People's Democratic Republic of Algeria
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LARBI BEN M'HIDI UNIVERSITY CENTRE, OUM EL BOUAGHI
Institute of Literatures and Languages

SECONDARY SCHOOL LITERARY STUDENTS' UNDERACHIEVEMENT IN WRITING

Case study Hali ABDELKARIM SECONDARY SCHOOL GUEMAR - ELOUED -

Dissertation Submitted in Partial fulfilment of the Requirements for the Magister Degree in Applied Linguistics and English language Teaching

By: KHELEF Embarka

Supervisor: Prof. ABDERRAHIM Farida

Board of Examiners:

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Supervisor:	Prof. ABDERRAHIM Farida	University of Constantine
Member:	Dr HAMADA Hacene	MC. University of Constantine
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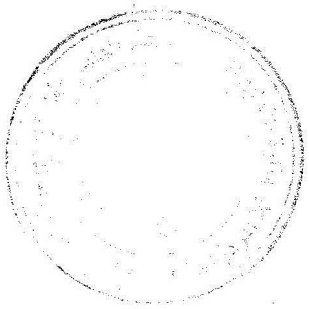

DEDICATION

To my parents and my family

In Guemar and Oum El Bouaghi

To my teachers

To my colleagues

To my pupils

To everyone I've, once, met

To all those on whose shoulders I stand

I dedicate my first research work.

ACKNOWLEDGEMENTS

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Finally, because I do not really find the words that do their contribution justice, I want to express my debt and gratitude to Hanifa and ,particularly, to Sheikh Aissa and his family for their limitless trust , care and encouragement.

ABSTRACT

This work is a descriptive, analytical study of the Third Year Literature and Human Sciences pupils' underachievement in writing. It started with the hypothesis that their weaknesses are either due to the lack of instruction regarding this skill or to the mistaken strategies they adopt in doing their writing tasks.

This research work aims at analyzing the morpho-syntactic and mechanics' errors by classifying them into categories of addition, omission, misformation and misuse and tracing the causes of these weaknesses in order to bring some help to improve the pupils' written production.

To achieve these objectives, we relied on a corpus analysis and two questionnaires. A corpus of written production of pupils' essays was analysed so as to highlight the pupils' weaknesses. The pupils' questionnaire aimed at finding out their understanding of the writing skill, the strategies they adopt to do a written assignment and their attitudes towards their teacher's role in developing this skill. The second questionnaire was destined to teachers to elicit their concepts about writing, the role they play in promoting this skill and their evaluation of the writing activities in the Algerian textbooks destined to the Literature and Human Sciences stream.

The analysis of the results of the questionnaires showed that our pupils' weakness in writing is due to the mistaken strategies adopted while writing and to the insufficient instruction and training provided by their instructors.

A set of implications that may help improving our pupils' written production has been made.

LIST OF ABBREVIATIONS.

1- ALM.....The Audio-Lingual Method.

2- BB. .....The Black Board

3- CA.....Contrastive Analysis.

4- CLL.....Community Language Learning.

5- CLT.....Communicative Language Teaching.

6- EA.....Error Analysis.

7- L1.....First Language.

8- L2.....Second Language.

9- LLS.....Language Learning Strategies.

10- FL1..... First Foreign Language.

11 - FL2..... ...Second Foreign Language.

12 - NA..... ..The Natural Approach.

13 - N..... Number of Pupils / Teachers.

14 – PP. ..... The Pupils.

15 - SBI.....Strategy Based Instruction.

16 - SW.....The Silent Way.

16 - TPR.....Total Physical Response.

17 - V1..... The Infinitive Form.

18 - V2.....The Past Simple Form.

19 - V3.....The Past Participle.

20 - V4.....The Present Participle.

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INTRODUCTION

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1- Statement of the Problem

Learning to write in a foreign language is one of the most challenging experiences. Writing is the real investment of all what is already acquired in the other language skills (listening, speaking and reading).It requires a veritable readiness to take risks in exploring thoughts through words. It is a necessary skill to master in an interdependent open world (Hyland 2003).

It is stated that the general objective of teaching English in the Algerian secondary schools is "to provide the learners with the language necessary to communicate efficiently in a normal social and/ or working situation both orally and in writing... to enable those of them who go on further studies to use the foreign language as a means to acquire extra information about their field of study...(syllabuses1995:5-6). But, our Literature and Human Sciences pupils' weak results in the writing section in their tests and exams in the past years reveal a real need to investigate the field of teaching English as a foreign language in our secondary schools in order to trace the causes underlying this underachievement in such an important skill, wishing to bring some help to instructors, first, and thus to our pupils.

The poor scores of the pupils in writing may be due to the strategies through which they approach their writing tasks. If learners use the appropriate strategies, they will be able to explore their topic in a successful way. Mistaken strategies, however , are misleading. Pupils may be just translating initially structured Arabic thoughts and jotting them down in 'English' words without multiple revision and drafting necessary for the writing skill.

The lack of adequate instruction and guidance in this skill on the part of teachers can be the source for this failure in expressing ideas on familiar topics. Teachers may be providing no or little help regarding this skill, whether while or post writing. Writing may be always assigned for home work and pupils struggle alone to find and generate ideas and express them

in a correct language. In addition, instructors may , carelessly, neglect their pupils' writing either by providing vague feedback or by using techniques that mismatch with the pupils' learning styles and preferences. Worse, teachers' feedback may be irregular or totally inexistent.

2-Aims of the Study

To investigate the problem, a descriptive analytical method is chosen. It aims at highlighting the different mistakes our pupils make and to trace their causes in order to provide some pedagogical suggestions to improve learners' writing strategies.

3- Hypothesis

The strategic nature of the writing skill cannot develop in a vacuum. It needs regular instruction , strategic training and continuous practice to develop. We hypothesize, then, that our secondary school literary pupils' underachievement in the writing skill may be due to the lack of instruction and training and to the misleading first language strategies that our pupils adopt in approaching their writing tasks.

4- Tools of Investigation

To have evidence on the weaknesses and the strategies used for fulfilling writing tasks as well as learners' views and preferences as regards their teachers' help and response we adopted:

1-Corpus Analysis: an analysis of a corpus of essays authentically written by the pupils of the Literature and Human Sciences stream in a two hour session.

2-Pupils' and Teachers' Questionnaires: the second tool of investigation is a pair of questionnaires. The pupils' questionnaire is devised to find out pupils' concepts about the writing skill, their strategies for fulfilling a written assignment, and their attitudes to their teacher's assistance, response and the kind of feedback s/he provides. The teachers' questionnaire , handed in to seventeen teachers of English at the Secondary School Level in different secondary schools in El Oued, aims at eliciting their views to

the writing skill, its nature and teaching. It elicits the methodology adopted in dealing with the skill in its different phases, stressing the feedback they provide , their opinion concerning the place of this productive skill in the Algerian syllabuses and the writing activities in The New Midlines and Comet, the two textbooks destined to the Literature and Human Sciences stream.

The study is conducted in the Third Literature and Human Sciences two classes at Hali AbkelKarim Secondary School in Guemar, El Oued. Each class consists of thirty seven(37) pupils. The majority of them are studying English as a second foreign language (LV2). Only twelve (12) pupils are studying it as the first foreign language (LV1).

5- Structure of the Dissertation

This dissertation consists of two parts. Part one - including four chapters - is an overview of the literature underlying the concepts and the development in teaching the writing skill.

Chapter one defines writing and clarifies its importance as a skill to be developed as well as its nature and the sources of its difficulty in addition to the competencies it requires and its relation to the other language skills.

Chapter two establishes a historical perspective to the place of writing in the major teaching methods as well as the different approaches to teaching this skill.

Chapter three investigates the different language learning strategies . It is an attempt to trace the historical development in the field and the major taxonomy and classifications in order to identify their main characteristics that led to the strategy training movement

Chapter four is devoted to error analysis as an important enterprise in teaching/learning . It is an attempt to define it, to trace the different methods' views to learners' errors and to show their importance in the teaching /learning process. There is, also, an overview of their sources and the different categories into which they can be classified.

The second part, devoted to the field study, includes three chapters dealing with a corpus analysis and results analysis of the questionnaire.

Chapter five analyses a corpus of Third Year Literature and Human Sciences pupils' essays. It identifies and classifies the morpho-syntactic and mechanics' errors that pupils commit.

Chapter six exposes the results of pupils' and teachers' questionnaires and the interpretation of their results concerning the strategies adopted by the pupils to write and the teachers' help and feedback provided.

Chapter seven summarizes the pedagogical implications we have come up with after the analysis of the pupils' weaknesses and the strategies they adopt ,together with their instructors'.

PART ONE

Chapter One

The Writing Skill

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Introduction

Writing plays an important role in our daily life. It is a basic skill in any language. But the nature of this skill makes it difficult to master by all the students, whether they are non native or ,even ,native because a native speaker is not necessarily a native writer. Personality plays an important role in writing as it does in speaking , some feel inhibited as soon as they take a pen although they might express themselves orally without inhibition. The mental process that one engages in to produce a proper written text is an important part of the learning process. Moreover, there is no free variation in the four skills: listening , speaking , reading and writing use. We seldom, not to say never , have the choice for using one or the other because they fulfill different social functions , this is why each situation calls for a special skill.

1.1- Nature of Writing

Acquiring a language is having a good mastery of its skills; listening, speaking, reading and writing. Children acquiring their mother tongue listen to speech , then produce it , and later through formal instruction , they learn to read .Most people stop here, while a few learn to write. Writing is a skill for the elite literate community of any society. What is specific to this skill , what competencies does it require, and what is the relation between it and the other three skills?

Writing , as an act, is defined as the use of graphic symbols that are called letters. These letters relate to the sounds we utter while speaking. So, writing was considered as a pale imitation of speech and regarded as superior to speaking . This is why, it gained much attention. It is true that writing consists of the arrangement of the graphic symbols according to conventions to make words, but it does not stop here. The words also have to be arranged, conventionally, into sentences which in their turn ,when ordered according to the discourse rules, will make a text. Writing in its broader definition involves the encoding of our messages by translating our thought into written

language, mainly for a reader. The writer, here, engages in a series of activities that will produce a written outcome. Writing, as Hyland argues is "the outcome of activity, rather than an activity itself" (Hyland, 2003:21). He also claims that the fourth skill has a socio-cognitive nature that involves composing skills and knowledge about texts, context and readers.

> ...While every act of writing is in a sense both personal and individual ,it is also interactional and social, expressing a culturally recognized purpose, reflecting a particular kind of relationship, and acknowledging an engagement in a given community. This means that writing cannot be distilled down to a set of cognitive or technical abilities or a system of rules and that learning to write in a second language is not simply a matter of opportunities to compose and revise. (Hyland 2003:27).

Writing, in Nunan's (1999;in ; Yan2005:19) words is "an enormous challenge to produce a coherent, fluent, extended piece of writing"; and learning to write according to Silva is "part of becoming socialized to the academic community, finding out what is expected and trying to approximate it." (Silva 1990:17).

We can see, then, that writing is not a poor relative of speech. It is a representation of speech only in some strict cases of taking dictation. It is neither simple nor spontaneous.

1.2-What Makes Writing Difficult?

Writing, as discussed above, is much more than the production of graphic symbols. It is not a simple act of making marks on a flat surface of some kind, but rather a challenge of meaning production. It is "always an unfinished job."(Hamdi 1990:14). Writing is a difficult skill not only for foreign learners, but also for its native speakers; only a few speakers of any language become writers. This is mainly due to the mental effort required by the skill. "It is by

the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete in itself, that we are to communicate successfully with our reader through the medium of writing." (Royn1982:01).

The difficulty of writing is due to three major problems the writer encounters while working. First, the psychological problems: writing is a solitary activity; the writer does that on his/her own without any kind of any other interaction. The reader is not present to give feedback that stimulates new ideas and clarifications of meaning. The writer is communicating to the space (Rivers 1968). To quote Royn's (1982:03) words, "Writing is the whole of the relevant activity and we create the context as we write." A further source of difficulty in writing is the fact that writing is often imposed on us. This is why, we do not find what to say when we find ourselves at a lack of ideas and, even of words that we already know. Passing exams is the most familiar motive for learning to write. This decontextualizes the act and makes it senseless as it has no perspective of target audience. The second difficulty associated with this skill is linguistic. If ungrammatical and incomplete utterances are tolerated in speech due to the spontaneous nature of speaking, in writing we have to be clear and more grammatical in order to compensate for the absence of interaction. One has to keep the channel of communication open through one's own effort. To keep online with our reader, we have to carefully choose our sentence structures and to link them in an appropriate sequence so that our message is correctly interpreted. The third element that makes writing difficult is cognitive. While speech is acquired without conscious effort, writing has to be learnt through a process of instructions. The writer has to master a series of competencies required for successful communication through writing .These competencies range from the linguistic and discourse competences to the pragmatic and strategic ones which, altogether, constitute the communicative components of this skill. Moreover, one has to learn not only how to write but how to write what is worth writing. In addition, Leki (1991) states that "the rhetorical conventions

of English texts, the structure style and organization, often differ from the conventions in other languages. It requires effort to recognize and manage the differences."(cited in Yan,2006:19) because in second language writing contexts, a learner needs to master different aspects of language writing , writers , as Hyland (2003:34) observes, "often carry out the burden of learning to write and learning English at the same time.". All these difficulties explain, according to Purves why: "Texts produced by L2 writers are generally shorter, less cohesive, less fluent and contain more errors." (cited in Hyland, 2003: 34)

Writing is, indeed , a complex skill that requires the mastery of different facets of language that Raimes (1983) categorizes into eight broad components: organization, grammar, syntax, mechanics ,word choice, purpose, audience and writer's process. Moreover, there is not only one genre of writing, but several genres that differ from one another, and each has its own conventions. All these elements make of writing a skill complex in nature and difficult both to learn and to teach.

1.3- Competencies Required for Writing

Because writing is the last skill to learn, it builds on the information and competencies acquired in the three previous skills(listening, speaking and reading). The mastery of this difficult skill involves the possession of different competencies: linguistic competence, discourse competence, pragmatic competence and strategic competence.

1.3.1- Linguistic Competence

A strict definition of linguistic competence refers to the learner's knowledge of grammar and vocabulary. It is the knowledge of language itself, its form and meaning as well as the spelling of words, pronunciation, vocabulary, word formation, grammatical structures, sentence structure and semantics. Linguistic competence is primordial for communication. It is impossible to conceive of a person being communicatively competent without being linguistically competent. Rivers (1991; in Arnold 1991:03)

explains that linguistic competence is the framework within which learners operate. She adds that without it, there would be no communication; no agreement about the accepted forms to convey meaning. Prabhu (1987) advocates that linguistic competence is a source of confidence

> Production involves a display of language and therefore causes a sense of insecurity. One can afford to fumble, backtrack or try out different possibilities in comprehension, without revealing one's incompetence or losing face while any such strategies in production run the risk of being noticed. Learners, therefore, need a relatively high level of linguistic competence to engage in production. (Prabhu 1987:69)

Linguistic competence, although primordial, is not sufficient for effective communication, whether the latter is oral or written. We, teachers of English are familiar with students who can construct accurate sentences, yet are unable to produce an appropriate written text.

1.3.2-Discourse Competence

Being a coherent arrangement of words, clauses, and sentences structured according to a system to make a unique whole that is a text, discourse competence deals with the mastery of how to combine grammatical forms and to achieve unified spoken or written texts that are longer than sentences such as stories, conversations and so on. "A text is characterized by coherence, it hangs together. At any point after the beginning, what has gone before provides the environment for what is coming next." (Halliday and Hassan,1985:48).

The coherence in a text is achieved by the successful use of cohesive markers; the linguistic resources that every language has "as part of textual meta-function" (*ibid*) for linking one part of a text to another. These resources include references, substitution and ellipsis, conjunctions and lexical cohesion. Halliday (*ibid*), also, argues that "every sentence may be

impeccable in itself, but if the preceding sequence of sentences does not provide a context with which what follows can cohere, then the effect will be one of confusion." If the meaning is unclear, the writer risks making the wrong impression, or not achieving his/her purpose and getting what s/ he wants.

1.3.3-Pragmatic Competence

Yule (1996:127) defines pragmatics as "the study of intended speakers' meaning". It is the study of the invisible meaning. Pragmatics explores "the ability of language users to match utterances with the context in which they are appropriate....the study of linguistic acts and the context in which they are performed. "(Stalnaker 1972;in Harlig and Taylor,2003:37). Crystal (1985:243) argues that pragmatics "studies the factors which govern someone's choice of language when they speak or write.". He adds that these norms affect the way we select sound, grammatical constructions and lexemes from the resources of the language.

Pragmatics is regarded by some as the secret rules of English."if you knew all the rules in all the grammar books around the world but you couldn't use them, you wouldn't have learned what you needed in order to become a fluent speaker.". (Larsen-Freeman2001 ;in Ancker2001:08). The same is true for writing since grammatical proficiency is not always equivalent to pragmatic development. The importance of pragmatic competence lies in the culture-bound nature of language itself. Interlocutors must be able to depend on a lot of common assumptions and expectations in both physical and linguistic context, whether the medium of communication is oral or written because "a pragmatic error may hinder good communication between speakers, may make the speaker appear abrupt or brusque in social interactions, or may make the speaker appear rude or uncaring." Harlig and Taylor, 2003 : 38). Pragmatic competence, therefore, is an important component in effective learning as it helps to understand when certain linguistic practices take place.

1.3.4-Strategic Competence

Writing, as we have seen above, is a complex skill. It requires the manipulation of many factors. To achieve effective communication through writing , the writer needs to be able to imagine the readers and to assess their knowledge of the topic, their assumption about the topic and their attitudes towards it and interest in it . Writing involves making decisions about the topic, collecting ideas, selecting them and choosing appropriate vocabulary to match to the situation, as well as the genre to be used to express these ideas. Royn (1982:01) states "we think out our sentences and consider various ways of combining and arranging them. We re-read what we have written as a stimulus to further writing.". Successful writing relies mainly on good strategies in drafting. A good text is never well-written from the first draft. "We may, even, write several versions of a text before we are satisfied with the results." (*ibid*).Academic writing requires conscious effort and practice in composing, developing and analyzing ideas. Hyland (2003:21) observes that "writing is the outcome of activity, rather than an activity itself." and adds that: "writers need realistic strategies for drafting and revising, but they also must have a clear understanding of genre to structure the writing experience according to the demands and constraints of particular contexts."(*ibid*:xv) Zamel goes further to find that competence in the composing process was more important than linguistic competence in the ability to write proficiently in English.

The task of the writing teacher and student, then, is to create a competence in the language that will enable the student to produce a text which is grammatically, lexically, and rhetorically correct, or at least similar to what would be produced by a competent native speaker. (Walters1983).

1.4- Writing and the Other Skills

Writing -as we have already mentioned - is the last skill that learners of English master, if they ever do. Being so, it means that all the three previous skills (listening, speaking and reading) form the background for excelling in

this skill."Writing is intimately related to the other skills. One reads a text to write answers to questions...or to summarize it. Similarly, one usually discusses ideas before writing them down, and one listens before writing." (Raimes 1983).This is why Rivers(1968:296) states "writing is dependent on progress in the other skills"

1.4.1- Writing and Listening

Listening is the first skill that enables us to explore the surrounding environment. Hearing, is the sense that, in natural conditions, one cannot avoid. You may shut your eyes not to see, keep lips together to keep quiet, but you cannot stop hearing unless you insert your fingers in your ears; there is no automatic interruption of the sense without the intervention of another organ. As a skill in language learning, listening is the first skill to use. We are, first, exposed to aural texts that will stimulate our oral skill, but writing is the last skill to learn. At first glance, the two skills seem far away with little in common. But, research in the field shows that they, like the other two skills, have much in common mainly, in their process nature and the sub-skills they consist of. Listening is a cognitive activity. It is not a passive skill. It demands involvement from the hearer in order to reconstruct the message that the speaker intends, the hearer must actively contribute both linguistic and non linguistic knowledge.

The listener holds an image of what is heard in his short memory after identifying the content organizing all the components. S/he retains a propositional meaning rather than words, as people generally remember the content not the exact words. So , listening is not a simple skill, but a cluster of various skills that work together in an overlapping fashion. The same is true for writing which requires several steps ."Bring your work back to the workshop twenty times, polish it continuously and polish it again."(cited in Hamdi1990:14). When learning to write, one has to learn not only how to write, but how to write what is worth writing. Writing is an act of making meaning by using linguistic, mechanical and strategic devices to affect the

reader; the receiver of your message. It has for a long time been used only as a reinforcement to listening that is in its turn the act of making meaning by responding to the speaker who wants to affect us by using linguistic and non-linguistic devices.

1.4.2- Writing and Speaking

"Speaking and writing involve language production and are therefore referred to as productive skills."(Harmer1991: 16). It was believed that writing is simply the graphic representation of speech, and learning to write was regarded as an extension of learning to speak a language. Because it is universal, all people acquire speech in their mother tongue, many adult native speakers, however, find it difficult to write because writing and speaking are not identical.

Speech usually takes place in a situation where the speech acts refer to the speech events. Thus, the speaker benefits from the continuous interaction between the interlocutors. S/he does not need to be explicit as we have to in writing. The references are clearly present in the speech situation. Moreover, the speaker has the advantage of using paralinguistic features such as gestures, facial expressions and supra-segmental elements including stress, pitch, rhythm....that can help in conveying his/her message and give him/her more security in order not to lose face in case of a poor linguistic competence. "Indeed, it is often observed that we convey our meaning not so much through what we say; the linguistic structure of our utterances, but by how we say it and how we look when we say it." (Royn1982:03). In addition, the immediate feedback in the continuous interaction in the speech act enables the interlocutors to monitor each others' performance; the murmur, the nod, the grunt, comments, facial expressing show if our message, as speakers, is properly got and help stay in contact with our listeners. Writing, on the other hand, lacks many of these privileges of speaking."We must realize that writing a language comprehensibly is much more difficult than speaking it. When we write we are , as it were , communicating into space."

(Rivers1968:291).While we speak to a listener who is right there, nodding, frowning, interrupting or questioning, the reader's response is delayed or non existent. Writing ; as Royn (1982:03) states, is the whole of the relevant activity and it is the writer who creates the context as he writes. Because there is no interaction, we may anticipate reactions .In other words, "we have to sustain the whole process of communication in our own and try to stay in context through words alone" (*ibid*).The writer has to use graphological devices: letters, punctuation, and capitalization. He also can resort to expedients such as underlining, bold typing and so on in order to covey emphasis. If speakers can use simple sentences usually connected by and's and but's and and resort to informal, repetitive expressions such as ' what I mean'..., writers must be formal and compact because the writing act progresses more logically using connectors like , 'however', 'who' ...etc. Writing progresses with less digressions and explanations.

So, writing is much more than the production of graphic symbols, just as speech is more than the production of sounds. Speaking is usually a spontaneous, unplanned act whereas writing takes time; it is planned. We do not have to write quickly. We can go back, revise, rewrite until satisfied that our meaning is properly expressed. Our reader is more privileged than the listener; he can read and reread at his pace.

1.4.3-Writing and Reading

Writing and reading are the two language skills which have the most in common. They are together considered the indicators of literacy. Rivers states that being literate in a native language implies being able to read and write. Now, the meaning of literacy is extended to: "carry out complex tasks using reading and writing related to the world of work and life outside school." (Cases in literacy 1989, cited in Camacho, 2005:29). Reading and writing are similar and mutually supportive language processes. They both share similar linguistic and cognitive elements. They are said to derive from a single underlying proficiency. Their common link is the cognitive process of

meaning construction. Shanklin(1982) states that "writing, like reading, is a process of 'interactive' dynamics activation, instantiation and refinement of schemata." (cited in Eisterhold1990:90).Readers and writers share the same strategies of planning, drafting, alignment, revision and monitoring. Stotsky's (1983; in Eisterhold1990:89) influential research results showed the strong correlation between the two skills. He concluded that

> good writers tend to read more frequently and widely to Produce more syntactically complex writing and that when writing is taught for the purpose of enhancing reading , there are significant gains in comprehension and retention of information.

Belanger(1987;in; Eisterhold1990:90) also cites studies that show that direct instruction in sentence, paragraph , and discourse structure for writing leads to significant improvement in reading. Eisterhold (1990:90) states that "reading and writing are hypothesized to share structural components that can be acquired in one domain and then applied in the other.". Shanahan(1997) supported the same view when he observed" if reading and writing involve analogous cognitive structures and processes, it is possible that instruction in one would lead to increase ability in the other" (cited in Eisterhold1990:92). But, what is the direction of influence between these two skills, in other words, which of the two skills is more influential on the other ? Scholars in the field made the difference between three models of influence. First, the directional model which is the most common. Krashen (1984) theorizes that writing competence derives from large amounts of self-motivated reading for interest and /or pleasure. He adds that "reading gives the writer the feel for the look and the texture of reader-based prose."(cited in Eisterhold,1990:88); The directional model emphasizes the reading to writing model of influence. Advocators of this model claim that "reading influences writing, but writing knowledge is not particularly useful in reading."(*ibid*). Eisterhold (1990:90)

also states that "Instruction in reading can be effective in improving writing. But only when it focuses on a common element.". The common elements refer to reading strategies, sentences and paragraph analysis, story schemata, hierarchical summaries....etc. The non-directional model, however, suggests that each of the skills influences the other. "Since there is a single cognitive proficiency underlying both reading and writing, improvement in one domain results in improvement in the other ."(*ibid*)

The most complex model is the bi-directional hypothesis which claims that writing and reading are interactive and interdependent as well. It is stated that qualitative differences exist at different stages of learning; what is learned at one stage of development can be qualitatively different from what is learned at another stage of development. This implies that there is not only one relation between the two skills, but multiple relations whose nature may change with proficiency development. Shanahan and Lomax (1986;in Eisterhold1990:92) also found that the reading-writing model is superior to the writing-reading model because more reading information is used in writing than vice versa.

Reading and writing then, are the two most interactive, interdependent and mutually influential. In both reading and writing, the reader and the writer construct meaning. Both skills consist of cuing systems such as graphic, semantic and syntactic, which allow the reader or writer to predict and confirm meaning. Meaning making is involved in both cases.

From the above discussion, we can see that writing, like the other skills, cannot be treated individually. Thus, it would be ridiculous to separate skills. Harmer (1991:56) advocates that "it is very often true that one skill can not be performed without another."

In short, it is impossible to speak if you do not listen as well. People usually read before and / while writing. At least, a writer reads what s/he has just written in order to revise, redraft and mainly to stimulate new ideas.

Conclusion

Writing is gaining importance as a means of communication in the modern world. But it is not a simple skill to learn. This is mainly due to its complex nature and to the multiple competencies it requires. It is interrelated with all the other language skills, mainly to reading since they both involve meaning construction . It cannot be independently dealt with. By nature, writing requires special care and instruction to develop.

Chapter Two

Teaching Writing

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Introduction

Learning a foreign language is acquiring its main skills, which seems to differ in ease and complexity according to the approach followed to teaching that skill and to its own complexity and the importance given to it in the teaching method adopted. The learner's needs, also make the difference and the "teachable moment" (Larsen-Freeman 2001;in Ancker2001:08) is decisive in having good results. Writing, seems, the last skill to gain interest. "Learning how to write in a second language is one of the most challenging aspects of second language learning."(Richards 2003;in Hyland 2003: xiii).

In this chapter, we shall discuss writing as an important skill to develop, the factors that helped to establish its importance, the need for teaching it and the position it occupied in the major teaching methods, in addition to the different approaches to the teaching of this complex skill. A point that we thought essential to cover is the effects of the first language on the writing in the second language and the role that it plays as a facilitator or a hindrance. Another point to be dealt with in this chapter is the place of the writing skill in the Algerian Syllabus for the Secondary School Level and the activities that are used in the Algerian textbooks, mainly "The New Midlines" and "Comet".

2.1-Why Teach Writing

Writing is an important skill to acquire. It has not gained enough attention in the traditional approaches to teaching languages because of the view that it is a pale imitation of speech which was given the priority. It was regarded as a secondary concern, essentially as a reinforcement of oral habits. But, with the development of the learning and teaching theories and the view to language itself, the fourth skill gained importance and this is why it is, now, given its own status in the English Language Teaching course.

The interest in the writing skill rose mainly due to technological, pedagogical and linguistic factors. The development of the means of

communication drew pedagogues' attention to the importance of this productive skill. People in the twenty first century need to communicate through the global digital network. Effective communication through such a means is crucially dependent on good writing skills. This is why learners should be equipped for success in the age of technology. Pedagogically speaking, writing is an important skill, if it is not the most important one. It helps our students learn by reinforcing grammatical structures, idioms, and vocabulary items that our students have just had the chance to take (Raimes1983:3). Moreover, writing gives learners the chance to take risks and to be adventurous with the language because "when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning". (*ibid*). Writing not only provides context for learning through reading / writing activities, but it also serves a variety of pedagogical purposes. First, it provides a different learning style and fulfils various needs; learners who do not learn easily through oral practice feel more secure when allowed to read and write in the target language. It also helps consolidating retaining information as one feels at ease and relaxed. In addition, writing gives learners the feeling that they progress by providing them with tangible evidence that they are making progress. Writing also brings variety in classroom activities as a break from oral work. Another pedagogical factor that gives writing its present status is that it is needed for formal and informal testing, even for testing oral ability by note taking, especially that time pressure and the number of pupils often hinder total, individual oral testing. Writing , for some streams is more important than speech; students of Science and Technology need it for their reports, and speech for them is either secondary or irrelevant. A third major factor that has brought writing into focus is the new trend in the linguistic studies. They have become interested in studying the characteristic of discourse. It has become clear that writing is not a poor relative of speaking but a skill that is worth developing, thus,

linguists have become interested in studying the characteristics of written as well as spoken language.

The view that writing is limited in value and difficult to acquire, because for the majority it is the least used and thus they are the least proficient in it, has been replaced by the conviction that it is worth developing in a foreign language, mainly because it is interwoven with thinking which implies its high value both in our learning process and our social status. Hence, we have to develop this skill in such a way that language learners see the purpose of writing and make measurable progress through the performance of realistic and relevant tasks in order to enter the community of the literate because to be so in a native language, and of course in a foreign one ,"implies the ability to read and write."(Rivers1968:291).

2.2- Writing in the Different Teaching Methods

Teaching English as a foreign or a second language has seen a great deal of development. This was mainly due to the search for an effective method for teaching and learning the language. Each method is the practical realization of a specific concept about language, language learning, and language teaching, the roles assumed to both teachers and learners and the material used to fulfil the set objectives. The teaching action is to proceed through a series of techniques. Miliani (1992:04) states that "an approach is the first criterion upon which methods are defined. From the latter derive the techniques to be used.".

2.2.1-The Grammar Translation Method

As its name suggests, the Grammar-Translation Method relied heavily on teaching grammar structures and practising translation as its main teaching and learning activity. It was believed that providing learners with lists of vocabulary and lists of structures in both languages and giving them practice opportunities through translating texts written by famous authors will enable them to develop linguistic competence . The major focus of this method

tended to be on reading and writing, not creative, with relatively little attention paid to speaking and listening.

The Priority in this method is given to accuracy, the ability to construct correct sentences. This is why learners taught by the Grammar-Translation Method read and write better.

2.2.2-The Audio-Lingual Method

The Audio-Lingual Method (ALM) was a reaction against the limitations of the Grammar- Translation Method : it is also called the "Army Method" because "it was developed to produce military personnel with conversational proficiency in the target language. The audio-lingual approach views language as a habit, which is formed through stimulus-response-feedback. The method aroused from the Behaviorist Psychology. Language is taught through pattern repetition that lead to habit forming. "Learning speech habits was supposed to be an effective spur to acquiring good general competence in a second language." (McCarthy 2001:70) .

The skills are taught in the natural order, listening, speaking, reading, and writing. Oral fluency is the main objective of ALM and "when reading and writing are introduced, students are taught to read and write what they have already learned to say orally." (Richards and Rodgers 1986:53). The learner is regarded as a passive entity waiting to be programmed (Griffith and Parr 2001). There is usually an attempt to minimize the possibility for making mistakes both in speaking and writing by using a tightly structured approach to the presentation of new items."(Richards and Rodgers 1986:53). Complex reading and writing tasks are introduced at more advanced level. Learners taught through ALM are better at listening and speaking.

2.2.3- The Oral Approach and Situational Language Teaching

The Oral Approach and Situational Language Teaching appeared in 1920s, but became famous from 1930's-1960's. It owes its fame to Palmers (1923) and Hornby (1950; in Richrds and Rodgers1986:31, the two applied linguists who stressed the importance of vocabulary for the mastery of a

foreign language and the development of reading. Grammar is seen as the underlying sentence patterns of the spoken language. The approach had a structuralist theory of language. The structures of language are linked to situations of use and learnt through a behaviorist habit formation. The main objective of the approach is to "teach a practical command of the four skills of language." (Richards and Rodgers 1986:36). It is thought that the automatic control of the basic structures and patterns is fundamental to reading and writing skills. Writing is believed to derive from speech. "Speech was regarded as the basis of language ... . Reading and writing are introduced once a sufficient lexical and grammatical basis is established" (ibid :34). Like Audio-lingualism , the Oral Approach and Situational Language Teaching sees the learner as an organism directed by skilled training to produce correct responses, who has no control over the content of learning, s/he just listens and repeats:

2.2.4 -Community Language Learning

Community Language Teaching approaches language as a social process which is different from language as communication. It came to revolt against animal learning. Curran and his associates claimed that behaviorist , putative learning neglects the engagement and the involvement of the self. Security, attention, retention and reflection, and discrimination are regarded as crucial elements in learning. La Forge (1983;in; Richards and Rodgers1986:116) stated :

> Communication is more than just a message being transmitted from a speaker to a listen . The speaker is at the same time both subject and object of his own message ...communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its owner... communication is an exchange which is incomplete without a feed back reaction from the destinee of the message.

The Approach stresses the social process view that is elaborated through six sub processes that are whole person process, the educational process, the interpersonal process, the developmental process, the communicative and the cultural process. The CLL developed to see language from different facets and changed the focus from the language and the teacher to the learner. "CLL is most often used in the teaching of oral proficiency, but with some modifications, it may be used to the teaching of writing." (Richards and Rodgers1986:119).There was a distinction between Classical CLL, directly based on Curran's model and personal interpretations discussed by different advocates of CLL. In the latter, learners are encouraged to copy sentences from the blackboard with notes on meaning and usage for home study. At the end of the course, learners are required to work in groups to prepare a paper drama for presentation.

2.2.5 - The Natural Approach

Starting from the concept that communication is the primary function of language, Krashen and Terell developed 'The Natural Approach' (NA) which looks at language as a vehicle for communicating meanings and messages. The NA "is similar to other communicative approaches developed today." (Krashen and Terell 1983, in; Richards and Rodgers 1986:130). Messages are regarded of primary importance in NA and learning takes place through roughly tuned inputs, input+1(Krashen1982;in Richards and Rodgers 1986:130). The approach stresses comprehensible and meaningful practice activities, rather than production of grammatically perfect utterances and sentences. Errors are signs of naturalistic development processes. An importance is given to the filter. If acquirers have a high affective filter, acquisition is prevented, whereas motivation, self-confidence good self-image , low personal anxiety and low classroom anxiety conduct to more successful acquisition.The NA is primarily designed to develop basic communication skills both oral and written, but the focus should be on

listening and reading; speaking should be allowed to 'emerge'. The communication goals , in NA, may be expressed in terms of situations, functions and topics. There is a wide exposure to vocabulary useful to basic communication while grammatical structures are provided in the input.

NA does not state any fixed objectives because it is difficult to specify communicative goals necessarily fit to the needs of all students, but specific objectives depend upon learners' need, and the skill and the level being taught.

2.2.6-Total Physical Response

Total Physical Response (TPR) was developed by Asher (1965, in Ricgards and Rodgers1986:89). It is a sketchy method that deals with the very beginning stages of learning. TPR draws on developmental psychology learning theory and humanistic pedagogy .It stresses the role of affective factors in language learning. The approach attempts to teach language through physical activity. Comprehension skills are taught before productive ones. Teaching takes place through game-like activities whose objective is to reduce learners' stress and create a positive mood in them. It is believed that adults should recapitulate the processes by which children acquire their mother tongue. In TPR, learners are listeners and performers: they listen carefully to commands and respond physically either individually or collectively. TPR cannot be used at all levels. It is stated that "the general objective of Total Physical Response is to teach oral proficiency at a beginning level." (Richards and Rodgers 1986:91),but "reading and writing may also be employed to further consolidate structures and vocabulary and follow ups to oral imperative skills." (*ibid*:93).TPR is a flexible way of teaching language since "Asher himself has stressed that TPR should be used in association with other methods and techniques "(*ibid*:97).

2.2.7 - Suggestopedia

Developed by Georgi Lozanov, the Bulgarian psychologist and educator (1978;in Richards and Rodgers1986:142,Suggestopedia is a method

characterized by the decoration, furniture and the arrangement of the classroom, the use of music and the authoritative behaviour of the teacher. Language is its vocabulary and their organization according to grammar rules. The main objective of the method is to provide learners with a "relaxed" atmosphere to memorize vocabulary in a focused state. Backed by music, teachers usually proceed through reading dialogues and texts, but the "secondary elaboration involves encouraging students make new combinations and productions based on the dialogues."(Richards and Rodgers1986:148).A story or essay paralleling the dialogue is also read. Written texts and tests are usually given, throughout the course, and teachers respond tactfully to poor papers. Students' written work and the final performance are reviewed on the final day of the course

2.2.8 -The Silent Way

Gattegno (1963:89), the founder of the Silent Way (SW), stated that "Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner of whatever one is engaged in " .He adds that "The Silent Way is not a method or device or a system or program, but it is being sensible and sensitive to the reality of different learning situations" (*ibid*:92). It is a way of humanizing teaching. The assumption behind the SW is that silence is the best vehicle for learning. Learning is, also, facilitated when the learner discovers and creates. Accompanying physical objects to learning and problem solving are said to make learning more efficient. Gattegno states that teaching should be subordinate to learning and not the opposite. He was the first to talk about learners' autonomy , responsibility and independence. The SW belongs to the tradition, "which views learning as a problem solving, creative, discovering activity, in which the learner is a principal actor rather than a bench listener." (Richards and Rodgers1986: 100).

The learner is expected to have an ease in dictation read with speed related to the amount of visual dictation practised and difficulties of text, an

ease in composition about all topics whose vocabulary items have been met, and to develop an ability to render appropriate texts of either language into another.

2.2.9-Communicative Language Teaching

Communicative Language Teaching (CLT) saw its expansion in 1970's as a result to Chomsky's criticism to habit formation processes and the works of Firth, Halliday and his functional linguistics, in addition to the sociolinguistic works of Hymes, Gumpertz and Labov which united to give birth to the communicative Approach. CLT aimed at developing communicative competence (Hymes 1972; in, Richards and Rodgers 1986).CLT conceptualizes language as a system of rules for the expression of meaning whose primary function is interaction and communication. The structure of language reflects its functional and communicative uses. According to CLT theorists, learning is acquiring the linguistic means to perform different kinds of functions, and language teaching will reflect the particular needs of the target learners. These needs may be in the domain of reading, writing, listening or speaking, each of which can be approached from a communicative perspective (Richards and Rodgers 1986:73). In other words, communicative functions teach students how to use the target language to perform specific tasks such as giving advice , suggesting, describing, requesting, comparing . Successful learners will be aware that successful communication is an accomplishment jointly achieved and acknowledged and failed communication, as a result, is the joint responsibility of the speaker and the listener not "or" (*ibid*). This is why, focus should be on the process of communication rather than the mastery of language forms.

2.3- Approaches to the Teaching of Writing

Parallel to the development of foreign language teaching methods , there has been a development in the approaches for teaching the writing skill. These approaches range from those which focused on how a final piece of

writing will look like, and thus called 'the Product Approach', to others whose emphasis was put on how a writer produces such a text, and thus called ' the Process Approach' . Another view called 'the Genre Approach' stresses the analysis of the different types of text forms and the content they express to help learners communicate in writing.

2.3.1- The Product Approach

The Product Approach was the first answer to the question "how should writing be taught?". Teachers adopting this approach focus on what a final piece of writing will look like. They measure its correctness against the criteria of "vocabulary use , grammatical use, and mechanical considerations such as spelling and punctuation, as well as content and organization."(Brown1994, in ,Yan2005:19). Teachers assign a writing task , collect it and then return for revision with the errors corrected or marked for the students to do the correction (Raimes 1983; in; Yan2006:19). Writing, in such a process, is reduced to producing a product. This objective is fulfilled through different sub-approaches that each focuses on a different aspect of writing.

2.3.1.1- Focus on Structure

Focus on Structure came as a combination of Structural Linguistics and the Behaviourist Theory of learning. Writing is regarded as an extension of grammar as Hyland (2003:03) states it "essentially writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge and writing development is considered to be the result of imitating and manipulating models provided by the teacher.". Writing , in other words, is the coherent arrangement of words, clauses and sentences according to a system of rules. " It served to reinforce speech which was primary."(Raimes1983:06).It involves linguistic knowledge and the vocabulary choices, syntactic patterns and cohesive devices.

Writing is taught through a habit formation process and testing learners' ability to produce well formed sentences.(Hyland 2003) The teaching act

proceeds from controlled to free-writing. It starts with familiarization, imitation and memorization of grammar rules and vocabulary. Then, controlled writing is given where learners had to manipulate fixed patterns from a substitution table. Activities include copying paragraphs , changing questions to statements, singular to plural, tenses and so on. Guided writing is the third stage in the process. Here, learners imitate a model text. Finally , they use their learnt memorized patterns to write an essay, a letter and so on. This process presents language as "short fragments based on the intuition of material writers rather than the analysis of real texts."(*ibid*) which prevented students from developing their writing by limiting the practice to a few sentences which was misleading and confusing when learners had to write in the real situations because the process stressed accuracy and clear exposition" while the communicative content or meaning was left to be dealt with later.

2.3.1.2- Focus on Text Function

The functional approach tried to relate the structures to meaning. It is based on the concept that particular language forms convey certain communicative functions that can be taught because "functions are the means of achieving the ends or the purposes of writing."(Hyland2003:07).The approach "links the purpose of the piece of writing to the forms needed to convey the message."(Raimes1983:08). It aims at helping students develop effective paragraph through the creation of a topic sentence , supporting sentences and transitions, and to develop different types of paragraphs. Writing is ,now, taught through a paragraph pattern process. "Texts can ,then, be seen as composed of structural entities ; introduction –body – conclusion, and particular organizational pattern such as narration, description and exposition are described and taught (Hyland2003:07)

The teaching of a product approach model starts by the comprehension of a model text through a series of exercises that draw attention to structures. These activities range from reordering sentences, selecting appropriate sentences to complete a paragraph, writing a paragraph from provided

information and so on. (*ibid*). It is worth noticing that tasks involve not only organization but also necessary grammar and syntax.

2.3.1.3- Focus on Creative Expression and Communication

Written texts are a response to a particular communicative setting, thus explicitness and accuracy are not enough to fulfil the goal of writing. The new sub- approach to the Product Approach to teaching writing stresses the purpose of pupils' writing and the audience i.e why are they writing, and who will read it? Writing is personal "sharing meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic."(*ibid*). Hyland remarks that "in contrast to the rigid practice of more form-oriented approach , writers are argued to be creative and to take chances through free writing.". Since expressivism encourages writers to explore their beliefs, engage with ideas of others and connect with readers; readership is extended; not only the teacher , who used to be the only audience, responds to learners' writing, but also their peers who will " read, respond, summarize , make comments but not correct."(Raimes 1983 : 09). Moreover, the teacher selects readers from outside the classroom ,such as pen pals . In addition to providing readership , teachers, also, provide learners with the space to make their meaning within a positive and cooperative environment, using activities such as role play , exchanging letters , writing back , asking questions and making comments, avoiding to impose their views by offering models or suggesting responses to topics beforehand. Another role that the teacher can play is stimulating the writer's ideas with pre-writing tasks. The expressivist approach was criticized for its asocial view which "tends to neglect the cultural backgrounds of the learners, the social consequences of writing, and the purposes of communication in the real world." (Hyland 2003:10). Moreover , it simply assumes that all writers have a similar innate creative potential and can learn to express themselves through writing if their originality and spontaneity are allowed to flourish.(*ibid* :10) .The most

important criticism that the approach received was that it is difficult to extract any clear principles from which to teach good writing.

Although the Product Approach received a great deal of criticism, it still has some credibility because ,at least, it leads to a final draft that merits attention to grammar , spelling and punctuation. Nevertheless, constant error correction which the process requires negatively affects learners' motivation and self-esteem. By stressing the product, the process totally ignores the actual processes used by the writers to reach that product. In fact , a few people can create a perfect product on the first draft. It is reasonable that "most teachers include formal elements in their courses, but they also look beyond structures to ensure that students do not just know how to write grammatically correct texts, but how to apply this knowledge for particular purposes and context." (*ibid* :06)

2.3.2-The Process Approach

The Process Approach came as a reaction to the weaknesses of the Product Approach. It started to gain ground in the mid 1970s. It developed from the assumption that "if we can analyse the different elements that are involved in a longer piece of writing, and can help learners to work through them, and use this knowledge positively in their own writing, then such writing will have a lot of stress taken out of it." (Brookes and Grundy 1991: 07) . In other words, the Process Approach tackles the elements which determine what we write down one by one. It owes its flourishing to the valuable research done on L1 writing, especially by Flower and Hayes (1980;cited in Brookes and Grundy1991:08). "It is generally agreed that there is an important core of similarities between L1 and second language (L2) writing as well as some significant differences." (*ibid*:08). Zamel 's(1983) case study in second language writing confirmed what Flower and Hayes discovered and, summarized it saying, "planning is not a unitary stage but a distinctive process which writers use over and over during composition." (cited in,Brookes and Grundy1991:09). Moreover, she remarked that " English as

second language writers who are ready to compose and express their ideas use strategies similar to those of native speakers of English." (in; Silva1990:15).Motivated by the dissatisfaction with the controlled composition and the product approaches, the Process Approach emerges to see writing a complex , recursive , and creative process or set of behaviors in which the writer , engaged in the discovery and expression of meaning, becomes the centre of attention as "it is the responsibility of the individual writers to identify and appropriately address the particular task , situation , discourse community , and socio-cultural setting in which they are involved." (*ibid* :16). Writing is no longer the arrangement of words into sentences, and the arrangement of the latter into paragraphs, but "a connected text that writers write for a purpose and a reader , and that the process of writing is a valuable learning tool for all our students." (Raimes1983:11). Teachers ,then, have to adopt new roles that Silva (1990 :15) sums up saying,

> The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information , focusing , and planning structure and procedure), for drafting (encouraging multiple drafts), and for revising (adding deleting, modifying , and rearranging ideas) , and for editing (attending to vocabulary, sentence structure, grammar and mechanics.

The Process Approach, then, calls for providing the encouraging positive and collaborative environment where learners can work through their composing process with minimal interference.

Writing, as Zamel (1983) puts it consists of " a non linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning." (cited in Hyland 2003 :11) since writing helps us to come into terms with our experience and understand it better. When we edit what we have written, our writing itself goes through a further filter (Brookes and Grundy1991:04) because we clarify what we think

when we force ourselves to write it down. Flower and Hayes suggested an original framework consisting of planning-writing- reviewing (Flower, 1989 and Flower and Hayes1981 ; in ; Hyland2003:11). This frame work was ,later, extended to identify four stages in the writing process: pre-writing , composing or drafting , revising or rewriting and editing. These stages are recursive , non linear and can interact simultaneously with each other throughout the writing process. In Hyland's (2003:11) words, "at any point the writer can jump backward or forward to any of these activities; Returning to the library for more data, revising the plan to accommodate new ideas, or rewriting for readability after peer feedback."

"Like the expressive orientation of the Product Approach, the Process Approach emphasizes the writer as an independent producer of the text, but it goes further to address the issues of what teachers should do to help learners perform a writing task." (*ibid*:10).Being so, the approach recognizes basic cognitive process as central to the writing activity and integrates it with the social factors. This allows students to understand the steps involved in writing and stresses the need to develop students' abilities to plan, define rhetorical problems and propose and evaluate solutions . The Process Approach also recognizes that what learners bring to the writing classroom contributes to the development of the writing skill as "teachers draw out of the learners' potential."(Badger and White 2000:154). The connection that the Process Approach makes between the topic and the processes gives the students something meaningful and interesting to write about and the tools to do it .

Another major aspect of process writing is peer review which gives students opportunities to share their strategies and get feedback from a variety of readers since a text enables students to realize that social, political, and personal contexts influence writing. Peer review, also, helps writers to understand their interactive relationship with their readers through their peers who dramatize the necessity for writers to provide verbal signs that enable the readers to understand the intended meaning. Moreover ,peer review promotes

respect for negotiation and cooperation, a spirit of mutual responsibility and respect and trust. In addition, when students practise a language of response , they gain perspective about their audience and thus can assess writing in terms of how their readers may react to comprehend their text.(Reid 1993 ; in; Camacho 2005:30)

In the Process Approach, teachers guide the students through the writing process avoiding emphasis on form. They should help students develop strategies for generating ideas, drafting, and refining ideas by encouraging them to explore topic through writing, and share drafts with teachers and for peers and use each draft as a beginning for the next so that "the act of composing ...become[s] the result of genuine need to express one's personal feelings, experience or reactions, all within a climate of encouragement (Zamel1980 ;in;Camacho2005:29). Priority is given to develop the learners' meta-cognitive awareness of their processes delaying surface correction (spelling, ,punctuation...etc) until the final edition. Special emphasis is put on response ."Response is crucial in assisting learners to move through the stages of writing the process and various means of feedback are used including teacher student conferences, peer response, audio-taped feedback and reformation." (Hyland 2003: 12)

Although the Process Approach is widely accepted and utilized because it allows students to understand the steps involved in writing, it was criticized for viewing the process as the same for all writers, regardless of what is being written and who is doing the writing. (Badger and White 2000:154). In addition, it overemphasizes "the cognitive relationship between the writer and the writer's internal world." (Swales,1990;in; Hyland 2003:13), while it gives insufficient importance to the purpose and social context of the piece of writing. The approach seems to fail to offer a clear perspective on the social nature of writing or on the role of language and text structure in effective written communication because it does not give clear guidelines on how to construct the different kinds of text they have to write.

2.3.3-The Content Approach

The Content Approach came to fill in one of the blanks that the Process Approach left. It tends to rely heavily on the reading skill. It exploits the close relationship between writing and reading in second language literacy development. It developed from the assumption that reading provides input for both content and the appropriate means of its expression. The Content Approach aims at giving students the skills and confidence to read texts efficiently as a basis for producing their own texts because "both processes involve the individual in constructing meaning through the application of complex congnitive and linguistic abilities that draw on problem solving skills and the activation of existing knowledge of both structure and content." (Carson and Leki,1993,Grabe2001; in; Hyland 2003: 17)

The approach is based on themes and topics. It encourages learners to think differently about issues, helps them acquire the appropriate cognitive schema or knowledge of topics and vocabulary necessary for the creation of an effective text. Learners proceed through schema development exercises that usually include reading for ideas in a parallel text (reacting to photographs, brainstorming) (Hyland 2003:15). First, learners are helped to generate ideas. Then, they are presented with language structures and vocabulary directly relevant to the topic through a series of practice exercises. Later, comes the explanation of rhetorical patterns, useful as a framework for expressing their ideas. It aims at raising learners' awareness of functions such as, explanation, cause effect relations .

The Content approach seems to be an enrichment to the process approach rather than an alternative since although it provides one orientation of the course, "teachers typically draw on structural, functional or process methods in its delivery, and frequently draw on genre focus to highlighting the rhetorical structure of written texts." (*ibid* : 18).

2.3.4 - The Genre Approach

Before discussing this approach, it would be necessary to define the word genre. "Genres are types of spoken and written discourse recognized by a discourse community. Examples are lectures, conversations, speeches, notices, advertisements, novels, diaries and shopping lists. Each genre has typical features". (Johnson and Johnson:140). Martin (1992), also, defines genre as a goal oriented, staged social process (Hyland2003:19).

The Genre Approach became popular in 1980; drawing largely on the Systemic Functional Linguistics developed by Halliday which stresses the relationship between language and its social function. The approach looks beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers. "The writer is seen as having certain goals, and intentions, certain relationships to his / her readers, and certain information to convey, and the forms of a text resources used to accomplish these." (*ibid*:18). The process incorporates discourse and contextual aspects of language use that may be neglected when attending to structures, functions, or processes alone. This idea developed from the notion that "student writers could benefit from studying different types of written texts." (Yan 2005:20). Yan also cites Nunan (1990) who said, "different genres are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre." (*ibid*).

It is claimed that students can perceive the differences in structures and form by investigating different genres and applying what they learn to their own writing. Teachers adopt a highly interventionist role. They help students to distinguish between different genres and to write them more effectively by a careful study of their structure. The instruction begins with the purposes of communicating. The target genre is then, modeled for the students. Next, a text is jointly constructed by the teacher and the students. "At a later stage, learners gain more autonomy and a text is independently

constructed by each student." (*ibid*). The Genre Approach acknowledges that writing takes place in a social situation and reflects a particular purpose because "we don't just write, we write something to achieve some purpose: it is a way of getting things done." (Hyland 2003: 18). It also recognizes that learning can happen consciously through imitation and analysis which facilitates explicit instruction (Badger and white 2000:156), especially when "learners engage in tasks that are within their Zone of Proximal Development." (Hyland2003: 21). This is why " teachers provide students with opportunities to develop their writing through analyzing 'expert' texts"(*ibid*:22). While the Genre Approach succeeds at showing students how different discourses require different structures, "it seems that it undervalues the processes needed to produce a text and sees learners as largely passive."(Badger and white 2000:157) .

2.3.5 -Towards a Process Genre Approach

The Process Genre Approach , termed by Badger and white (2000), tries to combine the positive points of both approaches to forge a more practical and useful approach to teaching writing because we need not rigidly adopt just one approach in the writing classroom. The new approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of pre-writing , drafting, revision and editing. "By laying out the main attributes of these two orientations side by side, however, it can be seen how the strengths of one might complement the weaknesses of the other." (Hyland2003 : 23).

In other words, "each orientation should be extended to include a part that is missing." (*ibid*). In the new approach, teachers have multiple roles to play as writing is a complex difficult skill to develop. They have, first, to adopt the role of an assistant and a guide who works closely with students to encourage them by offering helpful feedback and suggestions. Being so, the teacher should offer positive instructive advice, arouse curiosity and self-confidence, and be sensitive to the individual differences. Teachers, secondly,

are trainers and because "writing performance is as much a result of students use of strategies in various processes of writing as it is in their handling of the language" (Yau 1991;in Yan2005:20). They should raise students' awareness about writing strategies and train them by providing practice opportunities; "If teachers demonstrate how pre-writing activates the schemata and strategies for the drafting and revision processes, their students would be more successful". (Yan2005:20). Moreover, the Process Genre Approach makes the integration of the four skills feasible which promotes the expansion of students' overall language competence. For example , reading can be used as a background materiel as pre-writing activity while listening (for example to lectures) and speaking (for example, discussion for giving feedback).

2.4-Implication for the Teaching of Writing

The different approaches to teaching writing conceptualize writing from diverse perspectives-linguistic cognitive and social. Each puts a particular emphasis on one facet of the text. But in fact, there is no process without product, and no product which has not arisen out of a process; it is a false dichotomy. "It would be wrong to see each theory growing out of and replacing the last. They are complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing."(Hyland2003:02) which Shaughnessy (1977) expressed saying that "one of the important facts about the composing process that seems to get hidden from students is that the process that creates precision is itself messy." (in Hedge 2000 :302)

The teacher's role, then, is to follow "informed eclecticism" (Larsen-Freeman,2001) which enables the teacher "to choose wisely from among the available practices to create his / her own unique blend that would be appropriate for his / her own personality and teaching style, for the environment in which the teaching is taking place."(*ibid*). The teacher's task is to look for the "teachable moment" (*ibid*) and to assign writing tasks that can

"unite form and content, ideas and organization, syntax and meaning, writing and revising and above all, writing and thinking." (Raimes1983:266)

Students should not be left to struggle alone. Teachers have to ensure that they have an adequate understanding of the processes of text creation; the purposes of writing and how to express these in effective ways through formal and rhetorical text choices; and the contexts within which texts are composed and read and which gives them meaning (Hyland 2003:24). Teachers should, also, give student opportunities of discussing and conferencing in class. This allows for what Zamel (1983) calls "a dynamic teaching / learning relationship between writers and their reader." (in, Hedge 2000: 302). It is to be stressed that writing is "most efficiently acquired when practice in writing parallels practice in other skills."(Rivers, 1981: 296). In addition, we have to recognize the necessity to integrate all the components that Raimes' (1983) following simple diagram sets out:

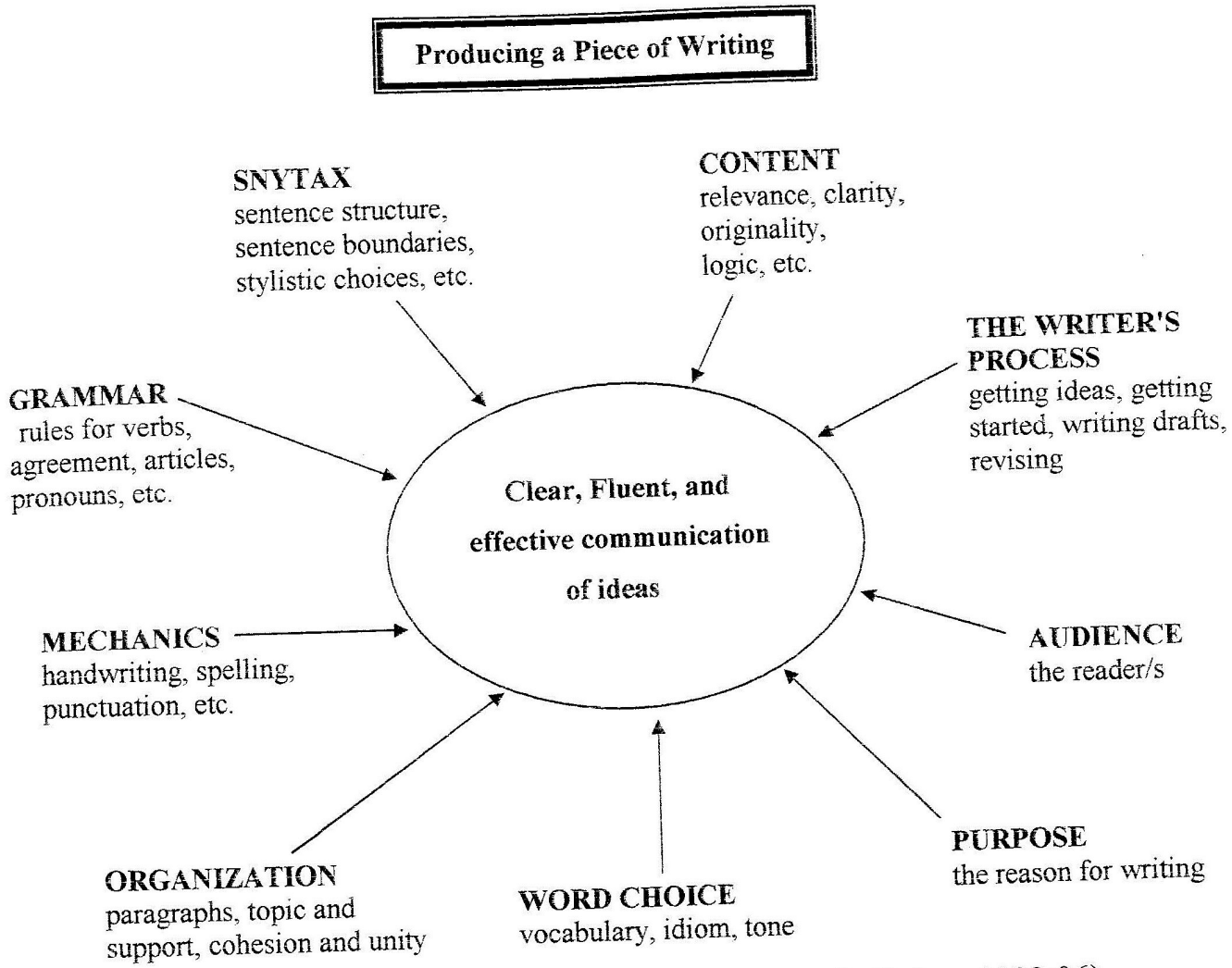

Figure 01: The Elements Involved in Writing.(in Raimes1983:06)

This allows us to keep sight of the scope of our claims about any approach to teaching writing.

2.5 - Effects of the First Language on Writing in the Target Language

The developments in teaching a L2 approaches showed that teaching a L2 is only teaching content in this L2; in other words the L2 learning is acquiring a new framework for already known information. "The first language is more likely and useful at certain stages of language development." (Lay,1982;in;Friedlander1990:111).

Writing is the skill that synthesizes all the other aspects and skills of language, and writing knowledge seems to transfer across languages. (Edlesky's 1982; in ; Friedlander1990:110). Edlesky's added that, good or deficient writing abilities and strategies are transferred from the L1 to the L2,

and students who have not developed good strategies for their L1 writing will not have appropriate strategies to transfer to their L2. In other words, lack of strategies in L1 leads to strategic failure in L2. How can L1, then, help or hinder writing in L2 ?

Writing does not begin or end with one draft ,as Flower and Hayes (1981) found, but "writing processes are ongoing throughout a writing task." (Friedlander1990:110) since "writers apply their knowledge about writing from their L1 to writing in their L2 in order to form hypotheses about writing in L2". This was the conclusion that Edlesky (1982) came out with after a case study (see Friedlander for more details). Both good and weak writing skills from the L1 are transferred to English regardless of the proficiency level of the writers. The latter seemed to affect only the quantity of planning (Jones and Tetroe (1987;in; Friedlander 1990:110). Cumming (1987;in Friedlander1990:111) clarified that novice writers in L2 use L1 to generate content regardless of the language of the topic, while expert writers use strategy of L1 reference where they know that their L1 will enhance their writing in English. Moreover, expert writers use translation not only to generate content, but also to generate and verify appropriate word choice.(Cumming; in Friedlander1990 : 111). Learners seem to benefit when matching the language to the topic. The appropriate retrieval of information from memory to generate ideas can enhance writing, and writers work best if they are able to retrieve information in the language of storage, because "L2 writers will plan more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of knowledge of topic area." (*ibid*: 113). Friedlander ,also, cites studies such as, Chelala (1981), Lay (1982), Johnson (1985), and Jones and Tetroe (1987) which found that switches to L1 aided English as Second Language writers in retrieval of topic information. Lay (1982), for instance, studied four Chinese subjects and found that they tended to switch to using their L1 when writing about a topic studied or acquired in

L1 background. The L1 was an aid rather than hindrance since her subjects used it when they were stuck in English .Moreover, Lay noted that the more switches into L1 her subjects made, the better the quality of their essays in terms of organization and ideas. Lay concluded that planning, which is the process of coming up with and organizing ideas to be included in the final essay, will be much more easier. Hence, student writers will have one less constraint on composing in English. We can see, then, that L1 writing strategies can positively affect L2 composing, but we have to note that the act of the translation should come after retrieving ideas and writing them down because "...if we force learners to translate into English either before they write down any text or while they are planning texts, we may be imposing an additional and unnecessary constraint on their composing." (Friedlander 1990:111) Since learners may be using up too much of their short term or working memory which is quite limited and information decays rapidly in it and because translation before or while planning limits what writers are able to retain, students should be encouraged to think about their knowledge of a topic and produce a written plan in their L1 and then translate into English.

So, L1 seems to hinder writing in L2 in certain ways when L2 learners use the target language to write on a topic related to or acquired in L1 and when they plan in L2; the amount of material retrieval constrains writing. It is true that beginners need to operate in their L2 as much as possible to develop their acquisition of English, but at advanced levels where L1 can help retrieve and write down topic information area, switching to L1 can help to improve aspects of writing. This is why teachers would need to understand when the L1 can most advantageously be used. "If teachers, on the other hand, want their students to avoid their L1 as much as possible, then they should try to avoid assigning topics related to their L1 background" (*ibid*:124) . They should also be able to avoid situations where being forced to operate entirely in English would constrain ESL text production, such as when writers have to produce text under time restrictions(*ibid*).

2.6 - Writing in the Algerian Syllabus for the Secondary School Level

The Algerian syllabus states that the importance given to the teaching of English rises from the role that this language plays in all the aspects of modern life. To cope with the needs of recent life successfully, our students need to have a certain degree of proficiency in each of the four skills depending on the streams.

The syllabus designers start by an analysis of learners' needs by asking "What will our students do with English ?" (May 1993). The answer shows that some will need it as a component of their university studies. Literary students, for instance, have a greater need as they will have to manipulate English during their university studies, and their professional careers. They will use it for oral communication in case of interpreting and teaching for example and for documentation in other cases such as literature and translation. The Scientific students, however, need English for research purposes; they will consult and exploit documents and do scientific reports. This is why stress is put on written English. Other streams such as Clerical and Management will require English for Specific Purposes to process and exploit written documents and write business letters for instance. These different needs require different types of writing. The syllabus designers claim that in the first year of the secondary level, learners should undertake simple writing tasks in relation with samples studied in class, without neglecting the specificity of the scientific stream where more importance is given to the functions related to describing processes and instructing. Learners ,at the end of the level , are expected to master different writing skills : note-taking , organizing, summarizing ... so as to be autonomous in written expression when starting from models learnt in the class. In addition, they should be aware of the major aspects in the culture, life and civilization of the societies using that language. Moreover, the syllabus designers state that students should be able to master methods and working techniques so as to be autonomous in exploiting documents. While stressing that " the four

skills should be catered in a balanced and integrated way."(syllabuses1993:23) , the syllabus emphasizes that writing , in all its types , is to be given a special care. This is due, first , to the type of exams the learners are faced with , and second to the increasing demand for written information in general. The syllabus designers remark that learners should be aware that " there is no writing without a purpose, a type , a format and a lectorate." (*ibid*). They , also , add that writing "should allow learners to release part of their individual stock (what they have already felt , sensed , learnt, experienced and thought.) . They may be permitted after a first shot, to adjust their writing." (*ibid*).

2.7 - The Writing Activities in the Algerian Secondary School Course Books

As mentioned above , the syllabus designers aim to have autonomous learners in written expression after starting from a model seen in the classroom. They also want to enable students to master the methods and the techniques which will lead them to autonomy. How ,then, do the Algerian course books embody these objectives?

I have chosen two textbooks: The New Midlines for the Second Year and Comet for the Third Year Secondary School stressing the units for the Human Science streams as they will be our case study for the practical part and as it is from the second year at this level that they are called so after orientation.

In the second year, the Literature and Human Science stream students have six units to study . The approach adopted in The New Midlines is functional: describing, narrating , giving advice and so on . Each unit begins with listening , then, reading a text and doing activities. Next, is the structure practice and the consolidation parts followed by communication which is most of the time a pre-writing activity for the composition phase. In unit four , for instance, topic one says, "using your notes for exercise two 'communication', write a paragraph on the model given below.(a model paragraph is provided) (The New Midlines:47) . the same procedure goes for

unit six (:79) , unit seven (p92)... etc , but without models. Other topics provide different techniques in collecting ideas such as asking parents about information(p18), notes are given to help learners, cartoon strips are suggested as models to be imitated... . In some cases, students are asked to do some research to find out information to write a paragraph and advised to refer to the reading passage as a model (p47). Reading is also used as a pre-writing activity where students are supposed to read a letter and its reply and then to read another reply and imagine and write the letter to which it was written. In addition , there are cloze-tests to raise pupils' awareness of discourse and cohesion (p18). We can see , then, that learners are generally not left to struggle alone, their group or pair work in the communication phase is a basis for their writing . If not, they are provided with notes or further directions to help them generate their ideas. In some cases, the context or the situation is given to provide students with a clear readership (p201). We have to note that the language points needed for the composition are those studied throughout the unit .

Comet , the course book for 3AS , while adopting a thematic approach to units division such as ; Modern Life , Trade and Development , Media, divides each unit into three phases : listening, reading , and writing. The two first skills are divided respectively into pre-listening , listening , and post-listening ; pre-reading, reading and post-reading ,but it is not so with writing. But the latter is not totally free. Learners, in the productive skill, are provided with guidelines to generate ideas such as questions (p12). Most of the writing activities in the book are based on the post-reading phase(see units 3,5,6,7...). As there is no explicit study of grammar (all points studied in 2AS), pupils are usually helped with language forms useful for their compositions (units 5,6,7 ...). Some mini-projects are assigned so that learners draw as part of the pre-writing step (unit 6). We notice that there is a smooth progression throughout the unit and even some of the reading

activities such as matching ideas and paragraphs and reordering ideas , finding cohesive markers... all help, theoretically to write effectively.

We can then safely say that the two textbooks embody the objectives of the syllabus designers well . They make use of the different approaches to teaching writing. They provide activities that will, normally, lead learners throughout the learning process; generating ideas , drafting , revising and editing to come with a product that is acceptable in form and content.

Conclusion

Teaching the writing skill has been approached through different ways, each highlighting one facet and pretending to be more fruitful than its ancestor; however , there is no one way of teaching this controversial skill, but there are as many ways as there are teaching styles. Writing as a creative , productive skill –neglected in the traditional approaches- has started to gain ground in the latest communicative approaches.

Chapter Three

Learning Strategies

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Introduction

Learning a foreign language has grown through shifts of focus, from focus on the teacher and material, to that on the learner and the learning process. The cognitive theories of learning advocate that the learner plays an active decisive role in his/ her learning. The marriage between Psycholinguistics and pedagogical research put light on the learning strategies used by learners to acquire a language. What are language learning strategies and what is their importance in learning a L2 ?

3.1 - Research on Language Learning Strategies

It was long believed that some learners succeed in acquiring a foreign language just because they had an ear for that language. The cognitive theory came to contradict this belief proving that "individuals process information, and the thoughts involved in this cognitive activity are referred to as mental processes." (O'Malley and Chamot 1990:1). Language, of course, is a complex cognitive skill that can be described within the context of cognitive theory. (*ibid*). Until 1981, there had been a few studies of strategies used by effective second language learners. These were the outcome of the probable interest in the mental processes used by experts and those used by novice from the part of researchers in L2 acquisition who used descriptive methodology and psychology researchers who adopted experimental methods. Hence, the introduction of "the suggestion that the good learners might be doing something special or different that all could learn from." (Rubin1975 and stein1975;in; O'Malley and Chamot 1990:1). Naiman et al (1978) and Rubin (1975) identified strategies through reports and observation in language learning situations. This research was not based on any theoretical grounding, but it collected data through different tools while Naiman et al (1978) based their classification on, interviews and initial strategy schemes suggested earlier by stern (1975), Rubin's data collection was through classroom observation, analysis of self-report and daily journals (O'Malley and Chamot 1990: 1). This initial research led to the conviction that

"competent individuals are effective because of special ways of processing information.". In other words, "strategies which are not the preserve of highly capable individuals, but could be learned by others who had not discovered them on their own." (O'Malley and Chamot1990:2).

3.2-Definition of Language Learning Strategies

Learning strategies have been defined in different ways. Cohen (1998:4-5) sees them as "learning processes which are consciously selected by the learner". The element of choice is stressed because it gives a strategy its special character. These conscious moves "may result in actions taken to enhance the learning or use of foreign language, through the storage, retention, recalled application of information about the target language." (Cohen et al 1998:4). Earlier, Rubin (1987) stated that learning strategies are "any set of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage , retrieval and use of information... . That is, what learners do to learn and to regulate their learning." (in; Hedge 2000:79). In other words, they are the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information. They are the special ways of processing information that enhance learning. (O'Malley and Chamot 1991:1). A learning strategy, then, is " an attempt to develop linguistic and socio- linguistic competence in the target language. (Faerch, Claus and Casper 1983; in; Hismanoglu 2003:1) . The concept of learning strategy depends on the assumption that learners consciously engage in activities and use intentional directions and learning techniques to reach certain goals (Stern,1992;Hismanoglo2003:01). Oxford (1990,in Clouston1997:2) Summarizes all the above definitions saying:

> language learning strategies –specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are

> tools for the self-directed involvement necessary for developing communicative ability.

Practically speaking, learning strategies refer to "the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Oxford 1990; in; Hsiao and Oxford 2002:369). Examples of these strategies are "seeking conversation partners, or giving oneself encouragement to tackle a different language task." (*ibid*). No matter how varied the definitions are , they all invoke notions of consciousness, problem orientedness, consistency of behavior, effectiveness and many others." (Mc Donough1999:51).

"Strategies are placed at a higher level than skills." (Nibset and Shucksmith 1986;in; Graham 1997:37). They act as an "executive process that coordinate and apply skills" (Williams and Burden 1997:145). While learning strategies are unobservable mental processes, study skills are more overt techniques and behaviours like taking notes , writing summaries, using reference material ...etc. They are "often taught specifically to help students pass external exams whereas learning strategies are purposeful and goal oriented" (*ibid*). They are process oriented tactics whose aim is one of self-examination and insight into and control over one's learning (Graham1997:37) . Williams and Burden (1997:145) sum up the difference stating that

> a learning strategy is like a tactic used by a player. It is a series of skills with a particular purpose in mind. Thus, learning strategies involve an ability to monitor the learning situation and respond accordingly. This means being able to assess the situation, to plan, to select appropriate skills to sequence them, to co-ordinate them, to monitor or asses their effectiveness and to revise the plan when necessary.

As discussed above , a strategy consists of plans for controlling the order in which a sequence of operations is to be performed. A process, however, is the operations involved either in the development of a plan (the planning process) or in the realization of a plan (the realization process). (Faerch and Kasper1980; in; Ellis 1985: 168). "Strategies must be controllable." (Pressley and McCormick ,1995; in; Hsiao,Oxford 2002:369). The term strategy implies conscious movement toward a goal; but "when it becomes so habitual that is no longer within the learners' conscious awareness and control, it becomes a process." (Cohen 1988, Hsiao and Oxford2002:369).

When we learn in general , "we use our minds, but also our feelings and our social and communicative skills in active ways." (Williams and Burden 1997 :144) in order to be effective. Unlike learning strategies which are seen as "optimal means for exploiting available information to improve competence in a second language " (Bialystok1978;in; O'Malley and Chamot1999:10), learning styles are "a learner's natural, habitual, and preferred way(s) of absorbing , processing, and retaining new information and skills (Reid 1995 ; in; Clouston 2003:2). Learners have individual attributes to their learning process. Some rely on visual presentation, others on spoken language, and others learn better via hand on activities. We have to notice that "learning styles are multi-dimensional" (Kinsella, 1996; in; Kang 1999:5). They can be classified into five stimulus categories ; environmental, physical, sociological and psychological elements. Learning styles can be seen as the expression of personality specifically in the learning situation. Broom(1991) states that " Learning strategies do not operate by themselves, but rather are directly tied to the learners underlying learning styles (i.e their general approaches to learning) and other personality related variables such as anxiety and self-concept in the learner." (in, Cohen et al 1998:15). In other words, a learning style has a significant influence on students choice of strategies because both styles and strategies affect learning

outcomes (Oxford1989;in Djiwandono2006:35). This implies that the students' preferences for interacting with their classmates and the types of learning strategies they employ to accomplish the tasks at hand are determined by their learning styles. (*ibid*).

The primordial objective of learning a language, whether native or foreign, is to use it for communication. Learning needs some strategies to acquire the raw-material for communication that also has its own strategies to be effective. Both kinds of strategies are conscious and goal oriented. Corder (1978;in Ellis1985:181) stated that communication strategies are used when there is a lack of balance between means and ends. (Ellis 1985:181). If the "learning processes account for how the learner accumulates new L2 rules and automatizes existing ones by attending to input and by simplifying through the use of existing knowledge "(Ellis1985: 165), the language use strategies focus on helping students utilize the language that they have already learned to whatever degrees i:e. Language use strategies come into play once the language materials is already accessible, even in some preliminary form. The process involved in using L2 knowledge consists of both production and reception strategies (Ellis1985:165) ; which are attempts to use existing L2 knowledge efficiently and clearly with a minimum of effort. Communication strategies come into stage when the speakers are not able to fulfil their original communicative goal in the way they planned to and, thus are forced to reduce the goal through alternative means to express their meaning. Communication strategies , then, are the outcome of initial failure in implementing a production plan, " when the learner needs to compensate for inadequate means, which are likely to involve great effort and to be closer to consciousness" (Ellis 1985:165). Hatch (1978;in Ellis1985:187) argues that the "most important thing of all has to be ' don't give up!' ". We can say that communication strategies are one of the main ways of keeping going." (Ellis1985:187). In short, "if learning strategies are the long term solutions to a problem, communication strategies provide the short term answers like the

case of using formulaic speech that occurs when the learner is forced to speak before he is ready." (Krashen1982; in ; Ellis, 1985:168). So, communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communication.

3.3- Characteristics of Language Learning Strategies:

Whether called " learner strategies " (Wenden and Rubin 1987), "learning strategies" (O'Malley and Chamot1990) or even "Language learning strategies" (LLS) (Oxford1990), the strategies referred to share basic characteristics. First , LLS are learner generated ; it is the learner who resorts to them while learning. Second, they are used to enhance language learning. When used, they help in the development of language competence. This development is reflected in the learner's language four skills; listening, speaking, reading and writing in the L2. The third characteristic of LLS is that although these strategies are unobservable, they may have visible embodiment such as behaviours, steps, techniques... etc . Moreover, LLS involve information and memory of vocabulary, knowledge, grammar rules , etc...(Clouston2003:2). Some research (Oxford1990,wenden and Rubin 1978) insists on a desire for control and autonomy of learning on the part of the learner through LLS. (*ibid*). Whereas other research stresses the element of consciousness; in order to be considered a strategy, it must be conscious and deliberately chosen by the learner.Oxford (1990 a;in Clouston2003:3) goes further to add seven other characteristics: they allow learners to become more self-directed, they expand the role of language teachers, they are problem oriented, they involve many aspects, not just the cognitive, are flexible, teachable components which are influenced by a variety of factors.

The communicative approach to L2 teaching aims at the development of learner-centred curricula that will develop learner autonomy in learning. This autonomy will lead automatically to communicative competence in the L2. LLS can help students in doing so since they are tools for active, self-directed involvement essential for developing communicative competence,

this gives them special importance , in the L2 learning context. The second point that gives LLS importance is that it is suggested that training students to use LLS can help them become better language learners . Teachers, then, can aid their students understand good LLS and train them in using them. (O'Malley and Chamot1990) study showed that effective L2 learners are aware of the LLS they use and why they use them. It is to be noted, however, that 'unsuccessful' language learners may be using the same strategies as those used by "successful learners but are less effective mainly because of the lack of "meta -cognitive" strategies that would enable them to assess their task and bring the necessary strategies for its completion." (Vann and Abraham1990; in ; Clouston 2003:3). The importance of LLS, therefore, lies in that they are a means of helping learners assess and improve their learning; they aid to build learner autonomy which requires the learner to take conscious control over his / her learning process. Learner autonomy is closely linked to the concept of self-regulation. It is the willingness to perform a language task with little or no assistance, with flexibility according to the situation , and with transferability to other contexts . Learning strategies free learners from over control and urge them to take the initiative for their success. While learning languages, learners tend to use different kinds of strategies in order to fulfill their tasks and foster their learning.

Cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information. "They are the steps used in problem solving. They require direct analysis, transformation, or synthesis of learning materials."(Hismanoglu2003:2). Examples of cognitive strategies are guessing, clarification, deductive reasoning … etc. Cohen et al (1998:5) says that cognitive learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material, grouping it for easier learning such as semantic mapping, having repeated contact with the

material, classroom tasks, home assignments and formally committing the material to memory if not acquired naturally.

'Meta-cognitive' is a term which was introduced by John Flavell (1970, 1976, 1981) (Williams and Burden 1997:148). Meta-cognitive strategies involve the learners to step outside their learning as it were, and looking at it form outside. They involve an awareness of one's process and an ability to reflect on how one learns, in other words, a knowledge about one's knowing the task, the strategies employed, and the actual process of learning in addition to the ability to consciously manage and regulate the use of appropriate strategies for different situations. Wenden (1987 b) argues that " meta-cognition is central to effective learning. It is the process that underlies the efficient use of strategies and the essence of intelligent activity." (in;Williams and Burden 1997: 154). Meta-cognition, also, includes regulatory skills such as pre-planning, i.e. determining objectives, selecting materials and methods, assessing proficiency level and predicting difficulty in addition to planning in action which involves monitoring, evaluating, outcomes and revising plans. The general function of the meta-cognitive strategies is planning, organizing, and evaluating one's learning .

Compensation strategies are techniques used by learners to compensate for missing knowledge. They are also, called cover strategies. Learners employ them "to create the impression that they have control over material when they do not", (Cohen et al 1998:6). They have no aim to learn any language material nor to engage in genuine communication. Their optimal objective is to avoid looking unprepared, foolish or even stupid. An example of such strategies is using formulaic speech or a memorized and partially understood phrase in an utterance in a classroom drill in order to keep the action going on. In short , it is finding ways to continue the communication rather than abandon it because of the lack of adequate knowledge of the language.

Affective strategies are techniques whereby the learner manages his / her emotions, feelings and motivational states. Affective strategies serve to regulate emotions such as reducing anxiety and self- encouragement to perform certain tasks by creating positive attitudes towards oneself and therefore towards the tasks performed.

Social strategies are actions learners choose to take in order to complete tasks by interacting with other learners or native speakers of the target language. Social strategies, then , are techniques involving learning with other people.

3.4-Taxonomy of Language Learning Strategies

There have been several classifications of the learning strategies used by learners. These classifications share much in common. Scholars in the field of L2 learning attempted each to give his/her own taxonomy without any radical changes of the precedent one . Various classification systems have sought to group individual strategies within larger categories (Chamot 2004), while some researchers give categorizations of strategies (Rubin 1981). Others tend to give detailed classifications stressing the strategies that directly affect learning and those that indirectly influence it with their detailed sub-strategies (Oxford 1990). Here are some of the major classifications of the learning strategies.

3.4.1 - O'Malley's Classification (1985)

According to O'Malley et al (1985:582-584), learning strategies can be divided into three main sub-categories: meta-cognitive, cognitive and socio-affective strategies. The first sub-category , or meta-cognitive strategies, refer to the executive function strategies which require planning for learning , thinking about the learning process while taking place , monitoring one's production or comprehension, and evaluating learning after an activity is completed. The cognitive strategies, however, involve more direct manipulation of the learning material itself. Among the most important cognitive strategies are repetition, resourcing, translation, grouping, note

taking ,key word; contextualization and so on. The socio-affective strategies , on the other hand , are related to social mediating on transacting with others. The main socio-affective strategies mentioned are cooperation and questions for clarification.

3.4.2-Rubin's Classification (1987)

Rubin was the pioneer of much of the work in the field of strategies. She makes the distinction between strategies directly contributing to learning and those which indirectly affect learning. She identifies three types of strategies, learning, communication and social strategies.

Learning strategies are two basic types contributing directly to the development of the language system. The first type , cognitive learning strategies, refer to the steps or operations used in problem solving. Rubin identified six main cognitive learning strategies: clarification, and verification, guessing and inductive referencing, deductive reasoning, practice, memorization and monitoring. The second basic type is meta-cognitive learning strategies. These are used to oversee, regulate and self-direct language learning by planning, prioritizing, setting goals and self-management.

Communicative strategies are less directly related to language learning. They are used only when a speaker perceives that there is a problem which may interrupt communication. Their focus, is on the process of participating in a conservation and getting meaning across.

Social strategies contribute indirectly to learning since they do not lead directly to obtaining , storing, and using language but rather provide learners with opportunities to be exposed to and practice their knowledge.

3.4.3- Oxford's Classification (1990)

"Oxford (1990:9) sees the aim of language learning strategies as being directed towards the development of communicative competence." (Hismanoglu2003:3). Oxford identifies two main classes of learning

strategies; the direct and the indirect ones and each is , later, subdivided into six major groups including subdivisions.

The direct strategies class includes three main strategies .The first main strategy class, memory strategies, consist of strategies such as creating mental linkages, applying image and sounds, receiving well and employing action. In other words , memory strategies are used for storing information. Cognitive strategies are the second group of those strategies which directly contribute to learning strategies. They include practising, receiving and sending messages strategies , analyzing and reasoning, and creating structure for input and output. The third group are the compensation strategies which help learners to overcome knowledge gaps to carry on communication. The last group includes sub strategies in speaking and writing .

The Indirect Strategies also consist of three main strategies which influence learning indirectly. The meta-cognitive strategies help learners to regulate their learning by centering it, arranging and planning as well as evaluating and assessing their achievement. Second, are the affective strategies concerned with the learners' emotional requirements such as confidence and self-esteem. This set of strategies include taking one's emotional temperature, lowering anxiety and encouraging one self. The last group that Oxford identifies is the social strategies whereby the learner seeks increased interaction with the target language through asking questions, cooperating and empathizing with others.

3.4.4 - Stern's Classification (1992)

Stern (1992:262-266) classifies learning strategies into five main learning strategies; management and planning strategies, cognitive strategies, communications experimental strategies, interpersonal strategies and affective strategies.(in, Hismanoglu2003:05)

Management strategies are related to the learners' intention to direct their own learning. The teacher, as an advisor and resource person, helps them to take charge of the development of their own programmes. The learner sets

himself goals that are reasonable and decides what commitment to make to language learning. Moreover, a foreign language learner decides on the appropriate methodology, select appropriate resources, and monitors progress. A further role for the learner is evaluating his achievements in the light of previously determined goals and expectations. The cognitive strategies, transformation, or synthesis of the learning materials such as clarifications and verification, deductive reasoning memorization and so on. The communication experiential strategies include circumlocution, gesturing, paraphrasing, asking for repetition ...etc whose purpose is to avoid interrupting the flow of communication. The interpersonal strategies concern contacting native speakers and cooperating with them, and the need to be acquainted with the target culture in order to monitor their own development and evaluate their own performance. The affective strategies deal with creating associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Stern (1992:266) suggests that learning training can help students to face up the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise.(Hismanoglu 2003:5).

The above presentation of the major classifications of learning strategies shows that the scholars of the field agree on the strategies and the only disagreement, if we can call it so, is in the terminology used and the categorization of the strategies. We can notice for instance, that Rubin (1981) did not include the affective strategies although she emphasized the importance of the affective aspects of L2 learning while, Oxford and O'Malley put the affective and the social strategies under the same category. The recent comparative study conducted by Hsiao and Oxford (2002) showed that "the Oxford (1990) system of six basic types of language learning ...was superior in accounting for the variety of strategies reported by language learners." (Chamot2004:17).

3.5-Strategy Based Teaching of Writing

Strategy Based teaching is a new trend in teaching language which aims at helping teachers and students work away from the teacher centered classroom towards greater pupils' autonomy, Strategy Based teaching of Writing is predicated on the assumption that "more and less successful learners at varying levels of proficiency can learn how to improve their comprehension and production of a foreign language." (Cohen and Weaver1998:07).Strategy Based Teaching of Writing represents a shift of language instruction, towards the needs of individual learners. It helps them become aware of the strategies they use to approach a writing task, to evaluate their strategies' efficacy and to adopt new ones to improve their strategic performance in order to enhance their written production. Instructors, in Strategy Based Teaching of Writing, proceed through studying the learners; their interests , their learning styles, their motivation and needs, the materials and one's own teaching so that focus can be put on the writing strategies within their specific context. First, learners are encouraged and assisted to identify their own writing strategies. Next, a range of new strategies is introduced and discussed to enable students to select new ones. Then, opportunities to practise and reinforce these strategies are provided to train learners to use them. Finally, pupils are urged to transfer the strategies to different contexts. Training is essential , mainly because the manner in which students use strategies is important to write effectively. "With some exceptions, the strategies themselves are not inherently good or bad ,but have the potential to be used effectively, whether by the same learner from one instance within an activity to another...or across learners." (*ibid*:02).

Effective writers focus firstly on meaning and then on format aspects. They are "able to employ strategies unconsciously, and then be able to call their meta-cognitive awareness into play as and when necessary when faced with a difficulty." (Williams and Burden 1997:155).This implies identifying

the strategies required by the writing skill and instructing and training learners to select the suitable ones for them.

3.5.1- Strategies Required for the Writing Skill

As discussed in the first chapter, writing is a multifaceted, complex skill that requires a variety of skills to be successful. This complexity requires the writer to master a number of sub-skills and strategies to be effective. As seen before, writing requires linguistic, pragmatic as well as strategic competencies. "Writing is a productive skill that is likely to be performed in isolation, with more complex syntax and extensive revision." (Ellis and Beattie1986;in;Matlin2003:342). In writing as Raimes (1991,in, Paltridge1995:43) states, "the attention is given to form, content, writer, and reader". The writing act consists mainly of three phases: pre-writing or planning, sentences generating or the writing act itself and revising or evaluating. Each of these phases requires different kinds of strategies.

Planning is the pre-writing step that effective writers go through. It is the phase where the writer makes the decisions of what the piece of writing will look like. It is believed that "the quality of writing is related to the amount and the quality of planning; outlining also improves one's writing" (Matlin 2003:347). The outline gives the writer clear guidelines that will help him achieve his objectives. Planning, of course, is a meta-cognitive strategy that sometimes "required greater cognitive load than others, mainly depending on the instructions for the writing task." (McDonough1986:55). If learners are provided with a general topic without any extra guidelines, they will find planning a difficult task, but providing some helping ideas will make the picture of the topic clearer and the emotional burden lighter.(Zamel1983), however, argues that insisting that students make plans before writing can limit the flexibility of ideas, the interweaving between thinking, writing and rewriting which is the mark of the proficient composer. (in;Graham1997:64). The second phase in the composing act is ideas generating. Flower and Hayes(1980) stated that "a person working on a writing assignment is a

thinker on full time cognitive overload." (in,Matlin2003:342). Ideas generating is a strategic effortful activity. It requires strategies for finding words the writer needs to express meaning. These strategies range from substitution, translation, transfer, resourcing and circumlocution/ rephrasing. These strategies or some of them, at least, may hinder the process of writing instead of making it easier. If learners, for instance, overuse translation and transfer, their compositions will be fragmentary and unstylish. (Graham1997:67). Moreover, frequent pausing due to hesitation and uncertainty will interrupt the flow of writing. Cohen (1991) found that ineffective writers seemed "to be so preoccupied by vocabulary, spelling and surface structure that they were unable to see that the inaccuracies in the phrases they produced prevented this meaning from emerging for the reader " (in,Graham1997: 68). Effective writers, however, tend to use strategies like reading their writings aloud to themselves to help them concentrate, and to ensure that what had been written sounded like correct in terms of words linked together. No essay is perfect from the first draft. This is why monitoring is a primordial strategy in the writing activity. Monitoring involves a series of evaluation acts including the assessment of our outline, the accuracy, the clarity and fullness of our expressed meaning and the sophistication of the language used. Techniques of monitoring include auditory and visual monitoring ; i.e. one revises his draft to see if it looked or sounded right. Referencing to rules or patterns to check the accuracy of our structures . We have to notice that effective writers focus, firstly , on meaning and content and then, on formal aspects (Graham1997:65). Whereas "ineffective writers devoted great deal of effort to checking their work for surface errors as spelling " (Perl 1979; in ; Graham 1997:68). Proofreading is one of the most effective strategies used to evaluate writing people proofread other's writings more accurately than their own." (Matlin2003: 347). It is important to stress that the three phases of writing are not linear but rather overlapping.

3.5.2- Strategy Based Instruction

One of the most important characteristics of language learning strategies is that they " can be taught to L2 learners" (Chamot et al1998;in Chamot2004:14). This belief gave rise to the strategy training movement or the Strategy Based Instruction (SBI). The SBI is a learner centered approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content. The strategy training movement is predicated on the assumption that if learners are conscious about and become responsible for the selection, use and evaluation of their learning strategies, they will become more successful language learners.

3.5.2.1 - Goals of Strategy Based Instruction

The ultimate goal strategy training is to empower students to become autonomous learners, able to understand the purpose and the process of learning and able to choose from available tools and resources. In other words , SBI aims to enable learners create a productive learning environment by improving their use of classroom time, completing home assignments and in class language tasks more efficiently .They may also enhance the target language use out of class to meet their individual learning needs of which they are completely aware. Since learners "need to know what their abilities are, how much progress they are making , and what they can (cannot yet) do with the skills they have acquired."(Blanche and Morino1989; in Cohen et al 1998:70), they ought to be provided with the L2 learner's "tool kit for active, conscious, purposeful and attentive learning [in order to] pave the way toward greater proficiency, learner autonomy and self-regulation."(Hsiao and Oxford2002:372). Strategy training can go through a three steps process which should first help learners recognize which strategies they already use, then, give them the opportunity to share their own learning strategies with their classroom and finally increase their strategy repertoires within the context of the typical language tasks that they are asked to perform. In other

words, the teacher has to start by raising learner's awareness "to help them consider the factors that affect their learning and discover the learning strategies that suit them best ...focus their attention on the process of learning so that the emphasis is on how to learn rather what to learn." (Ellis and Sinclair 1989; in Hsiao and Oxford2002:372) which will lead to a change of learners' attitudes to make them able to be more responsible of their learning, and thus the teacher can transfer some of his/her roles to them, since they are becoming able "to make informed choices about what, how, why , when and where they learn " (*ibid*).

3.5.2.2- The Strategy Based Training Process

All education and psychology researchers agree on the importance of the learner autonomy development and thus on the need for strategy training. But the issue of strategy training is far more complex owing to the teaching and learning of strategies: culture, situation, age, gender, personal learning style and teacher's attitudes and beliefs"(Williams and Burden1997:160). Questions such as when and how to give L2 strategy instructions were the topic for research work. The first problem then , is " when do we introduce strategy teaching?. Researchers believe that although L2 learners do not yet have the cognitive skills that enable them to manipulate the language successfully, still they can be instructed strategically to train them to start thinking about their learning. Here, raises the problem of which language to use in strategy instruction the target language or the mother tongue.Chamot (2004:15) states that :

> learning strategy instruction should not be postponed until intermediate or advanced level courses because beginners also need strategies that can make their language learning more successful and increase their motivation for the L2 proficiency to understand explanations in the target language of why an how to use learning strategies.

She remarks, however, that the drawback is that the use of the native language takes time away from exposure to and practice in target language . So, it is advisable that teachers give the strategy a target language name and explain how to use it in a simple language and repeatedly model it. While, also, recommending staying within the target language as much as possible, Harris and Grenfell (1999,in, Chamot2004:20) acknowledge that "for the most beginning level classes, getting students started on reflecting on their own learning will probably have to be done through the L1."

The second question that rose in the field was whether to teach strategies implicitly or explicitly isolated or integrated. It is believed that the learner's awareness of the part s/he must play in taking control over his/her learning (Williams and Burden1997:166) plays an important role in his/her success. This awareness, if followed by " a training in self-directed learning strategies, will enable them to make their own decisions." (Raimes1982;in;Paltridge1995:41). Hence , "students should be apprised of the goals of strategy instruction and should be made aware of the strategies they are being taught." (O'Malley and Chamot1990:184). This meta-cognitive knowledge, is believed , to facilitate the transfer of the strategies to new tasks and will assist students toward, autonomous use of the strategies. (*Ibid*). Cohen (1998) stresses that learners must be "encouraged to determine the abstractiveness or specificity of each strategy in order to make it useful ." (in, Hsiao and Oxford2002:379) . Since it is believed that learners will employ particular strategies if they have a sense of ownership or choice in the strategies and they are clear why they are using them, and they want to complete a task to achieve a goal they have identified as worthwhile ." (O'Malley and Chamot1990:164). Concerning whether the strategies are to be taught isolated or integrated, it is advocated that " the Task Based Approach adds to the great contextualization of learning strategies, categorizing or cross-indexing strategies by learning tasks could be a very practical approach,

providing immediate pedagogical benefits " (Hsiao and Oxford2002:380). Adamson (1995) also claims that " academic skills are best taught in connection with authentic content materials." (in, Paltridge1995:43). Chamot (2004) goes further to consider that " an ideal situation would be one in which all teachers in all subject areas teach learning strategies , as students would then be more likely to transfer strategies learned in one class to another class"

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3.5.2.3 - The Sequence of Strategy Based Training

O'Malley and Chamot (1990,157-160) summary of some of the different procedures for teaching strategies involve a sequence which consists in first , helping students to identify the strategy they are already using , next presenting and explaining a new strategy, with a rational for using it. In this step , the teacher may model the strategy. Then, comes the practising stage which starts by supporting and scaffolding and gradually reducing control to keep space for autonomous use. In the final step, students should be helped to evaluate their success.

Cognitive and metacognitive strategies , as mentioned before, should be integrated and taught simultaneously. Hsiao and Oxford (2002:377) claim that :

> cognitive strategy instruction is more effective when it is supplemented with metacognitive strategy instruction. Therefore when teaching students to use strategies to enhance L2 performance, teachers could consider the explicit integration of different strategies simultaneously.

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In other words, it is posited that while presenting materials, teachers should provide colourful and motivating activities, personalized self-reflection tasks, some forms of cooperative learning and powerful strategies to encourage self direction in learning. Teachers should also consciously develop students

learning strategies to help students approach the challenging learning tasks. Students can, for instance , take notes, summarize, sort and organize language information which are cognitive strategies as a pre-step for productive skills. The compensation strategies such as guessing can be applied to comprehend a listening reading passage. There is also a need to allow periodically for metacognitive reflection on the processes used in carrying out tasks, as well as reflection on the feeling and emotions involved". (Williams and Burden 1997:165). It is important to emphasize that " It would be no good teaching people to use certain strategies repeatedly in a rigid way since that would deny the dynamic nature of development." (McDonough1986:60). To be beneficial , strategy training should vary according to the situation and the level of proficiency because the nature of strategic behaviour is fluid and responsive to problems (*ibid*).

Guiding learners to the development of whole persons as self-direction agents and autonomous learners makes the central objectives of education.(Wenden,1987;in; William and Burden 1997:155). And although learners do pick up some knowledge of how to learn , it is not always the most appropriate type of strategies which will pay off in the classroom situation but serve no useful purpose in later life" (Holt1964; in ; William and Burden1997:147). Students should " receive directions in drawing up a learning contract, selecting resources and learning strategies, and drawing on the community as a resource for learning. (Paltridge1995:43). This implies that we have to "help teachers to develop their own meta-cognitive awareness and to consider the implication of this for their day to day teaching." (Williams and Burden1997:165). They need to change their attitudes and roles from knowledge providers to "advisors, facilitators, consultants, co-communicators , partners and joint problem solvers" (ibid) . If we stress the primacy of the metacognitive strategies, we should not forget that "the final aim is not to be constantly thinking about our learning, but to move towards a situation where the skills of the appropriate learning strategy

becomes more unconscious, where the skills of learning become intuitive." (Wenden 1986; in ; Williams and Burden1997:155).

Conclusion

Foreign language learning and teaching moves towards encouraging learners' autonomy by helping teachers to change their attitudes towards their concepts first, and to adopt the new roles they have to play as supervisors, co-operators and advisors and not as spoon feeders. Teachers need to discover their learners' needs, their potentialities and their preferences in learning in order to provide them with the suitable training that will enable them to carry on the learning process on their own wherever they are hence to be competent effective individuals able to plan their work, retest their hypotheses about learning and to step out of their production to evaluate it and to cooperate with others in order to bring necessary improvement.

Chapter four

Error Analysis

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Introduction

In the recent approaches learners are the centre of the learning activity, their learning styles and strategies and their character as a whole makes the gist of the learning environment. This learner centredness drew researchers' attention to the learners' errors first as diagnostic devices of what is taking place in their minds and then as teaching tools to complete and remedy the path towards the set objectives. What is an error, what is the work of Error Analysis (EA)? This is the object of our next discussion.

4.1-Principles of Error Analysis

The traditional methods or the Aural-oral trend in teaching foreign language glorified accuracy. Their main concern was an automatic response outcome. Any attempts , on the part of the learner, to become involved in the learning process were viewed with suspicion, and discouraged on the ground that "conscious intervention ...might interfere with the desired automatic response outcome." (Griffith and Parr2001:248). In the communicative, co-operative approaches to teaching, errors gained significance as diagnostic factors necessary in the process of acquiring new competencies and skills. From the study of the learners' errors we are able to infer the nature of their knowledge at that point and thus, discover what they still have to learn since as Pierre Bourdin and Jean Claude Passon (1970) stated " *lorsque les professeurs plaisantent à propos des perles, ils oublient que ses ratés du système en enferment la vérité*" (cited in Astolfi 1999:15). Errors, then, are believed to contain valuable information on the strategies used by people to acquire a foreign language and to communicate via that language. "The clearer a teacher's understanding of the sources of students' errors, the better he will be able to judge which are most worth concentrating on." (Stenson1974:67). Errors also tell the learner where he is on the journey from complete ignorance of the target language to a competent command of it". (Norrish1983:11). Theoretically speaking ,the study of errors is part of an experiment to test the psycholinguistic theory of transfer.

EA is a posterior analysis. It uses as a corpus of data text written by the learner and compares it with the selected norm of mature language performance. It is a "refreshing alternative" (Dulay et al 1982:140) to Contrastive Analysis (CA) which developed on the assumption that earlier learning influences the following one and that a scientific comparison of L1 systems with those of L2 will help in predicting the difficulties that learners will find in learning a foreign language. Although this came true when linguists dealt with finite language systems such as the phonological level of language , it did not prove fruitful with open systems like those in grammatical , syntactic and lexical levels. The study of mistakes themselves seems to be a " short cut " as (Lee 1957:154) puts it, especially that a "great number of students' errors could not possibly be traced to their native languages (Dulay et al 1982:140). EA is the outcome of the Chomskyan Generative Linguistics and the Piagetian Psychology which together highlit the mental make up of learners as a central force in the learning process. By paying attention to the learners' errors, Corder (1973) believes we will come to better understand their needs and stop assuming we know what to learn and when to learn it. In EA, the source of the error is an important issue. It starts with errors and then tries to find out their causes (McKeating1981:211). Lee (1957:153) stresses that it is "through an examination of learner's mistakes a teacher may enter more fully into the environment of teaching and put on, as it were, his pupils' linguistic spectacles. This enables him to see his way more clearly" .

The main objectives of EA is to describe the nature of learner's interlanguage (Selinker 1972) and to compare this with the target language so as to make the teaching learning process more effective. Compared to CA, "EA seems equally satisfactory, more fruitful, and less time consuming" (Daškova1969:215). According to Corder (1981:45), EA has two functions. The first is theoretical as part of the methodology of investigating the language learning process. The second is practical, it guides the remedial

action we must take to correct an unsatisfactory state of affairs for learners and/or teachers. Since EA is performed on language material produced by the learners spontaneously, essays, compositions, stories, free oral composition and so on, teachers can identify their learners' needs and thus build a battery of exercises on various teaching points, or can at least build up a list of readily available exercises in the textbooks. Moreover, they can assign tasks that are better suited to the individual student's particular stage of development. Corder (1981) uses more pedagogical terms to distinguish remedial EA which facilitates teacher's evaluation and correction from developmental EA used to describe the successive transitional dialects of a language learner.

The process of errors analysis consists of classifying errors to establish a typology, establishing the frequency of occurrence for these errors, and their probable cause (to be dealt with later), precising the degree of problems the error causes in the message, and finally establishing pedagogical strategies to overcome these errors.

4.2 - Data for Error Analysis

As already mentioned, EA is performed on oral or written material spontaneously produced by the learner. The essay itself is the primary datum for analysis. Like a poem," each essay has a life of its own" (Taylor1986:151). This text can provide an acceptable degree of control over the relevance of external evidence to the problem of writing. What the learner says about the text or the process of composing should come later. In this text, errors should not be treated like botanical specimen plucked, reserved , counted and classified to be described and displayed for classroom instruction (*ibid*). Justifying this claim ,Taylor adds that

> one or two errors in tense, for example, may seem so exiguous as to be unworthy serious consideration in a taxonomic analysis. But when these are taken in concert with certain others in the essay (eg, articles, aspect, and the use of some, adverbials),

we may very well be on a position to build up a case
for a particular interpretation of writer problem.

(ibid).

We should not deny, here, that it is not simple to identify an error because the boundary between erroneous and acceptable utterance is not so clear cut. Corder (1982) identifies two kinds of erroneous utterances. First, the overtly erroneous sentences which are not acceptable. This type of sentences occurs when learners face choices in L2 in a category in which he has no choices in his mother tongue. Second, the covertly erroneous sentences which are superficially well formed but they are not appropriate to the situation. A sentence, of course, must be acceptable and appropriate. Any identification of errors, therefore, involves their interpretation in the context. Another difficulty in identifying errors rises from the interconnectedness of all the systems of the language. Since " nothing can be fully learned until all the parts are fully learned " (Corder 1973:283). The learners' errors and their reconstructions are, then, the data for error analysis, in Taylor's words, "The primary evidence to be admitted to the interpretation of intention is the text itself."(1986:154).

While analyzing learners' production, one has also to differentiate a mistake from an error .Defined as a mishap, a mistake is an inconsistent deviation out of the language system. An error, however, is a systematic deviation. It is referred to when " the learner has not learnt something and constantly gets it wrong. " (Norrish1983:07). The difference between native speakers' and foreign language learners' errors is thought to derive from competence. While foreign language learners commit errors largely because of a deficiency in their knowledge of the target language, native speakers produce deviant forms or slips of the tongue /the pen due to performance situations such as changes of plans as part of communication strategies, for instance . "Errors are breaches of the code." (Corder1973:258);

> They are grammatically or lexically unacceptable forms which are different from those made by a native speaker since the learner of a foreign language not only does he not always recognize his mistakes, but when his attention is drawn to them he often cannot correct them, he may even commit another error in trying to do so.
>
> (*ibid* :256).

It is to be noted that slips and lapses increase when one is tired, nervous or in some sort of situation of stress or uncertainty. They have no immediate relevance to language learning. They are frequently made by native speakers. Errors, on the other hand are referred to when the learner's output includes an unwanted form which gives them a direct relevance to the teaching of language.

4.3 -Causes of Errors

The modern cognitive approach to foreign language learning and teaching regards the learner as " a far more active participant in the language learning activity than we may have imagined". (Norrish1982:36). S/He is not a passive receiver but rather a processor of the input provided through forming hypotheses about what language is and how it works. While doing so, the learner seeks to override the evidence of the input by positing interim rules which s/he finds easier to construct on the basis of existing knowledge." (Ellis1985:11). And since learning is an interaction of internal and external factors, it does not involve the formation of correct hypotheses only, it also involves interim hypotheses which are systematically amended until the final correct hypotheses are arrived at (*ibid*). These hypotheses can be formed in three different ways. First, the learner uses prior linguistic knowledge from either L1, existing L2 or the target language. Second, s/he combines both previous factors to simplify, transfer or over- generalize rules. The learner, then, approximates the target language via a series of idiosyncratic dialects

(Corder1974) which are unstable and full of errors. Richards (1974 a) identified three categories of errors: the interference errors which are the outcome of the mother tongue's influence on the production of the target language, the intralingual errors that originate within the structure of English itself including overgeneralization, incomplete application of rules, and failure to learn conditions for applying the rules .... These errors reflect the general character of rule learning. This explains why a wide range of errors is made by learners of English regardless of their background language. The other category that Richards identifies are developmental errors illustrating "the learner attempting to build up, hypotheses about the target language." (Richards 1974a:174). These errors reflect the strategies through which learners approach the rules of the new language. The learner's "interlanguage"'s (Selinker1972) erroneous forms, then, are the outcome of learners' attempt to approach the target language. These attempts include :

4.3.1- Overgeneralization

Overgeneralization -also referred to as ignorance of rule restrictions- is the use of previously available strategies in new situations. Learners tend to construct a deviant structure on the basis of their experience of the language. The case of false cognates is a good example. Algerian pupils, at a stage of learning ,use the verb "to attend" instead of to "wait". The physical resemblance of "to attend" to "*attendre*" in French leads to analogical overgeneralization. We have to notice that this learning strategy may prove helpful in some situations but totally misleading and inapplicable in others.

4.3.2- Incomplete Application of Rules

Language, as Corder (1973:283) puts it, "is a system of systems, with all parts being interconnected. Therefore, nothing can be 'fully learned' until all the parts are fully learned" .When motivation to achieve communication exceeds motivation to produce grammatically correct sentences, students are eager to talk. This is why they tend to "goof" (Dulay and Burt 1974),especially when L1 and L2 show significant differences in a structure.

Richards (1974) gives the case of question forms where learners just add a question word at the beginning of a statement. He stresses that using questions as a tool for eliciting information during lesson presentation enhances this (for examples, see Richards 1974:187).

4.5.3 - First Language Interference and Translation

First Language Interference and Translation were assumed to be the main cause of errors. CA, as already discussed, was built on the assumption that the differences between the L1 system and that of the L2 will cause learners problems and incite them to commit errors because "when we try to learn new habits the old ones will interfere with the new ones." (Norrish1983:22). But in fact, learners' errors are based on some logic and many of the "errors found in second language communication are identical despite the background language of the speaker." (Richards 1974:38). Interference and translation are two strategies that learners resort to in order to alleviate the learning load. The distinction between them lies in the degree of consciousness. Interference implies that what takes places is largely unconscious in the learner's mind, while translation can be regarded moreless a kind of communication strategy whereby the learner uses his/her own interlanguage so that s/he can express him/herself in the language s/he is learning.

4.3.4-Carelessness

The lack of motivation to learn and the unsuitable materials used by the teacher in addition to the style of presentation ,if they do not attract learners, will lead to committing errors. The absence of the motive on the part of the learner and the teacher means automatic failure. Carelessness may also arise from the mismatch between teaching and learning styles.

4.3.5 - Material Induced Errors

The way material is presented, and the examples are ordered may suggest certain kinds of erroneous conclusions that learners draw due to the false concept that a carelessly chosen visual aid contains added to the ignorance of the rules restrictions.

4.4-Categories of Errors

One of the techniques used in EA is to classify learners' errors. There has been various classifications of errors . "Corder's classification (1974) seems the most widely accepted." (Mc Dounough1986:155). It classifies errors into three categories according to the stage of learning. First, the pre-systematic stage of errors in which learners can neither recognize their errors nor say what the problem is. Second, is the stage of systematic errors when learners, even if unable to correct, can give some explanation of what they were aiming at or trying to do. In the third category ,the post-systematic stage, learners can both correct their errors and explain what was wrong. Corder notes that it should not be forgotten that a learner is in a different stage of learning in respect of every system of the language. Selinker (1972), basing his classification mainly on Corder's systematic errors, mentioned nine different types of them. These errors stemming mainly from the nine learning processes or strategies. Selinker's classification includes transfer either of L1 of training or even L1 communication strategies, over generalization, spelling , pronunciation, cognate pronunciation, hyper-correction...(For more details, see Mc Dounough1986:116) .

Regardless of their source, learners' errors have been grouped in four different categories:

4.4.1 - Omission

This category of errors is characterized by the absence of an item that must appear in a well formed utterance. Language learners tend to omit grammatical morphemes much more than content words. This phenomenon is a characteristic of the early stages of L2 acquisition. It decreases gradually in

the intermediate stages, leaving space to the other categories which develop with more exposition to the target language. The complexity in the production of some linguistic forms urges learners to omit them. It is to be noticed that even native speakers leave out some forms following certain existing conventions (Nsakala1995:20). The only difference between them and L2 learners is that the latter do not have any conventions in addition to their ignorance of a great part of the system.

4.4.2- Addition

Opposite to omission, addition is characterized by "the presence of an item which must not appear in a well formed utterance." (Dulay et al 1982:158). At later stages, when the learner has already acquired some target language rules, his performance will be subject to such an error due to the lack of some refinements. Errors of addition are mainly characterized by : first, double marking consisting in the failure to delete certain items which are required in some linguistic constructions but not in others. A good example is,* she did not went early. It contains a double marking of the past simple tense. Regularization, is the second characteristic of addition errors. Learners apply rules used to produce regular forms to those which require an irregular one. Good cases for addition erroneous utterances are irregular verbs and irregular plurals. Learners may utter: *"she **goed** to the market yesterday to buy **knifes**". In other words, regularization errors affect exceptional items of the given class regularly marked. "Some additions are neither regularization nor a double marking ; they are referred to as simple addition." (*ibid*: 158).

4.4.3-Selection

Learners of English as a foreign language make errors in pronunciation morphology, syntax... etc due to the selection of the wrong language item. A learner can use a marker of the superlative form (est), for instance, to compare two elements, which results in having an example like *"My book is newest than yours." Instead of " My book is newer than yours.". Lexically speaking, learners sometimes select words which do not entirely convey their meanings,

a case of an approximation strategy, when a learner, for example, talks about a specific bird and does not know its name, he uses the name of the whole class 'bird' to refer to it, which does not convey his intended meaning.

4.4.4 - Misformation

This category is characterized by the misuse of some forms or morphemes. Cases of such an error can be when a learner for instance produces *disimportant This is the outcome of an incomplete knowledge that led him to select the wrong prefix" dis" used to form the opposite of some words with the adjective important and the result is a mis-formed word. Misformation can also affect structures of whole sentences.

4.4.5 - Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance are cases of misordering. An utterance such as *"where John is ? is erroneous because the auxiliary is wrongly placed. In pronunciation, too, shifting the position of certain phonemes leads to erroneous utterances.

Although this classification of errors clarifies facts and approximates learners' problems, the limits between these errors' classes are not clear cut. Misformation, mis-ordering and selection have many intersections. This is why, it is problematic under which category an error is going to be put. The sources of errors show a similar ambiguity (Dulay et al 1982). Errors that look like a structure in the learner's native language cannot automatically be attributed to interference of L1 to the L2; they may have been caused by some other processes. Conversely, an error that seems to look like one made by children during their L1 acquisition may have been influenced by the learners' L1. This is why Corder's (1981) suggestion to classify errors in terms of systems such as tense, number, mood, gender case and so on seems more appealing as it would be more abstract and systematic." (*ibid*:37).

4.4.6-Productive vs Receptive Errors

Productive errors, as their name suggests, occur in the language learners' utterances. They are errors in the use of the code, internal to the text or the utterance. Receptive errors, however, are interpretive. They result in the receiver's misunderstanding of the speaker's intentions. Productive errors are easier to detect. Their analysis is based on the learners' utterances and texts, whereas receptive errors require the analysts to look at people's reactions to messages, orders, requests. ...etc. These reactions may be misleading ; a wrong reaction or answer to a question is not necessarily a symptom of misunderstanding but may be a sign of unwillingness to give the correct information.

4.4.7 - Global vs Local Errors

Experience shows that errors are not always easy to detect. Teachers are familiar with cases where they cannot decode the message or get the meaning of their students while, at the same time , unable to decide where the exact error is. It is generally a case of a global error. A global error is one which involves the overall structure of a sentence. Global errors are "higher in the hierarchy than local ones." (Burt and Kiparsky1974:73) because the latter affect only a particular constituent: phoneme, morpheme, a word, a phrase...etc. Global mistakes are typically those which confuse the relationship among clauses. Their candidates are connectors, subordinating conjunctions, and the position of subordinate clauses. In simple sentences, global errors "violate the relations among major constituents"(Ibid). Local mistakes are predictable. Every one whether a native or a foreign speaker can make them whereas global errors do not occur in first language learning " (Ibid). Although the mother tongue has semantic equivalents of connectors, subordinators....etc, but they are unpredictable, this is why they cause problems to L2 learners. We have to mention that global errors need to have more attention since they hinder message interpretation. In complex sentences, like in simple ones , the appropriate overall organization is more

important to comprehensibility than the correct formation of each clause (constituent) within the target sentences.

4.5 - Teacher's Response and Feedback

Our task as teachers of a foreign language is to help learners to acquire accuracy as well as fluency in the target language. Writing does provide feedback of the degree of fulfilment of our objectives. It is a means of communicating to the teacher not only content, but also how accurate and fluent the students are. The response to the message is crucial. Do teachers have to correct errors or just to note them, when do they have to intervene, what kind of feedback should they give and which errors are to be corrected first? Such questions fuel research in the field.

Rivers (1981:307) remarks that " Ideally individual efforts at writing should be read by the teacher as soon as possible after completion." She justifies that "a great deal of uncorrected writing is merely a waste of time and energy.". Porto(2001:40) also reports that Tsang (1996 cited in Porto2001:40) found that frequent writing practice with little or no teacher feedback only led to limited improvement in L2 writing. Relevant feedback can play a crucial role in advancing second language learning.Rivers (1981:307) advocates that "short writing assignments, given at frequent intervals and then carefully corrected and discussed, provide the most effective form of practice.". She adds that teachers should follow an organized correction system to help them evaluate the work from all aspects. This system should be motivating and monitoring because it is very discouraging and disheartening to receive "a veritable forest of red marks and comments on a piece of writing over which we had toiled in the belief that we were achieving something worthwhile."(Rivers and Temperly1978:231)

The second problem facing teachers is whether to correct every mistake or to select those that are judged more flagrant. Correcting every mistake is not only demoralizing to both teachers and students, but too much time

consuming as well. Harmer(1989:84) sees that" the teacher has to achieve a balance between being accurate and truthful on one hand and treating students sensitively and sympathetically on the other.". This can be achieved by concentrating on one aspect of writing each time; sometimes, punctuation is focused, others the emphasis is put on syntax...etc. This will make students concentrate on that particular aspect. It is also preferable to focus on the aspect that the class has been working on. Although it is not always obvious what is right and what is wrong (Stenson1974:64) , teachers are advised to correct global errors in the first drafts and leave local ones to later drafts. The degree of hindrance of the error to meaning will determine its priority in correction. This is what makes Zamel (1985) stress the need to respond to student's writing as work is in progress.(in Porto 2001:41).

Using symbols and writing comments as a response to writing appears effective in that it involves the learner himself in the correction stage because correction is worthless if students just read the grade, if available, and simply "discard the paper, often in disgust at the injustice of receiving a low mark for an essay they had worked hard on."(Leki1990:62). Symbols and comments, if systematically used, will encourage self-correction. The latter will activate the learner's linguistic competence and foster language awareness through reflection. Self-correction and rewriting will consolidate and help internalize grammar rules and 'wean' students from dependency on the teacher. More important is the sense of self-sufficiency and confidence that learners will gain. Learners, hence, are given an opportunity to learn from their mistakes. However, if the correct form is supplied for the student, it will "actually prevent him from retesting his own hypotheses about the new structure."(Klassen1991:10).

Fathman and Whalley (1990:185) conducted a study that led them to conclude that "the identification and the location of errors by the teacher appears to be an effective means of helping students correct their grammar errors." . Comments on content also improved learners' rewriting.

We may say that it is true that there may be cases for 100 percent correction, but over-correction is generally demoralizing. Teachers need to understand the sources of errors so that they can decide how, when, and to what extent they will respond to students' errors, the skill in correction, as Corder (1973:294) puts it, "lies in the direction of exploiting the incorrect forms produced by the learner in a controlled fashion."

Conclusion

EA came out from the weaknesses of its strong version CA. It came to complement it and to participate together in the understanding of the sources of difficulties foreign language learners encounter. EA helped in changing attitudes towards the learners' 'gaffes', thus to be regarded as signs of progress towards their set objectives rather than 'taboos' or symptoms of failure. It showed that the errors are the real evidence of learners' mental activity and involvement in the learning / teaching act. The effective analysis of these errors will help teachers to effectively fill in the blanks left during the teaching process. Further, it will assist in designing syllabuses that will take into account the weaknesses of the previous ones.

PART TWO: FIELD STUDY

Chapter Five

Error Analysis of Third Year Secondary School Pupils' Written Work

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Introduction

The corpus analysis aims at identifying the Third Year Literature and Human Sciences pupils' morpho-syntactic and mechanics mistakes and classifying them into four main categories; omission, addition , misformation and misuse. We concentrate on morpho-syntactic errors because these pupils have "sufficiently" been instructed in morphology , syntax as well as the mechanics of writing, ie capital letters , punctuation and apostrophes. The corpus consists of the pupils' authentic written production.

5.1- Population and Sample

The subject of the case study are the pupils of the two classes of the Third Year Literature and Human Sciences stream at Hali Abdelkarim Secondary School in Guemar, El Oued. The two classes consist of thirty seven students each. But after the second term exams, many pupils no longer come to school. Only fifty seven pupils were available to carry out the writing task (and to fill in the questionnaire). These are those whose writings are to be analysed.

5.2-Conditions for Data Collection

The task type was a guided writing done in a two hours session(see appendix 01). First, the following topic is written on the blackboard (BB) : "What are the advantages and disadvantages of using internet ? Write a composition of about100 to120 words". The pupils are invited to find the key words of the topic(advantages, disadvantages, internet) . These are underlined on the BB. Then, the pupils are set to work in pairs to collect ideas for about fifteen(15) minutes. The teacher moves around and helps with English words. When the time limit for collecting ideas is over, the collective sharing of ideas step starts. The pupils give their ideas and the teacher writes them on the BB. Now the teacher elicits the language forms required to develop this argumentative essay. He wrote on the BB: the present simple tense, sequencers , expressions of cause, consequence , aim...etc. This was done in fifteen minutes. Finally , the pupils are set to write their essays

individually. Like any writing session , it was noisy since the pupils did not stop asking the teacher and their peers about words and forms. The session was over, but the writing was not accomplished yet. The pupils went home to complete this task for next session. The next session, some pupils had finished their work at home, some others had not. I distributed special sheets of paper on which the pupils would write the essay. The objective was to provide the pupils who had already written with another chance to revise their essays while recopying them and so that the others would work seriously. In addition, on these sheets (underlined) the essays may be well handwritten.

The amount of writing the composition varied in length according to pupils' proficiency and interest in the topic. Most of the pupils fulfilled the number of words required . Some exceeded it.

5.3 - Analysis of Pupils' Errors

The pupils' essays contained different types of errors: morpho-syntactic , choice of words , mechanics, discourse weaknesses, problems in cohesion...etc. We shall concentrate only on morpho-syntactic, vocabulary choice and mechanics since the pupils, at this level , have no idea about discourse and cohesion. Moreover, we cannot claim analyzing discourse while our pupils still suffer terrible weaknesses in a simple sentence structure although they are already acquainted with morphology , syntax, capital letters and punctuation. Concerning vocabulary choice, concentration will be on the vocabulary items the pupils are familiar with. These errors can be classified into omission, addition, misformation and misuse.

5.3.1- Omission

Omission is the absence of an element that should be present in a correct English sentence. All the language items can be subject to omission. Our pupils omit letters as well as words or even parts of the sentence.

- Omission of Letters

Pupils tend to drop some letters from words while writing. These letters can be vowels as well as consonants.

- Omission of Vowels

Pupils omit vowels they do not pronounce whether initial, middle or final.

Position	*Examples of omission of vowels
Initial	1-The internet helps to be aware of what is happening around us [e]specially…
Middle	1-Now[a]days everywhere, we can find the internet. 2-It is us[e]ful if we use it in the right way. 3-We can know information about the other co[u]ntry. 4-It can be a waste of time and mon[e]y.
Final	1-The risk of health problem befor[e] many people. 2-But there is on[e] condition to have the internet.

Table 01: Cases of Omission of Vowels.

- Omission of Consonants

Pupils also drop consonants, whether they are silent or pronounced. The final 's' tends to be subject to omission more than any other consonant letter, whether it is a sign of the regular plural or the present simple tense or even original in the word.

Omitted consonants.	*Examples of omission.
Silent consonants	1-If it is used in the [w]rong way. 2-We can see the wor[l]d. 3-The internet makes an ex[c]ellent future.
Final 's'	**a- The plural 's'.** 1-We can find numerous disadvantage[s]. 2-Television has many positive aspect[s]. 3-It is used in many house[s]. **b- The present simple 's'.** 1-It play[s] an important role in people's life. 2-It help[s] to be connected with others. **c- original's'.** 1-.. which is an important mean[s] of communication.

Table 02 : Cases of Omission of Consonants.

- Omission of Parts of Speech

While writing, our pupils drop some parts of speech necessary in a well built sentence. All the parts of speech are subject to omission.

-Omission of Articles

Both definite and indefinite articles are dropped in pupils' essays. This can be due to the fact that defining in Arabic follows different mechanisms.

	*Examples.
The.	1- …what is happening in [the] other countries. 2- …in front of many of [the] young.
A.	1-It is [a] source of information. 2- The internet is [a] good and beneficial means. 3- The internet is [a] means of media.
An.	1- … internet which is [an] important means of communication.

Table 03 : Cases of Omission of Articles.

- Omission of Nouns and Personal Pronouns

Some nouns, although content words, are omitted in pupils' writing in addition to some pronouns. These can be either a subject , an object or a complement.

	*Examples
Subject.	1…If not [we] will suffer from [it] so much. 2-It is a very good means when [we/people] consider its positive aspects. 3-It goes without saying that [people/we] try to find solutions to our problems.
Object.	1-The majority of people use [it /internet] to accelerate work. 2-The internet in itself is neither good nor bad. It is the way we use [it].
Complement.	1-The internet has a lot of negative [aspects] like… . 2-The internet has several positive [aspects /uses].

Table 04: Cases of Omission of Nouns and Personal Pronouns.

- Omission of Relative Pronouns

One of the major elements subject to omission are relative pronouns. Here are some examples of omission of this type our pupils make.

Omitted pronouns	*Examples
Who.	1-There are a lot of people [who] introduce this means in the good way. 2- There are people [who] use the internet into plentiful.
Which / that.	1-There is a thousand of websites [which/ that] give information for all specialties . 2-There are a lot of websites [which/that] give the news of the countries in the house.

Table 05: Cases of Omission Of Relative Pronouns.

- Omission of Verbs

A verb, in English, is the nucleus of a correct sentence. Still, this part of speech is omitted in some pupils' written utterances. Both auxiliaries and lexical verbs are subject to omission.

Verbs	*Examples.
Auxiliaries.	1-In 1984, it [was] used by the armed forces of America. 2-...To be aware of what [is] happening around us.
Lexical Verbs.	1-First, it [is] a waste of time. 2-The internet [has] several positive aspects. 3-It [is] a menace to our beliefs. 4-Third, the internet [helps /enables] us to be aware of... 5-It [has] negative aspects on children.

Table 06 : Cases of Omission of Verbs.

- Omission of Adjectives

Our pupils tend to drop some adjectives, mainly when they are comparing. This is shown in the following example:

*Eg: It is one of the most [Adj.] means of communication.

- Omission of Prepositions

Prepositions (prep.) are one of the most problematic language items in English and the most difficult to learn mainly to speakers of other languages. Although Arabic has its own preposition system but the difference in use exacerbates our pupils' difficulty in using them . One manifestation of this difficulty is the omission of some prepositions although required in some written utterances.

Omitted Prep[1].	*Examples.
a- of.	1- The internet is one [of] the useful ways to find new friends. 2- The majority [of] population use it to accelerate work. 3-Second, we can make new friends because [of] communication technology. 4- This can lead to the risk [of] addiction.
b-to.	1-The men used it [to] learn different things.
c-in.	1- Is it always used [in] the right way.

Table 07 : Cases of Omission of Prepositions.

-Omission of Capital Letters and Punctuation

Mechanics plays an important role in conveying comprehensible written messages. The wrong use of capital letters and punctuation items reveals a weakness in controlling our ideas. Our pupils do omit items of mechanics although they are aware of their importance in writing.

	N	%
Indentation.	11	19.29
Capital Letters.	31	55.38
Commas.	40	70.17
Full-stops	26	45.61

Table 08: Rate of Omission of Mechanics' Items.

[1] Preposition:Prep.

Our pupils carelessly omit capitalization from words that should be capitalized, especially at the beginning of sentences. There are also cases of dropping capitals in names of countries and languages. Commas are also omitted after subordinate clauses when the latter are placed initially. Pupils tend to omit commas after sequencers as well. Even full-stops are absent at the end of sentences at the end of paragraphs.

Mechanics' Items.	*Examples.
Capital Letters.	1-[t]he internet has two edged sword.[i]t gives many activities. 2-You can learn…other languages as [s]panish. 3-…they use it in the right way .[h]owever that becomes… 4- [y]ou can register and study in your speciality
Commas.	1-To conclude[,]we can say that the internet has many positive aspects. 2-Second[,]it is the only place where people get the fresh news. 3-In addition[,] the most dangerous aspect is that children play too … . 4- In your time[,] there are a lot of media in the world of technology
Full-stops.	1-It is a new technology of communication[.]it is important for many people. 2-Internet has bad consequences on the health[.](end of §) 3- The men used it to learn different things[.] 4-I think it is a very good means when we consider the disadvantages[.]

Table 09 : Cases of Omission in Mechanics.

I have to note that some pupils put only one full-stop at the end of the paragraph; their paragraph starts with a capital letter and finishes in a full stop unless they forget to put the latter. All their ideas are expressed in one block; there is no sentence division.

-Omission of Parts of Sentences

Not only individual parts of speech are omitted, whole parts of sentences are sometimes dropped in pupils' writing. Here are two cases:

*1-...can cause diseases and other menace on [...] and risk of health problems.

*2-I'm keen on the use the internet for education particularly the development [...].

5.3.2- Addition

Addition is the second category of mistakes that our pupils make when they write. It is characterized by the presence of an extra element that should not appear in a well formed written utterance. Similar to omission, addition affects all the language items.

- Addition of Letters.

Pupils have the tendency to add extra letters to the spelling of words. The letters 'e' and 's' are mostly added in the middle as well as at the end of words.

Position	*Examples
Middle	1- …like show[s]ing what is happening around us. 2- Develop[p]ment / Develop[e]ment.
Final	1- It enables the audience to be in touch[é] with others. 2- …because of the dangerous[e] way and bad use. 3- We can know new[s] friends and new[s] countries. 4- Does the internet always give good[s] points or[e] there are bad points. 5- When people work or studi[es] or play.

Table 10 :Cases of Addition of Letters.

- Addition of Articles

Articles are ,also, subject to addition. Pupils ,mainly ,add the two articles 'a' and 'the'.

	*Examples
'A'	1- The internet has [a] positive things. 2- It can be [a] dangerous for health.
'The'	1- The internet is a waste of [the] time. 2- All [the] people can make new friends. 3- It is relaxing after a tiring day of [the] work.

Table 11: Cases of Addition of Articles.

- Addition of Personal Pronouns

Our pupils sometimes , erroneously , insert some personal pronouns in their sentences. These can either subjective or objective pronouns.

Pronouns	*Examples
Subjective.	1-Many other things that [she] render the humanity totally in happiness. 2-We have to take what [it] can be useful for us.
Objective.	1- The amusement that the machine make [it] to the worried man.

Table 12 : Cases of Addition of Personal Pronouns.

5.4.2.4-Addition of 'to be'

There is a tendency among pupils for adding 'to be' in their sentences. It is added in its infinitive form as well as its present form 'is':

Form of to be	* Examples.
Infinitive.	1-This means was [be] important to the people. 2-In the internet, you can [be] search information.
Present simple 'is'.	1-L'internet [is] opens windows on the other world. 2-The internet [is] can be a waste of time and money. 3- It [is] , as the other means, has positive aspects.

Table 13 : Cases of Addition of 'to be'.

- Addition of Prepositions

The preposition mainly added in our pupils' writings are 'of' and 'in'. Here are some cases of this addition.

A- "Of ":

*1- But it has many advantages and many [of] disadvantages.

*2- This is a lot [of] in France and U.S.A.

*3- The internet has many [of] negative aspects.

B- " in":

*1- The internet [in] itself is not good or bad ....

- Addition of Coordinators

Another class of items that we did not find in omission but its elements are subject to addition are coordinators, mainly 'and' and 'or'. 'And' , for instance, is added at the beginning and at the end of sentences. Together with 'or' are overused in enumerating.

Coordinators.	*Examples.
And	1-[And] with this machine we can acquire new friends. 2- The internet is the largest way [and]. It is a source of information. 3- It helps watching [and]taking information[and] playing games and finding new friends.
Or.	1- When people work [or] study or play.

Table 14 : Cases of Addition of Coordinators.

- Addition of Accents to Some Words

The English language is characterized by the absence of accents on letters unlike French. But pupils tend to add the accents to some words whose spelling looks like French. Here are some cases:

*1- The internet is a good and b[é]n[é]ficial means.

*2-Tt has n[é]gative aspects.

*3-Although t[é]l[é]vision has many positive aspects....

Addition of Mechanics items

Mechanics' items are not only omitted but added as well. In addition to the previously mentioned items, the question mark (?) is also erroneously inserted in some pupils' utterances.

Mechanics' Items.	*Examples.
Capital Letters.	1-Finally [I]n the internet you can find information. 2-It can be a [W]aste of time and money. 3-It is the only place where people[G]etting the fresh news 4- Most of people get a [M]eeting place.
Commas.	1-Many people like it[,]because it is very useful. 2-And it is dangerous if[,]we misuse it. 3-Although[,]the internet makes excellent future for people, we can find disadvantages.
Full-stops.	1-From the advantages[.]it is a source of information. 2-In the other way[.]Internet has many disadvantages.
Question Marks.	1-I think it is a very good means when[?]we consider the positive aspects.

Table 15 :Cases of Addition of Mechanics' Items.

5.3.3-Misformation

The third class under which we can label part of our students' errors is misformation. As the name of the class suggests , it is characterized by a deficit in the structure of the word or the sentence. The most spread kind of misformation in pupils'

writing is that of words which can in its turn be classified into other categories according to the type of misformation. Even the most familiar and widely used words are misspelt by the pupils.

5.3.3.1-Misformation of Words

Words are misformed in different ways: their letters are either misordered , omitted, replaced by others , extra letters are inserted or have a doubled problem in formation.

- Misordering

In this case, the words are written with all their letters present but misplaced.

*Misspelt words	Correct Words
1-how.	1-who.
2-freinds.	2- friends.
3-from	3-form.
4-esay.	4-easy.
5-tow.	5- two.
6-poeple.	6-people.
7- fanilly.	7- finally
8-from.	8- form.

Table 16:Cases of Misordering of Letters in Words.

- Addition of Extra Letters

Not only some elements in sentences are subject to addition, but extra letters are added to words. This addition can be a simple letter added at the end or in the middle

of a word as it can be manifested in the doubling of one of the letters of that word whether it is a vowel or a consonant.

*Misspelt words	Correct Word
1- althought.	1-although.
2-froom.	2-from.
3- writting.	3-writing.
4- unless.	4- unless.

Table17 :Cases of Addition of Letters to Words.

- Omission of Letters

Pupils , also, sometimes omit letters from some words. Here ,too, vowels and consonants are dropped.

*Misspelt Words.	Correct words.
1-exellent.	1-excellent
2-Maners	2- manners.
3-Finaly.	3-finally.
4-disdvantage.	4-disadvantage.
5-b in touch.	5-be in touch.
6-rong.	6-wrong.

Table 18 : Cases of Omission of Letters in words.

- Omission and Addition of Letters

Misspelling occurs , also, by omitting original letters of the words and at the same time adding others.

*Misspelt words.	Correct words.
1- wat.	1- what
2- lestest	2- latest.
3- metting	3-meeting

Table 19 : Cases of Omission and Addition in the Same Word.

- Replacing Letters by Others

Pupils tend to replace some letters by other ones . Vowels are specifically affected by this phenomenon. The letter 'a' seems to stand for most of the other vowels, especially the vowel letter 'e'.

*Misspelt Words.	Correct Words.
1-sach as.	1-such as .
2-saffer.	2-suffer.
3-behavier.	3-behaviour.
4-Immergance.	4- emergence.
5-consequantly.	5-consequently.
6-diffirent.	6- different.
7-frand.	7-friend.
8- bucouse.	8-because

Table20 :Cases of Replacing Vowel Letters by Others in Words.

Some consonants are ,also, confused and misused for others.

*Misspelt Words.	Correct Words.
1- mace.	1- make.
2- ckool.	2- school.
3- cites.	3- sites.
4-Franch.	4- French.
5-frech.	5-fresh.
6-themselfes	6-themselves

Table 21: Cases of Replacing Consonants by Others.

- Omission and Replacing of Letters

Our pupils misspell some words by both adding some letters and using ones instead of others in the same word.

*Misspelt Words	Correct Words
1-Intelgance.	1-intelligence.
2-conact	2-connect
3-ticnique	3-technique

Table 22: Cases of Omission and Replacing of Letters.

- Separating Parts of the Same Word

Some initial parts of words in English look like other individual words or affixes;this is why some pupils confuse them and separate these parts even if they are original parts of the word.

*Misspelt Words.	Correct Words.
1- a dvantage 2-be haviour	1- advantage. 2- behaviour

Table 23 :Cases of Separating Parts of the Same Word.

- Other Kinds Of Misformation Of Words

The final category of Misformation of words cannot be labeled under any of the above classes. It is the case where pupils write what they utter orally.

*Misformed Words.	Correct Words.
1- kweek 2-comenicache 3-terisor	1-quick. 2-communication 3-treasure

Table 24 : Cases of Completely Malformed Words.

We can see that even the most used and familiar words like school, job ,who quick and the words already dealt with in class such as 'development' and 'means' are subject to misspelling. This may be mainly due to lack of revision.

5.3.3.2 -Misformation of Sentences

A higher level of misformation is that affecting longer stretches of written production. This type of misformation is mainly seen in simple sentences whether, they are statements or questions.

- Misformation of Statements

In this kind of mistakes, pupils are influenced by the structure of the Arabic sentence . This can be seen in the following example:

*1- Immoral values which taking in its ways youth.

The verb form in the above example is infinite with no tense significance. In addition, "in its wrong ways youth." Is literally transferred from Arabic.

Also affected by the Arabic language where the adjective follows the noun it qualifies, pupils write utterances such as:

*1- It is the only place where people find their interests and listen to all the music international.

*2-The internet has a part positive and part negative.

*3-We can see the world from sites very small.

*4- We can find several aspects negative.

Instead of the correct forms of sentences respectively.

1- It is the only place where people find their interests and listen to all the international music.

2- Internet has a positive part and a negative part.

3- We can see the world from very small sites.

4- We can find several negative aspects.

- Misformation of Questions.

Pupils fail to build a correct question ; they do not pay attention to the auxiliary subject inversion required. Thus, we can have a question like:

*Eg- But it is always used in the right way?

Instead of the correct form:

1- But is it always used in the right way?

-Wrong Division of Words at the End of Lines.

Unlike Arabic, English is characterized by the possibility of dividing words when occurring at the end of a line. This division , of course , is not arbitrary but regulated by rules of pronunciation. The last syllable at the end of the previous line should be complete and so should be the following on the next line. Our pupils tend to be unaware of this fact. This is why we find this case of wrong division:

*Eg: At the end , we can conclude that the internet depen (on the first line) ds (on the next line) on our way of use.

- Handwriting

Some of our pupils have not been well trained to shape letters correctly. This is why they do not feel the necessity to do so. When writing, they commit errors in forming some of their letters in a way that misleads the reader. Some misuse of capital letters is due to this fact. The 'l' is shaped like an 'h', The 'w' is reinforced with a third 'u' the 'm' and the 'n' are mutually confused and many other cases which show that this neglected skill needs to be spotlighted.

5.3.4- Misuse

The term misuse refers to the incorrect or inappropriate use of certain linguistic items. Misuse affects the word forms as well as their meaning. All the parts of speech – final 's' , articles, nouns , pronouns, verbs, adjectives and adverbs, connectors and subordinators punctuation - are misused by pupils.

- Misuse of the Final 's'

The final's' in English is used to form the regular plurals of nouns and to form the simple present in the third person singular as well as for the possessive . Our pupils subject the 's' to omission addition and misuse. They

tend sometimes to confuse the plural and the possessive 's' and use the latter instead of the former and thus have:

*1- A lot of websites give the news of the country ['s] in the house.

*2- This operation can be available by a touch of a button in computer['s].

Instead of the respectively correct plural forms:

1- A lot of websites give the news of the countries in the house.

2- This operation can be available by a touch of a button in computers.

- Misuse of Articles

The indefinite article 'a' is usually wrongly used instead of the definite one 'the'. In addition , pupils sometimes forget they are writing in English and use the French definite article 'le'.

Articles used	*Examples.
"a" instead of "the".	1- Everywhere , you can find [a] internet. 2- This can lead to [a] risk of addiction.
The French " l' "	1-[L'] internet is a source of information.

Table 25:Cases of Misuse of Articles.

- Misuse of Nouns

Nouns are widely misused in the corpus we have analysed. They are either employed instead of verbs and adjectives, singular form are used instead of singular ones or even some French nouns are inserted instead of their English equivalents.

*Misused Item.	*Examples.	Correct Item.
French noun.	1-Is it aspects of the [bienfaits] or the]mefaits]. 2- If we [suivre L']internet. 3-For[exemple] people take information.	1-advantages. / disadvantages. 2-Follow. 3-example.
Plural form.	1-The internet is the most relaxing [media]. 2- What are the advantages of this [media].	1- medium. 2-medium.
Noun / adj.	1-The people can be [laziness]. 2-We can make [personality] sites. 3-The means of communication...are [development].	1- lazy. 2- personal. 3- developed.
Noun / verb.	The emergence of bad ways to [thief] information.	- steal/ pirate.

Table 26 :Cases of Misuse of Nouns as Parts of Speech.

Nouns are subject to misuse not only as parts of speech, but also as meaningful lexical items. Pupils meaninglessly use them instead of others either because they look alike of by false collocation and misunderstanding.

Misused Noun.	*Example.	Correct noun.
1-Media. 2-Kind.	1-The means of [media] are very and … 2-The acquire information in different [kind] of life.	-communication -Fields/domains.

Table 27 : Cases of Semantic Misuse of Nouns.

- Misuse of Pronouns

Like nouns, pronouns are also sometimes wrongly used by our pupils while writing. this erroneous use affects personal , relative as well as possessive pronouns. Some pronouns are employed instead of others.

Misused Pron[2].	*Examples.	Correct Pron.
Personal. 1- He 2-there. 3- we	1-[He] has other negative aspects. 2- People work, study or play in [there]. 3-…the problems that faced [we] in our life.	1- It. 2- it. 3-us.
Relative. 1-who 2- that	1-That machine [who] smoothed …. 2- It is important…people [that] cannot let it.	1-that/which. 2-who.

Table 28 : Cases of Misuse of Personal and Relative Pronouns.

- Misuse of Verbs

Verbs are the second lexical items subject to misuse. Like nouns, this phenomenon can be divided into linguistic misuse as well as semantic one. Linguistically speaking, verbs have different forms: infinitive (V1), simple

[2] Pronoun: Pron.

past (V2) , past participle (V3) , steming (V3). These forms are mutually misused. In addition, auxiliaries are wrongly employed instead of lexical verbs. Moreover , one auxiliary may be replaced by another or uselessly used with a lexical verb to form a specific tense.

*Misused V.Form.	*Examples.	Correct Form.
a- V2	1-It can [were] dangerous for health. 2-Finally, I[said]that the internet is good… 3-Many people cannot know how to [used] it 4-We must [toke] care about the disadvantages.	V1 1 - be. 2 - say. 3 - use. 4 - take.
b- V1.	1-You can find friends…by[chat]or[send]e-mails. 2-The most dangerous aspect is[learn] bad manners. 3- It is a source of [learn].	V4 1-Chatting/sending 2-learning. 3-learning.
c- V1.	1- It is a computer [compose] of many parts.	V3 1-composed.
d- V4.	1-In the internet , we can [watching] films. 2-It is the only place where people [getting] the fresh news.	V1-1-watch. 2- get.
e-V2.	1- It makes new friends heard and [saw].	V3- 1- seen.

Table 29 : Cases of Misuse of Verb Forms.

"To be" and "to have" are the two widely used verbs in English. Whether as full verbs or auxiliaries, they are sometimes misused.

Wrong form.	*Examples.	Correct form.
- have.	1-But it [have] many advantages and disadvantages. 1-The internet [has] a two edged sword.	1-has. 1- is.
- be.	1- The internet [be]a waste of time.	1- is.
-was.	1-This means [was] important to people.	1-is.
-is.	1-There [is] two categories.	1- are.
-is.	1- [Is] the internet always give good points?	1-Does.

Table 30 : Cases of Misuse of "to be" and "to have".

Semantically speaking, some verbs are , also, misused for others.

Misused Verbs.	*Examples.	Correct Verbs.
1-educate. 2-learn. 3-stay. 4-thinks.	1- The internet [educates]some bad manners. 2-It [learns]different things. 3- People [stay]and eat. 4- It has many positive [thinks].	1-teaches. 2-teaches. 3-sit. 4-things.

Table 31: Cases of Semantic Misuse of Verbs.

- Misuse of Adjectives and Adverbs

Adjectives, adverbs and modifiers in general are one of the categories mostly misused. Adjectives of all types, possessive, demonstrative or even qualificative, are misemployed by pupils or their French equivalents are used instead.

Wrongly Used.	*Examples.	Correct Item.
1-it's.	1- The internet with all [it's] domains.	1-its.
2- this.	2-One of [this] means is the internet.	2-these.
3-his.	3-What are the positive aspects of [his] device.	3-this.
4-*tout.	4-It makes friends in [tout] the country.	4-all/the whole
5-his.	5-The first group...and justify[his] opinion... .	5-their.

Table 32 : Cases of Misuse of Adjectives.

The adverbs of degree are ,also, misused for adjectives. This can be seen in the following example:

*Eg: The means of media are [very] and are development.

The adverb of degree 'very' is used ,here, instead of the adjective 'many' or ' numerous'.

- Misuse of Connectors and Subordinators

Connectors and subordinators are used to construct stretches of speech longer than simple sentences by expressing logical relations. Our pupils ,at this level, normally have been instructed to use them. But, their writing

reveals that they have considerable weaknesses in using them. This is mainly revealed in using one for the other because they share similar parts like 'as' and 'as soon as' or because they are similar in meaning but different in use.

Misused Item.	*Examples.	Correct Item.
- so that.	1-[So that], I advise the people to keep their moral...	- So.
-as soon as.	1-First, learn different things [as soon as] the possibilities are limitless.	-as.
-because.	1-... people used it [because] accelerate work.	-(inorder) to.
- as.	1- It can be danger for health [as] the problems of eyes.	- like.
-if.	1-...if people sit hours and hours in front [if] their sets neglecting their work and studies.	- of.
- *comme.	1-It can be dangerous for health [comme] the eyes.	-like.

Table 33 : Cases of Misuse of Logical Connectors.

- Misuse of Prepositions

The correct use of prepositions makes one of the most difficult issues for learners of English as L2. Since Arabic ,also, has a preposition system, our pupils tend to transfer their knowledge in L1 to their L2 which leads to misuse.

Misused Prep.	*Examples.	Correct Prep.
- in	1-...making communication [in] other cities. 2- People work, study or play [in] it.	-with.
- in.	1-The internet opens windows [in] the other world.	- on.
-on.	1- It is used [on] many houses.	-in.
	2-...can cause eye diseases and other menace[on] our traditions.	- to.
-from.	1- [From] one hand,.....[from] the other hand,	- on.
	2- We can have fun and rest [from] the internet.	-with.
	3-[From] the high technology means, we find the internet.	- Among.
-between.	1-Finally the influence on manners...[between] people.	- among.
- with.	1-One of the useful ways to find new friends [with] chat.	- through.
-of.	1- It is a menace [of] other persons.	- to / from.
-for.	1- It is a computer composed [for] many parts.	- of.

Table 34 : Cases of Misuse of Prepositions.

- Misuse of Suffixes

Learners sometimes overgeneralize the use of certain suffixes. This is the case of this pupil who used the suffix 'ation' instead of the suffix 'y' and thus wrote *dicoveration instead of the correct word discovery.

Conclusion

The analysis of the pupils' written corpus reveals flagrant weaknesses in written production. They seem to have what to say, especially when the topic appeals to them, but their weak written performance prevents some of these ideas from emerging to their reader due to the variety of errors they commit at all levels.

Chapter Six

Pupils' and Teachers' Understanding of Writing

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Introduction

The weak performance of our pupils urges us to step further to get to know the sources of these weaknesses. Writing, as already mentioned, cannot develop in a vacuum. It is a skill that needs a special care from both teachers and pupils. We find it useful to elicit the pupils' concepts about writing, their strategies and their attitudes towards their teachers' performance regarding this skill. In addition , it is important to trace their instructors' views, the kind of directions and feedback they provide. This is done through two questionnaires: one destined to learners and the other to the teachers.

6.1- The Pupils' Questionnaire

The pupils' questionnaire aims at finding out learners' views about the writing skill and the strategies they use to accomplish a writing task.

6.1.1-Description of the Questionnaire

The questionnaire (see appendix 3) consists of 34 questions in five different sections. Most questions are close-ended : pupils are invited to tick the correct answer. There are a few open-ended questions where the informants are asked to provide explanations or further alternatives.

Section I: General Information (Q 1 to Q4)

The first section concerns background information about the informants: their level (Q1), their age (Q2) , if they study English as a first foreign language (LV1) or second foreign language (LV2) (Q3) and how long they have been studying English (Q4).

Section II: The Writing Skill (Q 5 to Q 13)

This section' s aim is to elicit pupils' views about the writing skill : if it is a necessary skill to develop (Q5 to Q6) , whether they find it easy to learn

(Q7 to Q8), their attitudes towards it (Q9 to Q10) and if they do practise any type of writing (Q11) , and in what language they do that (Q12).

Section III : The Writing Procedure (Q 14 to Q 20)

The questions of this section explore the writing procedure and the strategies pupils adopt to do a writing task. The questions tackle the pre-writing activities trying to elicit what pupils do first when they read the topic of their writing assignment (Q14), the in-writing activities aiming at finding out pupils' strategies when they do not find words in English(Q15) and how often they write their essays in Arabic and then translate them into English (Q16). Post-writing is the topic of the rest of the questions through which, we attempt to find out if the pupils do revise their essays after completing them (Q17), the number of revisions (Q18 to Q19) and what they concentrate on while revising (Q20).

Section IV : The Teacher's Role in Writing (Q 21 to Q 33)

This is the longest section. The questions aim to find out the role teachers play in the classrooms: if they help their pupils to learn writing or not (Q21), and what kind of help they provide (Q22). We try to elicit where the writing tasks are assigned (Q23), the frequency of the teacher's feedback (Q24) and the pupils' first interest when handed their corrected essays (Q25). This section also attempts to find out the techniques adopted by teachers in correcting the written work of their pupils; if they provide the correct form or just show the mistaken parts (Q26) and whether the pupils prefer the first or the second technique (Q27). Question 28 ,however, elicits what teachers really do in correction; whether they correct every kind of mistake or specify one kind each time. Which one pupils would prefer is the topic of (Q29). The next question (Q30) tries to find out if the pupils cooperate with their teacher in case they do not understand a remark on their written work, whether they like correcting their classmates' mistakes (Q31) and if they like their mates'

correcting their mistakes (Q31). The last question of the section tries to elicit if the pupils rewrite their essays taking into account their teacher's remarks (Q33).

Section V: Further Suggestions(Q 33)

The fifth section is left for any further suggestions the pupils might want to add.

6.1.2- The Questionnaire Administration

The case study consists of the two Third Year classes of Literature and Human Sciences in Hali Abdelkerim Secondary School in Guemar- El Oued. Each class consists of 37 pupils.

The questionnaire was handed in by the researcher. The objective of the questionnaire was discussed with the pupils after they had read the introduction . The pupils were allowed to answer in Arabic whenever they could not express themselves in English since the aim is to get information, not to test their ability to express themselves in English.

We administered 57 questionnaires -33 in one class, 24 in the other one- and not the 74 originally planned because some pupils were absent.

6.1.3 -Analysis of the Results

Section One : General Information

1- In what level are you ?

.....

2- How old are you?

.....

Age	N	%
16	01	01.75
17	14	24.57
18	15	26.32
19	14	24.57
20	11	19.29
21	01	01.75
No answer	01	01.75
Total	57	100

Table 35: Age Distribution of the Respondents.

Table 35 shows that the surveyed pupils' range in age between16 and 21 years old.

3- You study English as:

a- LV 1. ☐

b- LV 2. ☐

	N	%
a	12	21.05
b	43	75.44
No answer.	02	03.51
Total.	57	100

Table 36 : English as LV 1 or LV2.

A few of these pupils study English as their first foreign language(LV1) while the majority study it as the second foreign language (LV2).

4-How long have you been studying English?

.....

N of years.	N	%
05	26	45.62
06	12	21.05
07	06	10.53
09	02	03.50
10	02	03.50
11.	03	05.27
No answer.	06	10.53
Total	57	100

Table 37 : Number of Years of Studying English

More than half of the surveyed pupils have been studying English for more than five years

Section Two : The Writing Skill

5- Writing is a necessary skill for you to develop

a- Yes. ☐

b- No. ☐

	N	%
Yes	51	89.47
No	06	10.53
Total.	57	100

Table 38 :Writing is a Necessary Skill to Develop.

Table 38 shows that the vast majority ,89.47 %, of the respondents think that writing is a necessary skill for them to develop.

6- If "No", please explain why.

.....

Five only of those who believe that writing is not necessary gave explanations. We can summarize as follows:

- "I don't consider it important to learn in our society like Arabic." (01 pupil)
- Because they do not understand it and they do not like it.(01 pupil)
- It is difficult and they do not know words in English.(02 pupils).
- Teachers do not know how to teach it.(01 pupil)

7- Writing is an easy skill to learn.

a- Yes. ☐

b- No. ☐

	N	%
Yes	39	68.42
No	18	31.58
Total.	57	100 %

Table 39 : Difficulty of Writing.

Table 39 shows that 68.42 % of the surveyed pupils claim that writing is an easy skill to learn.

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

.....

Here too, 15 out of the eighteen (18) pupils who responded "No" to Q7 gave explanations.

- "because I don't have the language" , "It needs a rich linguistic luggage. I have only a little.(08 pupils)
- Spelling is different from pronunciation and adjectives are placed before the nouns they qualify.(02)
- It is difficult. (03 pupils)
- "I do not have only writing in my head." (01 pupil)
- "Because writing requires, linguistic ability and it takes time in preparing ideas and finding them." (01 pupil)

9-Do you like writing?

a- Yes. ☐

b- No. ☐

	N	%
Yes	46	80.70
No	11	19.30
Total.	57	100

Table 40 : Pupils' Attitude Towards Writing.

We can see from table 40 that 80.70 % of the surveyed pupils say they like writing.

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

.....

Only eight (08) out of the eleven who do not like writing provided explanations. It is simply because

- they do not understand it.(02 pupils).
- they do not know how to express themselves since they do not find words.(02 pupils)
- some words are written differently from their pronunciation.(04 pupils)

11 – Do you practise writing ?

a- Yes. ☐

b- No. ☐

	N	%
Yes	25	43.86
No	31	54.39
No answer.	01	01.75
Total.	57	100

Table 41 : Pupils' Practice of Writing.

We can see from table 41 that 54.39 % of the respondents say they do not practise any writing.

12- If "Yes.", what do you write?

.....

In response to what they write , twenty pupils out of those who responded "Yes" to Q12 said they write

- essays in Arabic and philosophy. (07 pupils)
- poems, stories, songs, thoughts. (05)
- composition. (03 pupils)
- letters. (02)
- "every thing that comes to my mind." (02 pupils)

One pupil said ,"I feel well when I write and it improves my writing capacity."

13- You write in:

a- Arabic ☐

b- English. ☐

c- Both. ☐

	N	%
A	29	50.88
B	01	01.75
C	23	40.36
No answer.	04	07.01
Total.	57	100

Table 42 : The Language of Pupils' Writing.

As can be seen from table 42, more than half of the respondents said they write in Arabic, while 40.36% of them write in both languages.

Section Three: The Writing Procedure

14- When you read the topic of your writing assignment, you

a-Take your pen and start writing your essay. ☐

b- Start thinking and collecting ideas related to the topic. ☐

c-Other: Please , specify.....

	N	%
A	04	07.01
B	46	80.71
C	05	08.78
No answer.	02	03.50
Total.	57	100

Table 43 :Pupils First Act in Writing.

80.71% of the respondents said they start thinking and collecting ideas related to the topic. Five pupils chose "c" and specified

- referring to exam and test situations, one says that if the text talks about the same topic, s /he takes some information from it or copy from friends.(01pupils)
- they do not write because they do not know the rules and the words.(03 pupils)
- the choice of "a" or "b" depends on the topic. (01 pupil)

15- If you do not know a word in English , you:

a- Write it in Arabic and continue your paragraph. ☐

b- Keep its place blank and continue writing. ☐

c- Stop to look it up in the dictionary. ☐

d- Other: Please, specify. .....

	N	%
A	07	12.28
B	03	05.26
C	38	66.67
D	08	14.04
No answer	01	01.75
Total	57	100

Table 44 : Pupils' Strategies in Dealing with Unknown Words.

The majority of the pupils stop writing and look the word up in the dictionary. 14.04 % of them specified that

- write the unknown word in French and continue writing.(04 pupils)
- they do not write. (03 pupils)
- all ideas go away and s/he stops writing.(01 pupil)

16- You write your paragraph in Arabic then translate it into English.

a-Always. ☐
b- Sometimes. ☐
c- Never. ☐

	N	%
A	05	08.77
B	31	54.39
C	21	36.84
Total	57	100

Table 45 : Pupils' Use of Translation.

Concerning the strategy of writing the paragraph in the native language and translating , more than half of the respondents sometimes do it while only 36.84% say they never translate.

17- Do you revise your essay after completing it?

a- Yes. ☐
b- No. ☐

	N	%
Yes	45	78.95
No	12	21.05
Total	57	100

Table 46 : Essay Revision.

78.95 % of our pupils, as table 46 shows, said they revise their essays before handing them in to their teacher.

18 - If "yes", how many times do you revise your essay before handing it to your teacher.

a- Once. ☐

b- More than once. ☐

	N	%
a	26	57.78
b	18	40.00
No answer.	01	02.22
Total	45	100

Table 47: Number of Revisions.

Among the pupils who revise their writings, 57.78 % said they revise only once. The rest revise more than once, they revise either twice or three to four times.

19- If "More than once", please , specify the average number.....

	N	%
Twice	04	22.23
02 or 03	03	16.66
03	06	33.33
04	01	05,55
No answer	04	22.23
Total	18	100

Table 48 : Number of Revisions.

20- While revising , you concentrate first on:

a- Ideas. ☐

b- Grammar. ☐

c- Spelling. ☐

d- Style. ☐

	N	%
a	13	22.81
b	08	14.04
c	08	14.04
d	14	24.57
a b	06	10.52
a d	02	03.50
a b c d	03	05.26
No answer.	03	05.26
Total.	57	100

Table 49 : Priority in Revision.

24.57 % of the pupils say they concentrate on style first in revising their written work while 22.81 % revise for ideas. Very few pupils regard spelling and grammar.

This may explain the large amount of spelling mistakes the pupils made.

21 – Does your teacher help you to learn writing?

a- Yes. ☐

b- No. ☐

	N	%
Yes	18	31.58
No	39	68.42
Total.	57	100

Table 50: Teachers' Help in Writing.

As shown in table 50 , 68.42 % of the respondents say that their teacher does not help them in writing.

22- If "Yes.", explain how.

.....

The 18 pupils who responded that their teacher helps them explain that s/he assists by

- answering their questions.(04 pupils)
- writing words on the black board and giving important examples. (10 pupils)
- giving them notes and they participate in collecting ideas and writing the

paragraph. (02 pupils)

- correcting the mistakes they make. (02pupils)

23- S/he assigns the writing work:

a- For home. ☐

b-In class. ☐

c-Both. ☐

	N	%
a	08	14.03
b	09	15.79
c	39	68.43
No answer.	01	01.75
Total	57	100

Table 51 : Condition for Writing.

The majority of respondents ,68.43 %, say that their writing is assigned both in class and for home which shows that teachers are aware that this skill needs guidance but at the same time , pupils have to do some individual work because writing is an individual activity by nature.

24- When your teacher corrects, s/he gives feedback.

a- Usually. ☐

b- Sometimes. ☐

c- Never. ☐

	N	%
a	03	05.26
b	30	52.63
c	24	42.11
Total.	57	100

Table 52 : Frequency of Teacher's Correction and Feedback.

We can see from the above table that 52.63 % of the respondents said that their teacher sometimes corrects, but only 05.26 % answered that s/he usually does. 42.10 % claim s/he never corrects.

25- When your teacher returns your corrected essay , you are interested in:

a- The mark only. ☐

b- The mark then the mistakes. ☐

c- The mistakes then the mark. ☐

	N	%
a	12	21.05
b	29	50.88
c	16	28.07
Total.	57	100

Table 53 : Pupils' First Interest when Corrected Writing is Returned.

Q25 aimed to elicit the pupils major interest when handed their corrected essays. More than half of them see the mark then their mistakes while, 28.07% of these respondents claim they care to know their mistakes, first, then the mark.

26-When your teacher corrects your essay , s/he:

a- Provides the correct forms. ☐

b- Shows the mistakes using symbols. ☐

c- Crosses the mistaken parts. ☐

d- Other: Please, specify.....

	N	%
a	03	05.27
b	15	26.32
c	27	47.37
a b	02	03.50
d	09	15.79
No answer.	01	01.75
Total.	57	100

Table 54 : Techniques Used for Giving Feedback.

47.37 % of the pupils say their teacher just crosses the mistaken parts, 26.32 % claim s/he shows the mistakes using symbols. Nine (09) informants specified that their teacher

- does not correct neither inside nor outside the classroom.(05 pupils)
- just puts a mark "arbitrarily" without touching the answer.(04 pupils)

27- You would like your teacher to:

a- Correct your mistakes. ☐

b- Show you how to correct your mistakes. ☐

	N	%
a	26	45.61
b	31	54.39
Total.	57	100

Table 55: Pupils' Preferences of Teacher's Feedback.

Asked about their preferences, 54.39% of the pupils would prefer that their teacher shows them how to correct their mistakes while 41.61% of them say they would like him/ her to correct their mistakes.

28-When your teacher corrects your essays, s/he:

a-Corrects every kind of mistake. ☐

b-Concentrates on one kind of mistake each time. ☐

c- Other: Please , specify..... ☐

	N	%
a	17	29.83
b	29	50.88
c	06	10.52
No answer.	05	08.77
Total	57	100

Table 56 : Teacher's Feedback.

As shown in table 56 ,half of the respondents replied that their teacher concentrates on one kind of mistake each time while 29.83% of them claim that s/he corrects every kind of mistake. Six (06) pupils specified that their teacher does not correct any mistakes:

- S/he never corrects any work. (05 pupils)
- "I have never seen my sheet again." (01 pupil).

29-Would you like your teacher to:

a- Note every mistake you make. ☐

b-Concentrate on one type of mistakes each time. ☐

	N	%
a	38	66.67
b	18	31.58
No answer	01	01.75
Total	57	100

Table 57 : Pupils' Preferences in Feedback.

66.67% of these pupils say they would like their teacher to note every mistake they make while 31.58% would like him/her to concentrate on one type of mistakes each time.

30- When you do not understand a remark on your writing, do you ask for your teacher's help?

a-Yes. ☐

b-No. ☐

	N	%
Yes	44	77.19
No	13	22.81
Total	57	100

Table 58: Pupils' Asking for their Teacher's Help to Understand Remarks.

Table 58 shows that the majority , 77.19 %, of the respondents said they ask for their teacher's help to understand his/her remarks on their writings.

31- Do you like correcting your classmates' mistakes?

a- Yes. ☐

b- No. ☐

	N	%
Yes	18	31.58
No	38	66.67
No answer.	01	01.75
Total	57	100

Table 59: Pupils' Attitudes towards Correcting their Classmates' Mistakes.

Regarding peer correction, 66.67 % of our pupils say they do not like correcting their mates' mistakes.

32-Do you like your classmates correcting your mistakes?

a- Yes. ☐

b- No. ☐

	N	%
Yes	25	43.86
No	32	56.14
Total	57	100

Table 60 : Pupils' Attitude towards their Classmates' Correcting their Mistakes.

As shown in table 60 ,56.14% of the pupils do not like their classmates correcting their mistakes. 43.86%, however, do not mind.

33- When you go home, you rewrite your essay taking into account your teacher' remarks.

a- Always. ☐

b-Sometimes. ☐

c-Never. ☐

	N	%
a	10	17.54
b	27	47.37
c	20	35.09
Total	57	100

Table 61 : Rewriting Essays after Teacher's Feedback..

We can see from table 61 ,more than half of the surveyed pupils said they rewrite their essays but only
17.54 % always do.

Section Five: Further Suggestions

34 - Is there any comment you would like to add?

.....

The fifth section is a space for the pupils' comments. The great majority of the pupils, 94.73 %, provided comments. But only one pupil wrote in English. Two pupils only did not provide any comments. These two pupils are studying English as (LV1). The comments made can be categorized into three major topics:

1 - Giving a fact sheet, summarizing their attitudes towards English, English sessions and towards their teacher, pupils said that:

- "English is a necessity." ,especially that "we need it for exams" (12 pupils)
- "English is extra. It is preferable to take it out from the programmes." (01 pupil).
- English sessions are sessions for leisure and lack of discipline (10 pupils).

2- Stating the causes of their weakness in English, some informants mentioned:

- The timing of the English sessions in the afternoon or the last sessions in the morning when the pupils are burnt out.(05 pupils).
- the lack of care as weak pupils are neglected; the teacher cares only to those sitting in the front.(04 pupils).
- the lack of motivation ; "Nothing encourages to write unless it is a

hobby."(04 pupils).

- because of the class environment and the lack of discipline, the teacher gets fed up and assigns writing for home work without any explanations.(02 pupils).

3 – Suggesting that:

- The teacher should respect their mental capacity and use the easiest way to explain.(08 pupils).
- Correction should be deep and serious.(05 pupils).
- The teacher should respect the critical period of age we are undergoing , be patient and not laugh at our mistakes.(03 pupils).

One pupil concludes , "If we practise more ,we will be better.".

6.1.4- Interpretation Of the Results

The questionnaire results show that there is a significant age difference among the pupils of this level that reaches five (05) years which means that more than half of the pupils have repeated one year at least. This is shown in 54,38 % of the informants who have studied English at least one extra years for LV1. The pupils' response to Q1 also shows their inability to write the name of their level correctly.

For the writing skill, most of pupils are aware of the necessity of the writing skill for them to develop. But when 68.42% of them say that writing is easy to learn, it shows that they are just escaping the "No" alternative which requires an explanation that they cannot provide since it was not easy to learn written expression. The majority of them like writing . Some of them practise it. Except for a few pupils who mentioned they write some poems, songs, put down thought; the rest of these writings concern assignments in other subjects in Arabic.

The majority of the informants are aware of the importance of the pre-writing activity of collecting ideas. But the strategy that most of them use when dealing with unknown or "lost" words is not suitable because when you

stop and look a word up in a dictionary, the flow of ideas also stops. In addition, more than half of them write their essays in Arabic and translate them into English either sometimes or always. An important number 21.05 % do not revise and 57,78 % of those who do, revise only once, which is not enough. Most of the revision deals first with the ideas and style.

The teacher's role in writing, according to the pupils, seems minimal since 68.42 % say s/he does not help and even those who say s/he does mention help only in providing words and answering their questions. Pupils do writing in both class and home. Concerning correction and feedback, an important rate ,42.11 %, say s/he never corrects; this is demotivating to the pupils. More than 70 % are interested to see their mistakes and not only the mark. But, the teacher, as 47.37 % of them said, just crosses the mistaken parts while 54.39 % would like him /her to show them how to correct their mistakes. Moreover, s/he concentrates on one kind of mistake each time, whereas they would prefer if s/he notes every mistake they make. Most of the pupils cooperate with their teacher to understand his/her remarks. Most of the pupils like neither correcting their mates' mistakes nor having their mistakes corrected by mates. The survey shows that the majority of the respondents rewrite their essays after teacher's feedback.

The comments that the pupils provide show that our pupils like to express their ideas and they really do have ideas, but they lack the means of expression in English.

6.2- The Teachers' Questionnaire

The Teachers' Questionnaire aims at finding out the teachers' concepts about writing and the methodology used to teach this skill in our secondary schools.

6.2.1- Description of the Questionnaire

Like the pupils' questionnaire, it consists of (31) questions in five sections (see appendix 4). Similarly, most of the questions are close-ended. In some cases, teachers are invited to provide other alternatives or explanations.

Section I: General information (Q 1 to Q4)

The objective of the first section is to elicit the back ground information of our informants: their academic status and degree (Q1), when they had graduated (Q2), how long they had been teaching English (Q3) and if they are specialized in English(Q4) since we sometimes have other subject areas' teachers who teach English just to complete their weekly teaching load.

Section II: The Writing Skill (Q5 to Q 10).

These six questions aim is to find out the teachers' perception of the writing skill: whether it is a necessary skill to develop in their pupils (Q5 to Q6),its difficulty compared to the other skills (Q7 to Q8) and its relation to the other skills (Q9 to Q10).

Section III :The Teacher's Role in Writing (Q 11 to Q 26).

The longest section in the questionnaire explores the teacher's role in developing the writing skill. The questions concern the number of sessions devoted to teaching the skill (Q11 to Q12) , the procedure followed and whether the writing is assigned in class or for home (Q13). We also wanted to find out if teachers help their pupils while writing (Q14), the kind of help they provide (Q15) and whether they ask their pupils to rewrite their essays (Q16). More important is whether teachers correct and give feedback (Q17), and what kind of feed back they give (Q18 to Q19). Question 20 elicited the first reaction of the learners to their corrected essays. Next, we wanted to know if teachers assign any follow up activities(Q21), if they have a collective correction (Q22) and what technique is adopted if so (Q23).Peer correction is

one of the techniques used to develop the writing skill. We wanted to elicit whether teachers encourage it or not (Q24) , the next activity they do after correcting writing (Q25) and their attitudes towards learners' errors (Q26).

Section IV: Writing in the Algerian Textbook(Q 27 to Q 30) .

Specific to the teachers' questionnaire this section aims at finding out teachers' perception of the writing skill in the secondary school textbooks especially The New Midlines and Comet intended for the Literature and Human Sciences stream. The questions elicit whether the writing is given enough importance (Q27) , if the focus is on the process or the product (Q28) , whether the writing activities in these textbooks teach different genres of writing or not (Q29) and if they develop pupils' metacognitive skills.

Section V : Further Suggestions (Q 31) .

It is a space for teachers to add any further comments and suggestions concerning their teaching mainly the writing skill.

6.2.2- The Questionnaire Administration

The population of informants consists of teachers of English at the secondary level. 24 copies of the questionnaire were handed in by the researcher or by colleagues and 17 were returned. They constitute our sample.

6.2.3-Analysis of the Results

My seventeen informants answered all the questions except five (05) questions have not been answered by different informants. Some colleagues ticked more than one item in some cases. Some provided explanations although not demanded and others did not provide any explanation even if required.

Section One: General Information

1- You are:

a- PES. ☐

b- PEF. ☐

c- Other: Please, specify.....

	N	%
a	15	88.24
b	02	11.76
Total	17	100

Table 62 : Teachers' Academic Status

My population consists of 17 teachers; 88.24 % of them are PES teachers and only two are PEF.

2- When have you graduated?

.....

Year of graduation	N	%
1985	01	05.89
1988	02	11.76
1992	02	11.76
1993	01	05.89
1995	02	11.76
1996	01	05.89
1997	02	11.76
1998	01	05.89
2000	02	11.76
2001	01	05.88
2006	02	11.80
Total	17	100

Table 63: Distribution of Teachers according to their Year of Graduation.

3- How long have you been teaching at the secondary level?

.....

N of Years.	N	%
01	02	11.76
03	02	11.76
06	02	11.76
08	01	05.89
09	02	11.76
10	02	11.76
12	01	05.89
13	02	11.76
14	01	05.88
17	01	05.88
19	01	05.88
Total	17	100

Table 64: Distribution of Informants according to their Experience.

Table 64 shows that 64.70 % of these teachers have a teaching experience of eight (08) years and more till nineteen (19) years.

4- Are you specialized in English?

a-Yes. ☐

b- No. ☐

All the informants are specialized in English and none of them is teaching the language to complete his weekly teaching load.

Section Two : The Writing Skill

5- Writing is a necessary skill to develop in your students.

a- Yes. ☐

b- No. ☐

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

6- If "No", please explain why?

.....

One respondent explained that through writing "we can use the other skills such as speaking and reading.".

7-Compared to the other skills, teaching writing is:

a- Easier. ☐

b- Similar. ☐

c- More difficult. ☐

	N	%
b	01	05.88
c	16	94.12
Total	17	100

Table 65: Teaching Writing Compared to Teaching the other skills.

Table 65 shows that only one of the informants thinks that teaching the writing skill is similar to teaching the other skills.

8- Please explain why ?

.....

15 teachers provided explanations tracing the difficulty of writing to:

- Pupils' low level and their poor linguistic luggage. (06 teachers)
- The nature of the writing skill itself. (05 teachers)
- The fact that the writer has to do "many things simultaneously; collecting ideas, finding the suitable words to use and building sentences correctly." (03 teachers)
- pupils' beliefs: they think it more difficult ,that's why it is hard to teach.(01 teacher).

9-Do you think that writing is related to the other skills?

a- Yes. ☐

b- No. ☐

All colleagues believe that writing is related to the other skill with different degrees.

10 - If "Yes" to which skill is it most related?

a- Listening. ☐

b-Speaking. ☐

c-Reading. ☐

	N	%
a	01	05.88
b	04	23.53
c	09	52.94
b c	03	17.65
Total	17	100

Table 66 : Relation of Writing to the Other Skills.

We can see from table 66 that 52.95 % of the surveyed teachers responded that writing is most related to the reading skill .

Section Three : The Teacher's Role in Writing

The teacher's role in writing is crucial. This is why this section consists of 16 questions that is 51.61% of the questions of the whole questionnaire.

11- How many sessions do you devote to teaching writing in each unit?

.....

All the informants believe that one session is not enough for teaching writing.

12-If "More than one.", please , specify the number.....

N of Sessions	N	%
02	12	70.59
02 to 03	01	05.88
03	02	11.77
03 to 04	01	05.88
04	01	05.88
Total	17	100

Table 67 : Number of Sessions Devoted to Teaching Writing.

More than half of the respondent teachers ,70.59 % , devote two (02) sessions. Only one teacher said s/he devotes four (04) sessions to teaching the writing skill.

13-When you reach the writing , you :

a- Assign it as home work. ☐

b-Discuss the topic in class, then, pupils write at home. ☐

c- Ask your pupils to directly start writing. ☐

d- Other: Please , specify.....

	N	%
b	13	76.48
c	01	05.88
c d	01	05.88
d	02	11.76
Total	17	100

Table 68 : Conditions for Writing.

The majority of the informants ,76.48 %, say they discuss the topic in class, then the pupils write at home. This shows that teachers are aware of the importance of the pre-writing activities for successful writing. The respondents who specified an extra item stressed that discussion of the topic consists in ideas collection, outlining, building simple sentences and linking them. (02 teachers).

14-While the pupils are writing, you:

a- Move around and help. ☐

b-Sit down and do an other task. ☐

c- Other: Please , specify..... ☐

	N	%
a	15	88.24
c	01	05.88
a c	01	05.88
Total	17	100

Table 69 : Teacher's Work While Pupils are Writing.

As table 69 reveals ,88.24 % of the surveyed teachers said they move around and help their pupils and give explanations on black board.

15- If "a", your help consists in:

a- Words and language forms. ☐

b- Collecting ideas and drafting. ☐

c- Other : Please ,specify..... ☐

	N	%
a	10	58.83
b	04	23.53
a b	02	11.76
No answer	01	05.88
Total	17	100

Table 70 : Types of Teacher's Help Provided.

The help provided consists mainly in words and language forms. This is what 58.83% of the surveyed teachers said they do. Only 23.53 % of them claim they help in collecting ideas and drafting.

16-You ask your pupils to rewrite their essays to have a better mark.

a- Usually. ☐

b- Sometimes. ☐

c- Never. ☐

	N	%
a	03	17.64
b	10	58.83
c	03	17.64
No answer.	01	05.89
Total	17	100

Table71 : Encouraging Pupils to Rewrite Essays.

The majority of teachers responded that they ask their pupils to rewrite their essays for a better mark. Only 17.64 % usually do that 17.64% , however, never invest pupils' motive to have a good mark to train them to develop the rewriting strategy.

17- When you pupils write, you correct and give feedback.

a- Always. ☐

b- Sometimes. ☐

c- Never. ☐

	N	%
a	10	58.83
b	07	41.17
Total	17	100

Table 72 : Frequency of Teacher's Feedback.

The teacher's response plays an important role in promoting or hindering the development of the writing skill. More than half of the informants said they always correct and give feed back. None , according to the questionnaire results, neglects pupils' writing. This shows teachers' consciousness of the importance of feed back.

8- When you correct your pupils' essays , you:

a- Provide correct forms. ☐

b- Show the mistakes using symbols. ☐

c- Just cross the mistaken parts. ☐

d- Other: Please , specify.....

	N	%
a	03	17.64
b	06	35.30
c	04	23.52
d	02	11.77
a d	02	11.77
Total	17	100

73 : Techniques of Correction Adopted by Teachers.

Table 73 shows that 35.30 % of my colleagues say they show the pupils their mistakes using symbols. An important rate ,23.52 % , of teachers just cross the mistaken parts.

19-When you correct, you:

a- You correct every kind of mistake. ☐

b- Concentrate on one kind of mistake each time ☐

c- Other : Please, specify.....

	N	%
a	13	76.48
b	02	11.76
c	02	11.76
Total	17	100

Table 74 :Teachers' Preferences in Correction.

76.48 % of the informants replied that they correct every kind of mistake while 11.76% only concentrate on one kind of mistake each time. Two (02)

respondents say they concentrate on "ideas and the major mistakes that may prevent the right expression of ideas".

20- When you return your pupils' corrected essays, they are interested to see:

a- The mark only. ☐

b- The mark then their mistakes. ☐

c- Their mistakes then the mark. ☐

	Nb	%
a	06	35.30
b	11	64.70
Total	17	100

Table 75 : Pupils' Reaction to their Corrected Essays.

Table 75 shows that 64.70 % of the informants report that their pupils see the mark first, then they take care of their mistakes. None of the pupils, according to all of them, gives priority to the mistakes.

21- When you hand in the pupils' corrected essays, you:

a- Ask them to consider their mistakes and correct them in class. ☐

b- Ask them to do that at home. ☐

c- Do not assign any follow up task. ☐

	N	%
a	11	64.71
b	04	23.53
c	02	11.76
Total	17	100

Table 76 : Follow up Activities.

In response to Q21, 64.71% of the surveyed teachers said they ask their pupils to consider their mistakes and correct them in class, whereas 23.53 % ask them to do that at home.

22-Do you have a collective classroom correction?

a- Yes. ☐

b- No. ☐

	N	%
a	14	82.36
b	02	11.76
No answer	01	05.88
Total	17	100

Table 77 : Collective Correction in the Classroom.

A great majority , 82.36 %, of the informants say they have a collective classroom correction while 11.76 % of them answered they do not.

23- If "Yes", you:

a- Choose a pupil's essay to be corrected. ☐

b- Write your own model on the blackboard. ☐

c- Collect pupils' errors and discuss them collectively. ☐

d- Other : Please, specify.....

	N	%
a	05	35.72
b	01	07.14
c	06	42.86
d	01	07.14
a d	01	07.14
Total	14	100

Table 78 : Techniques Adopted for Collective Correction.

From table 78, we can see that out of those who collectively correct their pupils' essays, 42.86 % say they collect pupils' errors and discuss them collectively. One teacher remarked that his choice of the technique depends on the pupils' level. One teacher specified

- helping them to make a collective work , but noise and indifference do not allow that (01 teacher)

24-You encourage peer correction; pupils' correcting one another's mistakes.

a- Usually. ☐

b-Sometimes. ☐

c-Never. ☐

	N	%
a	05	29.41
b	07	41.18
c	05	29.41
Total	17	100

Table 79 : Peer Correction.

Combining responses to "a" and "b", we can see that 70.59 % the surveyed teachers say they encourage pupils correcting one another's mistakes but only 29.41 % usually do that

.

25- After correcting pupils essays, you:

a- Move to the following lesson. ☐

b- Design some remedial tasks. ☐

c- Other: Please , specify.....

	N	%
a	08	47.06
b	08	47.06
c	01	05.88
Total	17	100

Table 80 : Follow up Activities.

47.06 % of the informants say they directly move to the following lesson without assigning any remedial tasks. One specified that s/he feels the need to design some remedial work only when the majority of the pupils make the same mistakes.

26- You think that errors should be:

a- Eradicated. ☐

b- Neglected. ☐

c- Carefully treated. ☐

All the informant teachers believe that errors should be carefully treated. This shows that teachers Are conscious of the importance of errors for the learning process.

Section Four :Writing in the Algerian Textbooks

Writing in the Algerian text books is the topic of the fourth section of the questionnaire.

27- Do you think the Algerian Syllabus gives writing enough importance.

a- Yes. ☐

b- No. ☐

	N	%
Yes	01	05.88
No	15	88.24
No answer.	01	05.88
Total	17	100

Table 81 : Importance of Writing in the Algerian Syllabus.

Only one teacher ,that is 05.88 %, answered that the Algerian syllabus gives writing enough importance .

28- The writing activities in The New Midlines and Comet Textbooks Focus on:

a- The product.

b- The process.

c- Both.

	N	%
a	10	58.83
b	03	17.64
c	04	23.53
Total	17	100

Table 82 : Focus in The New Midlines and Comet.

More than half of the surveyed teachers say that the writing activities in the textbooks for the second and the third years focus on the product while 17.64 % think they emphasize the writing process . 23.53 % however, believe they stress both.

29-Do these activities teach different genres of writing?

a-Yes.

b- No.

	N	%
Yes	08	47.05
No	09	52.95
Total.	17	100

Table 83 : Variety of the Genres of Writing.

In response to whether the writing activities teach different genres of writing, 47.05% of the surveyed teachers think they do but 52.95 % say they do not.

30- Do they develop pupils' metacognitive skills?

a- Yes. ☐

b- No. ☐

	N	%
Yes	05	29.41
No	11	64.71
No answer.	01	05.88
Total	17	100

Table 84 : Developing Metacognitive Strategies.

Table 84 shows that 64.71 % of the teachers believe that these textbooks do not develop the pupils' metacognitive skills.

Section Five : Further Suggestions

31- Is there any comment you would like to make ?

.....

Section five was a space for the teachers to supply any comments they feel like to make. Eleven , 64.70 %, of the surveyed teachers made comments, we sum up hereafter.

- "The functional approach adopted at the secondary level provides pupils

with more vocabulary and ideas, however, the communicative approach would give better results on the writing skill if it were adopted." (01 teacher)

- "Teaching writing requires a reasonable number of pupils in classes." (03 teachers).
- Inconvenient timing of the English sessions – generally in the afternoon and last sessions- does not allow for effective teaching and learning since pupils are usually burnt out.(02 teachers).
- There are significant differences between writing in Arabic and writing in English, thus pupils need to be trained to build sentences as required by the target language and not translate from Arabic.(02 teachers)
- Shorter, easier writing tasks should be assigned for pupils since their level will never reach that required in the textbooks.(01 teacher)
- More time should be devoted to teaching our pupils investing their previous knowledge in the other skills in writing.(01teacher).

One teacher went further to remark that teachers and pupils do not read this is what makes both of them unqualified for teaching and learning this skill.

6.2.4- Interpretation of the Results

Concerning the writing skill, all the informants are aware first, that writing is a necessary skill to develop in their students and that it is difficult to teach and learn; however, they do not agree on the source of this difficulty. More than half of them think it is difficult by nature; as it is a combination of many skills, it requires many things to do simultaneously, 35,26 % of the informants believe that the problem is in the pupils whose level in general and in English in particular is very weak. All the teachers think that writing is linked to the other skills mainly to reading.

All the respondents know that one session is not enough for teaching writing and that it cannot be totally assigned at home, but it needs a pre-

writing stage that should be done collectively. We have a few teachers who do not provide any pre task preparation.

Most of the teachers provide help. But most of it concerns words and language forms. More than the third of the informants are conscious of the metacognitive help that the skill requires and provide it. More than 70 % of them invest the pupils'

major interest in marks to ask them to rewrite for a better mark. In addition, all of them correct and give feedback. They use varied techniques such as providing the correct forms, and highlighting the mistakes using symbols, which gives the pupils a chance to regard their hypotheses as to learning the different language items, and think over their mistaken parts. We have teachers who just cross the mistakes and do not specify the kind of mistake. This is dispiriting to the learner who will see his/her copy covered in red without explanation.

Teachers' response shows that their pupils are interested to see their mistakes even if it is after the mark. 35.30 % of the informants, however, say that their pupils are concerned with the mark only. The importance of feedback after writing is clear in the teachers' minds since 64.71% of them ask their pupils to consider their mistakes and correct them under their guidance in class. But still, even if a few, 11.76%, there are those who do not assign any follow up tasks and move directly to the following lesson. There are, also, cases of teachers who give feedback only to those who are interested to develop their writing skill.

Collective correction is a technique widely used by teachers, either by discussing pupils' collected errors or correcting one of the pupils' essays together in the classroom. There are teachers who impose their own model on the pupils. Peer correction seems to be encouraged by most of the teachers although some of them (29.41%) are not aware of its importance and do not adopt it in their classes. About half of the teachers do not devise any remedial

work after correction and just move to the following lesson. All the surveyed teachers believe that pupils' errors should be carefully treated.

Most of these teachers think that writing is not given importance in the Algerian syllabus concerning The New Midlines and Comet, which according to them , focus on the product. Half of the teachers think they do not teach different genres and 64.71 % of them also say they do not develop the metacognitive abilities of learners.

The comments provided show that teachers have many preoccupations such as the lack of discipline , and the large number of pupils in classes in addition to seeking new methods and techniques to enrich their lessons.

Conclusion

The analysis of the pupils' and the teachers' questionnaires shows that there are some concepts about the writing skill that need to be reviewed. In addition, there seems to be a gap between some of the pupils' preferences and needs and those of their teachers. Positive strategies and practices such as collecting ideas before starting to write, revising and rewriting essays after teachers' feedback, adopted by learners as well as teachers' practices of highlighting their pupils' errors and helping them after feedback need to be complemented by others to have a better written production.But pupils have, also, to understand the drawbacks of some strategies like stopping in the middle of the writing task to check words in dictionaries and not cooperating with peers for doing their written tasks and correcting them. In short, there is a real need for writing strategies training.

Chapter Seven

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Introduction

Although the fieldwork was carried out on a very limited scope, it mirrors the majority of the problems our pupils face in the writing skill. It also illustrates the major weaknesses they suffer from. In addition, the questionnaires reveal both pupils' and teachers' practices in the classroom regarding learning/teaching this complex skill. The analysis of the results of the fieldwork leads us to draw implications for course designers first, then for teachers to help them assist themselves and their pupils.

7.1- Course Designers and the English Syllabus

Course designers set the objectives for teaching English and select the theoretical background that underlies classroom practices. They ought to enrich the syllabus contents and mainly to reconsider the teaching load allotted to English Teaching at the Secondary School Level.

First, a space should be left for pupils and teachers to do some free creative writing where pupils are allowed to choose the topics they will develop in their essays . This will motivate them to express themselves. When this is done regularly under systematic guidance it will enhance the students' understanding and appreciation of writing.

Second, three hours of English per week for a literary class is not sufficient to develop the different skills of language since they do not provide any practice chances, especially that pupils have many information gaps to fill in and many strategic deficiencies to remedy. As Lodge (1997:176) puts it, " Expressive and communicative skills can be improved by practice and criticism." Moreover, the overcrowded classrooms make it impossible to do even the minimum, unless techniques of pair and group workshops are adopted.

There is also a real need for specific training for teachers, both in the teaching of the writing skill and in strategy training. Teachers' beliefs are crucial and decisive in their practices. This is why, it is recommended that

teachers' education and training programmes, and that workshops include sessions addressing teachers' beliefs about the writing skill, their roles in developing it, error correction techniques and feedback to their students' writing. In addition, teachers should be equipped with the strategies to modify any unrealistic opinions that may be obstacle to effective learning/ teaching in order to make their pupils aware of the possible consequences and implications their own beliefs and practices might have on the language learning/ teaching situation.

Although the Algerian syllabus puts writing in its convenient status, most teachers say that it is not given enough importance. The theoretical background of the English textbooks mainly The New Midlines and Comet , takes into account the specificity of each stream and provides different genres of writing such as writing letters , filling application forms, writing slogans, taking notes, writing paragraphs expressing different functions: past/ present description arguing, instructing , predicting, planning....etc. It also stresses the process as well as the product in the writing skill. There might be some weaknesses in developing pupils' metacognitive skills, but this is a practical aspect that teachers need to be aware of and practise on their own even if it is not openly expressed in syllabuses and textbooks. Teachers have to read the syllabus and the textbooks an objective, critical reading to know the theories that underlie the activities of these textbooks.

7.2- Teachers

Teachers are the most influential individuals in their students' learning process. As already mentioned, they play a crucial role in developing the writing skill in their pupils. They cannot fulfill this role unless they develop a learners' Needs Analysis; change their attitudes towards themselves, their learners and the writing skill; consider specific techniques of teaching writing; provide strategic training and coordinate with peers for a better performance.

7.2.1- Needs Analysis

Before any teaching/ learning operation starts ,there should ,first, be an analysis of the learners' needs , their interests and preferences and of the teaching environment in general. Although the objectives of the English course are already set by the course designers who also state our pupils' needs at this level in the light of the presumed pre-requisites, teachers have to carry out their own analyses, even the simplest, to get to know first, their pupils' real pre-requisites, their interests and their preferences in addition to their teaching environment. Most of times pupils are presumed to have a certain linguistic luggage on which course designers build the new inputs but ; in fact, the basis for the new construction is either totally absent or not well built which will hinder any attempt to progress with the new programmes unless teachers take that into account. Second, the analysis of pupils' interests and preferences will help their teacher select teaching material that motivate them and vary them to suit all the learning styles s/he has in his/ her classroom which will lead to effective English learning sessions where instructors cooperate effectively with the teaching /learning environment.

7.2.2- Attitudes

Teachers need to cope with the changes in the whole world which ensues a considerable change in attitudes towards themselves as teachers, towards their learners and towards the writing skill.

Pupils are no longer those passive creatures ready to be spoon-fed or programmed but rather active elements who can play the most important part in their learning process. Teachers need to be aware that they are no longer the only source of information. They should thus be ready to play new roles as managers of the teaching / learning situation; Larsen-Freeman (2001;in Ancker2001:03) claims that " a teacher who is caught up in his/ her own performance could be missing the very point of being in the classroom, which is to be watching students learning and taking cues from the students as opposed to from the lesson plan.". This means that the teacher should devise

activities that remove the focus from him / her in order to guide his / her students to be autonomous individuals by taking the responsibility of their own learning.

Learners , as above mentioned, come into the classroom with their own pre-requisites in world schemata, emotional and psychological potentialities. These factors, if neglected, will be a real hindrance to any effort that the teacher makes. But if well analysed and appropriately invested, the pupils will do the biggest part in moving towards the set objectives. Teachers need to know their pupils' preferences and learning styles to match their teaching styles with them. Before that, they ought to treat their pupils with empathy and help them discover their capacities and be ready to share every step in their lesson with them because they can do much help if they are conscious and convinced of the goal he is leading them to.

Teachers need to know that writing is difficult , by nature and not because our pupils have a poor English, but not impossible to teach . It is a skill that is learnt ; it cannot be acquired in a vacuum. It needs patience, skill and effort . Writing cannot be dealt with separately; its close link to the other language skills must be invested to facilitate its teaching and learning. To be effective , teachers need to know the new trends and techniques for teaching the skill.

7.2.3- Techniques of Teaching Writing

'Variety is the spice of life' as the proverb says. The variety of the teaching methods reveals the variety of human experience. The large number of methods provide a big 'palette' from which each teacher paints his/her pictures. They provide more choices for "performed eclecticism"(*ibid*) .Teachers need to be aware that a method or a technique cannot be successful just because a colleague has successfully tried it. Their situation is different. Similarly, the different approaches to teaching the writing skill provide teachers with a variety of choices that enable them colour their writing

sessions. Teachers need to introduce new effective techniques for their pupils to proceed smoothly through the different writing phases.

7.2.3.1- Peer Composition

If pupils do no have enough interest in writing ,they will not go through the different stages of the skill. So, teachers can arouse their pupils' motivation and keep them 'online' by adopting techniques such as peer composition.

Peer composition is one of the techniques of cooperative learning where pupils assist each other in generating ideas for their writing and incorporating feedback. This technique has the advantage of reducing pupils' anxiety since they are dealing with peers and sharing ideas. The pupils proof read their partners' compositions and make corrections. This sharing of correction makes it possible for the pupils to change their attitudes towards their errors, to regard them as means for improving their learning and promoting their written language.

In the language classroom, then, teachers and students can take advantage of the presence of others to make writing a cooperative activity where all those involved benefit. Two heads think better than one in generating ideas and genre-specific analyzing, and thus creating a genre-specific text more successfully. Peer-writing motivates learners through group work and peer evaluation. It fills them with the pride of group accomplishment.

7.2.3.2- Free / Creative Writing

Writing and thinking are interwoven. Students who are learning the process of thinking through writing in English need their teachers' assistance to structure and organise their ideas in order to achieve the clarity which is the goal of any writing activity. "Most people progress through a number of untidy drafts before reaching a final version."(Tessema 2005:24). This means that teachers at the first stages should resist the temptation to correct every

error they encounter in order not to hinder the smooth flow of ideas. Instead, they have to train the pupils to adopt strategies that help them put down their thoughts on paper without caring to utter fully correct sentences. Unless this is done, "there is a danger that the language learner will tend to focus on the errors rather than the presumed aim of the piece of writing: communication."(Norrish1982:65). This is why teachers should accept messy drafts as "positive, even essential stages in writing." (Ur1996; in ; Tessema2005:24) since they are transitional stages.

Learners need to be guided through group, pair and individual work to reach autonomy. This can be done by assigning project work that appeals to learners which will motivate them to be creative as they feel they can produce something original and specific to them and by alternating class and home writing assignment because real writing is an individual work. Each pupil should be given the opportunity to think over his/ her ideas on his/her own.

Free/creative writing provides pupils with the opportunity to express themselves freely, especially when the task will not be evaluated. The teacher can act as a "mobile dictionary and grammar book rather than a punitive mistake spotter." (Rivolucri2005:42) who reads "over students' shoulders to eradicate all the mistakes the students will naturally and usefully be making." (ibid).Teachers , in this technique, are motivators, resources of information when needed and feedback providers. They help learners enrich their texts. The very best time to teach new words and new structures is when learners need them to express themselves.

The term 'creative writing' suggests imaginative works such as poetry, stories and plays. For pupils, these types are felt to be some kind of achievement. “Most people feel pride in their work and want it to be read." (Ur1996,in Harmer2001:259).Creative writing is a journey for self-discovery which promotes effective learning. Highly motivated, learners usually strive harder than usual to produce a greater variety of correct an appropriate

language than they might do for more routine assignments because they are tapping in their own experience.

Among the advantages of free, creative writing is that it focuses on fluency and content before form .Once ideas are down on the page, grammatical accuracy and organization gradually follow. It also provides an audience for writers ; it is hard to write to the sky or to the teacher's red pen.

Teachers can start their sessions with short free writing tasks that may be read with simple comments on content only. It may be difficult to get pupils to do that at first ,but it needs to be developed a bit by bit adopting various techniques such as writing journals, class correspondence, tree-leaf correspondence.

7.2.3.3- Regular Feedback

After the piece of writing is over, the teacher's role changes . Now, they have to correct and give feedback. "Correcting mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing."(Ur1996; in Tessema2005:24) to both teachers and learners. This is why teachers ought to "become aware of their own beliefs about error correction and feedback to students' writing." (Diab2006:07). "A great deal of uncorrected writing is merely a waste of time and energy." (Rivers1968:307). Teachers should read pupils' writings as soon as possible and give immediate feedback as soon as s/he has something meaningful to say. Feedback also should be frequent and regular because students need to know how they are doing. In addition, teachers' response ought to be specific and appropriate; expressions like 'try harder' and 'you can do better' are vague and misleading. Teachers need to specify their remarks so that pupils recognize their weaknesses and be able to remedy. Another characteristic of effective feedback is to be realistic, ie related to something performed by the students. Privacy also plays a role in feedback; whenever possible, teachers have to offer one-on-one feedback.

7.2.3.4- Correction Techniques

The pupils' preferences analysis that teachers need to carry out at the beginning of a course should include,among others, their correction preferences. This will reveal as many preferences as there are learning styles which ensues that teachers should adopt a variety of correcting techniques where every pupil finds s/he is concerned. Teachers, here too, need to adapt their methods and match their correction preferences to those of their students as possible as they can because "if teachers and students have mutually exclusive ideas regarding correction techniques, the result will most likely be feedback that is ineffective and in the worst case discouraging for students who are learning to write in their L2." (Diab2006: 02). There can be cases for 100% correction , but concentrating on one or few categories of errors, especially those falling within the areas the class has just been working on rather than indicating every single deviation will be less frustrating and more fruitful to our pupils.

It is disheartening to pupils and teachers alike to see a piece of writing covered in red crosses. For pupils, it means that their English is terrible. For teachers, it is a sign of complete failure to achieve the set objectives. Adopting a correction code, however , will discard such a negative impression and specify the pupils' weaknesses and help them help themselves. Teachers can devise their own correcting code that is simple and practical. At the beginning, it may be a little difficult to start, but with patience and practice, they will enjoy the pleasure of watching their pupils learn from their own mistakes.

One of the positive aspects of using a correction code in evaluating pupils' essays, is that it guides students correcting their own mistakes. This makes "writing more of a learning activity." (Wood 1993:83). It helps learners ,first, gain confidence in their ability to write as it fills them with a feeling of self-sufficiency which rises their self-esteem and allows them to take a more active part in their own learning and that of their mates. Moreover, it changes

their attitudes toward their errors. They will stop seeing them as signs of failure. Instead, "they provide wonderful opportunities for learning and for improving their written language." (ibid:39) .For the teacher, self-correction enables him/her to individualize instruction and in case of similar mistakes, immediately after returning papers to rewrite, the teacher can call his/ her pupils' attention to these errors and provides examples and explanation for the whole class.(*ibid*).

Adopting a correction code and self-correction provide teachers and their pupils alike with and opportunity for cooperative thinking over the teaching /learning process. Rewriting essays enables pupils to think over their errors and retest their hypotheses about language rules unlike providing the correct form which deprives them of this chance. We have to note that correction is worthless if students just put their corrected writing away and never look at it again. Teachers, hence, have to ensure that their pupils understand the problem and they redraft the passage correctly.

7.2.3.5- Follow up Tasks

Grammar rules are taught and "internalized not just as a formal system but as a resource for use." (Widdowson1991: 166). The objective of grammar teaching, then, is to be able to achieve meaning. This is done receptively through listening and reading and productively through speaking and writing. The errors that our pupils make in expressing their meaning are due to weaknesses and gaps in the internalized systems. This makes writing a feedback to teachers themselves regarding their pupils' knowledge of the language system.

The feedback process is only really finished to both teachers and learners once the latter have made changes in performance. This cannot be fulfilled unless follow up activities to remove their deficiencies are assigned. Teachers should encourage post- writing activities by devising remedial tasks where students consult references such as grammar books and dictionaries. Such activities are the best way to make learners reconsider their hypotheses about

language learning and to think over their requisites as they are highly motivated to solve their own writing problems. This is why every writing task should be followed by an analysis of pupils' errors to get to know their weaknesses and the gaps they need to fill in and by a set of remedial tasks that consolidate and strengthen the positive sides in pupils' knowledge and remove misconceptions. These remedial activities have to be varied to meet the varied needs and interests of the learners.

7.2.4- Strategy Training

Writing is a strategic skill. The strategic competence is sometimes more important than the linguistic one. Teachers need to be aware of the strategies required for this complex skill. Awareness should be consolidated by the ability to raise their pupils' awareness of their necessity and to train them in using these strategies appropriately. Pupils need to be trained and assisted in collecting ideas, drafting revising, rewriting, reorganizing....etc. They also require to understand the drawbacks of the strategies they are using such as writing in L1 and translating into L2. They need to feel the differences in conventions underlying writing in the two languages. They also need to understand that stopping to look up a word in a dictionary is a mistaken strategy that stops ,the flow of ideas at the first drafts. Keeping its place blank or writing it in Arabic or in French is more effective.

Teachers should not presume that their pupils have learnt the right strategies in their L1 or their first LV1 .Pupils' reluctance and incapacity of being expansive in writing and expressing thoughts may be due to (or at least compounded by) " the fact that they have had little or no experience with writing in their first language." (Rivers 1968:318)

7.2.5- Coordination among Teachers

No teacher is an island. We cannot be self-sufficient in our teaching ;but we require to coordinate with teachers of English and teachers of the other subjects for a better effective performance.

We have already mentioned that teachers of English need to cooperate with their students for error correction and feedback. In addition, they ought " to hold informal conversations on error correction and feed back with other instructors preferably early in the semester." (Diab2006: 06).Moreover, they can exchange experience in teaching writing and strategy training.

Teachers of English can have a clearer image of their pupils by coordinating with their teachers of the other subject areas. They can exchange experience and know their pupils' schemata to be exploited in task-based activities and designing projects where pupils are to express their knowledge in a different language. The knowledge of pupils' strategies and pre-requisites will facilitate English teachers' task if their students already have some strategies that can be transferable to the English classroom situation. In case of absence of such a strategic background, teachers will start by building it and not building on a presumed basis that does not exist.

7.3-Pupils

Our pupils have many thoughts and preoccupations to tell us , but they fail to express their meaning in English , most of them even in classical Arabic. Attitudes are very important for success since they are the background which underlies our practices. Our pupils should change their attitudes towards their writing strategies, peer correction and rewriting their essays.

7.3.1-Writing Strategies

Writing is not as easy as learners claim. The "psychosis of easiness" leads to failure similar to that of "impossibility". Writing is difficult, but not impossible. It can be learnt when we really want to .We have to adopt the appropriate strategies.

Arabic and English are two completely different languages. Their conventions in writing are not similar. This is why writing a paragraph in Arabic and translating it into English, adopted by our learners, fails to produce a well written English paragraph since first it overloads pupils' memory and prevents them from recalling their stored information. In

addition, they will be unsatisfied of the written product they come with. Instead, they can use some Arabic in collecting ideas and jotting down words they cannot recall at once but not write everything then translate.

Dealing with unknown or difficult word to recall leads most of our pupils to stop and look it up in the dictionary. This prevents the continuous flow of ideas necessary as a first step in writing. In addition, the word the pupils find may not be the appropriate one for that context. It would be better, then, to keep the word's place blank or to write it in the language it is recalled in: Arabic or French and continue. When all the ideas are jotted down, we can check the dictionary for the appropriate item.

Revision is one of the basic strategies in developing the writing ability which our pupils seem to neglect. They either do not revise, revise only once or do not know the sub-strategies that underlie this skill such us stressing one aspect of language in each revision. Lack of revision is revealed in pupils' writings in the great amount of spelling mistakes, especially the misspelling of words provided as notes or those very familiar and frequently used. Revision should be as numerous as there are aspects in language writing.

7.3.2 - Peer-Correction and Rewriting

Peer-writing and correction plays a crucial role in developing the writing skill. Pupils need to understand that this technique helps them enrich their ideas in the written topic, share language points and writing strategies with their mates and reduce the number of errors in their final draft and hence, have a better mark since this is their major instrumental motive. Peer-correction trains learners to become observant readers by concentrating on content first by asking questions about the purpose and the audience of the writer, if all the sentences fulfil that purpose and making remarks about organization , style, meaning and at last about language and mechanics.

Like any other skill, writing cannot be perfect unless practised. Pupils need to practise some free personal writing even if limited. They also need to rewrite their writing assignments .This is beneficial in the sense that it

provides them with a chance to review their linguistic knowledge and retest their hypotheses about language learning. It also leads to improving their writing quality and quantity.

Conclusion

There is a significant need for course designers to enrich syllabuses and textbooks in order to cope with the new approaches to teaching writing, for teachers to make a real change in attitudes , thus of the techniques used in teaching writing and giving feedback to help our pupils adopt the suitable strategies for producing a piece of writing. Pupils should gain self-confidence and cooperate with their instructors and with peers so as to perform their writing tasks successfully and express their thoughts clearly.

CONGLUSION

This research is predicated on the assumption that Third Year Human Sciences stream pupils fail to write either because they have not "sufficiently" been instructed to write in English or because they are adopting the wrong strategies to fulfil their writing tasks. An analysis of a corpus of authentic written essays confirmed this assumption. This was followed by two questionnaires : one for pupils to elicit their attitudes toward the writing skill , the strategies they use to accomplish a writing assignment and their attitudes towards their instructors' response , and one for teachers to find out their concepts about writing and the methodology they use in teaching this complex skill in addition to their response to their pupils' writing, the feedback they provide, and their opinion about the way the textbooks destined for this stream deal with the skill.

The pupils in the Literature and Human Sciences stream show severe weaknesses in expressing their ideas. These weaknesses reveal themselves in the wide range of mistakes of all types the pupils make. These mistakes cover all the types of errors that can be committed by language learners: omission, addition, misformation and misuse and many other local as well as global errors. These errors also cover all the aspects of language. The influence of the mother tongue; Arabic , is clear in word spelling, use and mainly in sentence structure.

The analysis of the pupils' responses to their questionnaire explains part of their weakness. Most of our pupils rely on translating their paragraphs into English after initially writing them in Arabic. In addition, they adopt mistaken strategies such as stopping to look words up in the dictionary when stuck, which blocks the flow of ideas and impoverish the quality of their writing, especially that words sometimes do not express the meaning they wish to convey. In addition, our pupils either do not revise or revise only once, which is not enough to get rid of the mistaken expressions, words and structures.

Teachers, on the other hand, seem to be doing the least effort to develop this skill since it is difficult and their pupils' English is poor. It does not enable learners to produce an acceptable piece of writing. Moreover, the time restrictions and the over crowded classes are discouraging. Although some writing is done in class, most of teachers' help concerns vocabulary items and answering pupils' questions; there is no help regarding strategies. Concerning feedback to the pupils' written work, the instructors are not giving enough importance to their pupils' preferences . If they respond to their writing ,they just cross out mistaken parts, neglecting its destructive effect on pupils who forged and strove alone to produce that piece of writing regardless of its quality and who prefer that their teacher shows them the mistakes to be able to correct them on their own, rather than crossing or providing the correct form.

We can see, then, that our literary pupils' failure to write is due to both their mistaken strategies and to the lack of systematic instruction that removes such strategies and trains the learners to use appropriate ones . However, we cannot deny the role of other factors such as time restrictions and the large number of pupils in classes. These two factors, and others, dispirit most of the instructors and demotivate them, especially that the majority of these pupils do not have any motive to learn.

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APPENDICES

Appendix 01 :The Writing Lesson Plan.....194

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Appendix 01 : The Writing Lesson Plan.

Topic: what are the advantages and the disadvantages of internet?

A- The Main Objective:

To write an argumentative essay.

B- The Language Points:

1- The simple present;

2-Sequencers: first, then,

3- Expressing cause , consequence, and aim.

Timing	Teacher' work.	Pupils' work.
05mns	T. writes the topic on BB. "What are the advantages and the disadvantages of internet?" -T invites PP to read the topic and underline the key words.	Follow -read, underline, discuss
10mns	Collective sharing of ideas: -T asks and underlines on BB	-give the words.
15mns	Pair work. T set PP to work in pairs to collect ideas related to the topic. (moves around and answers PP questions).	-work in pairs.(active, noisy) asking about words

15mns	Sharing ideas with the class: T jots down the notes on BB: -means of communication. -advantages: -give fresh news. -find new friends. -source of information. -disadvantages: - waste of time. -destroys moral values. -spoils behaviour; teaches bad manners. Conclusion: A good means if we consider its positive aspects.	Give their ideas. Start writing, asking about vocabulary items and verb forms.
10mns	T, now, elicits the language forms necessary to develop this topic. -The simple present/sequencers. -Expressing cause/ effect/ aim. T sets the PP to write their essays individually. (1st session over)	
55mns	Next session: Completion of the writing task.	(some pupils finished the essay at home)

X

The Internet is one of the most important medias, is almost found in every house especially in the developp countries, but there is one condition to have the Internet is the computer with a telephone, and it is useful if we used it in the right way, and dangerous if we miss use it. So, what are the advantages and the disadvantages of using the Internet ?

the Internet has many of advantages. First it enable the audience to be in touche with the other in the world. Second, it makes us aware of what is happ around us, Third, it can be a means of entertainment where people can find their interest and hobbies. The the Internet can be a means of fun which has Grand After that we can make new friends and relations if we contact with the internet.

In the other side, we can find that the Inter has many of the negative aspects. First it can be waist of time and money if people sit hours and hour ignoring their jobs and even them selfs. Second it can be also dangerous for the health an cause many of sikness. Finally, it influence on our behavior and manners, where it can cause the agressivity and violence.

As a conclusion, we cans say that the Internet has many of the positive aspects and that's when used in the good think, and a lot of the negatives one if we used it in the wrong way, so we have to take wh it can be useful for us, and leave what it can be u from the Internet.

X

The rise of Internet had manifest a great advance in all fields as well as it helps the immergance of lead ways to theef information and so on.

From one hand, internet is a good assistance in searching different data such as research in the first searching engine so called "google" and others which are now more if not uncountable. As well as, there is a new ways in transfearing data, programs mail and even purchasing goods from internet web sites. Then, that is one of the all-most wanted ways to have new friends wherever it is writting or audio-visual.

From the other hand internet educate some bad manners such as waist of time and it is the negative to youth moral value with the so-called adult sites. An other reason is the risks of health problems such as eye illness and specially the newest illness due to internet which is called "dong-net".

At last, internet is a double edge-sword that may develop our life if we take it with a reasonable way of it damage our values if we take it in the wrong way.

X

"The Internet"

Because of the epoch of progress, it goes without saying that try to find uncomplicated means award solution to our problems. Ciber the people excogitated the hardware that which designated "Internet". That hardware or machine has smoothed many difficult and hards that which meets with in his daily lifetime.

However, above all of this resources that we can take pleasure or satisfaction from it. There are many variet of handlinging this machine.

Now we could make a sailing in Internet we to pick up a comprehensive anointment on Internet's realm to know the ways of use of this machine

Internet this roomy cosmos how we can from his machine take many or a lot of information and we can find in the Internet a solution of our problems that she faced we in our life.

And with this machine we can simply much of cases that we could find a solution by our selfes. And with it we can acquire new friends with the comunication and they becoming acquanted with it. When soom body is very worried from any thing or weary he

object

can forget his toil and sweat with the amusement that the machine make it to the worried man. And we can make character and personality sities in the Internet to exhibit in it our recommendation and many other good things that she render the humanity totally in happiness. But there are many sort of people can not know how to used this machine in good ways and they misapplication the Internet in a bed way. There are many peopletown in the no-man's hand or proscribed sites this proscribed sities that she can genesis slanting person. And can people stealing money from the bank account. and this machine make addicts peoples on Intenet.

Of this we sould assume many anslaght cautioning and enlightenment to the youthfulness that they need it in this epoch or in our bed epoch. this many contioning anslaght to said for our youthfulness how is the good and bed way in ye used the Internet to let the machine from the good and to the better.

The Internet is one of the most means of the communication technology utilisation in the last years and, this means was be important to the peepel.

Is it have positive or negative think like the other means?

Yes, the Internet have many positive think like the other means. First, you can learn different things like, cooking, and the other language as spanish and French... Second, all the peepel can make new friends in every place in the world. As, the tecnique of the chat. Finally, in the Internet you can be search information a all the news of the world.

The Internet is on the other means have a positive

thinks sure, the fast other thinks is negative.

Frist, it waste the money and the time of the people. Second, it can be danger for the heal th of they as the problems of the eyes and the problems of the "obesite" this is a lot of in Franch and U.S.A. Finally, the influence on manner and behaviours between the people.

So, I think it is a very good means whe we consider the positive aspects.

Advatager and disadvatages of internet

Internet is a very kweek way of communication between people, campay, millatry ..... First discovery of internet was 1984 it Aux use by the armed force of America for communication and intelgance the divelopement of technologie the scientific both the ~~the~~ internet tow but in societe's there is tow catogang's of people's. The first section said the internet is a good think and justify his opinion by the cances under.

Orsude information the internet is a terisor information because there is a thousened of websi

Rel.A. give information for all specailtiy, of science.

News internet there is lot of websites Rel give news

conntry's in the hous and the herbf houslik
aljazeera, Renteur. CNN
help to study: there is what him said the vortu
Univercity. you can regasitrey and study in
specailty and connect you proffieer
- meet friends: you can find friend from en
contry in the world by chat or send emaile c
regestration in sites specail of comnecation by
All this operation can be avaible by tarch of
button in ~~bad~~ compmten's, its a very simple
think and

And the second section said that interne
bad think and justify his opinion by the co
waiet of time, cause eye dive and risk t
influence behavisure: in internet there
is a lot of websites give to dswnload Movies
and Ducinatetion fortorrorist and films of
action, war, the magazine. can be a came of
discoveration of agrisive behaviour for
childern's adults.

Finally, I said that the internet a good
think if the subject can use it corectly.

Appendix 03

The Pupils' Questionnaire

Dear pupils,

This questionnaire aims at finding out learners' views about the writing skill and the strategies they use to accomplish a writing task.

I would appreciate if you could answer this questionnaire.

Please , tick (×) the appropriate answer or make a full statement when necessary.

May I thank you in advance for your cooperation.

Miss KHELEF Embarka
Institute of Literatures and Languages.
Department of English.
Larbi Ben M'hidi University Centre
Oum El Bouaghi.

SECTION ONE : General information

1 – In what level are you?

……

2 – How old are you ?

……

3 – You study English as :

a- LV1. ☐

b- LV2. ☐

4 – How long have you studied English?

……

SECTION TWO: The Writing Skill.

5- Writing is a necessary skill for you to develop:

a- Yes. ☐

b-No. ☐

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

……

7- Writing is an easy skill to learn.

a- Yes. ☐

b- No. ☐

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

……

9 – Do you like writing ?

a- Yes. ☐

b- No. ☐

10- If "No" , please, explain why?

……

11 – Do you practise writing ?

a-Yes. ☐

b- No. ☐

12- If "Yes", what do you write ?

……

13 - You write in :

a- Arabic. ☐

b- English. ☐

c- Both. ☐

SECTION THREE: The Writing Procedure.

14- When you read the topic of your writing assignment, you:

a- Take your pen and start writing your essay. ☐

b- Start thinking and collecting ideas related to the topic. ☐

c- Other: Please , specify……

……

15- If you do not know a word in English, you :

a- Write it in Arabic and continue your paragraph. ☐

b- Keep its place blank and continue writing. ☐

c- Stop to look it up in the dictionary. ☐

d- Other: Please,specify……

……

16- You write your paragraph in Arabic then translate it into English.

a- Always. ☐

b- Sometimes. ☐

c- Never . ☐

17- Do you revise your essay after completing it ?

a- Yes. ☐

b- No. ☐

18 – If "Yes", how many times do you revise your essay before handing it to your teacher?

a- Once. ☐

b- More than once. ☐

19- If " More than once" , please, specify the average number.....

20 - While revising your essay, you concentrate first on:

a- Ideas. ☐

b- Grammar. ☐

c- Spelling . ☐

d- Style. ☐

SECTION FOUR: The Teacher's Role in Writing.

21– Does your teacher help you to learn writing ?

a- Yes. ☐

b- No . ☐

22 – If "Yes", please, explain how ?

.....

23- S/he assigns the writing work :

a- For home. ☐

b- In class. ☐

c- Both. ☐

24 – When the teacher corrects the essays, s/he gives feedback.

a- Usually. ☐

b- Sometimes. ☐

c- Never. ☐

25 – When your teacher returns your corrected essays, you are interested to see:

a- The mark only. ☐

b- The mark then the mistakes. ☐

c- The mistakes then the mark. ☐

26 – When your teacher corrects your essay, s/he:

a- Provides the correct forms. ☐

b- Shows the mistakes using symbols. ☐

c- Just crosses the mistaken parts. ☐

d- Other: Please, specify. .....

27 – You would like your teacher to :

a- Correct your mistakes. ☐

b- Show you how to correct your mistakes. ☐

28- When your teacher corrects your essay, s/he :

a- Corrects every kind of mistake. ☐

b- Concentrates on one kind of mistake each time. ☐

c- Other: Please, specify.

.....

29 –You would like your teacher to :

a- Note every mistake you make. ☐

b- Concentrate on one type of mistakes each time. ☐

c-Other: Pleases, specify.

.....

30 – When you do not understand a remark on your writing , do you ask for you teacher' help?

a- Yes. ☐

b- No. ☐

31 –Do you like correcting your classmates' mistakes?

a- Yes. ☐

b- No. ☐

32 – Do you like your classmates correcting your mistakes?

a- Yes. ☐

b- No. ☐

33 – When you go home , you rewrite your essay taking into account your teacher's remarks.

a- Always. ☐

b- Sometimes. ☐

c- Never. ☐

SECTION FIVE : Further Suggestions.

34 – Is there any comment you would like to add ?

.....

.....

.....

.....

.....

.....

Appendix 04

The Teachers' Questionnaire

Dear colleagues,

This questionnaire is part of a research on teaching the writing skill at the secondary level. It aims at finding out the teachers' concepts about writing and the methodology used to teach this skill in our secondary schools.

I would appreciate if you could fill in this questionnaire.

Please , tick [×] the right answer or give a full statement when required.

May I thank you in advance for your cooperation.

Miss KHELEF Embarka.
Institute of Literatures Languages.
Department of English.
Larbi Ben M'hidi University Centre
Oum El Bouaghi.

SECTION ONE: General Information.

1- You are:

a-PES. ☐

b-PEF. ☐

c-Other: Please, specify. .....

2- When have you graduated ?

.....

3- How long have you been teaching at the secondary level?

.....

4- Are you specialized in English?

a-Yes. ☐

b-No. ☐

SECTION TWO: The Writing Skill.

5- Writing is a necessary skill to develop in your students.

a- Yes. ☐

b- No . ☐

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

.....

7- Compared to teaching the other skills, teaching writing is:

a- Easier.

b- Similar. ☐

c- More difficult. ☐

8- Please, explain why.

.....

9- Do you think that writing is related to the other skills?

a- Yes. ☐

b- No. ☐

10- If "Yes", to which skill is it most related?

a- Listening. ☐

b- Speaking. ☐

c- Reading. ☐

SECTION THREE : The Teacher's Role in Writing.

11- How many sessions do you devote to teaching writing in each unit?

a- One. ☐

b- More than one. ☐

12-If "More than one" , please, specify the number .

……

13- When you reach the writing section, you:

a- Assign it as home work. ☐

b- Discuss the topic in class ,then pupils write at home. ☐

c- Ask your pupils to directly start writing. ☐

d- Other: Please, specify ……

……

14- While the pupils are writing , you:

a- Move around to help. ☐

b- Sit down and do another task. ☐

c- Other: Pleases, specify

……

15- If "a", your help to your pupils consists in:

a- Words and language forms. ☐

b- Collecting ideas and drafting. ☐

c- Other: Please, specify. ……

16 -You ask your pupils to rewrite their essays to have a better mark..

a- Usually. ☐

b- Sometimes. ☐

c- Never . ☐

17- When your pupils write, you correct and give feedback.

a- Always. ☐

b- Sometimes . ☐

c- Never. ☐

18- When you correct your pupils' essays you:

a-Provide the correct forms. ☐

b- Show the mistakes using symbols. ☐

c- Just cross the mistaken parts.. ☐

d- Other: Please , specify……

19 – When you correct, you:

a- Correct every kind of mistake. ☐

b- Concentrate on one kind of mistake each time. ☐

c- Other: Please, specify……

20- When you return your pupils corrected essays, they are interested to see:

a- The mark only. ☐

b- The mark then their mistakes. ☐

c- Their mistakes then the mark. ☐

21- When you hand in the pupils corrected essays, you:

a- Ask them to consider their mistakes and correct them in class. ☐

b- Ask them to do that at home. ☐

c- Do not assign any follow up task. ☐

22- Do you have a collective classroom correction ?

a- Yes. ☐

b- No . ☐

23 – If "Yes", you:

a- Choose a pupil's essay to be corrected. ☐

b- Write your own model on the blackboard. ☐

c- Collect pupils' errors and discuss them collectively. ☐

d- Other: Please, specify

.....

24- You encourage peer correction; pupils correcting one another's mistakes.

a- Usually. ☐

b- Sometimes. ☐

c- Never. ☐

25 – After correcting pupils' essays, you:

a- Move to the following lesson. ☐

b- Design some remedial tasks. ☐

c- Other: Please,specify .....

26- You think that errors should be:

a- Eradicated . ☐

b- Neglected . ☐

c- Carefully treated. ☐

SECTION FOUR : Writing in the Algerian Textbooks.

27 – Do you think the Algerian syllabus gives writing enough importance?

a- Yes. ☐

b- No. ☐

28 – The writing activities in The New Midlines and Comet focus on :

a- The product. ☐

b- The writing process. ☐

c- Both. ☐

29- Do these activities teach different genres of writing?

a- Yes. ☐

b- No. ☐

30 – Do they develop pupils' metacognitive skills?

a- Yes. ☐

b- No . ☐

SECTION FIVE : Further Suggestions.

31- Is there any comment you would like to make?

……

……

……

……

RESUME

Le présent travail est une traite d'une étude descriptive et analytique de l'échec des élèves de troisième année secondaire série Lettres et Sciences Humaines en expression écrite d'Anglais. On a estimé que cet échec est dû soit au manque d'instruction, soit à leurs fausses stratégies adoptées.

L'objectif est d'identifier les erreurs morphosyntaxiques, lexicales et de ponctuation commises par ces élèves, les analyser en les classifiant en catégories d'omission, d'addition, de malformation et de mal utilisation.

Pour réaliser cet objectif, on a procédé, premièrement à une analyse de productions écrites afin de mettre en évidence les points faibles. Deuxièmement, par formulation de deux questionnaires, dont le premier est adressé aux élèves pour essayer de connaître leurs modes de compréhension de l'expression écrite, leurs stratégies adoptées pour accomplir leurs devoirs en rédactions et leurs attitudes envers leurs enseignants. Le deuxième étant destiné aux enseignants, vise connaître leurs compréhension de l'expression écrite, leurs rôles en classes et leurs évaluations de la place réservée à cette compétence, et les activités proposées par les manuels scolaires.

L'analyse des résultats confirme notre hypothèse que l' échec est dû à l'insuffisance d'instruction et à l'inadéquation des stratégies appliquées lors de la rédactions.

Enfin, quelques suggestions ont été présentés pour une éventuelle amélioration de la qualité de l'expression écrite de nos élèves.

الملخص

هذا العمل عبارة عن دراسة وصفية تحليلية لضعف تلاميذ السنة الثالثة ثانوي آداب و علوم إنسانية في مهارة الكتابة باللغة الانجليزية . بدأنا الدراسة بفرضيه أن هذا الضعف راجع إما لانعدام التوجيه فيما يخص هذه المهارة أو للاستراتيجيات الخاطئة التي يعتمدها هؤلاء التلاميذ في تحرير الفقرة.

يهدف هذا العمل إلى تحليل الأخطاء النحوية و الصرفية من خلال تصنيفها إلى: إضافة ، حذف، سوء تركيب و سوء استعمال بغية التعرف على أسباب هذا الضعف.

لتحقيق هذه الأهداف اعتمدنا على وسيلتين للبحث و هما: تحليل الأخطاء والاستبيان. تم تحليل كتابة التلاميذ بهدف معرفة مواطن ضعفهم. أما الوسيلة الثانية فتتمثل في استبيانين : الأول للتلاميذ بهدف التعرف على تصورهم لمهارة الكتابة ، والاستراتيجيات التي يتبعونها لتحرير فقرة و موقفهم تجاه الدور الذي يلعبه الأستاذ في تنمية هذه المهارة . أما الاستبيان الثاني فوجه للأساتذة بهدف التعرف على تصورهم للكتابة ، الدور الذي يقومون به لتنميتها في تلاميذهم و تقييمهم لمكانة الكتابة و النشاطات التي تنميها في البرنامج و الكتاب المدرسي.

أظهر تحليل نتائج الاستبيانين أن ضعف التلاميذ في الكتابة راجع أولا: إلى الاستراتيجيات الخاطئة التي يعتمدونها خلال انجاز فقرة ثم لعدم كفاية التوجيه و التدريب المقدم من طرف الموجهين.

خرجنا بجملة من الاقتراحات التي يمكن أن تساعد في تحسين كتابة تلاميذنا.