some of them , the fact of bringing dictionaries to classroom is in itself a real help , while others do refer to their teachers' walk around , check and help , as being top requirements for them .

A very small group , however , expressed their teachers involvement quite differently , referring to the teachers' class organization during group and pair work ! To be fair , we have to report , also , very few pupils views saying « we never write in the classroom » a quite deceiving statement that may question the whole educational process and the grounds on which the relative staff is to be formed.

**Item Seven : Are you satisfied with your teachers' role during the activity of writing ?**

-Yes

-No

If No , Why ?

This item serves as a confirmation measure to the preceding one , and as was expected , the answers were not contradicting . 50 pupils among our respondents , that is 80.64% , stated their dissatisfaction with their teachers , while the rest ,

19.35%, were against the first attitude . After going along observing their justifications , pupils of the first category seemed to have rather conflicting reasons , 23 of them , being 46% , accused their teachers of reluctance and neglect , and even some of them stated that their teachers do not give the work back. While the last categories' attitude were all around the fact that their teachers give more importance to the other parts of the unit (other skills) rather than writing.

As a result , we came to deduce from this item that our learners are aware of the decisive role of the teacher in the writing process, supporting therefore our observations we made formerly about this concern.

#### **Item Nine : Do you prefer writing**

In class ?	
At home (homework) ?	

-Why ?

Necessary to know beforehand ,that writing in classroom includes other activities than the homework one . But , what seems to get very common is that our teachers tend to seek refuge in homework even for some « light » writing activities for the sake of lessening burden and gaining time ! This is what we wish to check throughout our pupils answers .

**Table 29** : Pupils preference about class and home writing.

<b>Answers</b>	<b>Number</b>	<b>Percentage</b>
In class	22	35.48%
At home (home work)	40	64.51%

The results in the table above reflect strong preference , on the part of our pupils, to homework . This categorys' arguments were plainly limited to the amount of time they are offered to do their writing , in addition to the variety of means they find under their disposition . One pupil said « I can use books to help me write » , while another one recognized « my sister helps me » . A good number , however , stress that they are helped by the Internet to produce a writing that is of quality and may deserve higher grades. To conclude , time , external help are major factors behind pupils preference to write at home. Hence , a sensitive question is to be raised : How can reluctant , demotivated teachers question the genuineny of their pupils work ?

### **Item Ten : which topic do you like to write about ?**

**Table 30** : Analysis of pupils' most preferred topics in writing .

<b>Topics</b>	<b>Number of pupils</b>	<b>Percentage (in %)</b>
Nature (geography ,animals ,...etc)	10	16.12
Humanity problems	12	19.35

Discoveries	45	72.58
Culture	13	20.96
Sports	25	40.96
Arts	37	59.67

Before proceeding with the discussion , we should note that some pupils opted for more than one topic.

It is clearly shown above that the topic, which seems more relevant to our pupils needs is the one of discoveries , despite of their stream which is a literary one. This reflects the young people’s desire to know and discover new things regardless of their streaming or orientation . Whereas , the second position was occupied by arts with a percentage of 59.87% , because , as teenagers ,this is of interest to them . Right after , sports classifies with 40.32% , due to the same reasons . Eventually , as far as , nature , culture and humanity problems are concerned , pupils do not seem to value them despite of the fact that those topics are the mostly tackled among others, not only in English , but the other subjects too.

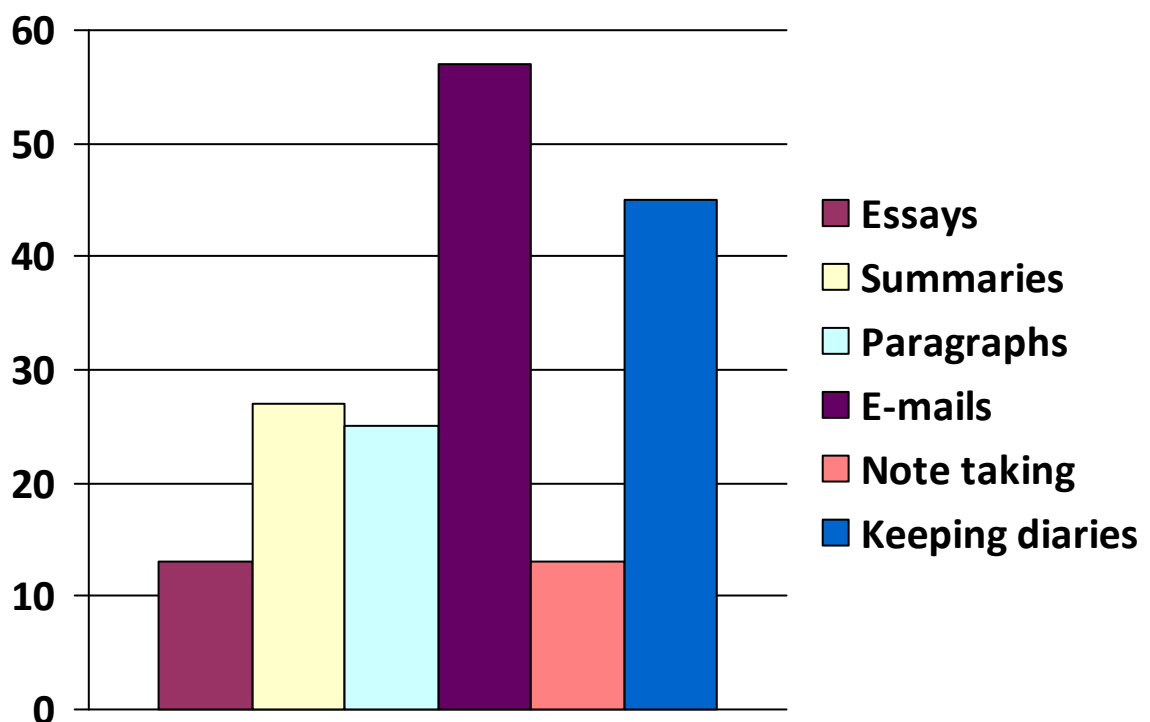
### **Item Eleven : Which type do you like to write ?**

**Table 31** : Pupils’ writing topics preferences.

Type	Number of pupils	Percentage
Letters	49	79.03%
Essays	13	20.96%
Summaries	27	43.54%
Paragraphs	25	40.32%
E-mails	57	91.93%
Note taking	13	20.96%
Keeping diaries	45	72.58%

This item intends to check our pupils preferred type of writing , in that they are supposed to perform better in that kind . The results would certainly be better reflected through the following statistical chart.

**Chart 06** : Topics preferred by pupils.



This diagram shows that the vast majority of pupils prefer writing e-mails and this goes with their psychological nature during this age , as personal matters , like keeping personal phones ,making friendly and family relations ,and so on , tend to be highly valued . Not less important for pupils too , according to the diagram , is the writing of letters and diaries whose sense for them is not short of intimacy and hence would be granted higher consideration . Whilst , the rest of the types do not appear to capture pupils' interest given their pedagogical nature which may hold them to interest only during official tests and exams .

We may conclude this item saying that pupils prefer writing what relates to their personal and family matters , and that their age decides greatly about their preferences .

**Item Eight : Do you take into consideration your teacher's remarks following your writing ?**

-Yes

-No

The choice of this item was built on the fact that teacher's feedback is of an immense educational and psychological impact on the learners to write . It is

actually the final step during the process of writing and therefore a point for perfection .

The results show that 57 among the pupils answered this question . The rest , being 05 , didn't provide any response , possibly due to their inability to understand the question or simply lack of attention .

Among the 57 responses , 42 ones making 73.68% , opted for 'Yes' , which reflects the sensitive impact teacher's feedback has on the willingness of the pupils to write . The rest 20 respondents chose the second answer , 'No' , reflecting a lack of interest in the matter created from the fact if our pupils saw previously that their instructors cared much about « how to profit from feedback and use it in remedial activities » , their reaction won't have been that negative.

### **Item Twelve : How do you classify your level of writing ?**

**Table 32 :** Classifying levels of writing

	<b>Respondents</b>	<b>Percentage</b>
Good	03	04.83%
Average	12	19.35%
Bad	47	75.80%

-How do you know it ?

Pupils answers in this item came to stress their teachers' views we saw formerly , in that 75.80% of them expressed their weakness in writing and only 19.35% think they are average level writers . The very small left percentage , 04.83% , consider themselves as good writers .

Attempting to provide reasons , all the respondents pointed at the grades got in home works and official tests and exams . While , striking enough , were the words of one pupil saying : « My teacher blames me and say this is not English I don't know how to write good » . This in fact reflects pupils way of suspecting some teachers of using anti-pedagogic behaviour to approach the whole matter .

**Item Thirteen : Which among the following components is difficult for you ?**

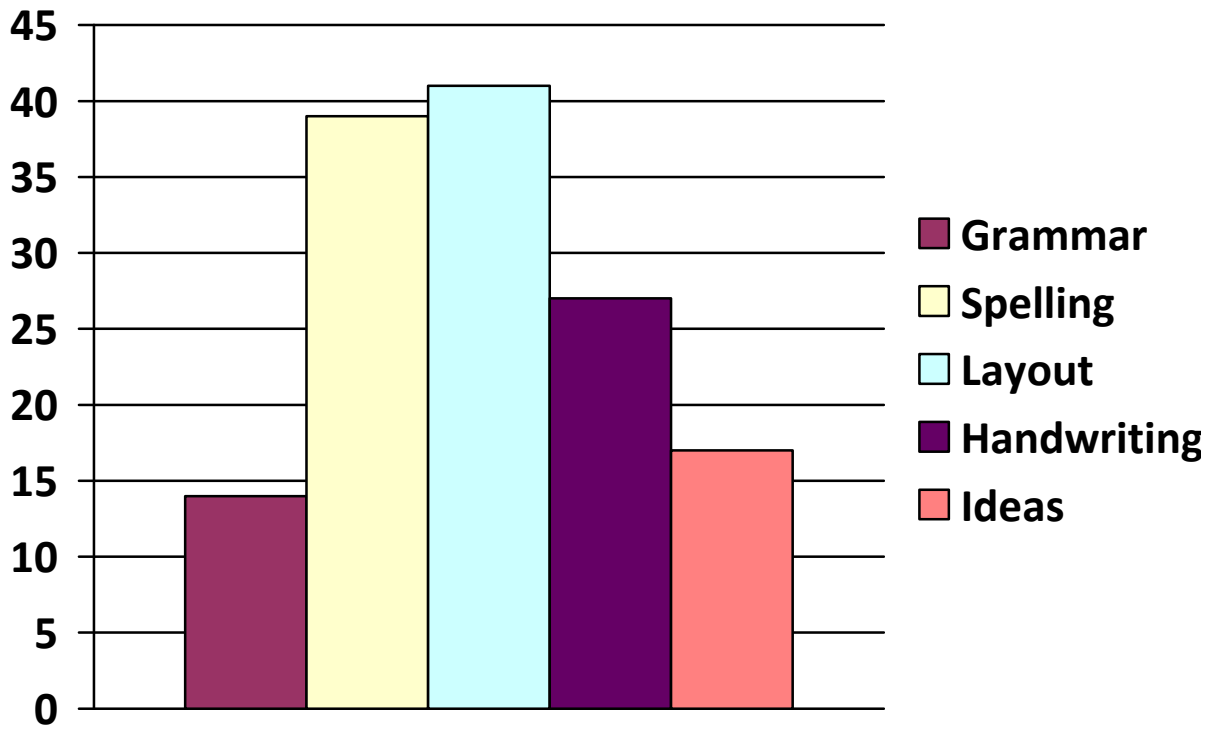
**Table 33 :** Pupils' difficult writing components.

	<b>Respondents</b>	<b>Percentage</b>
Punctuation	23	14.26%
Grammar	14	08.68%
Spelling	39	24.18%
Presentation(lay-out)	41	25.42%
Handwriting	27	16.74%



Ideas	17	10.54%
-------	----	--------

**Chart 07** : Pupils' difficult writing components.



Before acceding to the table analysis , we need to mention that some pupils tick on more than one areas , a fact which reflects the polymorphousity of their problem . The results show that the most difficult area is the presentation of the work is the layout , reflecting a clear handicap on the part our learners to establish coherence between sentences and paragraphs for the production of an acceptable composition. Right after comes the problem of spelling . Indeed , 62.90% among the respondents find it difficult to provide the correct form of words due to many reasons of the foreign language difference and lack of training . 23% of the respondents chose handwriting as a writing difficulty and this statement continues to ascertain our view that our pupils are weak in the writing conventions , among which handwriting is one element. 27.58% are pupils who find ideas a difficult component ; a small percentage regarding that ideas are the same for all languages , but the problem is in the way to produce them correctly .

Finally , the item of grammar , contrary to what was expected does not seem to represent a major handicap , with the weakest percentage meaning that the pupils are not afraid of grammar as they are not provided with rules to follow.

**Item Fourteen : Your writing problems are due to :**

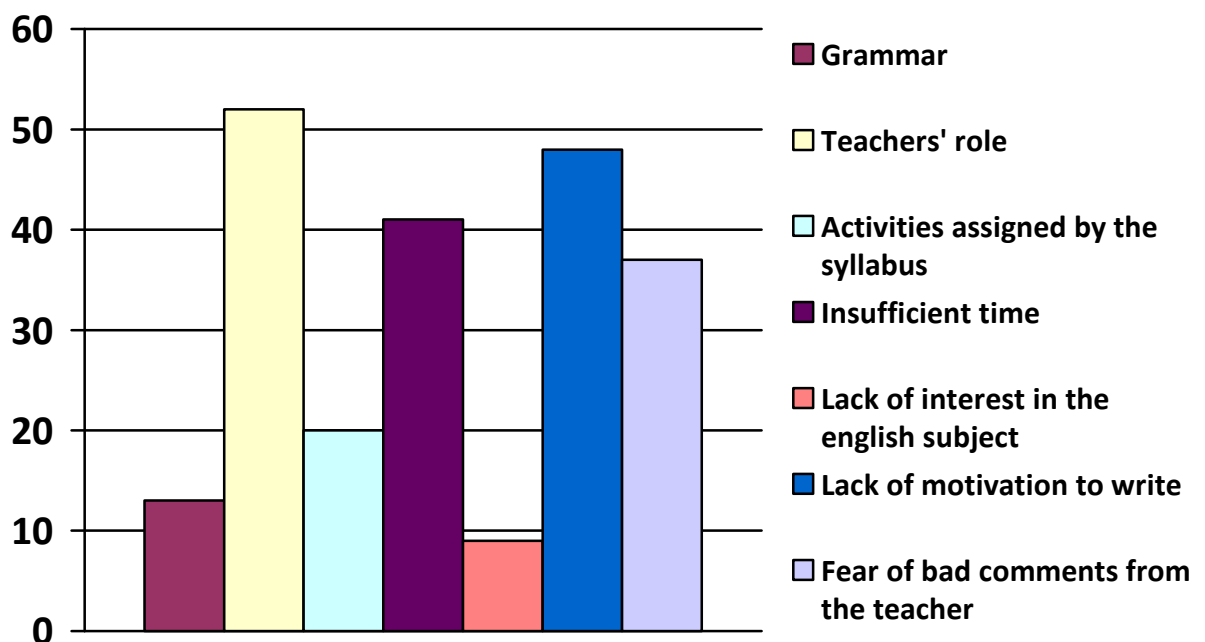
**Table 34 :** Cause of pupils' writing problems.

	<b>Respondents</b>	<b>Percentage</b>
Vocabulary	51	80.64%
Grammar	13	21.00%
Teachers' role	52	84.54%

Activities assigned by the syllabus	20	32.25%
Insufficient time	41	66.12%
Lack of interest in the english subject	09	14.50%
Lack of motivation to write	48	77.40%
Fear of bad comments from the teacher	37	58.06%

**Note** : the component of grammar was repeated in this item to check pupils answer in the previous one.

**Chart 08** : Cause of pupils' writing problems.



It is clear that pupils see the major cause of their weakness in writing in ,orderly, their teachers' role (84.54%) , vocabulary (80.64%) , and lack of motivation (77.41%) . These reasons were expected and discussed in details throughout the theory. Still , time allotted to the activity of writing goes on imposing itself with 66.12% , followed by the fear from the teachers' bad comments that realized

58.06% , proving that teachers words do have a powerful psychological impact on the pupils willingness to perform .

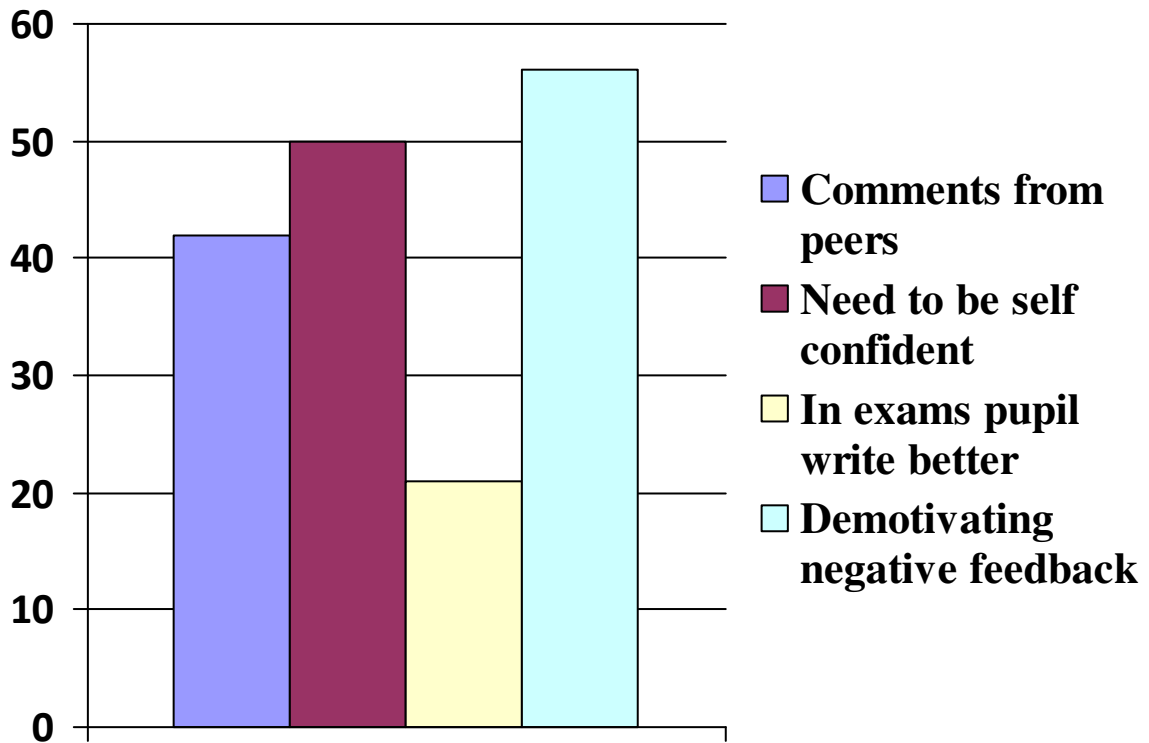
Finally , the least of pupils fears were grouped in grammar (21%) activities assigned by the syllabus (32.25%) and lack of interest in the subject (14.5%) . This result , actually , demystifies the generally ,spread impression that our pupils' weakness in English is due to its undesirability .

**Item Fifteen : How much do you agree with the following :**

**Table 35 :** Pupils attitudes towards writing contextual and psychological handicaps

	Item	Respondents	Percentage
1	Comments from your peers affect your willingness to write	42	67.74%
2	We need to be confident in ourselves to write well	50	50.64%
3	In exams you write better than in class and homeworks	21	33.37%
4	The thought of receiving negative feedback demotivates you	56	90.30%

**Chart 09 :** Pupils' attitudes towards contextual and psychological attitudes



The chart shows pupils' great fear from grades , whether in normal lessons or official exams , to the extent of realizing 90.32% . Right after , they expressed the great impact of self-esteem , even said differently , on their way of writing with 80.64.%. Not less important is the fear of pupils from their peers' comment given the sensitive age , as adolescents , and its psychological implications of competitiveness , shyness and jealousy . Last , but not least , comparison between exam and class or home writing got 33.87%. Though a weak percentage compared with the others , but it should not be underestimated since pupils are still making strong reference to the fear and anxiety they suffer from during exams and that could inhibit their well doing , regardless of the insufficient time when asked to do in some minutes what they used to perform in an hour or many days .

**Item Sixteen : What in your opinion is the best way to improve your writing ?**

This item serves as a way to trigger pupils' suggestions and mispleasances concerning the skill and elicit the best ways and solutions , according to them , to improve their writing . Indeed , it seems as if pupils were waiting for the chance to express their views about the difficulty of the writing skill . Some , even , stated that they are using various means to improve their levels , such as dictionaries , intensive writing , ...etc . Many others , however , pointed at the amount of subjects with their respective implication having fewer time and efforts to what they considered as minor occupations like writing .

For suggestions , the vast majority of pupils asked for longer time to write especially in exams. Others proposed to raise the coefficient of English starting from the first year at middle school, to force all learners spend further efforts to improve their levels in all skills , an idea which we felt quite intelligent and may serve in lessening much of the linguistic difficulties in our schools.

## **Conclusion**

In summary , we can say that pupils do really suffer from great problems in writing and that they are consciously concerned. This weakness applies conspicuously to the factors we intended to check throughout our study , in that there are clear demonstrations of the direct implications of the various contextual ,

psychological and subject matter factors in their responses . But , above all we could touch more suspicions towards the body of the teacher whose role and behaviour may inverse the whole equation .

Equally , we are to note that observing pupils' needs and preferences triggers their motivation to write. Therefore , teachers should pay more attention to this fact as motivation is a decisive factor in pupils' writing performance.

## **Suggestions and recommendations**

As far as the problem of writing English is concerned , we do recognize that it is not easy for our pupils to overcome their weakness which became a constant habit throughout our schools. The reasons which prevent them from improving their levels in writing are multiple and deeply rooted within their contexts and inside themselves , too. But , it is no way saying that there are no solutions since we came to diagnose the illness.

Out of the whole study and after different aspects of our investigation have been concluded , we came to recognize that some points are of most value and deserve to be reconsidered again . The aim of these suggestions is to draw our colleagues' attention that the issue of the pupils' underachievement in writing , like any other problem could be solved , or at least be partly treated . We do strongly believe that there is no best way to teach , but remain convinced that when the efforts are collaboratively made , teachers can do much .

**1. Teachers need to apply to their pupils' preferences and abilities to trigger their willingness to write.**

**2. During writing , the teachers' roles in motivating , directing and advising is of core importance for the process . Writing is a process that requires the strong active presence of the teacher , helping and**



**encouraging young writers , increasing their willingness and reducing their anxiety.**

**3.Role of the teacher doesn't end in assigning the writing instruction , but his way of giving feedback is of equal importance for the pupils' productivity.**

**4.Pupils should be made aware of the importance of writing , out of being a way to get grades , in order to create a long-term desire and practice in the skill.**

**5.Feeling the affective side of learners is a participation in their improvement in the skill of writing .**

**6.We need to create an appreciable classroom atmosphere to lessen the impact of bad peer relations on pupils' productivity.**

**7.Weak writers among pupils should be encouraged to do better and consider their weak levels as basis for better works in an attempt to free them from the self-esteem complex.**

**8. Teachers should be made aware of the fact that writing may be made more difficult by the lack of providing enough practice of the writing skill.**

**9. Writing as a process assured through the combination of a number of factors that the teachers have to consider in association in order to help pupils create successful products. These factors do not relate to the subject matter only, but the learners' contextual and psychological areas.**

**10. Writing can be improved by the provision of interesting and stimulating topics, developed through longer periods of time that would fit the pupils' weak abilities in the skill.**

## **General Conclusion**

This study has given an overview of the principles underlining the theory of teaching writing from which it is concluded that writing is a complex activity that requires high cognitive effort , instructions , and practice in order to generate ideas , plan and evaluate what is to be written . This complexity of writing was also discussed when we draw attention to the differences between speaking and writing . We also mentioned that writing is usually done to consolidate structures rather than get pupils to think and express their ideas clearly for effective communication.

Consideration of the close and wider environment of the learning process enabled us clarify our expectations of what learners need to master and possess. We examined the various components of writing and their necessary manipulations , besides the analysis of the effect of the contextual and psychological aspects starting from the belief that it is strongly needed to work for their complementarity in order to guarantee successful writing mission in our classrooms . Having looked at the factors of each of the previous respects , one can conclude that it is more suitable for our teachers and learners , as well , to take into account the direct and indirect causes responsible for this problems given their sensitive interrelateness equal value .

The situation we have noticed in the case of our pupils in Barika secondary schools applies to a good extent to what theorists have already concluded . The collection of data through the evaluation of the pupils' compositions allowed us

put for sure their weakness in the skill. But the problem raises at the level of the abstract factors relative to the individual learners' context and psychology which could never be objectively expressed even though the adoption of questionnaires was meant to overcome such a handicap.

Although we selected our sample randomly and took the necessary precautions during selection , we remain convinced that the research result may be subject to criticism . Therefore it is non of our aims to overgeneralize them .

Pupils' weakness in writing is not only due to a lack of training in the skill. Necessary to consider too is the teachers' role in the whole process as his behaviour determines consistently the quality of the writing output. Besides , the traditional method applied by many teachers relying on peers feedback proves a disturbing factor . Furthermore , a thorough treatment for our problem implies the careful reference to the pupils' mental powers such as motivation, self-esteem and anxiety given their outstanding effect on every human thought and behaviour . As a matter of fact , the learners have no hand , over the current state of performing badly in writing . Worse would be then , the teachers' ability to treat this weakness if they are not convinced to change positively their behaviour and thought.

Both teachers and learners are evolving in conditions which do not favour appropriate foreign language learning processes . Pupils' initial level in English , added to their high numbers in each class , together possibilities to correct learning . To teachers , this situation requires them to double the roles , which they assert they can not ensure now.

If the work conditions are better , teachers believe they could have done more. Teaching writing regarding the linguistic aspect only is not fitting . More efficient would be the matching of all the important variables to teach good habits.

## Bibliography

Allwright , D.and Baily,K.M. (2002)"Focus on the Language Classroom" . An

Introduction to Classroom Research for Language Teachers

Asseburg, C. (1999). "Do you learn or acquire a second language? " ML2002

Aspects of Language 1998-99, Applied Linguistics Essay .

University of St.Andrews.

Badger,R.and White,B.(2000)."A Process Genre Approach to Teaching".

ELT Journal

Bailey ,M and Allwright D.(2002)."Focus on the Language Classroom"

An Introduction to Classroom Research for Language

Teachers.Monterey Institute of International Studies.

Cambridge University Press.

Boardman C.A and Frydenberg.J.(2002)."Writing to Communicate Paragraphs

and Essays", Second Edition.Longman

Bouabdallah , M. & Djemai,F. (1988)."Neat Essay Writing Procedure" Exercices ,

notes , Algeria, Office des Publications Universitaires.

Brown, H.D.(1990) "Conceptualizing Motivation in Foreign Language Learning",

Englewood Cliffs , N.Y, Prentice Hall , Inc.

Brookes, A.& Grundy P.(1998) "Beginning to Write" , Cambridge,

Cambridge University Press.

Bunton,D and Green ,C (1991)."English Usage in HongKong"

Hong-Kong Institute of language in Education

(ILEJ Special issue N°2)

Carter,R.(1992)."Knowledge about Language and the Curriculum" :The LINC

Reader . London ; Hodder and Strenghton

Cohen,A.and Hosenfeld ,C.(1981)."Some Uses of Mentalistic Data in Second

Language" . Language Learning.

Doff.A.(1996)."Teach English" A Training Course for Teachers

Cambridge University Press.

Dörnyei , Z. (2002)." Motivational Strategies in the Langage Classroom".

Cambridge Language Teaching Library

Cambridge University Press

Dubin, F. & Olshtain ,E. (1996)." Course Design", Cambridge ,Cambridge

teaching

library , Cambridge University Press

Dulay,H.,Burt,M.and Krashen,S.(1982)."Language Two" .Oxford University Press

,  
NewYork,

Ehrman,J.(1996). "Input in Second Language Acquisition". Rowley, MA ,  
New Burry House

Ellis,R. (1997)." The study of Second Language Acquisition"  
Oxford University Press , Oxford.

Ellis,R. ,(1987)." Interlanguage Variability in Narrative Discourse" : Style Shifting  
in  
the Use of the Past Tense . Studies in Second Language  
Acquisition.

Faigly,L. (1985)." Non-Academic Writing" The Social Perspective in Writing in  
Non-Academic Settings ,NewYork, Guilford Press

Flower,L.and Hayes, K.J.(1981)."A Cognitive Process Theory of Writing"  
College Composition and Communication.

Gaies,S.J. ,(1983)."The Investigation of Language Classroom Processes"  
TESOL, Quaterly,17 :205-17

Gardner,R.C.(1989)."To Open Minds" Chinese Clues to the Dilemma of  
Contemporary Education .New York Basic.

Gardner,R.C, Senythe, P.C, Clement ,R. and Gliksman ,L.(1976) "Second  
language



Learning” : A Social-Psychological Perspective .

Canadian Modern Language Journal., 32 :198-213

Grabe,W. And Kaplan B.(1996).”Theory and Praticce of Writing”.

London and New York Longman.

Halliday,M.A.K.(1995).”Spoken and Written Langage”. Victoria: Deakin

University Press.

Harmer , J.,(2001).”The Practice of English Language Teaching”. Longman..

Harmer , J.(2005). “How to Teach Writing” . Pearson Education Ltd. Longman.

Harris.J.(1993).”Introducing Writing” Penguin English Applied Linguistics.

Hedge T. (1991). “Cooperative Development” Professional Self-development

Through Cooperation with Colleagues , London, Longman.

Hess, N. (2001)”Dealing with Writing Work in Teaching Large Multilevel

Classes”

Cambridge University Press

Heyde,A.W. (1977).”The Relationship between Self-Esteem and the Production of

a Second Language”.

Horowitz, D.(1986).”Process not Product” : Less than Meet the Eye.

TESOL ,Quarterly , 20(1) : 141-4

Hymes,D.H.(1972). “On Communicative Competence in Socio-Linguistics”

Penguin Books.

Hopkins,A.and Tribble C;(1989).Outlines. Harlow : Longman.

Horwitz,D.(1986)”Foreign Language Classroom Anxiety”

The modern Language Journal.

Hyland,K (2003) “Second Language Writing”.

Cambridge , Cambridge University Press

J.A.Bright , & G.P.M McGregor,(1970).”Teachning English as a Second Language”

Kim,S.H.(2001).”Writing and Reading as Collaborative or Social Acts in the

Writers’ mind” : Writing as a Mode of thinking .

Kim, S.H. (2001)”A Description of College Students Writing Process”

A strategy-based Approach , English Teaching , 56(4), 55-73

Kleinman,H. (1977) .”Avoidance Behaviour in Adult Second Language Learning”.

Language lerning.

Krashen, S. ,(1985).”The Input Hypothesis” . Harlow, Longman

Kroll.B.(1997).”Second Langage Writing” Research Insights for the

Classroom. Cambridge Applied Linguistics.

Cambridge University Press.

Littlewood, W. (1984). "Foreign and Second Language Learning".

Cambridge University Press.

Lynch, T. (1986). "Communication in the Language Classroom", CUP

Lyons, L.H. and Heasley, B. (1989). "Study Writing" A course in Written English  
for

Academic and Professional Purposes.

Cambridge University Press.

Mc Combs, B.L. Marzano, R.J. (1990). "Putting the Self in Self-Regulated Learning"

The Self as Agent in Integrating Will and Skill. Educational  
Psychologist.

Mc Donough, S.H. (1986). "Psychology in Foreign Language Teaching"

English Language Book Society. Allen and Union.

McLaughlin, B. (1987). "Theories of Second Language Acquisition"

London, Edward Arnold

Nunan, D. (1999). "Research Methods in Language Learning"

Cambridge Language Teaching Library.

Nunan ,D.(2000).” Language Teaching Methodology”

Hertfordshire : Printice Hall International

O’Malley ,M.(2000).”Implementing the Cognitive Learning Approach“ Reading ,

MA. Addison Wesley.

Oxford, R. ,(1990).”Language Learning Strategy” What Every Teacher Know ,

Heinle and Heinle Publishers ,Boston ,M.A

Painter, L,(1999).”How Work” in English Teaching Professional ,10

Ploeger,K.(2000). “Simplified Paragraph Skills”

California State University , Stanislaus.

Raimes, A. (1991).” Out of the Words” Imaging Traditions in Teaching Writing

TESOL, Quaterly 25,407-430

Richards,J.C.(1971).”A Non-Contrastive Approach to Error Analysis”

English Language Teaching.

Richards J. C. and Renandya ,W.A. (2002).”Methodology in Language Teaching”

An Anthropology of Current Practice , Cambridge ,

Cambridge University Press.

Rinvolucri,M. (1998)”Mistakes in Modern English Teaching”, Longman

Shierin , S.(1989)”Self-Access” . Owford ; Oxford University Press.

Scovel, T. (1978). "The effect of Affect on Foreign Language Learning" : A Review of

the Anxiety Research. Language Learning

Swain, M. (1985). "Communicative Competence" Some Roles of Comprehensible

Input in its Development . In S. Gars and G. Madden.

Swales, G. (1990). "A General Analysis" English in Academic and Research Settings .

New-York, Cambridge University Press.

Tharp, R. G., and Gallimore, R. (1988). "Rousing Minds to Life" Teaching , Learning ,

and School in Social Context , New York, Cambridge University

Press.

Tribble, C. (1996). "Writing". Oxford, Oxford University Press.

Ur, P. (2000). "A Course in Language Teaching " Practice and Theory ,

Cambridge Teacher Training and Development.

Cambridge University Press.

Van Patten, W. (1993). "Teaching for the Acquisition Rich in Classroom"

Foreign Language Annals , 26(4),435-450

Wales, L. , (1990) "Literacy for Learners of English as a Second Language"

Wallas, M.J.(2001). "Action Research for Language Teachers"

Cambridge University Press

Williams, and Burden,R.L.(2000). "Psychology for Language Teachers" A Social

Constructivist Approach . Cambridge University Press

Zamel,V. ,(1992) "Writing One's Way into Ready". TESOL,Quarterly

Zamel,V. ,(1982) "Writing : the Process of Discovering Meaning" TSOL,Quarterly

### **Bibliography in French**

Document d'Accompagnement du Programme d'Anglais de 2<sup>ème</sup> Année

Secondaire.(2005).Ministère de l'Education Nationale.

Programme d'Anglais – Deuxième Langue Etrangère . (2005). Ministère de  
l'Education Nationale.

## **APPENDICES**

**1-Second year program – Getting Through**

**2-Assessment grid as CEF**

**3-Questionnaire to teachers**

**4-Questionnaire to learners**

**5-Table of evaluation results**

**6-Pupils composition copies**

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

The People's Democratic Republic of Algeria  
Ministry of National Education

## GETTING THROUGH Secondary Education, Year Two

B. RICHE

S.A. ARAB

M. BENSEMMANE  
H. AMEZIANE  
H. HAMI

*Design and layout:* Ch. Azouaoui  
*Illustration:* T. Baghdad  
*Graphic editing:* Y. Kaci Ouali

الديوان الوطني للمطبوعات المدرسية  
The National Authority for School Publications



# BOOK MAP

Unit	Topic	Discovering language		
		Grammar	Pronunciation	Vocabulary
<b>1</b> SIGNS OF THE TIME	Life styles	<ul style="list-style-type: none"> <li>● Semi-modal <b>used to</b></li> <li>● Present simple tense</li> <li>● <b>Going to</b> and <b>will-future</b></li> <li>● Present continuous with future intention</li> <li>● Modals <b>may/ might</b></li> <li>● Relative pronouns</li> <li>● Link words: <b>in contrast to/by contrast/ however, on the contrary</b></li> <li>● The comparative and the superlative</li> </ul>	<ul style="list-style-type: none"> <li>● Vowels</li> <li>● Diphthongs</li> <li>● English and French phonics</li> <li>● Homophones</li> <li>● Homonyms</li> <li>● Comma and full stop pauses</li> <li>● English and French phonics</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary related to food, clothes ...</li> <li>● Suffixes <b>-ism, -ic, ical, -less, -ist, -ary, -dom...</b></li> </ul>
<b>2</b> MAKE PEACE.	Peace and conflict resolution	<ul style="list-style-type: none"> <li>● Modals <b>can/could</b></li> <li>● Verb idiom: <b>was/ were able to/ will be able to/ has/have been able to</b></li> <li>● Modals: <b>must/have to/ need to</b></li> <li>● <b>Should have + past participle</b></li> </ul>	<ul style="list-style-type: none"> <li>● Primary stress in connected speech</li> <li>● Homonyms/ homophones</li> <li>● Intonation in requests</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary related to peace and citizenship</li> <li>● Abbreviations and acronyms</li> </ul>
<b>3</b> WASTE NOT, WANT NOT.	World resources and sustainable development	<ul style="list-style-type: none"> <li>● The present simple passive</li> <li>● The past simple passive</li> <li>● The future simple passive</li> <li>● The present perfect simple passive</li> <li>● The passive with modals, <b>must, can, may</b> and <b>should</b></li> </ul>	<ul style="list-style-type: none"> <li>● Intonation (listing)</li> <li>● Strong and weak forms of auxiliary <b>was</b> and <b>were</b> in the passive.</li> <li>● Pronunciation of <b>must, can, should</b> in the passive.</li> <li>● Problem consonants and vowels</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies for checking a monolingual dictionary</li> <li>● Study of a dictionary entry</li> </ul>

# BOOK MAP

Functions	Developing skills		Projects
	Listening and speaking	Reading and writing	
<ul style="list-style-type: none"> <li>● Describing</li> <li>● Narrating</li> <li>● Predicting</li> <li>● Expressing certainty and doubt</li> <li>● Expressing intention</li> <li>● Comparing</li> </ul>	<ul style="list-style-type: none"> <li>● Listening for specific information</li> <li>● Listening for general ideas</li> <li>● Talking about changes in lifestyles: eating habits, clothes ...</li> </ul>	<ul style="list-style-type: none"> <li>● Reading for specific information</li> <li>● Reading for general ideas</li> <li>● Reading a biography, a newspaper article...</li> <li>● Writing a policy statement, slogans, a newspaper article, a letter ...</li> </ul>	<ul style="list-style-type: none"> <li>● Writing a life styles profile</li> </ul>
<ul style="list-style-type: none"> <li>● Expressing obligation and absence of obligation</li> <li>● Expressing ability and possibility</li> <li>● Criticising</li> <li>● Making requests</li> </ul>	<ul style="list-style-type: none"> <li>● Listening for specific information</li> <li>● Listening for general ideas</li> <li>● Solving problems through dialogue</li> <li>● Making a public address</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a newspaper article</li> <li>● Discussing style</li> <li>● Writing a poem</li> <li>● Writing a class charter/ an acrostic</li> <li>● Writing a poem</li> </ul>	<ul style="list-style-type: none"> <li>● Writing a statement of achievements</li> </ul>
<ul style="list-style-type: none"> <li>● Narrating</li> <li>● Describing a process</li> <li>● Promising</li> <li>● Asking for and giving information</li> <li>● Reporting</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to a lecture</li> <li>● Managing through a long conversation using discourse markers</li> <li>● Talking about the environment</li> <li>● Making a presentation of a product</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a map / a newspaper article</li> <li>● Guessing the meaning of words through context</li> <li>● Analysis of paragraph organization</li> <li>● Writing a press release</li> <li>● Making an oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Making a conservation plan</li> </ul>

# BOOK MAP

Unit	Topic	Discovering language		
		Grammar	Pronunciation	Vocabulary
4	BUDDING SCIENTIST  Science and experiments	<ul style="list-style-type: none"> <li>● If-conditional type zero</li> <li>● If-conditional type one (revision)</li> <li>● The comparative (revision)</li> </ul>	<ul style="list-style-type: none"> <li>● Diphthongs</li> <li>● Stress in words ending in <b>-gy</b>, <b>-ical</b>, <b>-ics</b></li> <li>● Intonation in complex sentences with <b>if</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary related to science, experiments ...</li> <li>● Formation of adjectives with suffixes: <b>-able</b>, <b>-ible</b> ...</li> </ul>
		<ul style="list-style-type: none"> <li>● Past perfect tense with time conjunctions <b>when</b>, <b>after</b>, <b>before</b>...</li> <li>● Past simple (consolidation)</li> <li>● Past continuous (consolidation)</li> <li>● <b>The + adjective</b></li> <li>● Comparatives <b>...as ...as</b> and <b>like</b></li> <li>● Definite article <b>the</b></li> </ul>	<ul style="list-style-type: none"> <li>● Silent letters <b>w</b>, <b>t</b>, <b>r</b>, <b>e</b>, <b>gh</b>, <b>l</b>, <b>s</b>, <b>k</b> ...</li> <li>● Stress in compound words</li> </ul>	<ul style="list-style-type: none"> <li>● Adverbs</li> <li>● Figures of speech (metaphors, similes)</li> <li>● Suffixes for forming adjectives of nationality with <b>-ese</b>, <b>-ish</b>, <b>-ch</b> ...</li> <li>● Transforming nouns into adjectives</li> </ul>
5	NEWS AND TALES  Literature and the media	<ul style="list-style-type: none"> <li>● Reported speech (present perfect and the past simple)</li> <li>● Reported speech (Present simple and future)</li> <li>● Reported speech (Orders, requests ...)</li> <li>● Link words: <b>for</b>, <b>since</b></li> <li>● Punctuation marks</li> </ul>	<ul style="list-style-type: none"> <li>● Emphatic stress</li> <li>● Pronunciation of <b>-ed</b> at the end of verbs</li> <li>● Sound-spelling links</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary related to disasters and solidarity</li> <li>● Reporting verbs</li> </ul>
6	NO MAN IS AN ISLAND.  Disasters and solidarity			

# BOOK MAP

Developing skills			
Functions	Listening and speaking	Reading and writing	Projects
<ul style="list-style-type: none"> <li>● Expressing condition</li> <li>● Making predictions</li> <li>● Making and replying to suggestions</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to a talk</li> <li>● Talking about dilemmas</li> <li>● Giving a short presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a report about an experiment</li> <li>● Reading an advertisement</li> <li>● Writing a letter seeking/ giving advice</li> <li>● Writing a letter about a contingency plan</li> </ul>	Writing: <ul style="list-style-type: none"> <li>● reports on scientific experiments</li> <li>● an ABC of dreams</li> </ul>
<ul style="list-style-type: none"> <li>● Narrating</li> <li>● Agreeing</li> <li>● Disagreeing</li> <li>● Asking for and giving opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to a folktale</li> <li>● Making an oral summary of a tale</li> <li>● Telling a tale</li> <li>● Managing through a conversation</li> </ul>	<ul style="list-style-type: none"> <li>● Reading and interpreting a map</li> <li>● Reading a newspaper article</li> <li>● Reading a news story</li> <li>● Writing a news story</li> <li>● Writing a short story</li> </ul>	<ul style="list-style-type: none"> <li>● Writing a collection of stories</li> </ul>
<ul style="list-style-type: none"> <li>● Reporting</li> <li>● Asking for and giving advice</li> <li>● Quoting someone</li> <li>● Making claims</li> <li>● Expressing interest and surprise</li> <li>● Disagreeing politely</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to a radio interview</li> <li>● Managing through a conversation</li> <li>● Taking turns in an interview</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a report</li> <li>● Reading a pie chart</li> <li>● Reading a newspaper article</li> <li>● Writing a report</li> <li>● Writing an announcement</li> <li>● Writing a letter of opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Making a survey</li> </ul>

# BOOK MAP

Unit	Topic	Discovering language		
		Grammar	Pronunciation	Vocabulary
<b>7</b> SCIENCE OR FICTION?	Technology and the arts	<ul style="list-style-type: none"> <li>● If-conditional type 2</li> <li>● If-conditional type 3</li> <li>● If only</li> <li>● Well + past participle</li> </ul>	<ul style="list-style-type: none"> <li>● Emphatic stress with operators <b>do</b> and <b>did</b>.</li> <li>● Stress in compound words</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary related to films, literature ...</li> <li>● Compound words</li> <li>● Phrasal and prepositional verbs</li> </ul>
<b>8</b> BUSINESS IS BUSINESS	Management and efficiency	<ul style="list-style-type: none"> <li>● Link words: <b>to</b>, <b>in order to</b>, <b>so that</b>, <b>in order that</b></li> <li>● Present perfect with <b>yet</b>, <b>since</b>, <b>for</b>, <b>just</b>, <b>still</b> (consolidation)</li> <li>● Present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>● Sentence stress</li> <li>● Word stress</li> <li>● Sound-spelling links</li> </ul>	<ul style="list-style-type: none"> <li>● Words related to business</li> <li>● Prefixes <b>mis-</b>, <b>dis-</b>, <b>im-</b>, <b>in-</b>, <b>un-</b>, <b>mal-</b></li> <li>● Long and short vowel sounds</li> </ul>

# BOOK MAP

Functions	Developing skills		Projects
	Listening and speaking	Reading and writing	
<ul style="list-style-type: none"> <li>● Expressing condition</li> <li>● Asking for and giving advice</li> <li>● Expressing regret,</li> <li>● Blaming</li> <li>● Making speculations</li> <li>● Expressing wishes</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to a talk</li> <li>● Managing through conversation by asking for clarifications, giving examples ...</li> <li>● Reciting a poem</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a newspaper article</li> <li>● Reading a cartoon</li> <li>● Writing a short text commentary</li> <li>● Writing a biography</li> <li>● Writing a lament</li> <li>● Writing a short newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>● Writing miscellanies</li> <li>● Making a repertory</li> </ul>
<ul style="list-style-type: none"> <li>● Expressing complaints</li> <li>● Apologizing</li> <li>● Asking and answering questions</li> <li>● Making comments</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to a conversation</li> <li>● Listening for general ideas</li> <li>● Listening for specific information</li> <li>● Making an interview</li> </ul>	<ul style="list-style-type: none"> <li>● Reading business letters: complaints, Dispatch advice...</li> <li>● Reading for general ideas</li> <li>● Reading for specific information</li> <li>● Writing a business report</li> <li>● Writing a profit and loss statement, a balance sheet...</li> </ul>	<ul style="list-style-type: none"> <li>● Writing a business portfolio</li> </ul>



## Questionnaire To Teachers

**Dear colleagues**

I am investigating the issue of some factors responsible for the secondary school students underachievement in writing English. The case of 2.A.S Foreign languages stream , at secondary school, Barika .Your contribution to this work will be of great significance to me. Kept anonymous and used only for research purposes ,your opinions will add considerable dimension to my work.

(Please tick in the appropriate column or answer briefly whenever necessary).

### 1-General Information

Male

Female

- Field experience..... Years .

- Length of work at Secondray School .....Years

- Classes in charge of :

-1/ .....

-2/ .....

Writing related question

1/- What is writing ?

.....



**2-Rank the following skills according to their importance to you, from 1 to 4 (1 is the most important).**

.Speaking

.Reading

.Listening

.Writing

**3-Your students general level in writing is:**

Good  Average  bad

**4-What do you consider most when evaluating your students written product?**

.Form

.Content

**5-Which among the following criteria you care about in your students' output?**

<b>Hand writing</b>	
<b>Spelling</b>	
<b>Punctuation and capital letters.</b>	
<b>Ideas</b>	
<b>Sentences structure</b>	
<b>Layout</b>	

-Others, specify.

.....

**6-Is there a difference between your students' class and home writing ?**

.Yes  . No

- If yes, can you explain the difference?

.....

**7- Do you think that giving more time allows students improve their writing?**

.Yes

.No

- If yes, how?

.....

**8- While writing in classroom, your learners are:**

• Motivated

• Reluctant

- If reluctant, why?

.....

**9-Tick in front of the right idea.**

	Yes	No
A good handwriting motivates learners to write		
A good handwriting motivates teachers to read		
Spelling mistakes demotivate teachers to read and correct students output.		
Spelling mistakes are the cause of undesirable feedback for learners.		

**10- To what extent do your students master paragraph skills.**

20%

50%

80%

**11- Do you adopt any strategy or approach to teach writing?**

.Yes

.No

- If yes , what is it ?

.....

**12-What is your role during the classroom writing process ?**

.....

**13- What do you focus on during the writing process ?**

- The writing process
- The final product
- Others ?

.....

**14- How do you usually correct your students compositions?**

.....

**15-How would you evaluate your students' product?**

- Orally
- Written
- Comment
- Justify your choice.

.....

**16- Rank the following factors in terms of responsibility for students' weakness in writing, from 1 to 8.... ( 1 is the most responsible).**

Vocabularis	
Grammar	
Teacher's role	
Activities assigned by the syllabus	
Insufficient time	
Lack of interest in the English subject	
Lack of motivation on the part of students to write.	
Fear of bad comment from the teacher	

**17- How do classmates' comment affect students' writing ?**

- Positively
- Negatively

- Why ?

.....

**18- What would you suggest as far as the problem of writing is concerned?**

.....  
.....  
.....  
.....  
.....  
.....

## **Questionnaire To Learners**

Please answer the following questions as honestly as possible. Your answers will be relevant to a master's degree I am carrying . You are kindly required to put a tick in the boxes to indicate your attitude, or answer briefly when verbal answers are needed .

( You may use French or Arabic whenever you find it impossible to you to answer in English).

### **1-General information**

Male

Female

### **A-Writing related questions.**

1-Rank the following skills in terms of difficulty to you.

<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>

### **2- What does writing mean to you ?**

	Strongly agree	Agree	Don't agree	disagree	Strongly disagree
A way to express myself					
A way to communicate with people.					
A way to record personal experiences.					
A way to get grades and succeed at school.					

**3- How many times a week do you write in class ?**

- Once a week
- One a month
- If more or less, please specify

.....

**4- How much time are you given to do your writing?**

.....

.Is it enough ?

.Yes

.No

. Why ?

.....

**5- Does your teacher help you when you write ?**

.Yes

.No

. Explain ?

.....

**7-Are you satisfied by your teacher's role during the activity of writing ?**

.Yes

.No

- If no , Why ?

.....

**8- Do you prefer writing :**

In class	
At home (homework)	

- Why ?

.....

**9- Which topic(s) do you like to write about :**

Nature (geography, animals,...etc...)	
Humanity problems	
Discoveries	
Literature (Stories, poem,...etc).	
Culture	
Sports	
Arts	

**10- which type do you like to write?**

Letters	
Essays	
Summaries	
Paragraphs	
E-mails	
Shopping list	
Note taking	
Keeping diaries	

- Others ? Specify –

.....

**11- Do you take into consideration your teacher’s remarks following your writing ?**

.Yes

.No

**12- How do you classify your level of writing?**

Good	
Average	
Bad	

**13- which among the following components is difficult for you?**

Punctuation	
Grammar	
Spelling	
Presentation ( lay-out)	
Handwriting	
Ideas	

**14- Your writing problems are due to:**

Vocabulary	
Grammar	
Teacher's role	
Activities assigned by the syllabus	
Insufficient time	
Lack of interest in the English subject.	
Lack of motivation to write	
Fear of bad comments from the teacher.	

**15- How much do you agree with the following:**

Comments from your peers affect your willingness to write.	
We need to be confident in ourselves to write well.	
In exams you write better than in classroom and home works.	
The thought of receiving negative feedback demotivates you.	



**16-what , in your opinion , is the best way for you to improve your writing?**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Thank you.

## Outline.

### I - Introduction

§ 1 Definition of the internet

### II - Body: 2 § Advantages

3 § disadvantages

### III - Conclusion. Advice.

u.g.

(The internet is a system of)

The internet is a system of technology ~~and~~ communication. It use to transform the events and ensignments between the <sup>us</sup> people, ~~and~~ It use in all the fields of the life.

- The internet after it use to near between the people it ~~facilitate~~ ~~the~~ ~~has~~ disadvantages and advantages and

The advantages are:

- It ~~near~~ ~~the~~ people between ~~the~~ ~~world~~
- It is a system of communication between the people
- It ~~facilitate~~ ~~to~~ ~~to~~ transform the news or events

- and the disadvantages:

- It ~~take~~ ~~the~~ time of the students.

Waste

events

$$\begin{array}{r} 01 + 15 \\ \hline 02 \end{array}$$

means

\* The internet is a means of communication  
information, ~~creates~~ and exchange  
idea between persons.

advantage the internet means  
distance For example  
Russia, win the times and money,  
growth the mind and modification  
the children (kids)

disadvantages = ~~not~~ make the  
children and adults ~~isolation~~  
isolated persons, and  
consume the electricity

R.L

Tuesday, March 6<sup>th</sup>, 2007.Announcement.

Dear citizen

Our town is situated in an earthquake zone. We can't do anything to stop earthquakes, but we should see to it that safety measures are taken in order to limit loss of human life and material damage.

- before an earthquake, we'd better to make plans to keep your family together. because if you lost anyone from your family you will find difficult to find it.
- and also we'd better to know emergency telephone numbers like the hospitals to ask the help from them.
- During the earthquake - you'd better not try to take the stairs and lifts because these are most dangerous <sup>it</sup> may fall on you.
- you should better check for injuries, and aide the people whose need help, and every one try to be cooperate.

16  
10 Good work

of 103/207

1. The word catastrophe is a calamity <sup>that</sup> happens in time to peoples. The different kinds and results to be natural or human. <sub>are</sub>

The kinds of calamities are =

natural } - Volcanoes  
- Sliding  
- earthquakes  
- floods  
- harm

human } - fires, the wars, pollution  
we face natural disasters like:

\* Building counter earthquake  
far from peoples district  
violence and dam green.  
building dam to keep water  
give help.

The organizations to help in emergency cases are they:

I'm sure you can improve if you take into consideration your errors!

05  
10  
3-2-2007

### Summarizing

• read the story "The Four Friends" and then summarize it no more than 120 words

Sentence boundaries

once upon a time there was a donkey a master have a donkey this animal became old and the master don't know what he do with it then the donkey leave this home because he afraid to kill it. when the donkey walk it saw a dog crying because he it have a snake problem from the donkey then the donkey took the dog with it at the great city until it became a musician. and when the animals walk it saw a cat sad the donkey ask it what is the problem the cat said my master want to kill me because I can't chase the mice then the donkey took it with there at the great city. after that the animal saw a cock said and when the donkey ask it so what's the Problem, the cock answer it so my master want to coking me in Sunday, the donkey said so came with us (to the g) then the cock go with us

where are your paragraphs?

2007-11-3  
✓✓✓

Summarizing

28

\*\*\*\* One upon a time there was a

servant this is a denotation It is very stupid  
bete his master would put this denotation  
to send a great city to turn muslim  
and

After that he got his a man trouble  
because his master sad not cross the  
mountain and down and he cook this is  
a man trouble and donkey all ready  
he was going to turn muslim and make  
this promise going four four miles on the  
street to his home house when him sleeping  
and eating, his promise he told his  
group by singing and chanting.

Be clearer  
in your writing!  
Why don't you  
punctuate?

03  
10