Enhancing EFLStudents' Writing through the Effective Writing Approaches;

A Case Study of Second Year LMD English Students at Mohammed Kheider University of Biskra

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Dedication

To my father, may God rest his soul,

who left us on the 05th January, 2006

To my mother

I dedicate this work.

To all my sisters who gave me support and advice

To my dear brothers

To the one who gives me the aid to prepare this work "Khaled"

To all my friends wherever they are…

Acknowledgment

Abstract

Writing was one of the most challenging and complex tasks for foreign language learners. Due to the complexity of this skill, many students found it very difficult to produce an adequate piece of writing and to master all its aspects and used them appropriately. It was our belief that the problem was the result of the lack of the application of efficient strategies. The major aim of the present research work was to prove that the development of the writing skill required the application of writing methods. Throughout the investigation we demonstrated the effective use of the product, the process and the genre-based approaches. Furthermore, we carried out a descriptive study by the means of two questionnaires addressed to both teachers of "Written Expression" and second year LMD students from the Department of Foreign Languages at Mohammed Kheider University-Biskra. The findings obtained in this study confirmed that the use of the three approaches effectively contributed in the improvement of students' writings.

List of Abbreviations and Symbols

LLS: Language Learning Strategies

EFL: English as a Foreign Language

ESL: English as a Second Language

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

L 2: Second Language

FL: Foreign Language

CTIR: Center for Teaching International Relations

%: Percentage

N: Number

Q: Question

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General Introduction

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Introduction

Language is the most commonly used medium of self expression in all fair knowledge of English language and skills to communicate effectively. One of these skills is the writing skill which has been defined by different authors in various ways: writing is producing visual symbols for the reader; the process of using a language to give an experience, a meaning; a process with multiple features, where meanings and messages are created for the reader to interpret using the writing system. It is an action which contains language, thoughts, experience, feelings, emotions and different strategies. A system of more or less permanent marks used to represent an utterance in such a way. Writing has always represented unique challenges for English Foreign Language students who admit their shortcomings when it comes to English composition. While many studies around the world have investigated the use of language learning strategies (LLSs) for improving and enhancing writing skill with the new techniques of integrating it. The students can be exposed to the teaching-learning atmosphere, representing that is happening in a real life situation and conditions in order to reflect a richer environment in learning writing.

1. The statement of the problem

Writing is the subject that should be given a great deal of attention in a curriculum. It is a complex process of creating text. Learning writing involves many activities hoping that it would help to improve the writing skill. This latter requires employing a variety of strategies and activities which involve the writing process to establish and develop innovated instructional procedures in order to enhance learning of English as a Foreign Language (EFL). It can be observed that students face some difficulties. In EFL situation, learners find a great difficulties dealing with that skill, as they are expected to write and interpret different ideas and transmit messages.

For that, it is necessary to look for strategies to enhance their writing skill and develop good writing performances.

Consequently, the main research question would be:

- What are the main writing strategies that learners should follow to enhance their writing skill?

2. Aims of the study

Throughout the present work we set ourselves some objectives to attain. They are the following:

1. To highlight the difficulties that students may face at university level in their writing skill.
2. To bring out the necessity to enhance the English writing skill and as a result to try to find out possible remedies.
3. To suggest effective approaches that should be adopted by both learners and teachers.

3. Significance of the study

In our study, we believe that writing as a skill of human activity. It is concerned with time and space which needs different means for transmitting information and messages. It involves a number of activities mainly organising information. This organized system that the foreign language (FL) writer follows in order to produce a successful piece of writing. For that, English as Foreign Language (EFL) learners face some problems in their writing skill, so, the main significance of the study is to find the strategies that can enhance the learners' writing skill. We propose the three effective approaches: the product approach, the process approach, and the genre based approach. These three approaches are the main methods and

strategies that English as Foreign Language (EFL) learners should follow to improve their writing skill.

4. Hypotheses

1. EFL learners face some difficulties dealing with the writing skill, such as: the impact of first language, the spelling mistakes, lack of reading, and the most important problem is that they do not apply the writing process for academic purposes.

2. If the students follow the three effective approaches, they will improve their writing skill.

5. Limitations of the study

1. In this research, we will only deal with the half population because of the large number of students and they share the same level, age, social status, and the same cultural background.

2. This study will be concerned only with English learners and their problems of writing.

6. The Literature Review

Many researchers have considered the importance of the writing skill in SLA (Second Language Acquisition) and TEFL (Teaching English as a Foreign Language). But each researcher view writing from different dimensions.

Robert.T.C (1990) claims that writing is the most important invention in human history; it allows the human to communicate not only with contemporaries but also with future generations. It provides relatively permanent record of information, opinions, beliefs, feelings, arguments, etc. According to him the writing process is the most learned process, and some teachers use writing as a form of punishment. Therefore, many students remember their earliest writing experiences. He argues that good writing is not equivalent to good spelling and grammar but it includes proper construction of ideas, correct use of punctuation, capitalization and word usage. Moreover, Weigle.S.C (2002) views writing as a key skill in

second language learning and all teachers need to evaluate their students' writing abilities. The issues surrounding the assessment of second language learners' writing abilities are becoming more and more relevant in the language of global communication.

From a pedagogical point of view, according to Yohana.P.M (2005) writing is one of the four basic language skills; speaking, listening, reading and writing in which the teacher, as an instructor, ought to know. Unlike speaking, writing is not a natural activity. While speaking is acquired normally by all human beings without explicit instruction, on the other hand, writing has to be taught formal features which are used in written language or in spoken. For them, writing as a skill involves a number of complex rhetorical and linguistic operations which must be taught. Unlike writing, speaking can rely on a number of situational factors to help convey meaning and intention in an immediate context of communication.

On the other hand, Alastair.F (2006) see writing as an offshoot of reading; it is the feedback of the reading skill by getting vocabulary, ideas, expressions that one needs in his piece of writing. According to him writing consists every aspects of that learners' need. It includes new model, text, and tips on improving ones' writing and exam techniques with helpful writing checklist. It is essential to plan before start writing. Otherwise, writing will be confused and difficult for the reader to understand.

In addition, J. Harmer (2007) offers a description of the process that people go through with an analysis of different types of text in terms of genre and register, and of quality of writing in terms of cohesion and coherence and appropriacy. Writing provides some activities for the teaching of hand writing, spelling, and punctuation, and teaching a sequence for developing students' skills and confidence in writing extended texts of many kinds "although this shopping list may not seem to provide an example of sophisticated

writing, it nevertheless tells us something about the writing process; that is stages a writer goes through in order to produce something in its final written form." (2007:04)

The Consequences of Writing, by Yule.G (2010), is an especially good resource on writing to learn. Following a detailed discussion of the theoretical links between language (especially writing) and learning, these authors outline projects that focus on writing in entomology, clinical nursing, psychology, and mathematics, all with similar results. Students learned key concepts and understood material more fully while also practising some features of discourse for the specified discourse community. Thus, writing to learn can have positive effects in helping students to be effective communicators even though the main objective of it is to help students become better learners and writers.Writing, according to Rodgers. J (2012), in its most basic definition, is a graphic system for representing language. And language, as we may know, is not only its own language and fascinating topic but something that all humans use.

Chapter One
The Writing Skill

Chapter One

The Writing Skill

Introduction

In learning a foreign language, learners are subjected to the four basic skills which are listening, speaking, reading and writing. The latter is becoming the most important skill that students need to develop. In fact, writing is a means of communication which translates thoughts into a written language. So, writing is a basic and a fundamental skill, it is also the most important and the most difficult skill in language leaning, since the learner has to make considerable effort and practice many writing activities to reach an ultimate level of writing. This chapter is divided into five parts; in the first part we will present the reader with the writing skill in general. Then, in the second part we will take the history of writing. The third part considers the nature of writing. In the fourth one we will give the importance of writing. The final part constitutes the function of writing.

1. Writing as a Category

Writing, more particularly, refers to two things: writing as a noun, the thing that is written; and writing as a verb, which designates the activity of writing. It refers to the inscription of characters on a medium with forming words, and larger units of language, known as texts. It also refers to the creation of meaning and the information that is generated. It is also the production of something in written form so that people can read, perform or use it, etc. A person who composes a message or story in the form of text is generally known as a writer or an author, however more specific expressions exists which are dedicated by the particular nature of the text such as that of poet, essayist, novelist, playwright, journalist, and more.

Writing as one of the four skills of listening, speaking, reading, and writing is a particularly highly used and difficult skill for both native speakers and non-native speakers. There is no doubt that writing is the most complicated skill for L2 students to master; it is an enormous challenge to produce a coherent, fluent, and good piece of writing in a second

language. It is not just to transfer new codes into the target language. Rather, it involves the mastery of several skills. Unlike speaking, for instance, writing does not come naturally to human beings; moreover, it requires more effort than recognizing meaning through listening and reading. Many researchers agree that writing is a skill that must be taught.

Writing as a category as any other skills of language, which needed to be learned and practiced by foreign learners in order to be skillful writers to communicate. It is not simply combining words together to form paragraphs, but it is the decoding of thoughts and ideas that are needed to be selected and organized in a suitable way in order to convince the readers and to make them appreciate such a piece of writing. According to Harmer.J (2004), writing as a skill or a process should be implied; it should be learned and taught for L2 learners according to their needs with specific register.

> "we have seen that writing in a particular genre tends to lead to the use of certain kinds of text construction. This must have implications not only for the way people write in their first or main language, but also for the ways in which we teach people to become better writers in a foreign language."(27:2004)

In that regard, linguistics (and related sciences) distinguishes between the written language and the spoken language. The significance of the medium by which meaning and information is conveyed. Alastair.F (2006) stated that writing as a category is the feedback of the reading; in order to have ideas and memory one should read and heard them sometimes "to write, you need first to read; writing is an offshoot of reading" through reading the learner can gather ideas, expressions, vocabulary, and materials he needs in his piece of writing. In this context, J.Harmer agreed with Alastair.F that

reading is the feedback of writing and it preceded the written work in order to have ideas, vocabulary. He said that:

> "It would, anyway, provide vocabulary practice but it might also allow them to be imaginative and, hopefully, have some fun. However, the only way to get them to do this is to let them read examples of the kind of thing we want them to do before we ask them to write." (2004:28)

2. History of Writing

The development of writing is relatively recent phenomenon in the revolution of human, it consists different written works that are naturalistic forms which are developed over the centuries by the old men. J. Harmer stated that:

> "If mankind, in the form of *Homo sapiens*, can be traced back to 100,000 years ago, then the human activity of writing is fairly recent development in the revolution of men and women. Some of the earliest writing found so far dates from about 5,500 years ago. It was found in 1990 at a place called Harappa in region where the great Harrapan or Indus civilization once flourished. There incomplete agreement about the meaning of the symbols that were discovered. However, when the discovery was made, the archeologist Richard Meadow stated that the inscriptions had similarities to what became the Indus script the first recognized written language." (2004:1)

The first recognized written language is the Indus scripts that have incomplete agreement meaning of symbols. Then, many different writing systems have developed around the world over the centuries "English writing has changed considerably over the centuries. Early fourteenth-century writing, for example, had significantly different spellings from present-day English and some letters were formed differently" Harmer.J (2004:2)

The most known thing about early man is that he did not write. The earliest forms of writing were naturalistic paintings of animals and people in protected spaces like caves that are seemed in the Egyptian, the Sumerian, and the Phoenician early men; for this context, Olson. D .R stated that:

> "[…]we can include the celebrated 40,000-year-old cave drawings at Lascaux and Altamira, as well as the first markings incised on bone, in China, dating back some 10,000 years, the clay gods modelled by the Hittites some 8,000 years ago, as well as the petroglyphs carved by North American aboriginal peoples some 4,000 years ago." (2009:1)

The pictures of animals were attempts at appearing their spirits after being hunted and the pictures of peoples represent their ancient civilizations and their physical positions such as a dance. Yule.G claimed that "human beings started to write some 20,000 to 25,000 year ago."(2010: 212). These pictures are called "pictograms" later on developed to become "ideograms" which are considered to be part of a system of idea writing or "hieroglyphs". In addition, Carboni.G describes this writing as:

> "The hieroglyphic writing was at the same time phonetic, figurative and symbolic. Often the Egyptians fused scenes of life of the Pharaoh or even
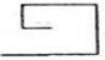
of ordinary people with the hieroglyphic writing, and in a very modern

way writing and images trespassed on one another, enlightening each

other. The hieroglyphic writing was used from 3,300 BC until 394 AD, so

for nearly 4,000 years." (2006:3)

Yule.G (2010) stated some examples of hieroglyphic ideograms; for instance, the

picture ☼ used as a form to represent the sun, ⌑ represents a house, and ∿ represents

water. Another ancient writing is the cliff paintings of Native Americans in the desert South

West that are written on stones are usually called petroglyphs or pictograms. Moreover,

symbols come to be used to represent words in a language; they are described as examples of

word writing or "logograms". For instance, between 5,000 and 6,000 years ago, Sumerians

used logographic writing in the southern part of modern Iraq, as mentioned by Yule.G in this

quotation:

"Because of the particular shapes used in their [the Sumerian] symbolism

these inscriptions are more generally described as cuneiform writing. The

term cuneiform means wedge-shaped and the inscriptions used by the

Sumerians were produced by pressing a wedge- shopped implement into

soft clay tablets, resulting informs like ⟆⟆ ◁". (2010:214)

In about 3,500 years ago, the Phoenicians invented an alphabet from the Egyptians

hieroglyphs. For example, the Egyptian ideogram ⌑ meaning house become the Phoenician

⊟. Then, about 1000B.C. the Phoenicians had developed the writing system. After that,

their alphabet spread into Northern Africa in order to become the writing system of the

Arabs, and to Greece whose letters was modified to become the Cyrillic Alphabets of Russia

and the Balkans. After that the Romans modified the letters into the alphabets and used that are called the Roman alphabets which are different from other writing systems in that the symbols represent sounds, not pictures or ideas. "This type of writing system is sometimes called a consonantal alphabet. The early version of Semitic alphabetic script, originating in the writing system of the Phoenicians, is the basic source of most other alphabets to be found in the world." (Yule.G; 2010:216). In this context, we will give an example about some writing system with its development in the following table.

Egyptian	Phoenician	Early Greek	Roman
			B
			M
			S
			K

Table1.1 Development of Writing (Yule, 2010, p. 217)

Finally, the historical development and the invention of writing from the pictograms to the alphabetic writing are summarized by Carboni.G in this quotation:

"In ancient times, no body knew that writing needed to be invented and its invention has been the fruit of continuous advances, through a process which has lasted thousands of years and which has been progressively enriched by further developments. The invention of writing happened in an independent way in different parts of the world and it followed the same fundamental steps. At the beginning, to indicate something people used its picture or a conventional sign. Then they moved on to a phonetic

writing system based on the mechanism of the rebus, then they went to a

syllabic writing and only at the end did they arrive at alphabetic writing."

(2006:1)

In other words, writing began as pictograms or pictures' writing before it takes the recent forms which represent particular images in a consistent way. Later on, it developed to ideograms or ideas' writing then these ideograms changed to logograms which means word-writing which is known by the Sumerians where the writing system is word-based. In between 1700 and 1500 B. C pictographs are replaced by the alphabet. This historical overview gives less comprehension to the writing skill as Carboni.G stated that"Writing is no longer a banal and anonymous fact like it was before; it becomes something of much more interest. You realize that each letter has a history of its own which often dates from thousands of years ago." (2006:8)

3. Nature of writing

Foreign-language skills are classified into two main categories: the productive skills (speaking and writing) and the receptive skills (reading and listening). However, their nature is not relevant to this division since listening and speaking are naturally acquired, while reading and writing must be learned at school and university. This is called literacy, i.e., the ability to read and write.

Writing is the activity of producing a piece of written language which is designed to be read. However, writing is more than being a matter of translating language into symbols. Just as speech is more than producing sounds, writing is much more than the production of graphic symbols; these symbols have to be arranged according to some conventions to form words, and to combine them to form sentences. It is a sequence of sentences, short or long,

but coherent and organized. For that it is a great challenge to produce a fluent and coherent piece of writing. It is much more than graphic symbols; moreover, Crème.P and Lea.M.R (2008) see that all writing is the same which consists of words and these words are put together in particular formations to make sentences. Sentences are then grouped together into paragraphs. These paragraphs are combined together and form a bloc of written works. However, at this point things will be complicated if one think that all writing as being the same. It is possible to communicate with the same written works what we need to say in writing.

Certainly, Byrne (1991) clearly explains this skill stating that writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. On the other hand, Nunan, D pointed out the complexity of writing in its mechanisms, he stated that:

> "Writing is a very complex cognitive activity in which writers must show control over content, format, sentence, structure, vocabulary, punctuation, spelling and letter formation, i.e., control at the sentence level. Besides, writers must be able to structure and integrate information cohesively and coherently within paragraphs and texts."(1989:36)

Writers should form a coherent product, what we call a 'text' because coherence is one condition of successful written products. Many researchers agree that writing is far from being a simple matter of transcribing language into written symbols; it is a conscious process that the learner tries to work in such academic piece of writing. Any writing work needs mental and conscious efforts to think about what he\she is going to write in its own. So,

writing demands conscious intellectual effort which usually has to be completed in a considerable effort of time.

According to Crème.P and Lea.M.R (2008) writing consists much more than working on the formal structures of written English such as punctuation, vocabulary and grammar. "We feel that if you learn to work on your writing in the ways that we suggest and through the tasks that we introduce, it will become much easier for you to attend to the more formal issues of grammar and punctuation" (2008:14). Also, the nature of writing can be linked to the nature of writers themselves such as students or people in general who are protective of their thoughts; therefore, they prefer to keep them hidden in their minds, and many great ideas and observations are never born because they won't express them. In addition, the writer does not write for himself, he writes for his readers. For that, the writer must clearly state his ideas to make them easy for the reader to understand without any need to the writer to explain.

In short, the nature of writing requires that we write for an audience (reader) whose task is to decode what the writer has encoded previously, in contrast to speaker-listener relationship situation, in writing there is no interchange between the participants. Harmer.J also states that effective writing skills is when students have some writing aim that they are written real products for real audience "[…] effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose." (2004:39). Furthermore, Crème.P and Lea.M.P (2008) see writing in different ways and for different purposes; it does not just using different vocabulary. It is the way that ideas are ordered into sentences and paragraphs of each specific piece of writing to communicate to the reader.

There is no point in predicting that writing is easy. Indeed, certain cognitive psychologists have described it as the most complex demanding of all cognitive activities undertaken by human beings because there are no rules. Furthermore it is a complicated and

difficult skill because it requires conscious mental efforts when they translate their thoughts in a written product. A similar point is stated, for instance, by Grabe and Kaplan who said that "probably half of the world's population does not know how to write adequately and effectively" (1996:18). Concerning its difficulty as a productive skill, this complexity leads to many problems face EFL students.

Besides its complexity, it is still a dynamic process that makes writers work with words and ideas to represent an utterance in a systematic way with the purpose of recording messages by using visible signs to represent language in order to achieve communication; as Jordan R. R (1999) stated that writing is a method of communication by means of conventional visible marks.

So, the idea we draw from the previous definitions is that writing is the ability to communicate with language through a graphic representation of ideas. It is also a difficult, prestigious social activity of communication and an important skill for language learners as well as native speakers.

Looking at these factors, we may conclude that writing is indeed a difficult issue given the multiple demands it makes on writers. So, to sum up the previous definitions with saying that writing is the communicative activity with the language through graphic representations of ideas, respecting the correction of the different structures and vocabulary items in order to share ideas to convince the reader and to express feelings clearly. Writing is transforming our thoughts into language. It is also a very complex skill that requires both physical and mental activities on the part of the writer.

4. Importance of writing

Without any doubt, the most important invention in human history is writing because learning any foreign language needs leaning how to write it, and the majority of the students deals with the writing system. It is a record of information, feelings, thoughts, arguments,

opinions, etc. Its importance lies in its power as it is reported by Mc Arthur "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system." (2008: 35)

According to Robert T.C "Writing allows us to share our communication not only with our contemporaries, but also with future generation . It permits people from the near and far-distant past to speak to us" (1990:1). For that people still communicating with the other generations by their written works. This makes writing as an important skill that people need to master.

J.Harmer(2004) stated that the importance of the writing skill differs from the teaching situations such as when students are writing for learning; so they write to develop their learning of the grammar and vocabulary of the language.In addition, he claims that learners rely on what they know in their minds and they may check dictionaries, grammar books, or other references."Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke laguage development as they resolve problems which the writing puts in their minds." (2004:62). Moreover, he agrees that writing interests students and encourage them to write and to be good writers " an engaging writing task is one that involves students not just intellectually but emotionally as well; it amuses them, intregues them,or make them feel good." (2004:62)

Writing , unlike reading , is seen as a means to an end, not an enjoyable ends in it self. Many people believe that writing becoming less important and the other mediums such as television, telephone, and computers are taking the place of writing, that many people do not know the value of that skill. CTIR (Center for Teaching International Relations) who are group of teachers agree with the value of writing in understanding and interpreting the world; they stated that:

"While our need to write in order to communicate is perhaps decreasing, writing is a valid form of expression is as important as it has ever been. It will always be valuable in helping students to arrive at an understanding of the world. For example, students will continue to use writing to express their ideas, opinions, and feelings, to interpret written message, and to arrive at critical decision about the world" (1990: 1)

Writing is an active process that allows students to participate and become involved; it focuses on students' personal experiences, feelings, and observations. it can help students critically read and evaluate the huge amounts of information they receive both in and out of school, students can have an experience in writing by participating to write in classroom and out of it by reading books, stories in order to have a background knowledge of writing mechanisms and get new vocabulary and ideas which facilitate the way of writing.

Writing is a highly complex act which requires analysis on different levels; as a consequence it leads to self-development by the intelligence. It develops the ability to think critically about our global society and our role in changing world in order to be literate in today's world. CTIR (Center for Teaching International Relations) stated that "In the final analysis, writing should be seen as not as a skill in isolation, but as an important way of communicating" (1990:2). Another important point of the writing skill is that it improves the reading comprehension, "good writers are almost always good and avid readers" (1990: 33) this is an important point of writing which makes learners to be good readers in order to achieve better written results.

In this respect, we should not neglect the importance of the writing skill in Teaching/learning English as a foreign language because it expresses social relationships

which exist due to the individuals' creation via discourse. Also for such students writing is likely an aid to remember or to memorize. It means that students feel more confident and confortable in writing at distance rather than feeling obliged or forced to deal with direct communication through oral practice. Moreover, writing provides varieties in FL classrooms through the given activities such as punctuation, hand writing, capitalization and grammar, to produce different written works. In addition, it can be used to complement the other learning skills as an integrated skill to learning the foreign language. For instance, oral ability can not be tested through the oral skill; it seems impossible due to the large number of students and time allocated. Thus, writing can provide oral language and plays many roles as not an isolated skill.

From what has been said before that nowadays it is important to say that writing has become vital and necessary; the written scripts are the only proof that ever remains. Moreover, writing can have additional positive effects in helping students mature as effective communicators even though the initial goal is to help students become better learners. Thus, ESL/EFL students have come to realize the importance ofwriting as an independent medium of communication they are in need for a wide range of purposes in different contexts whether in or outside the classroom.

5. Function of writing

When reading any piece of academic writing, it contains a different 'types' of writings. These types reflect the objectives or functions that one's try to achieve at the end of this work, and they include definition, description, classification, cause–effect, comparison and contrast, and argumentation. Particularly in longer pieces of writing, such as a research, it will made up of all the above features so the report will therefore be made up of a complex work of these types used in combination. Furthermore, one function may form a part of

another function; for example, one may use classification or comparison and contrast as part of a description as an eclectic work.

In any academic work it is necessary to define the important, the ambiguous terms or what we call the key words because these terms may used in the same time but in different meaning according to the context. This type of writing used to make clarification of a particular term. On the other hand, the second function is description which is to describe series of steps that need to be carried in a particular order as a 'process' description. It can take many academic writing forms; in scientific and technical writing, it involves explaining how to do or how to make something (process), and in research it will describe the methodology used in this research. Then, the process of classification allows the writer to the organization, categorization, and classification of items by defining and highlighting their similarities and differences into groups of such work. Cause and effect function is common academic writing, it involves understanding, and justifying the reasons of things that are happen by discussing the causes first then the effects or the opposite, and it can deal with both of them in the same time. The other function of writing is to compare and contrast by making similarities and differences between two or more things. The final and the most difficult and important function of writing is developing an argument that is the ability to express a critical personal perspective or view when discussing such problem with supporting the arguments by evidence to convince the reader.

Writing has traditionally been categorized into exposing, describing, narrating, and arguing; the division of writing is necessary for teaching purposes. For instance, Gannon.P (1985) when dealing with teaching writing to native speakers divided writing in terms of its functions such as recording, instructional, narrative, descriptive and explanatory. Nevertheless, there are other functions of writing which are expresses transactional that is to complete something, to inform, instruct, or persuade…etc. This can displayed as follows:

transactional← expressive→ poetic. The expressive function that is the writer expresses their personal feelings and ideas; it is not to communicate but to represent experience to his own understanding. These may either develop into transactional or poetic. The first function includes writing in order to achieve a particular purpose.

However, Harmer.J (2004) stated that writing in language classroom has two functions; 'writing for learning' and 'writing for writing'. The learners write to develop their learning of grammar and vocabulary of language according to their accuracy in writing.

"When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts in their minds" (2004:31)

According to Harmer.J students are writing to learn not to be better writers. In addition, he stated that writing reinforce students to learn when students are asked to write sentences or paragraphs as a good way of getting them learn better the language "just the act of writing sentences makes them think about the new grammar or vocabulary in a more considered way than if we asked them to provide instant spoken examples" (2004:34). The other function of writing according to Harmer which is 'writing for writing' is to help students to become better writers and to learn how to write with different genres using different registers as in this quotation: "General language improvement may, of course occur, but that is by-product of 'a writing-for-writing' activity, not necessarily its main purpose" (2004:34)

Conclusion

Finally, the writing skill is a recent skill which developed from pictographs to the alphabet. It is defined and viewed differently. Concerning its nature it is still a complex system of communication which deals with many activities that lead the learners to create different text production and the teachers are now aware that teaching writing involves much more than activities. Writing is the most important skill for the learners to develop. However, they still face a great obstacle to write a good piece of writing. Thus, we will see in the next chapter the main problems that students may face in their writing skill.

Chapter Two

Writing in Classrooms:
Problems and Challenges

Chapter Two

Writing in Classrooms: Problems and Challenges

Introduction

The idea we draw from the previous chapter is that writing is the activity of being able to communicate with the language through graphic representations of ideas. The writer should respect the correction of the different structures and vocabulary items in order to share ideas to convince and persuade the reader. So, writing plays a vital role which leads to consider it as a very important and central skill and it is still an area of lively debate and research. However, EFL students in different academic contexts find it a complex skill. Due to the complexity of this skill, learners face many obstacles in achieving such pieces and they find it difficult to master all aspects of writing. Thus, they do not produce acceptable written works; they still make mistakes and produce erroneous patterns, i.e. they do not use the language appropriately.

1. Problems of Learners' Writing

Writing is neither easy nor spontaneous; it requires conscious mental efforts. Byrne (1979) divided the problems that make writing difficult into three categories. The first category is purely psychological in that the writer faces the problem of anxiety, lack of motivation, interaction and feedback between the writer and the receiver; i.e. the reader. The second category is characterized by linguistic problems that are grammatical mistakes, punctuation, and coherence. In speech, grammatical mistakes can be tolerated because of the spontaneous nature of the skill which prevents the speakers from checking or monitoring what they produce; whereas in writing and in order to compensate for the absence of some features they use in speech, like gestures and immediate feedback, for example, one have to express himself in a clearer and more grammatical manner. The third category consists of cognitive problems in that writing has to be taught through formal instructions where the organization framework of ideas in written communication has to be mastered.

1.1 The Psychological Problems

1.1.1 Anxiety

Fear of failure is one of the most known obstacles of the students' success. Anxiety is the fear of making mistakes in writing. It demotivates learners to achieve their goals in a certain writing level in some contexts specifically in the context of competence. Harmer.J (2007) pointed out that the source of this fear of failure among the majority of the students is due to the fact that they are afraid of making mistakes; therefore, they do not attempt their chances for adventure. Learners write because they see their friends write or may be they are under the control or the power of their teachers; so they feel doubtful and hesitant about what to write. In fact, the main role of the teacher is to encourage the students to write by making the activity enjoyable. In other words, the teacher should choose or expose the students to attractive topics and determine the objective of writing on these topics. Moreover, students feel comfortable and self-confident when expressing their thoughts and feelings; however, they find great difficulties in mastering the English language.

According to Freeman.D&Richards.J.C (1996) anxiety in writing can be the result of some factors. One of the causes of writing anxiety is the selected topic. They argue that students feel bored because they are often asked to write about topics which they do not find interesting. For that, teachers have to give the chance to students to choose their own topics which would make them feel more at ease.

In short, Boscolo.P&Hidi.S (2008) argue that students regard writing as a dangerous adventure whose results can be anticipated. Learners' phobia grows more when they are corrected. They fail in confronting the fear to learn and improve on their writing level; which causes their low achievements.

1.1.2 Motivation

There are several factors that create a successful L2 learner. Obviously, motivation with all its types is one of these factors which are important in learning. Many learners have

an instrumental motivation; that is they want to learn the L2 in order to achieve some goals. In contrast, the learners with an integrative motivation want to learn the L2 for social purposes. The objective is to take part in the social life of a community using that language and; eventually, to become an accepted member of that community. So, the most experienced people are the most motivated to learn; it is the main cause of learning. In addition, Brown. H defined motivation according to his point of view as: "The most frequently used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to […] language learning scenarios around the world."(2007:16)

In other words, Forgas.J claimed that in writing a task motivation is a natural action that pushes one to do conscious processes in order to achieve his\her objectives that is to become a good writer. He stated that:

"Initially, motivation was considered an entity that compelled one to action. However, by the early twentieth century motivation became increasingly conceptualized in terms of instinct explanations, an approach that seemed to rule out or at least made it unnecessary to consider conscious deliberation, choice, and goal pursuit as part of motivational processes." (2005:2)

Thus, motivation is considered to be a natural urge, or desire that leads one to perform on a particular action to show a success and a new experience; without this desire there is no feedback from the learners when they achieve a certain written work.

1.1.3 Self-esteem

Self-esteem is one of many factors that play an essential role in good writing. Consequently, improving the learners' self-esteem would result with good achievements at school. The amount of the learners' influence in class leads to forming a good image about him. For that, students with high self-esteem tend also to have high and good academic achievement. It is an affective reaction, feeling or judgment about the learner himself, for example; when the learner feels good about the way he\she writes. High self-esteem can be due to many elements such as encouragement, physical affection, and mostly the teachers' role. This latter can play a significant role in helping students build confidence about themselves and have high self-esteem.

Students with high self-esteem tend to be rather more successful than those with low self-esteem that is caused by the social rejection. As a result, learners with low self esteem do not appreciate their writing production.

1.1.4 Self-confidence

It is generally acknowledged by psychologists that higher self-confidence and higher self-esteem are very essential to success in language learning. Students' self-confidence in writing is important in enhancing their writing skill. Students who are convinced that they write good their achievement will be good to, and students who are convinced that they write badly; obviously, they will not write well. So self- confidence is a psychological condition of good writing. Self-confidence according to Neman.B.S is one of the main criteria of successful writing, this later requires the knowledge of both the writing itself as a skill in general with its mechanisms and self confidence, he stated that "students who are convinced that they write badly will write badly; students who are convinced that they have nothing worthwhile to offer will probably not offer anything worthwhile." (1995: 5)

So, students who are more confident about themselves feel more successful in their learning; they work better than the less confident ones. The role of the teacher is to solve this

psychological problem that most EFL learners face when they produce such a piece of writing.

According to these problems Neman.B.S (1995) highlights two types of solutions to writing problems. To begin with "the craft-centered solution" is concerned with correcting students' mistakes and even criticizing them, this solution was rejected on the basis that it results an anxieties in the learner. The other solution is what he calls "the affect-centered solution". The latter puts much emphasis on the general atmosphere of the learning process. It is for helping students to acquire the skills necessary for good writing.

1.2 The Linguistic Problems

1.2.1 Grammar Difficulties

Grammar is a key element in language as a system of communication in general such as in writing. In order to write comprehensively, the learner should have good knowledge of the parts of speech, the structures of the language and its linguistic devices. Brooks.A and C.Penn   stated: "[…] for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation." (1970:20)

Grammatical competence is important and it is the condition that all the students and writers need to know in their written works. A good and right piece of work is that the one which consists a good working knowledge of grammar; it will help the learner to become better writer and speaker. Grammar is one of the important subjects that should be given a great deal of attention; it is the essential subject that should be taught and mastered by the students to write a grammatical and a correct academic product.

The problem of grammatical errors seems to result from poor learning and poor teaching. According to Yohana.P.M (2005) the grammatical errors found in the corpus are what calls intra-lingual and developmental errors. Intra-lingual errors are those problems

which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. On the other hand, developmental errors illustrate the learners' attempt to try to build up hypotheses about the target language from his limited knowledge learned in schools or naturally acquired. She related the learners' grammatical errors with the way of teaching; the way that the language lesson is presented by the teacher is a source of the grammatical errors. In addition, she claimed that the students' use of very long sentences is the main cause to arise the grammatical errors.

In general, grammatical errors are the most known difficulties that EFL learners face when they write. They need to be taken into account by students when dealing with writing because it is an aspect in which many teachers in an EFL context focus on when evaluating students' work.

1.2.2 Punctuation Problem

Punctuation takes the biggest part in writing, and it is important to translate the message. Punctuation marks are seen as a chain of signs which provide signals to facilitate the readers' way within a series of ideas and make him move smoothly from one idea to another. It leads to clarity, simplicity and preciseness; it is similar to using pauses, intonation, gestures and changes of expressions, while speaking. Punctuation has an effective role to play in writing because any piece of writing that lacks punctuation means only failure of the writer to convey his message because it is the leader of the reader to follow the writer and understand what he means exactly or his goal of this written work. Thus, the ignorance of punctuation marks leads to confusion and misleading of the reader.

Moreover, punctuation is the guide of the reader to understand the writers' construction in his piece of writing and also it helps the writer keep track of what he has written and what he will write. This implies that the writer should always be sure of his

punctuation not to mislead the reader by, for instance, placing a full stop instead of a comma or omitting a single mark, which may lead to confusion. Alastair.F (2006) stated that any writer should not consider punctuation as a means of decoration used in the final draft of the writers' work. It is more then that; it is a vital element of construction and clarification of this construction "It can signal parts of a sentence, announce the tone (interrogative, exclamatory) […] to omit punctuation, to insert it carelessly, to use commas monotonously: all these imply indifference to the reader." (2006:82)

According to Crème.P and Lea.M.R (2008) punctuation permits the writer to divide his ideas into chunks so that the reader can understand easily. The same thing is done in speaking, where the speaker helps the listener to follow his speech through the use of gestures, facial expressions and body language. Also, he can use pauses, hesitations and repetitions to make sure that the listener receives the exact information. The same thing in writing; there are many rules and conventions to be followed to have a successful piece of writing.

This mechanism seems to be a great problem to EFL students when they write, it looks as a point of failure and they can not separate or match their sentences with the right punctuation mark. Punctuation is just an additional thing so they try to eliminate it or they just rely on some punctuation marks and avoid the other ones. This problem may also be the result of unsuccessful learning or poor teaching. In this context, Yohana P.M stated that "Results show that 51% of the students under study use punctuation marks inappropriately. Their writings seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively." (2005:19) Most of EFL learners use extensively the full stop and the commas because they do not know the appropriate use of the other punctuation marks so they just rely on this two marks.

However, if they use the other punctuation marks such as the using of colon or semi colon, they mix the right place of each one so punctuations are absolutely necessary.

At the end, we noticed that the problem of punctuation is not limited to EFL students. Generally, the inappropriate use of punctuation regarding its importance on the reader can be a serious problem; however, its mastery represents the basis of a successful piece of writing. So, the misuse, ignore, or the overuse of it ones' piece of writing will lose its taste and therefore become misunderstood.

1.2.3 Coherence Problem

Coherence is one of the major problems and challenges that EFL learners face. It is an important element in any kind of writing. It is particularly essential in academic writing, where success or failure may depend upon how clearly the learner has communicated his ideas and presented his arguments to the reader. If he is not able to present them in a clear and logical way, their meanings and value are lost. It is the logical arrangement or link between ideas and how the writer moves from one idea to another smoothly in an academic piece of writing. It is important in the study of discourse which helps the reader or the listener to understand the general idea of the message that the writer or the speaker intents to convey.

Most of the students find a great difficulty in governing the organization of texts from the sentence level to the discourse level. They can not build an academic piece of writing that shows collaboration between the writer and the reader-what we call a coherent work- in order to help the reader to understand the text with the least efforts possible. Coherent work is characterized by the point that each sentence relates clearly to the topic sentence or controlling idea, but there are more factors in coherence than this one. For instance, if a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or

jumps. A coherent paragraph also highlights the connection between old and new information to make the structure of ideas or arguments clear to the reader.

Crème.P and Lea.M.R (2008) agree that coherence has a great role in making a good piece of writing. According to them, coherence has to do with arranging and linking ones' ideas in a way that makes them most easily understood by the reader, this link or chain is by connecting ideas; if any links are missing, the connection becomes unclear and the argument structure breaks down.

The mechanics of coherence were found to be the most problematic areas to the learners; for that, it is important to teach them coherence in order to overcome this problem that makes the learners' products ambiguous. As a matter of fact, the right use of mechanics enables the reader to understand what the writer wants to convey in his\her message.

Coherent writing has clear connections between ideas, sentences and between paragraphs. These connections establish relations and make clarifications to a specific topic. Many students are confused in writing about the established topic and the purpose which they try to achieve in a coherent way. In addition, Carroll.R.T (1990) claimed that learners fail in producing a coherent academic piece of writing because they do not follow a clear direction in a systematic way and they do not move smoothly from one idea to another with a relationship that should be expressed in relevance with each other. Thus, students have to construct a coherent academic work in order to eliminate their problems and to be successful writers. In this context, he considered that most students' writing failure is due to the unclear focus or purpose; the students' ability to write without any clear direction. It is, in short, incoherent. "Much adverse criticism on written assignments can be avoided by learning to write coherently. The first step is to learn how to focus your writing. For this we will return to some slightly modified material on focused reading." (1990:7) at the end, one of the major characteristics of poor writing is incoherent works; the absence of harmony in a bloc of

sentences or paragraphs that makes a confused and unclear meaning from the writers' piece of writing. So, the main idea to get from the previous points is that coherence is the key of success of any written work and it is an enormous challenge for EFL students, they produce incoherent pieces of writing.

1.3 The Cognitive Problems

1.3.1 Organization

The majority of EFL students face a great difficulty when achieving an organized academic piece of writing, they always write directly without organizing their thoughts. Hence, organization is one of the writing conditions because the written information should be presented to readers in a structured format; even short pieces of writing have regular, predictable patterns of organization. The main advantage of organization is to help the reader to believe what the writer is saying, and to follow him. Starkey.L stated "you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your work together and how they support your thesis."(2004:2)

Organization is a prerequisite step in a written work it precedes the actual act of writing. The writer decides about the organization of his written work before engaging into the physical act of writing through some prewriting techniques including free-writing and brainstorming. This technique helps at making an effective plan that leads to an organized written work. According to Whitaker.C (1998) the role of the teacher is to make his students write in a well organized way by making a plan before they start writing. He called it "organizing for writing". He stated:

"Though teachers will be flexible to help their students and meet

instructional goals, they also are thoughtful and systematic in organizing

for writing. Organizing, of course, refers to planning the curriculum as well as the classroom activities and routines, practices established to help student develop as writers (and usually as readers and learners in a study area). Often teachers are required to address certain standards and assessment, and in organizing for writing, they keep these curriculum needs/goals in mind." (1998:2)

Crème.P and Lea.M.R (2008) pointed out that the two techniques free-writing and brainstorming are effective for organizing the learners' thoughts in relation to the subject according to his\her previous knowledge in a very structured way. Free-writing requires putting whole sentences or phrases on paper whereas brainstorming involves creating a list that might contain various individual thoughts that make sense in a particular order. As a result, the learner can not find a problem when he\she starts to write.

Starkey.L argues that EFL writers find a great challenge when they start writing because they just start in a blank sheet of paper and write whatever going in their mind "it is important to recognize that in order to do it well, you must commit yourself to a process" (2004:1). Moreover, writing does not happen in one setting, it takes in more than one try according to a process that the learner should follow. This can help the learner to jot down his\her ideas than he\she organizes these points or ideas into a logical combination to create a paragraph or an essay because writing needs cognitive efforts before starting to write. He stated that" While creativity and inspiration can play an important role in good essay writing, organization, discipline, and revision are critical […] getting down to the business of writing means focusing on these three things." (2004:1)

Any academic work with different forms for different purposes and audiences needs organization. This later is considered as one of the main challenges not only for the writer but

also to the reader. Many studies show that most of the written linguistic materials characterized by poor organization with great concern, it is due to the absence of a logical structure that orders the students' writing which may confuse the reader. Yohana.P (2005) argues that the majority of the learners fail to appreciate the ability to organize their ideas. This weakness can be seen within sentences and paragraphs. She related the poor organization or illogical sequence of ordering the points to the poor teaching in schools. "The problem could be reduced by effective teaching, the creation of a wider reading and writing habit, and involvement in discussions and debates." (2005:21)

1.3.2 Clarity Problem

Clarity is one of the cognitive difficulties, some EFL learners produce ambiguous written assignments so the reader can not understand the writers' message and what he intends to convey. Furthermore, to be a good and excellent writer in achieving a good piece of writing, one must be able to write well enough to communicate with the reader that he understands the writers' material by focusing on a subject and writing clearly and coherently about it.

Insufficient clarity is usually a matter of using a word or expression whose meaning is not precise and /or not clearly defined. Thus, the ultimate aim that any writer wants to achieve is incomplete because there is a breakdown in communication as it is stated by Starkey, L (2004) that the writers' goal is to convey information, including the fact that writing well. That goal will not be realized be if the reader does not understand the first few sentences or paragraphs so he is going to stop reading because he find it ambiguous and he does not understand the intended meaning, or if he finishes reading but he fails to grasp the message. "Learning how to be a clear and accurate writer will help make your essay readable, and will guarantee that those who read it understand exactly what you mean to say. The five guidelines in this chapter show you how to clarify your writing." (2004:11)

Clarity is the way that the writer can make the reader understand his\her material easily without ambiguity; the writer should write in a clear and exact way in order to translate his message effectively. According to Carrol R.T. lack of clarity is one of the most common flaw that learners face when they write "Most student writing failures in mainstream (i.e., non-developmental) courses are due to lack of clarity, coherence and\or focus" (1990:4). He added "Insufficient clarity may be due to vagueness, ambiguity or obscurity." Vagueness is the matter of using words or expressions that has not precise or definite meaning. Ambiguity is using a word or expression in such a way that it can be understood in more than one way. Obscurity is the using of incorrect word or complex sentence structure. In other words, He stated that "That is why it is imperative that you not only impress your reader(s) with your unique take on a topic, but also say exactly what you mean as clearly and, in many cases, as concisely as you can." (2004:12)

When students deal with writing essays they find it difficult to use modifiers which make their points clear and add meaning and originality to their piece. Students have to avoid ambiguous language by eliminating words or phrases that have more than one meaning; and, correcting word order that conveys a meaning different from the one intended. Also, they should be concise by eliminating unnecessary words and phrases, the main objective being to solve their writing problems and; eventually, to write in a clear way.

Conclusion

At the end of this chapter, we noticed that EFL students face many difficulties that are classified into three categories. First, the psychological problems (anxiety, motivation, and self-esteem, self confidence).Second, the linguistic problems (incorrect grammar, lack of punctuation, and lack of coherence).Third, the cognitive problem (lack of organization, and

lack of clarity). To solve these problems we suggest in the next chapter the current approaches and strategies to the leaning and teaching of the writing skill such as the product approach, the process approach, the genre-based approach, and some processes for academic purposes.

Chapter Three

The Approaches and the Strategies of Writing Skill

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The Approaches and the Strategies of Writing Skill

Introduction

In the early 1960's writing was a neglected skill, it was argued that language is mostly important in its spoken form and less important in the written one; and for this cause, writing was not given much attention in learning and teaching. It was only after the 1960's that writing gained its significance in the language learning-teaching context with specific methods of teaching. Writing is a particularly highly-demanding and difficult skill for both native and non-native speakers. As it is stated in the previous section, most of EFL students find a challenge when dealing with that skill due to its complexity that prevents their shortcomings. Thus, the fact that developing the writing skill is not an easy task imposes the idea that teaching such a skill is not easy. Therefore, many ESL/EFL theorists, researchers, and teachers have been trying to solve the writing problems with the most effective strategies, approaches, and instructions of teaching L2 writing.

A range of foreign language teaching approaches have emerged to develop practice in writing skills, each stressing a different aspect and applying one approach or another depending on what we want our learners to do. We will only focus on the relevant approaches to our interests that can be summarized in the three major types as follows: The Product Approach, The Process Approach, and the Genre-Based Approach. In addition, we will study some strategies of applying the writing process for academic purposes and use some published sources which are Summarizing, Paraphrasing, and Quoting.

1. The Product Approach

Writing in this approach is reduced to elaborate a product. This objective is fulfilled through different sub-approaches that each one focuses on a different aspect of writing such as language structure, text functions and creative expressions. Writing is seen it as an act of producing model texts that one can create with coherent words, clauses, sentences, and paragraphs that are grammatically correct, and clear. This leads us to the approach that deals

with the imitation of texts in order to produce the final product which is "the Product Approach".

The product approach is interested in the final product with the mastery of the linguistic rules by imitation the teachers' model. Importance is given to the structure of language rather than the underlying meaning. Nunan.D defined the product approach as the process which focuses on the end results of the act of composition, i.e. the letter, assay, story and so on. "The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on."(1989: 36)

Writing is considered as the production of textual forms that rely on the structure; it is the linguistic act which takes into consideration the production of the learners' end products. The product approach focuses on the written product rather than on the process of writing. Writing here concerns the knowledge about the language structure, and it is the result of imitation of input. This approach helps the learners to define their errors if the students are not exposed to written model texts, their errors in writing are more likely to subsist. The students study model texts and attempt various exercises that enable them to make attention to the important features of a text, and then repeat them in their own writing. Moreover, Harwood.N suggested that the product approach focuses on the final draft with attention on the linguistic knowledge and the appropriate use of vocabulary, syntax, and cohesive written strategies. In this approach the role of the learner is just imitating the teachers' model of writing to produce a finished text, he said that:

> "The product approach led students and teachers to believe that the
> planning stage began and ended in the initial period of composition.
> Yet in reality, not only did proficient writers 'rehearse' what they

wanted to say before any plan was produced, but also planned throughout the writing process rather than exclusively at the start."(2000:5)

The product approach seems as a guide that enables the learners to produce a guided piece of writing. Badger.R&White.G (2000) claim that the product approach made on stages that enables the learner to follow them in order to produce the final product. According to him learning to write has four stages that are: familiarization, controlled writing, guided writing, and free writing. The familiarization stage aims to make learners aware of certain features of a particular text such as the topic. In the controlled and guided writing stages, the learners practice the skills with increasing freedom until they are ready for the free writing stage, when they use the writing skill they start to produce their written work such as a letter, story or essay.

This traditional approach focuses on the study of model text in order to make the students produce a text; but before they start writing, they manipulate the teachers' model. This approach has many advantages because it supplies the linguistic knowledge and develops it; furthermore, it satisfies the students' needs in terms of rules and structures. Azzioui.A (2009) summarized this approach in four stages as follows:

1- Stage one: Students read the model text and pay attention on the specific features of that text. For example, if studying essay organization, students' attention will be directed towards the way the essay in the model text is organized, distribution of the paragraphs, linkers used to connect these paragraphs, the thesis statement, indentations and all the characteristics of a good essay.

2- Stage two: In the second stage, following the example in the first stage, students have a practice of the features, usually in isolation. So, students here are asked to make practice on

linkers between paragraphs, writing introductions, stating thesis statements, writing conclusions and so on.

3- Stage three: In this stage, students are asked to organize paragraphs in order to get a coherent essay (introduction, developmental paragraphs, and conclusion). Teachers who use this approach give more consideration to the organization of ideas rather than ideas themselves; therefore, this stage is very important.

4- Stage four: At the end, the teacher gives a topic to the students and asks them to develop an essay in the same way as the model text.

J.Harmer (2004) claims that in the product approach the writers draft and edit their work into a final product which depends on the kind of writing they are doing. He stated that writing is usually seems as a finished product whereas all the learners made a huge number of error. This approach is interested in the final product and the mastery of the linguistic features through the imitation of the teachers' model. Thus, it has been criticized because of its negligence of the role of the writer as a text producer with learners' needs and also the stages of the writing process. It considers the teachers' role only a source of directives and the corrector of the final draft not a facilitator who provides the final draft to help the students to revise their final work.

In the product approach students and teachers believe that they follow only one stage which is the planning stage. The product approach underestimated the importance of rewriting and teachers need to make students feel a sense of responsibility in their learners for being ones' own critic. The implication of this approach is that the teachers' role is only concerned with grammatical accuracy, clarity, organization, and true self-expression in the product classroom.Badger.R&White.G stated that "In short, product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing

development as mainly the result of the imitation of input, in the form of texts provided by the teacher."(2000:154)

To sum up, the product approach neglects the role of both the teacher as an active producer of information and as a corrector of their final revised drafts. It limits the learners' creativity and imagination because it makes the learner only a processor of information.

2. The Process Approach

The process approach came at the end of the 1960s as a reaction to the weaknesses of the product approach. Writing has been related to traditional teaching; teachers ask students to write for language improvement and grammar, the final product which concentrates only on the aspects of the language. Moreover, the recent approaches to writing have stressed that learning to write is a process which involves a series of steps writers go through to arrive to the final product. In this approach, the writer has a chance to plan and modify what will finally as the finished product. This way called the writing process with its multiple drafting.

The process approach to the teaching of writing pays attention to the cognitive and mental processes involved in writing. It stresses the creativity of the writer and the development of good writing practices rather than the imitation of models. This approach determines what the learners write one by one through different stages not on one final stage, it emphasizes in teaching writing the product itself and the different stages the writer goes through in order to create this product.

Writing in the process approaches is to focus more on the linguistic skills, such as planning and drafting, and there is less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. According to Badger.R&White.G the teacher facilitates the learners' writing and providing them with input. "Like babies and young children who develop, rather than learn, their mother tongue, second language learners develop, rather than consciously learn, writing skills. Teachers draw out the learners' potential."(2000:154)

Moreover, Brown.K&.Hood.S (1989) claimed that the writing process requires different preparations which depend on four main points:

1- The reader (who you are writing to or for).

2- The purpose (why you are writing).

3- The content (what you are writing about).

4- The situation (where you are, how much time you have, how you feel, etc).

Moreover, the process approach is considered as the conscious process not like the product approach that relies on imitating the teachers' model. In this context Azzioui.A defines the writing process with his own words and ideas as follows:

"The process approach to writing stresses the creativity of the individual writer and sees writing as a highly complex activity. This orientation pays attention to the development of good writing rather than the imitation of model texts. Thus, the focus shifted from the final product itself to the different stages that the writer goes through in order to create this product. The process approach emphasized that writing is an activity that is composed of a variety of activities, and that these different activities are typically recursive. The teacher in the process approach becomes a facilitator. He guides and helps his students at each stage of their composing process."(2009:21-22)

In this teaching approach, the writer thinks about planning, revising, and the like to build a final product instead of what the final product looks in terms of organization, spelling, and grammar. "Summarizing, we can say that process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which

happens when teachers facilitate the exercise of writing skills."Badger.R&White.G (2000:155)

Writing is a process made up of several stages. Researchers generally consider that the writing process includes four stages: (1) prewriting, (2) drafting, (3) revising, and (4) editing. These four stages involve a variety of learning activities to engage students in learning to write.

2-1 Pre-writing

Prewriting (planning or pre-drafting) is the most important stage and the hardest part of writing for many people at the starting phase. Writers spend a lot of time generating ideas and organizing them into a particular plan before they write; even skilled writers have sometimes no clear idea about how to begin their subject, so they go back to the planning stage while they are drafting a body of text. Most of the researchers argue that experienced writers plan what they are going to write before starting to write or type, they try and decide what they are going to say by making detailed notes or they jot down words or points they are going to use them. Harmer.J stated that "Nevertheless, just as the shopping list writer has thought-at some level of consciousness-about what food is needed before writing it on the piece of paper."(2004:4)

Students need to be clear about the message they want to convey, they should be aware about three main issues. First, the purpose of their writing (what they want to achieve through their writing); second, the audience/reader they are writing for (their knowledge, background, expectations…) since the choice of ideas, organization and language depends on these factors and third; the content structure of the piece (ideas, arguments, facts…)

This stage includes generating ideas, brainstorming (which is a quick way to generating a lot of ideas on a subject), and free-writing which is a helpful technique to write

as much as one can without worrying about mistakes. After generating ideas about topic, writers develop a plan for the paragraph or the essay they are going to write.

According to Ifanc.C (2010) the planning stage includes many ways such as self-questioning that the learner discussed himself to establish the audience and purpose of his writing in order to better choice of language. He argues that an effective writer needs to use the level of planning; thinking before starting the first draft whatever the topic under investigation.

2-2 Drafting

It is the stage where writers move from the abstract (ideas) to the concrete (written text). In this stage the writer gathers the information he collected in the planning phase to shape his ideas. The writer, here, is not to be confused with editing, he just uses the ideas generated in the pre-writing stage as a guide with respect to the main parts of a paragraph (topic sentence**,** supporting sentences**,** and concluding sentences). Generally, the first draft is never the final version. Alastair.F (2006) claimed that drafting is the possible advantage of postponing the exact choice of words. The learner may found this step helpful to specific wording such as choice of words "it is more often actually the last. The way to effective writing is to defer word choice: certainly you should avoid letting your writing solidify too soon into elaborate grammatical structures that will hinder future revision."(2006:18)

This procedure is one of the characteristics of experienced writers. It enables them to experiment their plan with arrangements of thoughts on a topic. They expect this experiment to lead to new discoveries, some of which emerge in the first draft but most of which will emerge in the following draft. Experienced writers try several drafts to evaluate and organize their information to construct a coherent written work. Brown.K&Hood.S stated that "The drafting stage is where you really begin writing. The most important thing here is to get

words onto paper. It is not the time to worry about spelling, grammar, punctuation or the best wording." (1989:14)

Drafting is not the final version of the written product and the learner feels free in gathering data about the topic. In this stage, the learner avoids searching for references, quotations, spellings, but instead he uses his background of reading and notes. The writer here is going to represent each item by a word or phrase and guess from the sequence what the shape of an argument or exposition to be developed; it is a kind of imagination

2-3 Revising

Revising (post writing and editing stage) is a very important part; it is considered the core of the writing process. In this stage, the writer examines the first draft and makes the necessary changes and sees how he can improve it; because no piece of writing is perfect in the first time, each time a new draft is written it is the right time to refine and improve on it.

When the writer has produced a draft, usually, he\she read what is written to see where it works and where it does not. Perhaps the organization of the ideas is not clear or the way of presenting words is ambiguous or confusing. For that, the learner may replace these ambiguous expressions by a different form of words. Most of the skilled writers try to look at their written work in the general meaning and overall structure before concentrating on detailed features such as words and grammatical accuracy which are important in any academic work. According to Brown.K&Hood.S (1989) the revising stage is the most important stage in the writing process. It involves checking that ones' writing is clear and appropriate for the reader in terms of content, purpose, and writing situation. Moreover, "It is not just a matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving out words and so on."(1989:20)The writers believe that in this stage the learner should pay attention all the time during his\her writing to make sure that the message is clear.

This step is considered to be the most general re-examination of a particular essay. It is always necessary to go back and look at the entire essay at the content level. It is a central one where students make sure that they have achieved the seeking goals, and whether any sections of the essay need improvements. Moreover, Harmer.J argues that "Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions" (2004:5)

The revising stage certainly helps to build bridges towards this discovery, since both content and form are used in this stage. In this step, the writer reads and tries to see what works**,** what is not clear, and what is ambiguous or confusing**,** then checking spelling and grammar.

2-4 Editing

Editing is the final part of the revision step**.** It provides some kind of changes that can be done when revising**.** Once editing and making the necessary changes have been achieved**,** the writer produces the final version (draft), and becomes ready to send the written text to its intended audience. So, editing is the final step before students submit the final draft; it is the place where grammatical accuracy, as well as correctness of form, especially the points as punctuation should be verified**.** The writer himself/herself should eliminate all language errors as put forward by Harmer.J "This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience." (2004:5)

In short, the process approach is unlike the product approach where the teacher is the only corrector because feedback in the process approach is received from both the teacher and the learner. In this respect, the language skills rather than the linguistic features are developed. However as any approach, the Process Approach comprises some weaknesses. It

is time consuming; as a matter of fact time is rather limited in the classroom. Harmer.J (2004) criticized it as being a long process that takes time by over-planning when working intensively on second or third draft; and it is a loss of time when teaching because the lesson depends on the timetable. He said that: "We will have to think about what students are likely to be able to accomplish in a lesson, say, of 50 minutes. We will need to consider how many students we can work with individually in that time."(2004:12) for him, the writing process is not an easy option for both students and teachers because it is not only a loss of time but also a loss of space for the more disorganized students.

3. The Genre-Based Approach

Recently, in the field of writing a new approach has developed which regards writing as a social act to communicate with the reader. Some researchers consider it as a type of an extension to the product approach. "Genres are also influenced by other features of the situation, such as the subject matter, the relationships between the writer and the audience, and the pattern of organization."Badger.R&White.G (2000:155). Thus, this approach focuses on teaching particular writing genres that students need in order to succeed in particular settings.

The Genre-Based approach focuses on the linguistic components of the written text with the form and textual conventions. The student uses particular genres to fulfill certain purposes and to achieve certain goals within particular social and cultural contexts. In this approach language is functional, that is to attain functional purposes. "For genre analysts, the central aspect of the situation is purpose. Different kinds of writing, or genres, such as letters of apology, recipes, or law reports, are used to carry out different purposes."Badger.R&White.G (2000:155) in the same context, Harmer.J explains the genre based approach according to his way of thinking. He sees it as a chance for the learner to deal with different audiences. In this approach students are asked to think and evaluate what they have been written in order to

achieve a specific purpose according to the genre of the piece of writing and the reader, he added"[…] there is a good chance that students will emerge as competent writers. They will be able to operate in a variety of genres and to address a number of different audiences, producing written work of a high standard." (2004:86)

The genre approach emphasizes the social context and it is a class of communicative events that share some set of communicative purposes. Teachers and students are involved in the written language for a specific field. The learner focuses on analyzing texts to achieve communicative purposes by choosing the suitable and expressive language. In other words, when one writes a letter, a story, a request and so on; he has to follow certain social conventions for the organization of his message in order to enable the reader to recognize his purpose. Therefore, the structure, the content, the style …etc has to be socially recognized and in accordance with the expectations of the reader. As a result, this approach helps learners to be aware of the different elements of writing: the topic, conventions, style, the genre and the context in which their writing will be read and by whom.

In addition, there are some similarities with product approach. Genre approach can be regarded as an extension of product approach. However, genre approach regard writing as predominantly linguistic but, unlike product approach which emphasizes that writing varies with the social context in which it is produced.

According to Azzioui.A (2009) the genre approach has specific characteristics of the use of language which include communicative purposes, associated conventions, channel of communication and degree of formality, textual structures, and the audience type. The focus is on texts, but not on grammar, it is on social choices according to a particular context. In this approach, students study the style, conventions, structures and organization …etc of texts in the genre they are going to write. This approach is supported by the functional model of

language which deals with the relation between discourse and the context in which language is used.

In this approach, learners pay attention to the characteristics of texts and the particular contexts in which these texts are produced. The writers' aim is to achieve the same communicative purpose or function shown by other texts belonging to this particular genre. First, the teacher prepares the learners to write by introducing a specific genre. Then, the teacher provides a model in order to reinforce the learners' knowledge of this genre by discussing features like the structure, the style and the social context.

Moreover, according to the writers, the learner is the producer of a text whose language and form are related to the audience. The teachers' role is the same as in product-based approaches with his feedback that occurs on the final text and limited to the correction of grammatical shortcomings.

To sum up, in the genre approach, writing seems to be a form of production rather than a creative act. Learners are not creative writers they just keep on imitating and analyzing the teachers' model. Consequently, this approach looks like the product approach, they seek to achieve the same objectives because genre-based approaches see writing as essentially concerned with knowledge of language for social purposes, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher.

4. Applying Writing Process for Academic Purposes

4.1 Using Published Sources

In doing academic work, learners need information from material in the library to use in some form in a paper or report he\she is writing because it is necessary to refer to other peoples' research which is done to give support to the learners' own research or ideas. Using

published sources or note taking related to one specific research paper thesis, before reading the source he\she should be sure that this material is relevant to the subject.

4.1.1 Summarising

Summarising is the reduction of all the information to a few important points by giving only the main points, excluding redundant elements and using ones' own style through three main techniques that are:

1. Selection: select only the major and important ideas.

2. Rejection: it is a process of rejecting the needless ideas such as repetition, illustration, redundant expressions.

3. Substitution: it is the combination of several sentences into one sentence; replacing lengthy sentences by short sentences.

Writing good summaries requires precise reading and the ability to find the main idea and the most important supporting evidence in a piece of writing. Summaries are always shorter than the original texts. In summary, the writer facilitates to readers an idea of the content of an article or book and saves them the time to do not read the long original material.

According to Leki.I (1998) Summarizing is done through certain steps that are summarized as follows:

1. Reading and understanding the original material carefully.

2. Mentioning the source of the material at the beginning of the summary.

3. Writing the main and important ideas of the author without details.

4. Using the own wording and style.

4.1.2 Paraphrasing

Paraphrase is to restate the writers' ideas with ones' own style, before that the learner reads the passage and tries to understand it as a whole. Paraphrasing "using your own words to report some one else's writing; but maintaining an academic style".Jordan.R.R (1999:93). It is unlike summarising, a paraphrase is usually the same length as the original source but sentences and words should be changed. Paraphrasing is done through steps that the learner should follow to create a satisfactory work:

1. Reading the text several times and understanding it. Then, look away from the source and rewrite the text using own words.

2. Taking notes with a change in the structure by combining short sentences and breaking long sentences and the elimination of some words and replacing others, also changing the words by using synonyms or a phrase that expresses the same meaning.

To sum up, paraphrasing is using the writers' own words to report someone else's material or ideas. It allows the learner to use another writers' material to support a point in his\her own work without using the other writers' exact wording. Using paraphrasing is when the writer wants to change the style or the language used in the original in order to make it easier to understand or to make it appropriate in the own piece of writing.

4.1.3 Quoting

Quoting is the process of copying the exact words of the original material and showing this with quotation marks. In any academic writing, any direct quotation will be accompanied by a citation; the citation is the part that shows the authors' name, the year of publication and the page from which the quotation comes otherwise it leads to plagiarism. The use of direct quotations is to provide an example and supporting evidence, it is done through a specific and good purpose. Jordan R.R stated that direct quotations and references

of the authors' writings are done in many academic works such as theses, dissertations' essays, reports, they are done in purpose which is to show to the reader that the writer have check and read around the subject and he is aware about what has been written about. "Their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence." (1999:98) for that it is evidence to the audience that the writer is aware about what he\she is doing.

Quoting is not just using the authors' ideas but it is using the authors' exact words when it is necessary, and the writer wants the reader to know exactly what another writer has written. In addition, .Jordan R.R defined it as "Quotations are the exact words of the author, with the same punctuation and spelling."(1999:102) According to him there are two ways of using quotations. First, quotation marks are put around the authors' words that are often used for short quotation. Second, the indented quotation that is the more than three lines, it should be separated by a lines' space above and bellow. In direct quotations, the writer can make some modifications; omitting parts of the quotations by using three ellipses without changing the meaning, also the writer can make clarifications of some concepts by adding a few words and putting them between square brackets without changing the meaning, it is called interpolation. Moreover, Leki.I stated that "Quoting a source is somewhat complicated because of all the conventions that must be followed. In the simplest form when you use someone else's exact words, you put quotation marks (two, not one) on either side of the quoted material."(1998:199)

Conclusion

At the end, we may conclude that the mastery of writing is a complex and long process, and often, teachers do not have an adequate instruction in the selection of an approach to teach writing appropriately. An effective writer needs to understand mainly the

approaches and should try to use them in his\her writing tasks in order to overcome his\her writing problems. In order to realize that, both learners and teachers need the necessary information and knowledge that would reinforce and make the teaching/learning of the writing skill easier and useful. Therefore, the product approach, the process approach, and the genre approach are the main effective methods and strategies that EFL learners should follow to improve their writing skill.

Chapter Four

Data Collection and Analysis

Introduction

The theoretical chapter of the present research was devoted to a literature review about the writing skill with a specific focus on student's writing problems and some strategies to overcome these problems. This chapter is divided into two parts. The first part is concerned with a detailed description of the research methodology, instruments, and procedures. The second part analyses the data yielded by the research instruments and presents their interpretation in the light of the research questions and hypothesis for both teachers and students. This part also includes a section for pedagogical recommendations that may help to solve student's poor writing.

1. **Data Collection**

   1.1 Methodology

The research methodology that will be used in this study is the descriptive method. This research will be conducted qualitatively through a questionnaire that will be administered to a sample selected randomly that represents the second year LMD students of English and with teachers of the written expression course at Biskra University. Our choice of the methodology is justified by the nature of the topic which implies a need for a description of the writing process in EFL learning and teaching context.

   1.2 Research Instruments

Because of the nature of the present subject, it is necessary to gather teachers' and students' opinions about the writing skill and the effective approaches that should be used because the teachers and the learners are the main variables of the study. Theirviews are very important to develop teaching/learning of writing to EFL classes. For this purpose, two questionnaires addressed to both teachers and students is the most appropriate tool to know their opinions. This questionnaire was intended to gather more information about the topic and to prove the set hypotheses.

The students' questionnaire aims at finding out students' opinions about learning writing and its importance. Getting students' opinions about the problems and challenges they face when dealing with this skill, and the effective approaches that might solve these problems.

The teachers' questionnaire is intended to gather information about the teachers' views about teaching writing. The importance they give to the product, the process and the genre approaches in teaching writing. The questionnaire aims mainly at knowing the student's main difficulties and how can they deal with these problems, and whether the time allocated to teach written expression is sufficient.

1.3 The Students' Questionnaire

1.3.1 The Sample

The students who constitute the sample were chosen randomly among the total number of the Second Year LMD students' population. The questionnaire was given to 40 students from the Department of English at Mohammed Kheider University – Biskra. The students answered the questionnaire in the classrooms. The administered questionnaire discusses an issue that affects almost all students; and, therefore, we do believe that the sample is a good representative of the whole population. The majority of second year students face the same difficulties in writing since it is this year that they start to write compositions.

1.3.2 Description of the Questionnaire

The questionnaire was designed in accordance with the literature review in the first chapter of the present dissertation. It consists of (15) questions divided into three different sections (see Appendix). Most questions are close-ended: learners are invited to tick the correct answer. There are some open-ended questions where the informants are asked to provide explanations or further alternatives.

Section One: General Information (Q1 to Q4)

The first section consists of four questions which concern the background information about the informants. Question one and two are about age and gender; whereas question three shows years of studying English in the primary, the middle and the secondary school in order to check their experience in English. Question four is about whether the students find the course of "Written Expression" interesting or not.

Section Two: The Writing Skill (Q5 to Q11)

This section contains six questions investigating some aspects of writing, its aim is to elicit students' views about the writing skill: their attitudes towards it (Q5) whether they find it easy to learn (Q6 to Q7), and if it is a necessary skill to develop (Q8 to Q9). The last two questions of this section (Q10 to Q11) aim at investigating the main problems they face when writing in English through the inquiry about the difficulties they might encounter. After that, we state six choices of causes of these problems such as anxiety, lack of motivation, poor vocabulary…etc.

Section Three: Writing Strategies and Approaches (Q12 to Q15)

This section is the most important one; it is devoted to see whether or not students attempt to overcome these writing difficulties (Q12).This question is followed by another one that requires explanation for the positive answer (Q13) in order to see how they can deal with their writing problems. Then, question (14) is designed to see the manner of the student's writing because any student has a certain way of writing. At the end, the last question of the final section (Q15) attempts to see whether or not they follow a certain technique or approach in writing.

1.4 The Teachers' Questionnaire

1.4.1 The Sample

The teachers who responded to this questionnaire are those of "Written Expression" of Second Year LMD at the Department of English at Mohammed Kheider University- Biskra. They are 6 teachers who represent our sample and have a direct relation with the subject. They are experienced teachers in tutoring the written expression course, consequently, consulting their views and perspectives concerning the subject matter (the student's difficulties, in writing, the different approaches to develop this skill) is of a great value to the present work.

1.4.2 Description of the Questionnaire

The questionnaire was designed in accordance with the literature review in the first chapter of our dissertation. Like the Students' Questionnaire, it consists of 15 questions divided into three sections (see appendix). The questions are close-ended: teachers are invited to tick the correct answer and in some cases, the informants are asked to provide explanations and alternatives.

Section One: General Information (Q1 to Q4)

The first section is made up of four items; it includes general questions about teachers' experience in teaching English in general (Q1) then the teaching of "Written Expression" (Q2). This section also includes questions that aim at finding out teachers' opinions about the program of "Written Expression" and the time allocated to this course (Q3-Q4).

Section Two: The Writing Skill (Q5 to Q10)

This section consists of six questions related to the theoretical part of this research. The questions aims at highlighting the teacher's points of view about the teaching of writing for second-year EFL students; whether it is an easy skill to teach (Q5 to Q6), and if it is a necessary skill to develop in their students (Q7 to Q8). The last two questions

(Q9 to Q10) determine the difficulties students encounter when writing in English by asking our informants whether or not their students find difficulties in writing in English.

Section Three: Writing Instructions (Q11to Q15)

This final section is the most important one; it consists of five items. it is devoted to see whether or not teachers attempt to overcome these writing difficulties (Q11) followed by an explanation of the positive answer .Then, the following two questions aim at investigating whether or not the teachers follow a certain approach or technique in teaching writing (Q13 to 14).Finally, (Q15) is designed to give more information about the approach they use when teaching writing, this final question is followed by a space where the respondents can add any information or comments.

2. **Data Analysis**

   2.1 Analysis of Students' Questionnaire

Section One: General Information

1. Age :

Age	N	%
19	2	5
20	12	30
21	11	27,5
22	10	25
23	5	12,5
Total	40	100

Table 4.1: Students' Age
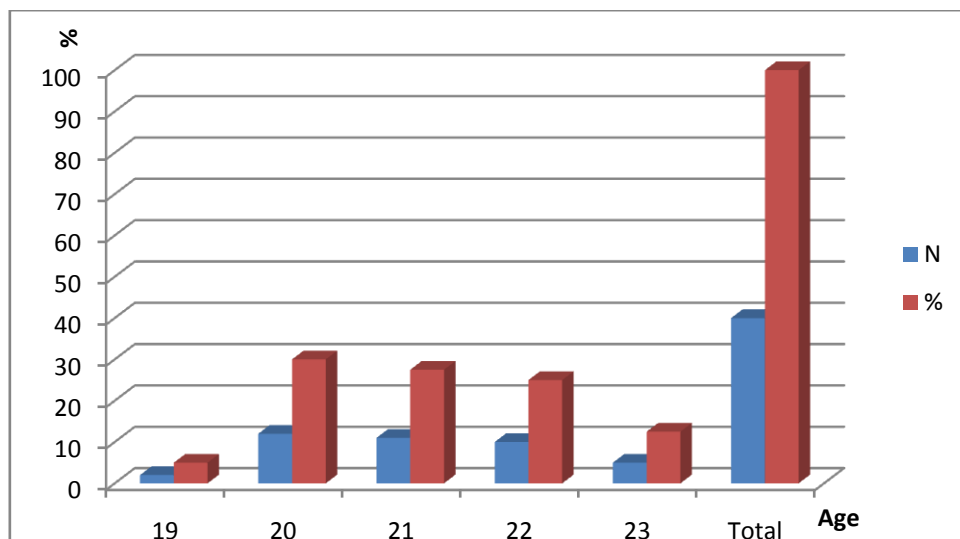
Graph 4.1: Students' Age

It is observed from the previous table that the student's age is between 19 and 23 years. The majority of them are between 10 and 12 students whereas only 2 students are 19 years and 5 students are 23 years. In general, student's age varies slightly from 19 to 23 years.

2. Gender :

Options	N	%
Male	5	12,5
Female	35	87,5
Total	40	100

Table 4.2: Students' Gender
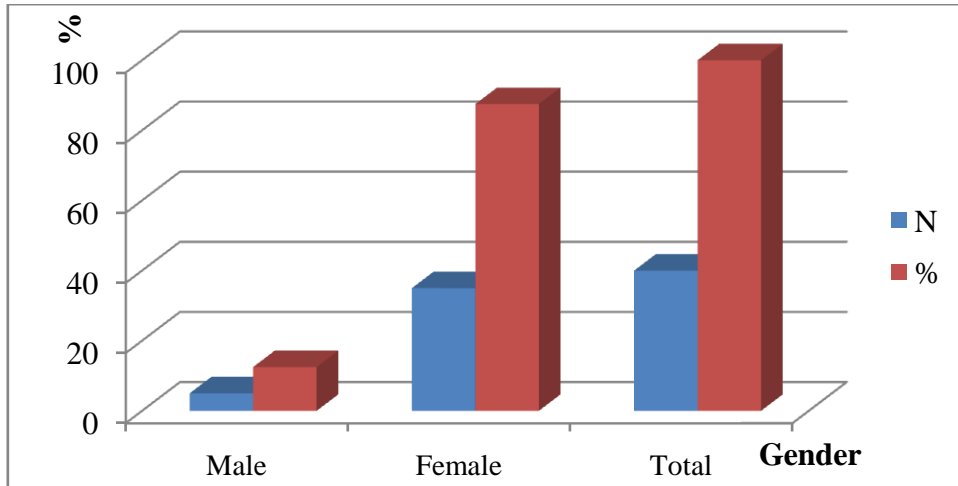
Graph 4.2: Students' Gender

It is indicated in the table above that the majority of the informants are females. They are 35 that represent 87.5% from the whole population whereas only 5 males represent 12.5 %. These rates indicate that the population is mostly composed of females especially in foreign language learning.

3. How many years have you been studying English?

N of years	N	%
7	20	50
8	6	15
9	10	25
10	4	10
Total	40	100

Table 4.3: Number Years of Studying English
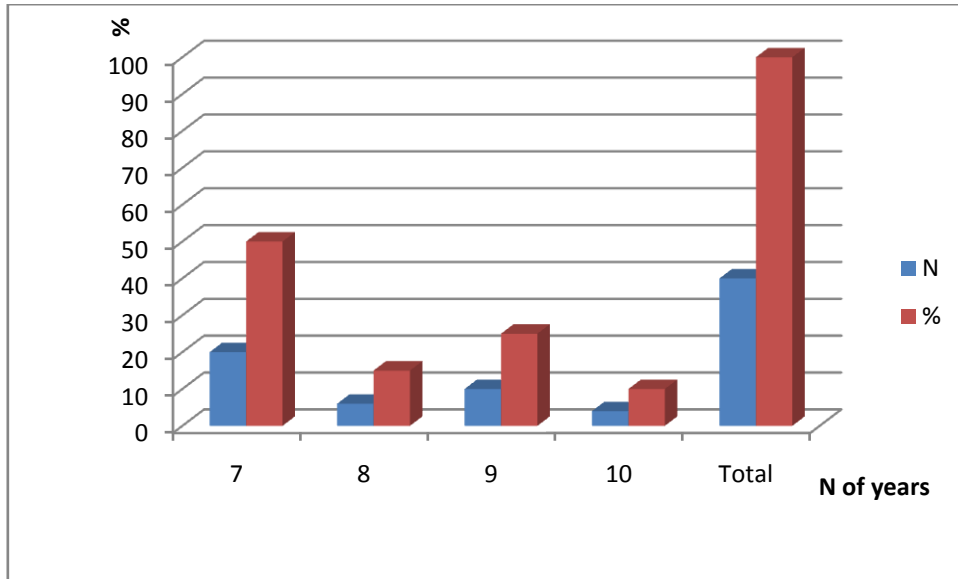
Graph 4.3: Number Years of Studying English

We notice from the above table that half of the students have studied English for seven years i.e. from the middle school. They represent half of the percentage 50 %, ten of them have studied English for nine years (25%) and six students have studied it eight years (15%) ; however, only four(10%) of the whole population have studied it ten years. As a result, most of the students have an experience in studying English as a Foreign Language; they have studied at least 7 years but not more than 10 years.

4. How do you find the course of "Written Expression"?

Options	N	%
a	17	42,5
b	19	47,5
c	4	10
d	0	0
Total	40	100

Table 4.4: Students' View the Module of "Written Expression"
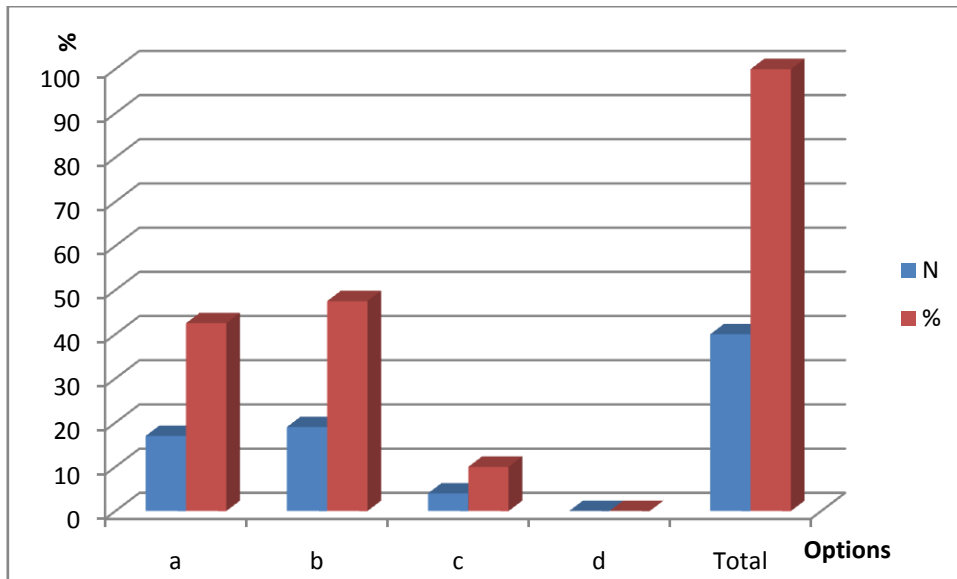
Graph 4.4: Students' View the Module of "Written Expression"

This table shows that 90% of the students find the module of "Written Expression" interesting. This percentage is equally divided into option (a) very interesting (42.5%) and option (b) interesting (47.5%) whereas only four students (10%) who said that "Written Expression" is not really special and no one agree that "Written Expression" is not interesting. This result shows that the students are aware of the importance of writing as a skill.

Section Two: The Writing Skill

5. Do you like writing?

Options	N	%
Yes	35	87,5
No	5	12,5
Total	40	100

Table 4.5: Students' Attitudes towards Writing
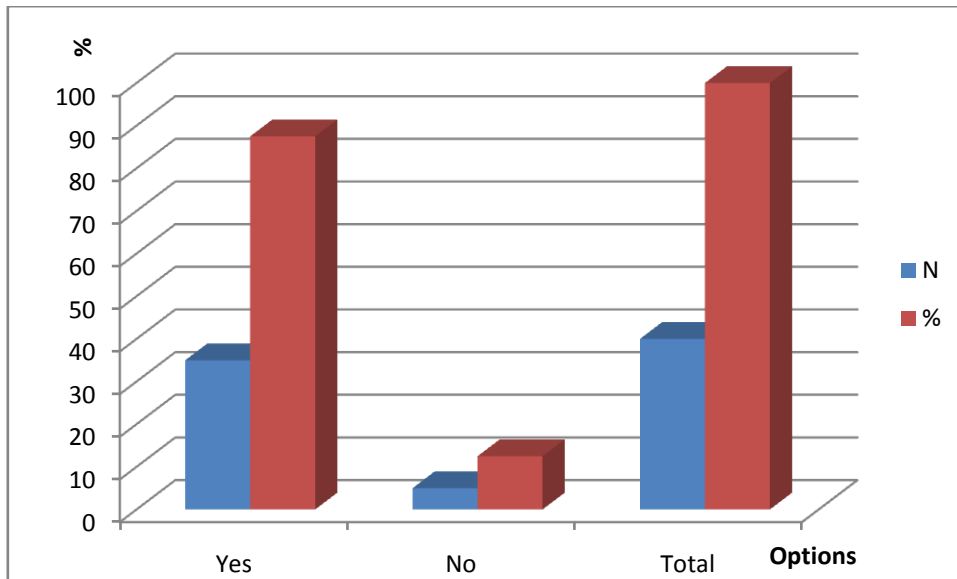
Graph 4.5: Students' Attitudes towards Writing

From table.6, the results show that the majority of the surveyed students (87.5%) give a positive answer and said that they like writing. On the other hand, there are only five students (12.5%) who do not like it. This implies that they are aware of the significance of writing as a skill.

6. Writing is an easy task to learn.

Options	N	%
Yes	17	42;5
No	23	57,5
Total	40	100

Table 4.6: Difficulty of Writing
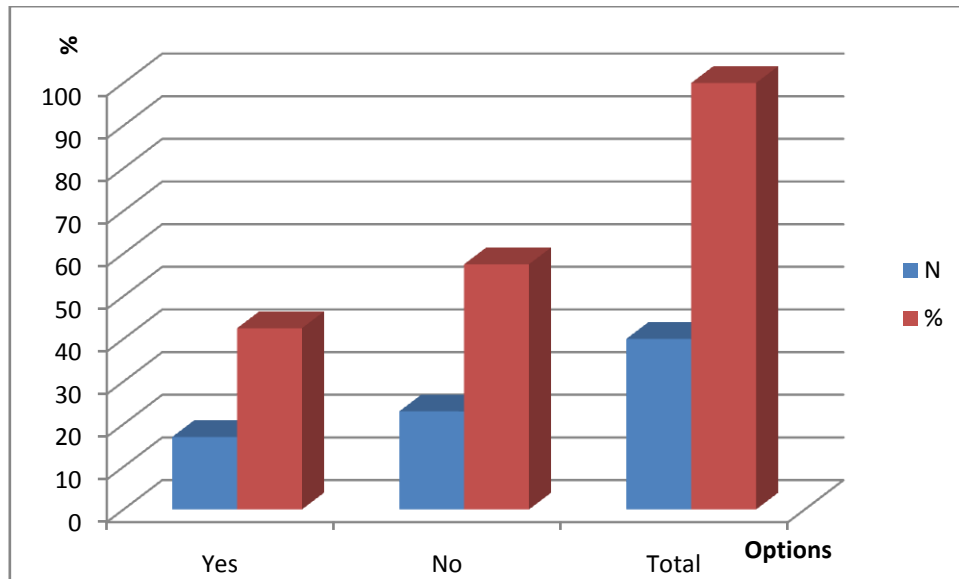
Graph 4.6: Difficulty of Writing

The results show that more than a half of the students (57.5%) claimed that writing is not an easy task whereas 42.5% said that writing is an easy task. We notice that the majority of the students find writing a difficult skill because they face many obstacles when they try to achieve certain written products.

7. If "No", please explain why.

Out of the (23) students that answered the negative option there are only (19) students gave explanations:

- "Because writing takes time to learn to how to make a good piece of writing". (02 students)

- "Because it is a complex skill". (02 students)

- "Because I find some difficulties to express my ideas". (01 student)

- "Good piece of writing requires good vocabulary". (03student)

- "It is the skill that needs many activities and practice". (06 students)

- "It is difficult skill in the style of writing". (01 student)

- "It needs hard work and other skills also". (02 students)

- "Because it needs methods to follow". (01 student)

- "Because writing needs correct vocabulary, grammar, and organization of ideas". (03 students)

The general tendency we can observe from the previous explanations that the majority of the students (06 students) said that writing is the skill that needs many activities and practice.

8. Writing is a necessary skill for you to develop.

Options	N	%
Yes	40	100
No	0	0
Total	40	100

Table 4.7: Writing is a Necessary Skill to Develop
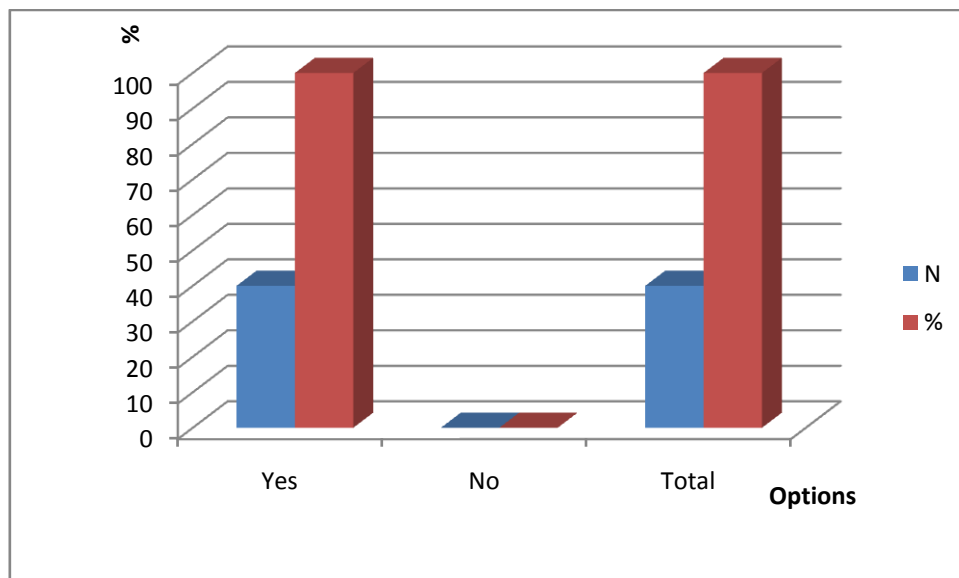
Graph 4.7: Writing is a Necessary Skill to Develop

The results show that all the respondents (100%) argued that writing is a necessary skill for them to develop. So they are aware of the necessity of writing as a skill to develop in order to overcome their writing difficulties.

9. If "No", please explain why.

   We noticed from the previous table that all the students (100%) answered that writing is not a necessary skill for them to develop.

10. Do you find difficulties when you write?

Options	N	%
Yes	35	87,5
No	5	12,5
Total	40	100

Table 4.8: Students' Opinions about the Writing Difficulty
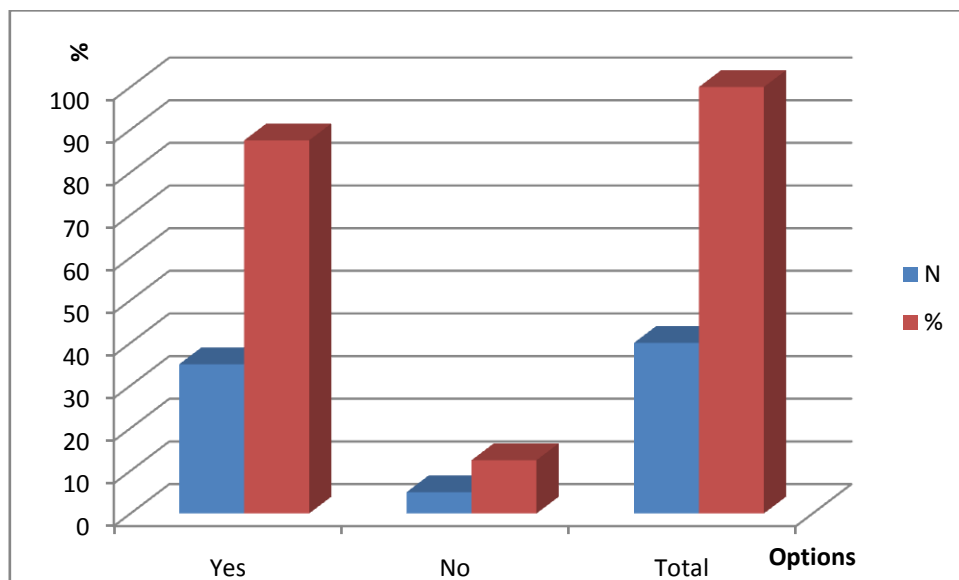
Graph 4.8: Students' Opinions about the Writing Difficulty

Concerning student's difficulties when they write, the majority of students (87.5%) have said that they find difficulties when they write whereas only five students (12.5%)

claimed that they do not find difficulties. So, we notice from the results in the table that most students have obstacles in their writing skill due to its difficulty.

11. If yes, is it because you:

   a. You feel afraid to write

   b. Lack of motivation to writing

   c. Worry about making grammatical mistakes

   d. Poor vocabulary

   e. Poor content/ ideas

   f. Poor organization of ideas

Options	N	%
A	1	2,5
B	3	7,5
C	10	25
D	10	25
E	7	17,5
F	6	15
b+f	1	2,5
c+d	2	5
Total	40	100

Table 4.9: Causes of the Writing Difficulties
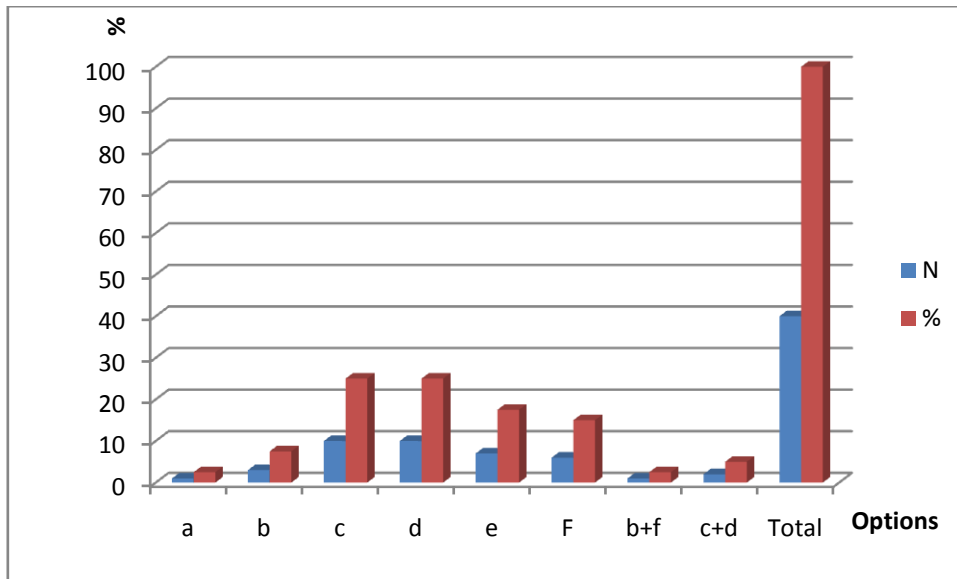
Graph 4.9: Causes of the Writing Difficulties

From the above table, we notice that half of the students with a percentage 50% said that their writing difficulties are due to two reasons that are grammatical mistakes (25%) and poor vocabulary (25%). On the other hand, the other reason's percentage is divided as 2.5% to anxiety (option a), 7.5% to motivation, 17.5% to poor ideas and content, and 15% to organization of ideas. In addition, one student has said that he finds problems of both lack of motivation and poor organization of ideas whereas two students (5%) have problems because of grammatical mistakes and poor vocabulary. As a result, we can notice, here, that the majority of the students have a challenge with grammatical mistakes, poor vocabulary, and poor ideas.

Section Three: Writing Strategies and Approaches

12. Is it possible to overcome these difficulties?

Options	N	%
Yes	22	55
No	18	45
Total	40	100

Table 4.10: Opportunities to Overcome Writing Difficulties
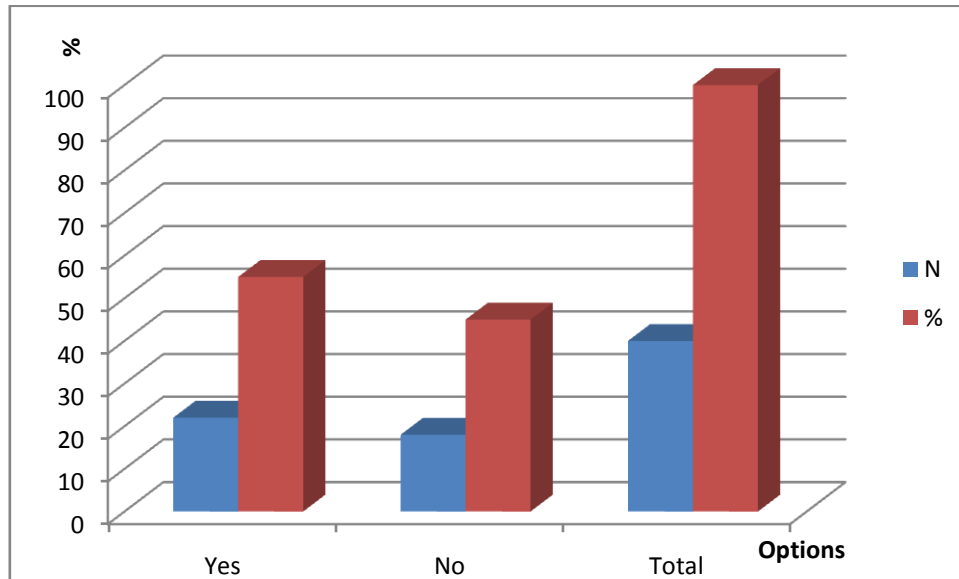
Graph 4.10: Opportunities to Overcome Writing Difficulties

Concerning student's opportunities to overcome their writing difficulties, the majority of the students (55%) answered with a positive answer that they can solve their problems and 18 students can not. We notice from the above results that some of the students are motivated to overcome their difficulties and the others are not.

13. If "Yes", please explain how.

Concerning the explanation, we receive (16) out of the (18) students which claimed that they can overcome their writing difficulties by:

- "Practicing writing inside and outside the classroom".(07 students)

- "Reading a lot to enrich our vocabulary and also to acquire new ideas about several topics".(03 students)

- "Revising outside the classroom".(02 students)

- "Studying grammar more and try to improve it".(01 student)

- "Trying many times to write paragraphs and reading books and stories".(02students)

- "Trying to motivate myself to write and read many books to enrich my vocabulary". (01student)

The general tendency we observe is that most of the students (07 students) answered that they can overcome their writing difficulties by practicing it inside ad outside the classroom.

14. When you write, what do you do?

    a. Start immediately to write

    b. Take a moment and think about which ideas to include

    c. Make an outline and follow it

    d. Write down your ideas into sentences or phrases

Options	N	%
A	6	15
B	16	40
C	8	20
D	10	25
Total	40	100

Table 4.11: Students' Way of Writing
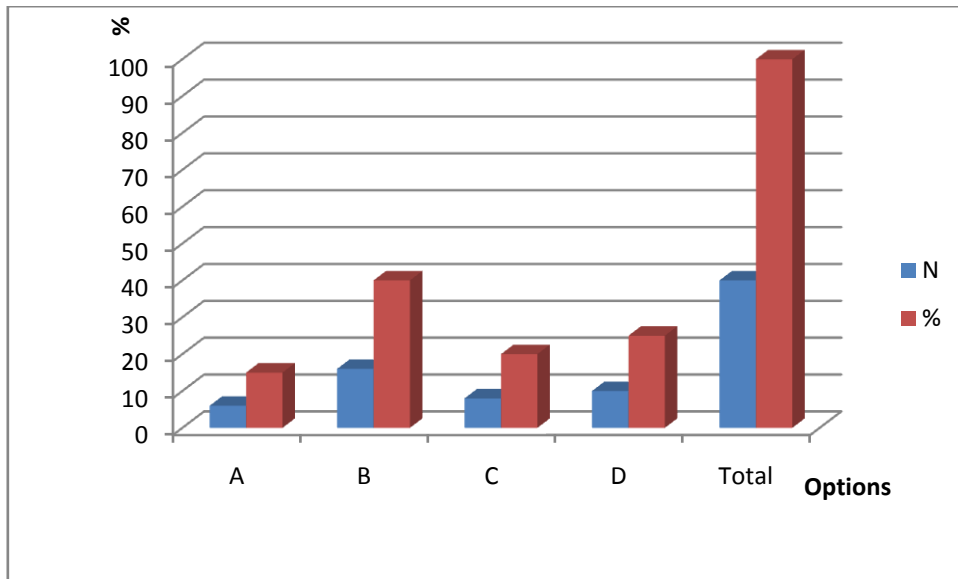
Graph 4.11: Students' Way of Writing

Table.11 shows that after reading the topic of the composition, the great majority of students 40% take a moment and think about which ideas to include, also 25% make an outline and follow it. These results suggest that the most important aspect for the students is to jot down ideas and organize them before starting actually to write, and this is the main point we advise them to do each time they write.

1. Do you follow a certain technique in writing?

Options	N	%
Yes	12	30
No	28	70
Total	40	100

Table 4.12: Following a certain Technique of Writing
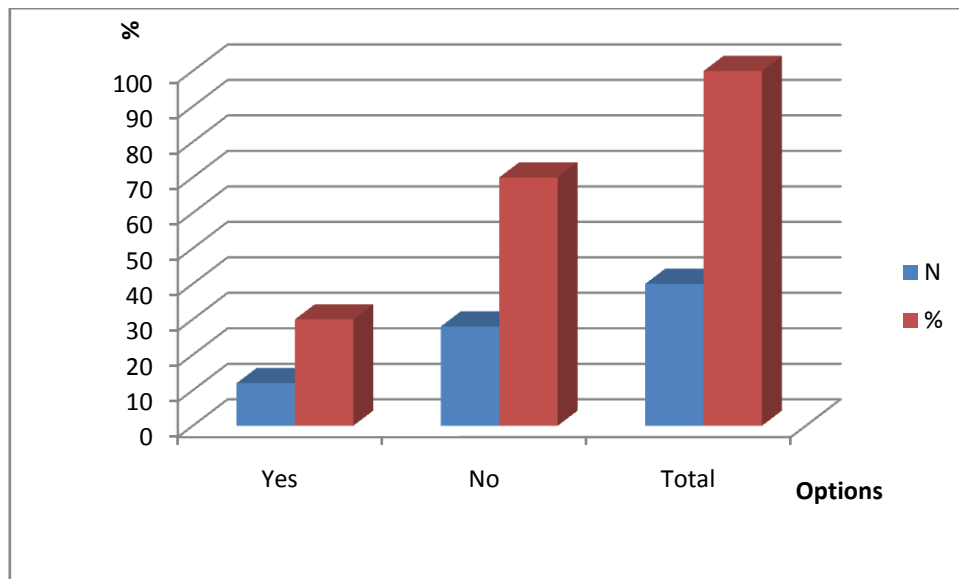
Graph 4.12: Following a certain Technique of Writing

The above table shows that more than a half of the informants (28) which represent 70% do not follow a specific technique when they tackle writing; however, only 30% of them follow a specific method of writing. We notice that the majority of the students who face great difficulties as seen in the previous questions (Q10) are due to their way of writing i.e. they do not follow a technique or a process when they write. As a matter of fact, they do not write in an organized way through the use of an approach such as the process, the product, or the genre approaches.

2.2 Discussion of the Results of the Questionnaire

The analysis of the students' questionnaire reveals that the very vast majority of the students said that writing is a difficult task and that they face many obstacles when they try to produce a written work. In addition, all of them are aware that it is a necessary skill to develop in order to overcome their problems. This later- which is investigated in the second section - reveals that the majority of the students have problems with lack of vocabulary, poor content and ideas, and lack of organization. Some of them have psychological problems such

as anxiety and lack of motivation. Then, they declare that they can overcome these difficulties by giving some suggestions such as practicing inside and outside the classroom, reading to enrich their vocabulary. At the end of this questionnaire, it appears that the majority of the surveyed students (70%) do not follow a certain approach; they just write to finish their end product without any organized way such as the process approach with its stages. However, the other students (30%) follow an approach that is taught by the teacher.

2.3 Analysis of Teachers' Questionnaire

 Section One: General Information

1. How long have you been teaching?

N of years	N	%
1	2	33,33
2	2	33,33
5	1	16,66
12	1	16,66
Total	6	100

Table 4.13: Teachers' Experience of Teaching English
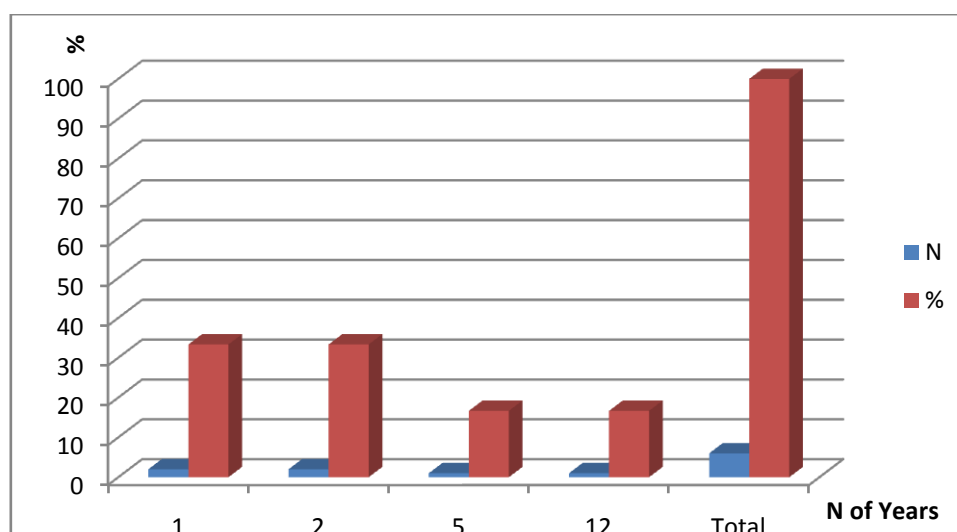
Graph 4.13: Teachers' Experience of Teaching English

The results in the table above show that 33.33% of the questioned teachers have been teaching English for one year and the same percentage; i.e. 33.33% of the teachers have been teaching English for 2 years, whereas only one teacher (16.66%) has been teaching English for 5 years and another one for 12 years. This implies that the acquired experience is to some extent reliable in the analysis of this questionnaire.

2. How long have you been teaching "Written Expression"?

N of Years	N	%
1	2	33,33
2	2	33,33
4	1	16,66
5	1	16,66
Total	6	100

Table 4.14: Teachers' Experience of Teaching "Written Expression"
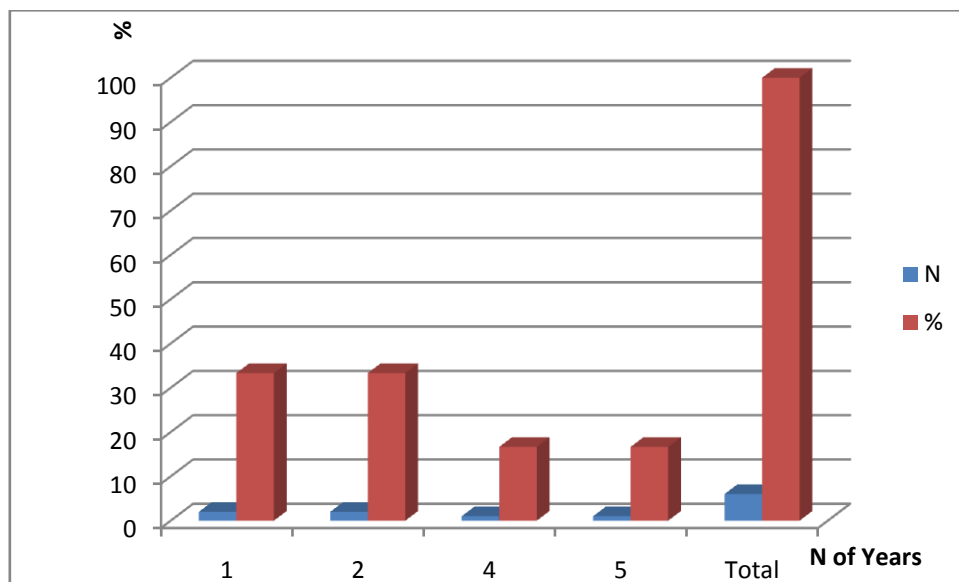
Graph 4.14: Teachers' Experience of Teaching "Written Expression"

It is the same results as the previous table (Table.13) there are only two teachers who have been teaching "Written Expression" more than two years; whereas, the other four

teachers have been teaching lees than three years. So we notice that our informants do not have a long experience in teaching writing.

3. Do you think the "Written Expression" program is satisfactory in terms of time and content?

Options	N	%
Yes	4	66,66
No	2	33,33
Total	6	100

Table 4.15: Teachers' View about the "Written Expression" Program
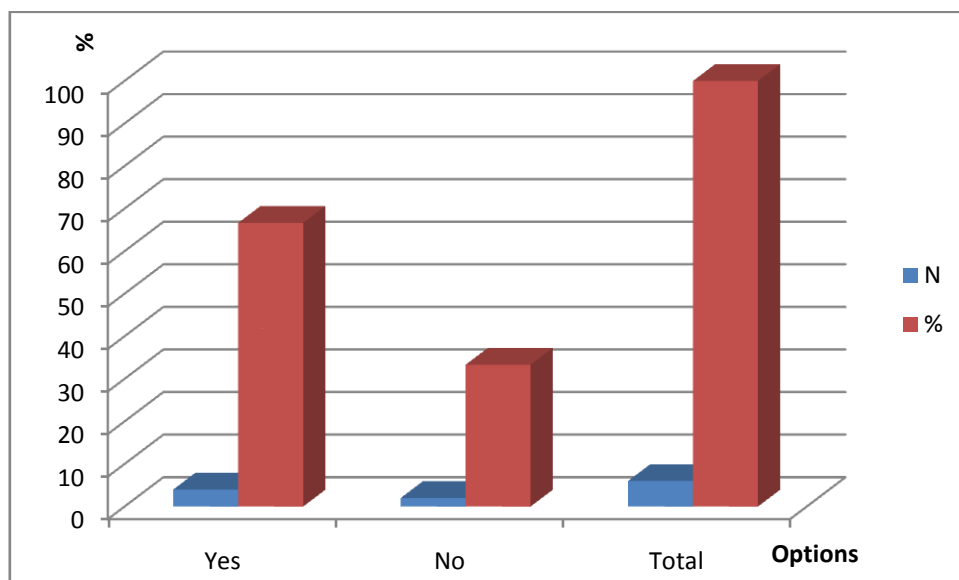
Graph 4.15: Teachers' View about the "Written Expression" Program

The results of table show that almost all the teachers (66.66%) believe that the "Written Expression" program they are teaching is enough to improve writing proficiency. Whereas only 33.33% said that it is not satisfactory in terms of time and content.

4. If "No", please, explain why.

The two teachers who answered "No" to the previous question explained that the "Written Expression" program is not enough in terms of time and content to improve writing because:

- "There is parts of speech lesson where the students find difficulties to get it on mind. Also to understand clauses and sentence and the variety kinds of writing paragraphs need times and times…"
- "of the law level of students".

If we consider the arguments provided by the teachers, we can say that the writing programs should be rooted in the interests of both teachers and students and that the latter should always invest their time and effort to improve the writing proficiency.

Section Two: The Writing Skill.

5. Is writing an easy task to teach?

Options	N	%
Yes	1	16,66
No	5	83,33
Total	6	100

Table 4.16: Teachers' View about the Difficulty of Writing
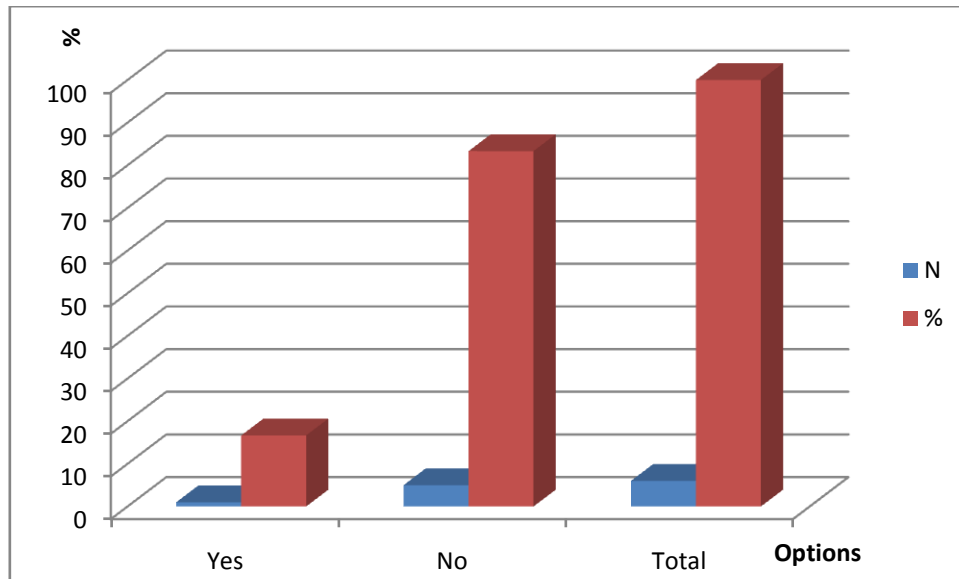
Graph 4.16: Teachers' View about the Difficulty of Writing

This question is about the teachers' opinion about the task of writing for second- year EFL students, whether it is an easy or a difficult task. The results show that 83.33% of the surveyed teachers claim that writing is not an easy skill to teach whereas only one teacher who said that it is an easy task (16.66%). This implies that teachers believe that writing is a difficult and complex skill to teach that needs several activities and it is a hard mission to make the students skilled writers; it needs time and efforts.

6. If "No", please explain why?

All our informants who responded "No" to Q5 that writing in not an easy task gave explanations.

- "It is very difficult and it is a big responsibility to teach writing; to make a student what is writing in a foreign language without the interference of the mother tongue ideas and the lack of vocabulary".

- "Because when the students come with a poor level in the language; it makes the task difficult".

- "Teaching "Written Expression" is not an easy task because needs time, efforts, practice, etc".

- "Because it needs an extensive reading in English as well as writing several times.

- "Because it needs many principles that you should take them into account".

We noticed from the five teachers' explanations that writing is not an easy task to teach because it is a difficult skill that needs time, efforts and practice.

7. Writing is a necessary skill to develop in student's literacy?

Options	N	%
Yes	6	100
No	0	0
Total	6	100

Table 4.17: The necessity of Developing the Writing Skill
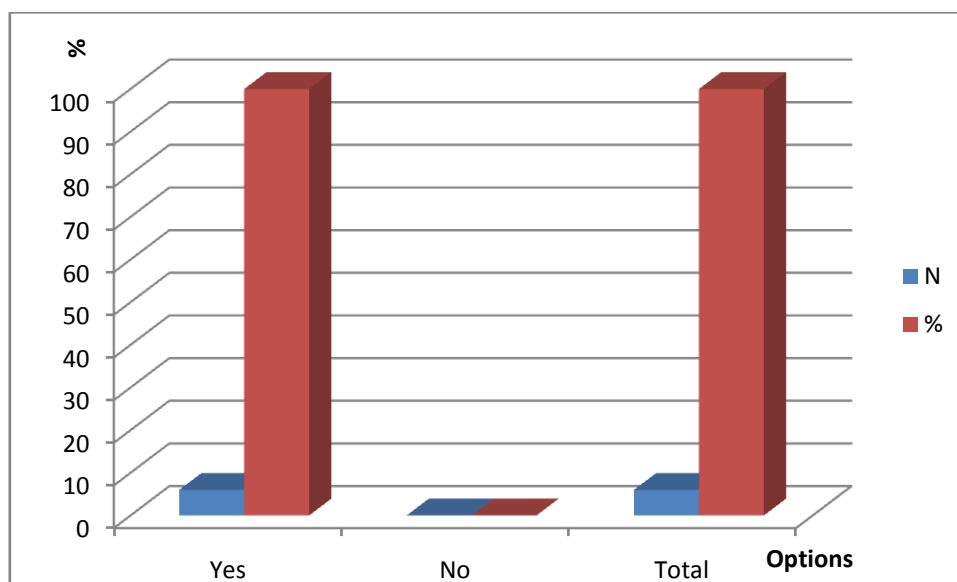
Graph 4.17: The necessity of Developing the Writing Skill

All the informants think that writing is a necessary skill to develop in their students.

This implies that teachers are aware that writing plays an important role in language learning/teaching.

8. If "No", please explain why.

All the questioned teachers answered that writing is a necessary skill to develop in students' proficiency so there is no explanations.

9. Do your students find difficulties when they write?

Options	N	%
Yes	6	100
No	0	0
Total	6	100

Table 4.18: Students' difficulties in writing
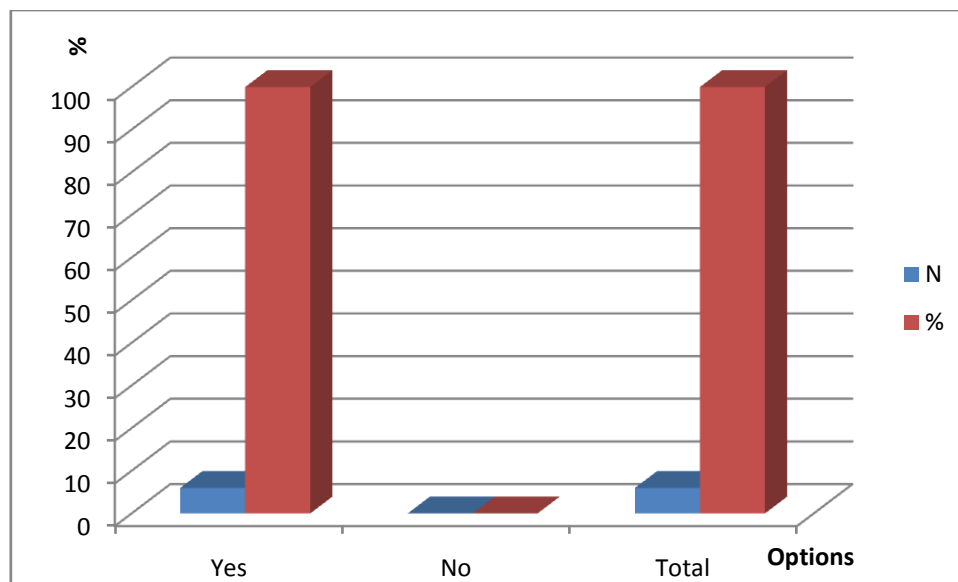
Graph 4.18: Students' difficulties in writing

The results obtained in table (18) confirm the respondents' answers to question nine in which all the teachers declare the fact that their students face some problems when they try to

produce a certain piece of writing. This implies that all of them are aware that writing is a necessary skill to develop in their students and they considered it as a difficult task for second-year EFL students.

10. If "Yes", what are they?

All the informants answered that EFL students find difficulties because of:

- "Lack of vocabulary, they have spelling mistakes, the interference of the Arabic style on their English writing essays or paragraphs".

- "They do not have vocabulary and they think and write in Arabic".

- "Sometimes they do not find the words in English. They miss coherence and organization of ideas. They do not master grammar".

- "They lack vocabulary, they do not master grammar rules".

- "They do not find the right words of the right ideas to create their own compositions and to draft the important thoughts of a determined theme".

- "Grammatical mistakes, spelling mistakes, lack of vocabulary".

Section Three: Writing Instructions

11. Is it possible to overcome your students' difficulties?

Options	N	%
Yes	6	100
No	0	0
Total	6	100

Table 4.19: Overcoming the Students' Difficulties
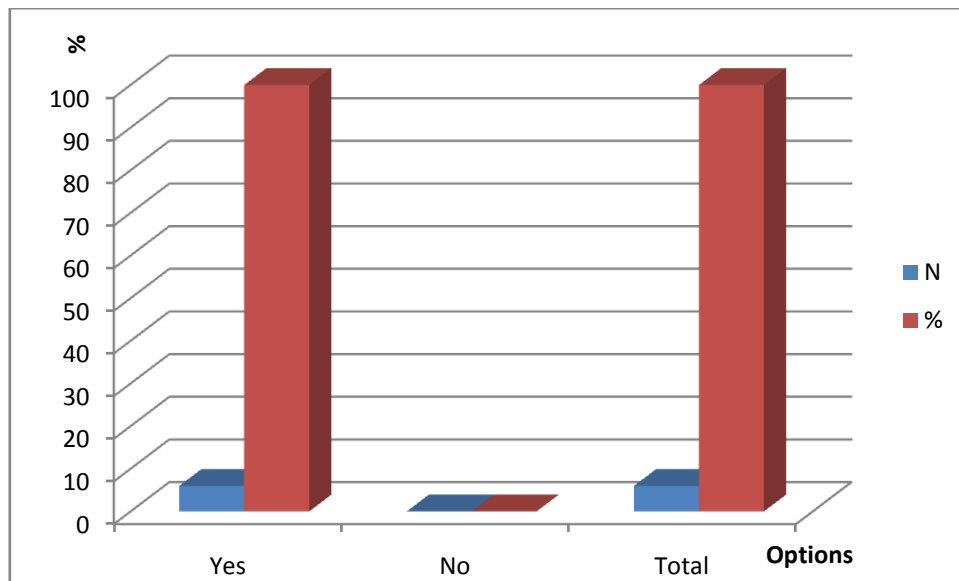
Graph 4.19: Overcoming the Students' Difficulties

From the above table we notice that all the teachers (100%) argued that it is possible to overcome the student's difficulties. This implies that the teachers are knowledgeable about their student's level and they can enhance their student's poor level of writing. Of course, there is no problem without a solution. There should be collaboration between the teachers and the students to find suitable ways to reduce the problem of writing among second year students.

12. If "Yes", please explain how.

As has been expected, 100% of the questioned teachers agued that it is possible to overcome the student's difficulties, they explain:

- "One way to improve writing is to read a lot, since it helps the learner to develop vocabulary, word construction, expressions, style, and grammar and ideas organization".

- "It has a strong relation with the student's will to improve their level".

- "By "Practice". I all the time ask the students to write paragraphs as much as possible".

- "Through the extensive reading in English and writing several times.

- To ask them to do activities in their home".

- "Through their oral expression of ideas during the lesson and of course through their compositions".

13. Do you follow a certain approach in teaching writing?

Options	N	%
Yes	3	50
No	3	50
Total	6	100

Table 4.20: The Use of an Approach in Teaching Writing
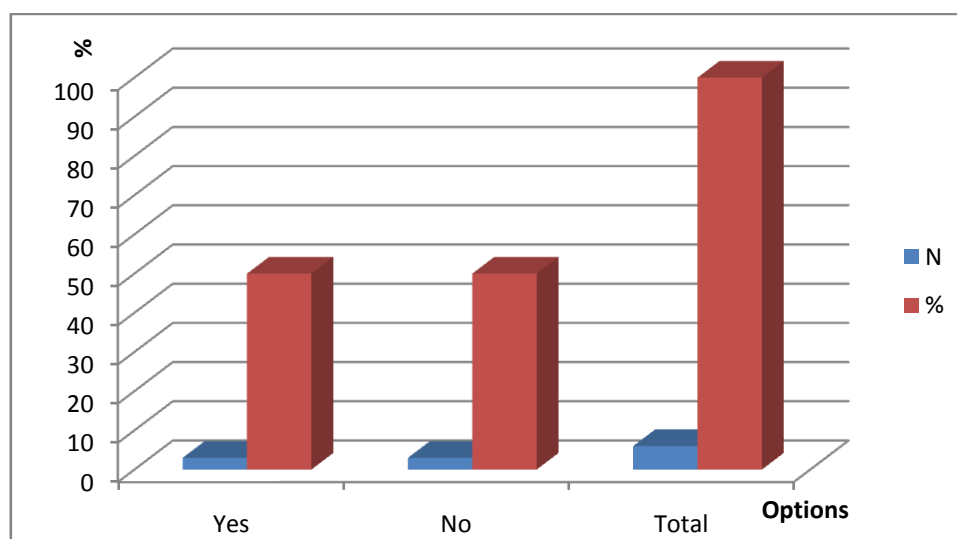
Graph 4.20: The Use of an Approach in Teaching Writing

As a result from the table, we notice that half of the questioned teachers (50%) do not follow an approach in teaching "Written Expression" whereas the other half (50%) teach with a specific approach. We notice that not all the teachers practice the approaches in the writing class.

14. If "Yes", please explain how.

The three (3) teachers who answered "Yes" to the previous question explained that they follow a certain approach.

- "I use my own style and it differs from one session to another; it depends on the lesson itself".

- "I follow a technique for the end product and the product approach is the most appropriate for achieving this goal".

- "I use the product approach and sometimes I change according to the level of students".

15. What is the approach you use to teach writing?

　　a. The Product Approach

　　b. The Process Approach

　　c. The Genre-Based Approach

　　d. Others please specify.

Options	N	%
A	2	33,33
B	1	16,66
C	/	/
D	/	/
Total	6	100

Graph 4.21: Approaches Used to Teach Writing
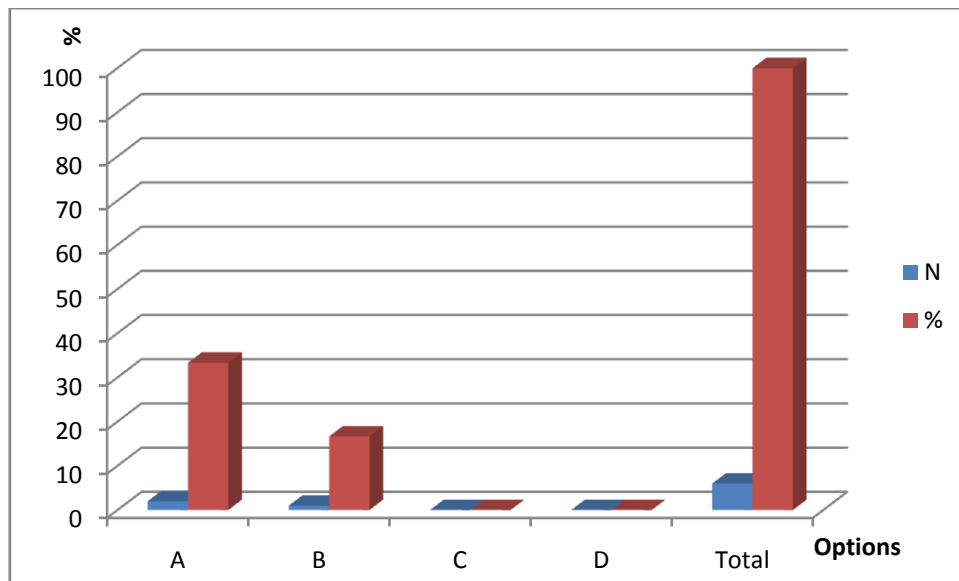
Graph 4.21: Approaches Used to Teach Writing

As it has been mentioned in the theoretical part of this research (chapter one), the three approaches suggested to the teachers to choose from convey three different views about the writing procedures. The product approach is concerned with the final result of the writing process whereas the process approach focuses on the process of constructing a composition through different stages. Lastly, the genre approach is interested in the type of using language for particular purposes, and every component of the text that is used for specific purposes.

Accordingly, the analysis of the results reveals that half of the respondents who answer positively in following a certain technique (Q13) favor the use of the product approach (2 teachers). The main reason is that students always rely on the final product such as in exams and the process approach (one teacher) where the teacher's focus is on the writing stages: planning, drafting, revising, and editing stages. Concerning the genre approach, the results obtained indicate that none of the respondents teaches writing using this approach which focuses on the reader and relates to the association between discourse and the content in which language is used. So, the teachers are aware of the different approaches to

teach writing and they try to change them according to some circumstances such as the lesson itself and the student's level.

2.4 Discussion of the Results of the Questionnaire

To sum up, the findings of the teachers' questionnaire have enlightened us about their views concerning the writing skill; the student's writing problems and the application of the three approaches of writing. The analysis of the first section shows that the majority of the questioned teachers did not have a long experience in teaching "Written Expression". They argue that the students have many written problems the majority of teachers related these difficulties to the mother tongue interference. Also, there is a lack of practice because students neglect the written productions. Some of them argued that lack of reading is one of the main causes of poor writing. The next section concerns the effective approaches that teachers need to use them in order to enhance the student's writing problems. Fifty (50%) of them did not follow any approach of the three suggested methods of teaching writing whereas the other half of them follow only two approaches that are the product approach (33.33%) and the process approach(16.66%). Finally, they claimed that they change these approaches according to the lesson and to the student's level of writing.

Recommendations

It is obvious that the teaching of writing is a complex task with regard to all the factors that should be taken into account. The students and teachers questionnaires revealed that students' needs have to be taken into account and the possibility of solving the main problems through the application of different effective approaches. This section provides a set of guidelines and suggestions to develop the student's writing skill that hopefully will contribute in the realization of the assigned pedagogical objectives.

We can summarize the basic requirements needed to help improve the writing skill in the following points.

1- Students should recognize the importance of the writing skill and should be told regularly that the more they write, the more they produce better writing. So we recommend to the students the production of writing inside the classroom as outside in order to know the different steps and rules of a piece of writing by applying grammar rules and punctuation.

2- Teachers need to find ways to develop students' motivation because it is necessary for them to do their writing task. Teachers need to give them interesting topics in order to match students' needs; levels, etc. Moreover, creating a good learning atmosphere is beneficial to the learners. Therefore, they will feel comfortable when learning and be encouraged to write even if their English is not that good.

3- Teachers can use group work strategy which is the best way for the students to share ideas and correct mistakes and exchange information.

4- Teachers need to encourage the students to read a lot. Reading is the appropriate input to improve writing inside/outside the classroom and the best way to enrich their vocabulary and discover new ideas.

5- The next suggestion concerns the approach used by some teachers, especially at university level. We believe that the useful approaches to teach writing as shown in the theoretical part are the three effective methods. The first is the product approach which focuses on the final product that is used to judge the learners. The second is the process approach which regards the step-by-step writing to be a key factor for learners to develop their composing abilities by following stages: planning, drafting, revising, editing. The third is the genre approach that emphasizes the teaching of particular writing genres for particular settings. These effective approaches can overcome the student's writing problems.

6- Last but not least recommendation that our research offers is that it is important to take into account the time devoted to teach "Written Expression". It appears that time is not enough in the classroom regarding what is expected from the students to learn and for mastering the writing skill.

Conclusion

The pedagogical implications and recommendations constitute the central points in this chapter. The writing skill is a difficult activity that requires much time and practice from the learners and a lot of experience and guidance from the teacher in relationship to the difficulties and complexities of the task. Furthermore, the results show that the majority of the students face some obstacles when dealing with this skill. Thus, this confirms that writing is a challenging skill which requires the mastery of grammar, vocabulary, content and ideas organization as well as the other mechanics of writing, spelling and punctuation. Therefore, a focus should be put on the development of basic foreign language competence which is the basis of making significant progress in writing. The results of the study also demonstrate the importance and effectiveness of the product, process and genre-based approaches. We observed that the majority of the students do not follow a specific approach in order to eliminate their problems and to write in an organized way. In addition, the research work indicated that not all the "Written Expression" teachers follow a writing approach. Hence, some of them teach according to his/her personal way and experience taking into account the students' level; however, others prefer to follow one of the proposed approaches. Finally, we hope that the outcomes of this humble work will serve as pedagogical insights for both students and teachers that can contribute in the development of the students' writing proficiency.

General Conclusion

Writing is a complex skill that entails a series of difficulties .Learning to write accurately is something our students in different academic settings never achieve. They find it difficult to master, and therefore fail to produce acceptable texts: paragraphs and essays. EFL students still make mistakes and do not use the language appropriately .The problem, we believe, is mainly due to the fact that our students lack the necessary strategies that enable them to deal with different writing tasks and communicate through writing successfully. Consequently, the present study is based on the investigation of the writing skill, the causes of the poor results that hamper the student's performances in writing and the effectiveness of the strategies presented in this work.

The field work greatly contributed in the investigation of the writing issue in an EFL context and permitted the realization of some interesting findings. The outcomes that we have reached in the present study confirm that writing is a challenging task and it is an activity which most of the students find difficult to master. We have also shown that the practice of the three approaches is effective and can improve the students' level of writing under the condition that the necessary time and the appropriate strategies are provided. Moreover, we do believe that the results of this modest work confirmed our main hypothesis that an awareness of the writing approaches: the product approach, the process approach, and the genre-based approach will probably contribute in the overcoming of the student's poor writing and the elaboration of better written compositions.

Finally, we think that this work is equally beneficial to EFL students and teachers of various courses especially "Written Expression". The application of the appropriate methods on the part of teachers of the writing skill and the students' mastery of these efficient approaches will certainly higher the learners' proficiency in the foreign language.

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Appendices

Appendix 01:

Learners' Questionnaire

Dear students,

I would be very grateful if you could answer this questionnaire, it will help in the preparation of a research work. Please read every question carefully then put a tick in the right box or complete sentences where necessary.

Section One: General Information

15. Age :

16. Gender :   Male ☐   Female ☐

17. How many years have you been studying English?

..…………………………………………………………………………………………

……………………………………………………………………………………….

18. How do you find the course of "Written Expression"?

a- Very interesting   ☐

b- Interesting   ☐

c- Not really special   ☐

d- Not interesting   ☐

Section Two: The Writing Skill

19. Do you like writing?

a. Yes   ☐

b. No   ☐

20. Writing is an easy task to learn.

a. Yes   ☐

b. No   ☐

21. If "No", please explain why.

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

....

....

22. Writing is a necessary skill for you to develop.

    a. Yes   ☐

    b. No   ☐

23. If "No", please, explain why.

………………………………………………………………………………………….…

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

....

24. Do you find difficulties when you write?

    a. Yes   ☐

    b. No   ☐

25. If yes, is it because you:

                                                    ☐
    g. You feel afraid to write

    h. Lack of motivation to writing   ☐

    i.   Worry about making grammatical mistakes   ☐

    j.   Poor vocabulary   ☐

    k. Poor content/ ideas   ☐
                                                    ☐
    l.   Poor organization of ideas

Section Three: Writing Strategies and Approaches

26. Is it possible to overcome these difficulties?

   a. Yes   ☐

   b. No   ☐

27. If "Yes", please explain how.

....

....

....

28. When you write, what do you do?

   a. Start immediately to write   ☐

   b. Take a moment and think about which ideas to include ☐

   c. Make an outline and follow it   ☐

   d. Write down your ideas into sentences or phrases   ☐

29. Do you follow a certain technique in writing?

   a. Yes   ☐

   b. No   ☐

Thank you for you cooperation.

Appendix 02:

Teachers' Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire to express your thoughts about the writing skill, and the instructions to solve the student's writing problem.

Please, put the tick mark (√) in the appropriate box or give full answer(s) on the broken lines.

I would like to thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: General Information

1- How long have you been teaching?

………Year(s)

2- How long have you been teaching ""Written Expression""?

………Year(s)

3- Do you think the "Written Expression" program is satisfactory in terms of time and content?

a. Yes ☐

b. No ☐

4- If "No", please, explain why.

. ……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Section Two: The Writing Skill.

5- Is writing an easy task to teach?

a. Yes ☐

b. No ☐

6-If "No", please explain why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………

7- Writing is a necessary skill to develop in student's literacy?

a. Yes ☐

b. No ☐

8- If "No", please explain why.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………………….

9- Do your students find difficulties when they write?

a. Yes ☐

b. No ☐

10- If "Yes", what are they?

....

....

....

Section Three: Writing Instructions

11- Is it possible to overcome your student's difficulties?

a. Yes ☐

b. No ☐

12- If "Yes", please explain how.

....

....

....

13- Do you follow a certain approach in teaching writing?

    a. Yes   ☐

    b. No   ☐

14- If "Yes", please explain how.

....

....

....

15- What is the approach you use to teach writing?

    a. The Product Approach   ☐

    b. The Process Approach   ☐

    c. The Genre-Based Approach ☐

    d. Others, please specify.   ☐

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you for you cooperation.

Résumé

L'écriture c'est une des tâches les plus difficiles et complexes pour les étudiants de langues étrangères. En raison de la complexité de cette compétence, de nombreux étudiants trouvent qu'il est très difficile de produire une pièce adéquate de l'écriture et de maîtriser tous ses aspects et d'utiliser de façon appropriée. Il est de notre conviction que le problème est le résultat d'un manque d'application de stratégies efficaces. L'objectif principal de ce travail est démontré que le développement de la compétence d'écriture nécessite l'application des méthodes d'écriture. A notre enquête, nous allons essayer de démontrer l'utilisation effective du produit, du processus et des approches basées sur le genre. En outre, nous avons effectué une étude descriptive par le biais de deux questionnaires adressé aux deux professeurs d '«expression écrite» et étudiants de deuxième année LMD du département des langues étrangères à l'Université Mohammed Kheider-Biskra. Les résultats obtenus dans cette étude ont confirmé que l'utilisation des trois approches a contribué efficacement à l'amélioration des écrits des étudiants.

ملخص

تعد الكتابة واحدة من أكثر المهام تحديا وتعقيدا لمتعلمي اللغة الأجنبية. ونظرا لتعقيد هذه المهارة العديد من الطلاب يجدون صعوبات كبيرة للكتابة فقرة صحيحة وإتقان الكتابة من جميع جوانبها واستخدامها بشكل مناسب. وفي اعتقادنا أن المشكلة هي نتيجة لعدم تطبيق الاستراتيجيات الفعالة. الهدف الرئيسي من العمل البحثي الحالي هو لإثبات أن تنمية مهارة الكتابة يتطلب تطبيق أساليب الكتابة. طوال فترة التحقيق سنوضح الاستخدام الفعال للمنهج المنتج، المنهج العملي والمنهج القائم على النوع. وعلاوة على ذلك، قمنا بإجراء دراسة وصفية عن طريق اثنين من استبيانات موجهة إلى كل من اساتذة "التعبير الكتابي" وطلاب السنة الثانية في قسم اللغات الأجنبية في جامعة محمد خيضر-بسكرة. وأكدت النتائج التي تم الحصول عليها في هذه الدراسة أن استخدام المناهج الثلاثة ساهمت بشكل فعال في تحسين الكتابة لدى الطلاب.