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Department of English

**Enhancing Students' Multipurpose Writing Skills, Techniques and Tasks:
Case of 2nd year Bachelor EFL Students at Ibn Khaldoun University of
Tiaret**

A Dissertation Submitted in Partial Fulfilment of the Requirements for the degree of
Master in Didactics

Submitted by:

Bounouara Aya

Supervised by:

Dr. Madani Habib

Members of Jury

Chairperson

Dr. Abbar Ghanem

University of Tiaret

Supervisor

Dr. Madani Habib

University of Tiaret

Examiner

Dr. Benamor Youcef

University of Tiaret

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Dedication

We express our utmost gratitude to Allah for granting us strength to successfully complete this work. Our heartfelt dedication goes to our parents, siblings, friends, colleagues, and teachers who have played a pivotal role in our achievements. This dissertation is a tribute to all those who have generously supported us throughout our academic journey.

Acknowledgments

We extend our heartfelt appreciation to the individuals who have contributed to the successful completion of this research work. Without their help and support, this endeavor would not have been possible.

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We would also like to extend our sincere thanks to the members of the jury “*Dr. Abbar Ghanem as chairperson, Dr. Madani Habib as a supervisor, and Dr. Benamor Youcef as an examiner.*” Their willingness to review and evaluate this work is deeply appreciated.

Special recognition is due to the **students** who participated in the study case, as well as the **teachers** who took the time to respond to our research instrument, provide valuable insights, and share their experiences. We are grateful for their kind cooperation, which significantly enriched our findings.

Once again, we express our gratitude to all those who have contributed to this research project. Their support, participation, and guidance have been vital to its completion.

Abstract

Improving multipurpose writing skills is crucial in today's diverse communication landscape. This study investigates the effectiveness of various writing instruction techniques, strategies, and tasks in improving students' writing skills for different purposes. Conducted at Ibn Khaldoun University in Tiaret, the study utilizes a descriptive approach and employs questionnaires administered to (50) second-year bachelor EFL students and (10) EFL teachers. The findings revealed that integrating multipurpose writing tasks can significantly enhance students' motivation and engagement in the learning process. By aligning these tasks with learning objectives, catering to student needs and interests, and ensuring their relevance to real-life situations, EFL teachers can establish an inclusive and effective writing curriculum. Notably, the study underscores the significance of factors such as topic selection, student interests, and the development of robust ideas and vocabulary in successful multipurpose writing instruction.

Keywords: EFL learners, Learning objectives, Multipurpose writing skills, Writing instruction and techniques.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

LLS: Language Learning Strategies

NCTE: National Council for Teachers of English

SCT: Sociocultural Theory

SEO: Search Engine Optimization

UCA: University of Central Arkansas

UTS: University of Technology of Sydney

WAC\ AWAC: Association for Writing Across the Curriculum

WID: Writing in the Disciplines

WTE: Writing to Engage

WTL: Writing to Learn

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General Introduction

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Effective communication is a cornerstone of success in various aspects of life, and the ability to write well plays a crucial role in this process. In today's dynamic and interconnected world, individuals are required to communicate their thoughts, ideas, and perspectives in diverse contexts and for various purposes. Whether it is in academic, professional, or personal settings, multipurpose writing skills are essential for effectively conveying information, persuading others, and fostering meaningful connections.

The concept of multipurpose writing skills refers to the ability to adapt one's writing style and approach to different genres, audiences, and platforms. It goes beyond simply having a command of grammar and vocabulary; it encompasses the capacity to write clearly, persuasively, and creatively in a variety of contexts. From academic essays and reports to creative narratives and digital media content, the versatility of multipurpose writing skills allows individuals to engage and communicate with different audiences effectively.

In today's fast-paced and digitally connected world, the ability to communicate through writing has become increasingly important. However, many students struggle to develop the necessary skills to express themselves clearly, coherently, and persuasively. These challenges may arise due to factors such as limited exposure to diverse writing tasks, inadequate instruction on writing strategies, or insufficient practice opportunities.

The recognition that writing is not solely limited to one specific discipline or context. Students are expected to write across various subjects, ranging from academic essays and research papers to creative writing pieces and digital media content. Each of these writing tasks requires different skills, approaches, and conventions, making it crucial for students to possess multipurpose writing abilities.

The role of educators and institutions is addressing the writing needs of students. Effective writing instruction goes beyond teaching basic grammar and sentence structure; it encompasses providing students with strategies for planning, organizing, revising, and editing their work. Furthermore, it involves fostering a supportive learning environment where students feel encouraged to take risks, seek feedback, and continuously improve their writing skills.

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Studies investigating effective instructional approaches, writing interventions, and the impact of technology on writing skills contribute to the understanding of how-to best support students' writing development. By examining existing literature and identifying gaps in knowledge, researchers and educators can collaborate to enhance instructional practices and provide evidence-based interventions.

This study revolves around the challenges faced by students in developing multipurpose writing skills. Despite the importance of effective writing abilities in academic and professional contexts, many students encounter difficulties in mastering various writing tasks and genres. These challenges can hinder their academic performance, limit their career prospects, and impede their growth and development.

The lack of comprehensive instruction and support for developing multipurpose writing skills. Traditional writing instruction often focuses on specific genres or disciplines, neglecting the need for versatile writing skills that can be applied across various contexts. As a result, students may struggle to adapt their writing to different assignments, audiences, and purposes.

Furthermore, technological advancements and the rise of digital media have introduced new challenges for students. Writing for digital platforms requires not only proficiency in traditional writing skills but also an understanding of the unique characteristics and conventions of online communication. Many students lack the necessary knowledge and guidance to navigate this evolving landscape effectively.

Moreover, the limited opportunities for creativity and self-expression in writing instruction. Emphasizing only technical aspects of writing without nurturing students' creative abilities can stifle their engagement and enthusiasm for writing. Students may perceive writing as a burdensome task rather than a means of self-discovery and personal expression.

Students may face challenges related to critical thinking and analysis in their writing. Developing well-reasoned arguments, evaluating sources, and integrating evidence into their writing can be complex tasks requiring guidance and practice. Without adequate support and instruction, students may struggle to effectively analyze information and construct coherent arguments in their writing.

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The study on multipurpose writing skills lies in its potential to enhance students' academic and professional success. By addressing the challenges students face in developing effective writing abilities, the study aims to make a meaningful impact on their educational experiences and future career prospects.

Firstly, improved writing skills can positively influence students' academic performance. Writing is a key component of assignments, exams, and research projects across disciplines. By equipping students with the necessary tools and strategies to express their ideas clearly and coherently, the study can contribute to higher-quality academic work, leading to better grades and a deeper understanding of course material.

Secondly, strong writing skills are highly valued in the professional world. Regardless of the field or industry, effective written communication is essential for success. Employers seek candidates who can articulate their thoughts, convey information concisely, and adapt their writing style to different audiences. By focusing on multipurpose writing skills, the study aims to prepare students for the demands of the workplace and enhance their employability prospects.

Writing enables students to explore their thoughts, emotions, and unique perspectives. By encouraging creative writing and providing opportunities for self-reflection, the study can empower students to develop their voice, nurture their imagination, and enhance their ability to convey their ideas and experiences effectively.

Additionally, the study addresses the evolving landscape of digital communication. With the increasing prevalence of digital media platforms, students must adapt their writing skills to effectively communicate in online environments. By incorporating writing for digital media into the curriculum, the study equips students with the necessary skills to engage with diverse audiences and effectively convey messages through various digital platforms.

The aim of this study is to investigate the development and enhancement of multipurpose writing skills among EFL students. The study seeks to understand the challenges students face in developing these skills and explore effective strategies and approaches to address those challenges.

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Hence, the study attempts to contribute to the field of writing pedagogy and provide insights that can inform instructional practices and curriculum development. In this respect, it tries to provide answers to the following research questions:

1. Do EFL teachers include multipurpose writing tasks in the classroom?
2. How do students perceive the use of multipurpose writing tasks in the classroom?
3. How can teachers effectively integrate multipurpose writing tasks into their writing instruction?
4. What is the long-term impact of incorporating multipurpose writing tasks into the curriculum on students' academic achievement and future success?

To answer these questions, we hypothesize:

1. EFL teachers barely focus on teaching writing for multipurpose.
2. Students will perceive the use of multipurpose writing tasks positively, as they provide opportunities for creativity and self-expression, and enable them to develop multiple writing skills.
3. Teachers can effectively integrate multipurpose writing tasks by aligning them with learning objectives, adapting them to students' needs and interests, and making them engaging and relevant to real-life situations.
4. The incorporation of multipurpose writing tasks into the curriculum will increase students' motivation and engagement in the learning process, resulting in improved academic achievement and a greater likelihood of future success.

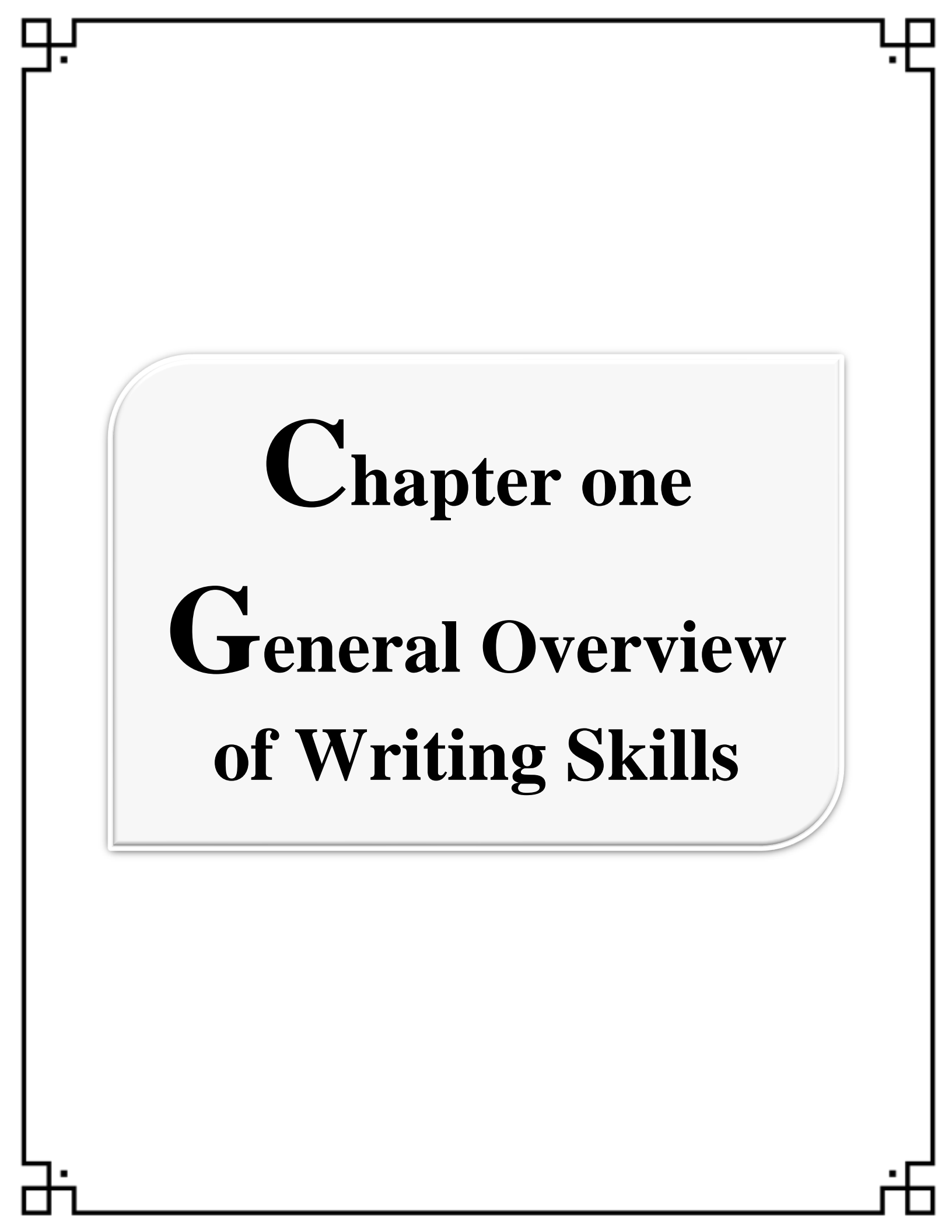
For reaching the research aim, a descriptive method will be adopted using two tools, teachers' questionnaire and students' questionnaire. Teachers' questionnaire is designed for ten EFL teachers of Ibn Khaldoun University and the students' questionnaire is designed for fifty second year bachelor EFL students at Ibn Khaldoun University. The sample is randomly selected.

Hence, this dissertation comprises three main chapters. The first chapter provides an overview of previous studies addressing the scientific definitions of writing skills, its multifaceted nature, and an overview of the types, key components, and essential stages of the writing process.

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The second chapter focuses on multipurpose writing skills, reviewing previous studies that emphasize the significance of teaching writing and exploring different approaches. Additionally, it introduces and defines the concept of multipurpose writing, while presenting various purposes of writing.

The third chapter stands for the examination of hypotheses by analyzing the findings obtained from the two research instruments employed in this study. It seeks to address the research questions from different perspectives within the field of education.



Chapter one

**General Overview
of Writing Skills**

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Chapter one: General Overview of Writing Skills

1.1 Introduction

EFL writing skills refer to the ability of students to write in English for a variety of purposes, such as expressing opinions, describing events or experiences, analyzing texts, and synthesizing information. Writing is a complex skill that requires a range of sub-skills, such as generating ideas, organizing information, using grammar and vocabulary correctly, and revising and editing.

In this chapter, we intend to shed light on the writing skill definitions, its nature, types and categories of writing. Then, we will present the components of writing skills. We end this chapter with the main stages of the writing process.

1.2 The Writing Skill Defined

Writing is a critical skill among the four English language skills that are necessary for delivering ideas, opinions, thoughts, and emotions in written form. Harmer (2004, p.31) defines writing as a way to produce language and express ideas, feelings, and opinions. Similarly, Kate and Guy (2003) as cited in Nacira (2010, p.17) writing involves a process of self-exploration and learning through the act of writing, where individuals can gain insight into their own thoughts and ideas.

Nunan (2003) suggests that writing involves both a physical and mental effort; effective writing involves more than generating ideas; it requires careful consideration of how those ideas will be expressed, crafting logical and cohesive statements and paragraphs that can be readily comprehended by the reader.

Tarigan (2008) in Dajani (2020, p.213) points out writing skills are an essential component of language proficiency as they enable individuals to communicate their thoughts, ideas, and emotions to others, both directly and indirectly. The indirect form of communication through writing is particularly relevant in various contexts, including academic, professional, and personal settings; Writing reports is one example of how individuals can communicate indirectly through writing, reports allow individuals to convey information in a clear and concise manner, often with the purpose of informing, persuading, or proposing a course of action.

Chapter one: General Overview of Writing Skills

Effective report writing requires a range of skills, including the ability to analyze and synthesize information, organize ideas logically, and write in a style that is appropriate for the audience and purpose. By honing their writing skills, individuals can become proficient in report writing and other forms of indirect communication, thereby enhancing their ability to communicate effectively in a variety of contexts.

Furthermore, Suparno and Mohammad Yunus (2007) as cited in Dajani (2020) writing is a form of communication that involves delivering a message using written language as a medium. This process involves several stages, including pre-writing, writing, and revision. Writing skills, therefore, refer to an individual's ability to effectively express their thoughts, ideas, and opinions using appropriate written language.

Writing can be considered as consisting of two main elements: content and form. The content of an article is what the writer intends to communicate through their writing, while the form refers to the mechanical elements of an essay, such as spelling, grammar, and sentence structure. Mastery of both content and form is essential to effective writing, as the writer must not only have a clear message but also be able to convey it in a clear and compelling way. In other words, good writing skills involve the ability to not only generate ideas but also to communicate them effectively through well-crafted language. Additionally, writing is a creative process that can help generate new ideas and perspectives for the reader.

1.3 The Nature of Writing

The nature of writing is complex and multifaceted. It implicates various processes such as cognition, problem solving, and social interaction. Writing is not only about the representation of ideas, but also entails purposeful selection and organization of expressions according to the conventions of the target language, including grammar, vocabulary, handwriting, spelling, layout, and punctuation. Additionally, crafting is an equally important aspect of writing, which refers to the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an inclusive structure. Writing is a creative process that requires a combination of skills, knowledge, and strategies to effectively communicate ideas, thoughts, and emotions in written form.

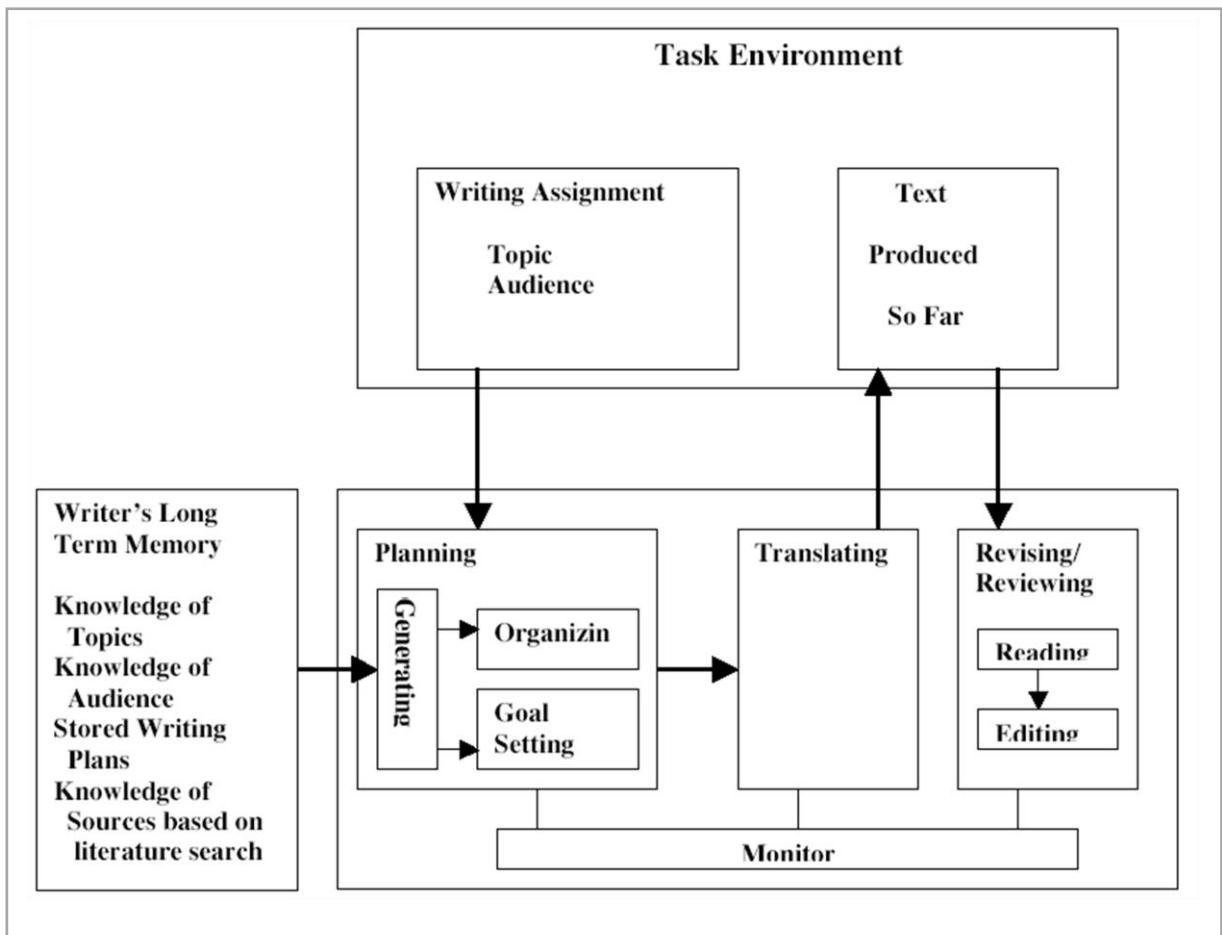
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1.3.1 Writing as a Cognitive Process

Writing as a cognitive process entails a series of mental activities that occur during the writing process. According to Hayes and Flower (1981) as cited in Laurie A. Sharp (2016) writing is not simply a matter of translating pre-formed ideas into written words. Instead, it is a complex and iterative process that involves generating ideas, organizing them, and revising and editing the text. In this view, writing is seen as a reflective, problem-solving activity that engages multiple cognitive processes such as planning, attention, working memory, and metacognition. The following figure illustrates the cognitive processes of writing:

Figure 1. 1

Flower and Hayes model of cognitive processes (1981).



(Flower and Hayes, 1981. P,370)

Chapter one: General Overview of Writing Skills

Downloaded from:

[http://faculty.goucher.edu/eng221/Flower and Hayes Cognitive Process Model of Composition.htm](http://faculty.goucher.edu/eng221/Flower_and_Hayes_Cognitive_Process_Model_of_Composition.htm)

Based on the presented figure, the three major components: planning, translating, and reviewing... In their model, planning involves generating, organizing ideas and information that are relevant to the topic or purpose of the writing task. This process requires the writer to engage in higher-level cognitive processes such as analyzing the task, evaluating the audience, and determining the structure and organization of the text. The translating process involutes converting the generated ideas and information into written language. This process requires the writer to make decisions about grammar, syntax, word choice, and punctuation, among other linguistic features, to ensure that the written text effectively conveys the intended meaning. Finally, the reviewing process deliberates monitoring and revising the written text, including making changes to the content and structure, as well as correcting errors in grammar, spelling, and punctuation. This process requires the writer to engage in metacognitive processes, such as self-evaluation and self-monitoring, to assess the quality of the written text and to make necessary changes to improve its effectiveness.

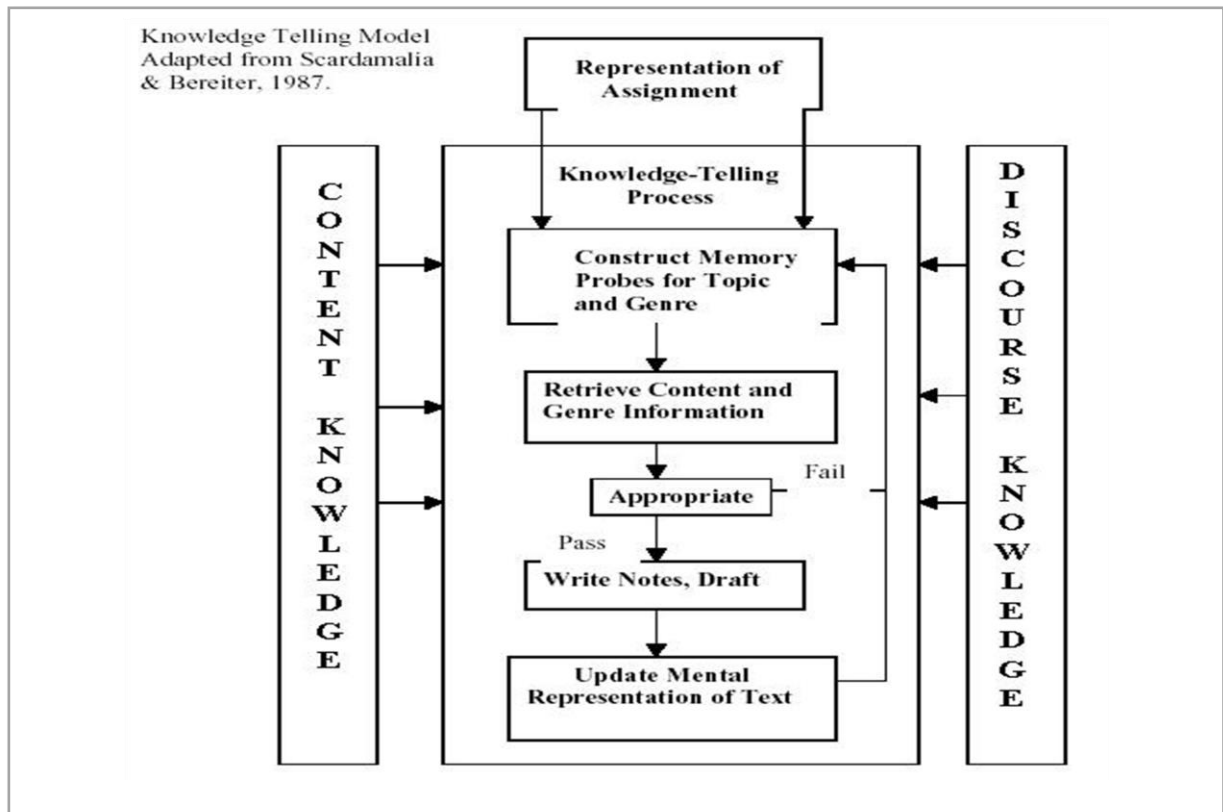
The cognitive model of writing proposed by Flower and Hayes (1981) highlights the complex and iterative nature of the writing process and emphasizes the importance of executive control and metacognition in producing effective written communication.

Other scholars have also emphasized the cognitive nature of writing. Bereiter and Scardamalia (1987) developed the theory of knowledge transformation to explain how writing facilitates the transformation of knowledge from one form to another. According to this theory, writing implicates the transformation of declarative knowledge (knowledge about a topic) into procedural knowledge (knowledge about how to do something). The following figure represents the Knowledge Telling Model.

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Figure 1. 2

Bereiter and Scardamalia (1987) “Knowledge Telling Model”.



(Chris Hildrew, 2013 “Thinking aloud” and teaching the writing process)

Downloaded from: <https://chrishildrew.wordpress.com/2013/02/24/thinking-aloud-and-teaching-the-writing-process/>

This transformation occurs as writers engage in the process of writing and revise their written work based on feedback and new insights. By transforming their knowledge through writing, individuals not only deepen their understanding of the topic but also develop the ability to apply that knowledge in new situations. This theory suggests that writing is not simply a means of recording existing knowledge but is also a way of creating new knowledge and understanding through the cognitive processes involved in the act of writing.

Hence, the cognitive perspective of writing suggests that writing is a complex and dynamic process that engages multiple cognitive processes. Understanding these processes can

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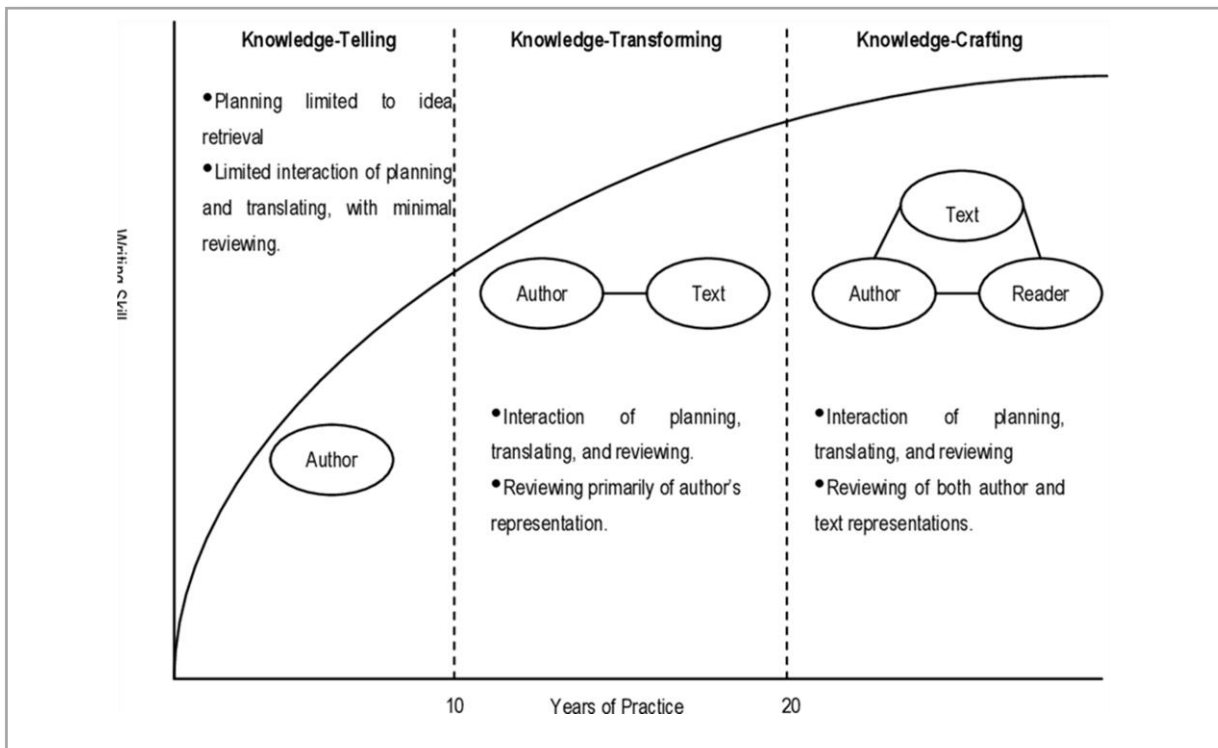
help educators develop effective strategies for teaching writing and supporting students' writing development.

1.3.2 Writing as problem-solving process

Writing can be viewed as a problem-solving process where the writer tries to convey their thoughts and ideas in a coherent and organized manner to the reader. (Flower & Hayes, 1981; Kellogg, 2008). According to this perspective, writing is not merely about generating written material but it also involves recognizing and resolving the issues that may emerge while writing. (Kellogg, 2008).

Figure 1. 3

Macro-stages in the cognitive development of writing skill.



(Ronald T. Kellogg, 2008. P,4)

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In this way, writing can be seen as a dynamic and iterative process in which the writer continuously generates and evaluates ideas, revises and refines their writing, and ultimately

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produces a polished piece of text (Hayes & Flower, 1981) in (Jiang, & Kalyuga,2022). Moreover, research has shown that effective writers are able to identify and solve problems more effectively than less skilled writers, highlighting the importance of problem-solving abilities in the writing process (Kellogg, 2008). Researchers have proposed that writing involves both top-down and bottom-up processes. Top-down processes involve high-level planning and organization of ideas, while bottom-up processes involve lower-level processes such as translating and revising the text.

The concept of top-down and bottom-up processes in writing refers to the different ways that writers approach the task of composing text. Top-down processes involve higher-level cognitive functions, such as planning and organizing, that guide the global direction of the writing. These processes are driven by the writer's goals, intentions, and understanding of the task at hand. On the other hand, bottom-up processes involve lower-level functions, such as word choice and sentence construction, that focus on the details of the writing itself. These processes are driven by the writer's linguistic knowledge and the specific demands of the text being produced.

Researchers have suggested that effective writing requires a balance between these two types of processes. For example, a study by Kellogg and colleagues (2008) found that expert writers tended to rely more heavily on top-down processes, while novice writers relied more on bottom-up processes. However, both groups used a combination of top-down and bottom-up processes, with expert writers showing greater ability to integrate these processes effectively.

Another study by Hayes and Flower (1981) found that skilled writers used a recursive writing process that involved moving back and forth between top-down and bottom-up processes. They would start with a general plan for the text, but as they wrote, they would continually revise and adjust their plan based on the details of the text that emerged. Thus; writing as a problem-solving process involves the use of various cognitive strategies to produce clear and effective written communication.

1.3.3 Writing as a Social Process

Writing is not only a cognitive and individual activity but it is also a social activity that involves interaction between the writer, the text, and the audience. Writing as a social process

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refers to the ways in which social factors such as context, audience, and purpose shape the writing process and the written product. It emphasizes the idea that writing is always situated within a specific social and cultural context and is shaped by the social and cultural norms and values of that context. Social theories of writing highlight the importance of understanding the social and cultural contexts in which writing occurs and the role of social interaction in shaping the writing process and product.

According to Vygotsky's sociocultural theory, learning is a social process that occurs through interactions with others and the environment. This theory suggests that individuals learn and develop through their interactions with more knowledgeable others, such as parents, teachers, and peers.

In sociocultural theory, social and individual processes are interdependent and learning takes place in cultural contexts through the use of artifacts such as language and symbolic systems. Lantolf (2000) as cited in Jemma Simeon (2016) emphasizes the use of culturally constructed artifacts and concepts to regulate social and mental activity. Sociocultural theory has been applied to second language writing research, with Kang and Pyun's (2013) study as cited in (Mallahi & Zareian, 2016. P35) focusing on the mediated actions of two L2 Korean learners during their writing processes. The study used interviews, think-aloud protocols, and stimulated recall to gather data on the learners' writing strategies.

Sociocultural theory (SCT) offers valuable insights into the development of writing and the use of language learning strategies (LLS), as well as the context that supports these forms of strategic learning. According to SCT, cultural and textual resources mediate human activity, and learners play a crucial role in their own learning. This implies that activities and tasks in the ESL classroom do not exist in isolation but rather are part of complex systems of relationships. Jemma Simeon states that SCT allows them to examine writing strategies as a social practice and recognize students as active participants in constructing knowledge. SCT is essential in comprehending how second language learners' socially situated context interrelates with their writing behaviors and strategies. Therefore, teachers and researchers should incorporate SCT principles when designing language learning environments to create an optimal learning experience for students. By doing so, students will be able to develop their writing skills and LLS more effectively, resulting in better academic outcomes.

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Mary Malcolm's review of "Writing in Social Space" highlights the author's strong belief in the concept of social writing in which writing is viewed as a social activity rather than an individual one. Murray proposes that academics should participate in supported writing retreats and groups, and cultivate writing as a means of constructing their academic identity. Murray's argument is bolstered by the positive experiences of those who have tried this approach. While the book primarily targets potential leaders in social writing, it also offers valuable guidance for individual writers struggling to maintain their writing practice. However, the book falls short in addressing related issues such as sustaining academic reading practice. Nevertheless, "Writing in Social Space" is a useful reminder of the common obstacles that prevent academics from writing and encourages consistent engagement in writing as a constructive practice. It is a must-read for anyone seeking to enhance their academic writing and identity.

1.4 Types of Writing

Writing is a means of conveying human feelings and knowledge, and each writer has their own unique style that reflects their personality. However, the style of writing required for a particular piece of writing may vary depending on the content. It is crucial for writers to remain focused on their writing purpose, regardless of what they are writing. Narrative, descriptive, expository, and persuasive writing are the four main types of writing.

Besides the commonly known four types of writing, there are other categories such as creative writing, review writing, subjective writing, and objective writing. Each writing type serves a distinct purpose and requires specific writing skills to effectively communicate the intended message, each type demands a different set of writing skills, tone, and style to produce a well-crafted written piece.

Bouchrika Imad (2022) have designed *A guide to the different types of writing* published in the Research.com website.

Bouchrika highlights the main four types of writing:

1.4.1 Narrative Writing

Narrative writing is essentially written storytelling that aims to inspire, educate, or entertain the audience. It can be challenging for writers to create a narrative that engages and

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captivates readers while also allowing them to use their imagination and understanding to interpret the story. To convey a story, certain essential elements must be present, including plot, character, theme, conflict, and setting. A narrative also requires a beginning, middle, and end, which may be either conclusive or open to interpretation.

The perspective from which the story is told is also a crucial element of narrative writing. This can be done through the eyes of a character in the story, who may only have limited knowledge of the plot, or through the perspective of an all-seeing narrator who understands the thoughts, motives, and reactions of the characters.

Narrative writing covers a wide range of genres, including adventure, fantasy, mystery, tragedy, comedy, fairy tales, myths, dramas, fables, legends, science fiction, love stories, biographies, autobiographies, historical accounts, epic poems, memoirs, jokes, novels, anecdotes, and screenplays.

1.4.2 Descriptive Writing

Descriptive writing involves vividly portraying a character, event, or location in great detail. It often has a poetic quality, as the writer focuses on providing sensory details of the subject rather than just conveying information. The writer aims to evoke the five senses in the reader, by describing what they see, hear, taste, smell, and feel. Descriptive paragraphs and essays are typically written in the first-person point of view, which makes them more personal and emotionally charged than expository writing. The writer strives to create a connection between the reader and the subject by using rich and vivid adjectives and adverbs that make the reader feel as if they are experiencing the subject firsthand.

1.4.3 Expository Writing

To explain a given topic or subject without expressing any personal opinions, the author uses expository writing, which is one of the most common writing styles. This style is also referred to as "information writing." Expository writing relies on clear facts, statistical data, cause and effect, and examples. It does not involve emotions, and the writer typically takes a neutral stance, using the third-person point of view. While both descriptive and expository writing may involve detailed descriptions, the key difference is that expository writing focuses

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on external objects, situations, and processes, while descriptive writing tends to evoke emotional responses from the reader.

1.4.4 Persuasive Writing

Persuasive writing is a form of writing aimed at convincing readers to take the writer's side. This is achieved through the use of research, analysis, logical reasoning, and emotional appeal. While the author's opinions are strongly expressed, objective justifications and arguments are also included. Emotional appeal is an important component because readers are more likely to act on their emotions. Examples of persuasive writing include editorials, reviews, cover letters, argumentative essays, and advertisements.

1.5 Categories of Writing

In addition to the four major types of writing mentioned earlier, there are several other categories of writing that are worth discussing (Bouchrika, 2022):

✓ **Objective writing:** Objective writing involves presenting information based on factual evidence while avoiding personal bias or feelings. The writer must remain neutral and not use any value judgments in their writing, such as subjective words like "appalling" or "wonderful." It is also recommended to consider all sides of an argument to maintain objectivity.

✓ **Subjective writing:** Subjective writing is driven by the writer's personal opinions and is not concerned with objective truth. It can be biased and may contain information that is not accurate. The author is free to express their thoughts and feelings, and readers can interpret the content based on their own perspective. Examples of subjective writing include newspaper editorials, blogs, and online comments.

✓ **Creative writing:** Creative writing is a form of writing that diverges from conventional technical, academic, professional, and journalistic writing styles. The main aim is to convey emotions, thoughts, and feelings in a creative way, rather than simply imparting information. This type of writing encompasses a broad range of genres such as poetry, songs, plays, memoirs, scripts for television and movies, and various forms of fiction, including novellas, novels, and short stories.

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✓ **Review writing:** The purpose of this writing style is to evaluate and analyze a particular item, such as a product, book, place, service, or movie. Reviews serve as a guide for consumers to make informed decisions, and some businesses compensate individuals to write reviews for their products.

1.6 The Components of Writing Skills

Writing skills can be broken down into various components that work together to produce effective written communication. These components include knowledge of grammar and syntax, vocabulary, organization, coherence and cohesion, audience awareness, and critical thinking. Mastery of these components is essential for effective writing in any context, whether it be academic, professional, or personal. Understanding these components and how they work together can help writers improve their writing abilities and produce high-quality written work.

Starkey (2004) suggests that a well-written composition should possess proper organization, coherence, and clarity. Furthermore, it should utilize precise language and appropriate word choice.

1.6.1 Grammar Knowledge

Grammar knowledge is one of the key components of writing skills. It refers to the understanding of the rules and principles governing the structure of language, including sentence structure, verb tense, subject-verb agreement, and the use of punctuation. A strong grasp of grammar is essential for effective writing, as it enables writers to convey their ideas clearly and concisely.

In order to develop grammar knowledge, writers can engage in various activities such as studying grammar rules and principles, reviewing grammar exercises, and seeking feedback from peers or instructors.

According to Yunus and Chien (2016) as cited in (Plaindaren & Shah, 2019) in order for a writer to create high-quality writing, they must possess a thorough understanding of grammar knowledge, a diverse vocabulary, mastery of writing mechanics, and the ability to write in a variety of styles.

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1.6.2 Organization

Organization is the way in which a written piece is structured and presented to the reader, it involves the arrangement of ideas and information in a logical and coherent way, with clear and effective transitions between different sections and paragraphs. A well-organized piece of writing is easier to read and understand, and it can help the reader to follow the writer's line of thought or argument more easily. Starkey (2004) states that organization enables the readers to understand the connections between different points and how they contribute to supporting the thesis. *“The direction and purpose you get from organization helps your reader to believe what you are saying, and to willingly follow your lead.”* (Starkey, 2004 p.02). That is to say the act of writing itself can help you to clarify your thoughts and to gain new insights into your topic. By having a clear sense of direction and purpose in your writing you can enhance your ability to effectively communicate your ideas, engage your audience, and reach your writing objectives. Maintaining focus on your goals and following a structured plan can help to refine your writing skills and boost your confidence as a writer.

In order to achieve effective organization, writers may use various strategies, such as outlining, creating a logical sequence of ideas, and using clear and effective transitions between paragraphs and sections. There are several techniques that determine the organization of a piece of writing, and these techniques are essential in highlighting the significance of the writing process. One of the pre-writing techniques that determine organization is free writing and brainstorming. Galko (2002, P20) states *“Brainstorming is a way to come up with ideas either alone or in a group. The main principle behind brainstorming is to let your ideas flow without judging them.”* Differently stated the main principle behind brainstorming is to let ideas flow freely, without any filters, and to build on each other's ideas to create a pool of potential solutions. Furthermore, brainstorming can help individuals and groups to break free from mental blocks and overcome challenges. By engaging in the brainstorming process, participants can let go of preconceived notions and traditional ways of thinking, which can help them to approach a problem from a new angle.

The ideas generated during brainstorming can be used to develop the topic further or to provide additional examples and details. Galko added that freewriting is a technique similar to brainstorming in which you record your thoughts as they come to mind, during freewriting, you

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allow your sentences to flow freely without worrying about the appropriateness of the ideas or the perfection of the grammar.

1.6.3 Clarity

The importance of clarity in writing cannot be overstated. The ultimate objective of writing is to effectively communicate information, and this can only be achieved when the writing is clear and understandable. As a learner, it is important to focus on conveying information accurately and in a manner that demonstrates strong writing skills. This means that the writing must be readable, coherent, and easy to comprehend, so that readers can grasp the intended meaning without difficulty.

To ensure clarity in writing, it is important to use precise language, appropriate tone, and clear sentence structures. The use of unfamiliar vocabulary, complex sentence structures, and convoluted phrasing can impede clarity and create confusion for the reader. On the other hand, simple and straightforward language, combined with logical organization and effective transitions, can enhance clarity and make the writing more accessible to the reader.

Starkey (2004) highlighted four essential components to enhance writing's simplicity and precision:

1. *Eliminate ambiguity*: Writers should abstain from employing vague terms or expressions with multiple interpretations, ensuring the reader comprehends their intended meaning
2. *Powerful, precise adjectives and adverbs*: By incorporating suitable adjectives and adverbs, the writer's message is effectively transmitted, resulting in clear and precise communication.
3. *Be concise*: Starkey (2004, P. 15) asserts that there are two equally significant strategies for achieving concise writing include the removal of superfluous words and phrases, and the preference for active voice over passive voice whenever feasible.
4. *Avoid unnecessary repetition*: Writers should avoid redundancies and superfluous reiteration of information and concepts.

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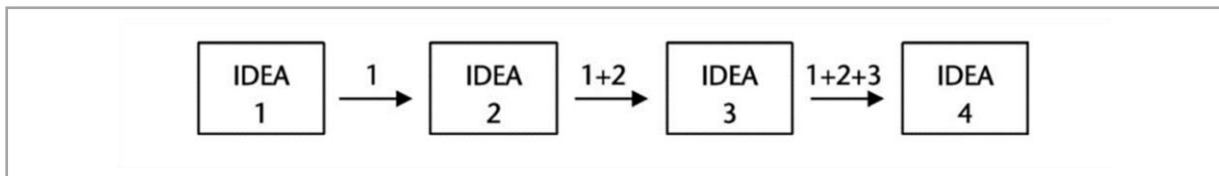
1.6.4 Coherence

Coherence is an essential component of writing skills that refers to the logical flow of ideas and the relationship between sentences and paragraphs. A coherent piece of writing is easy to follow and understand, as the ideas are connected in a clear and logical way. To achieve coherence, writers must use appropriate transitional devices such as conjunctions, pronouns, and transitional phrases to connect ideas within and between sentences and paragraphs. Additionally, writers must use clear and concise language and avoid unnecessary repetition or ambiguity, which can disrupt the flow of ideas and confuse the reader. Murray and Hughes (2008, P. 45) states “A good writer ‘sticks’ their ideas together so that they act as links in a chain, each link connecting the one before it with the one after.” In other words, when writing it is important to establish links between different parts of the text, so that the reader can follow your train of thought without getting lost. This means that each sentence should build upon the previous one and that each paragraph should connect to the one before it and the one after it. By doing so, the reader is guided through the text in a clear and coherent way, making it easier to understand and appreciate the message being conveyed.

The following figure illustrates the sequence of ideas:

Figure 1. 4:

A sequence of ideas



(Murray and Hughes, 2008, p. 46).

The abovementioned figure displays the way ideas are organized and connected together like links in a chain where each link is connected to the preceding and succeeding ones. If any links are missing the connection between ideas becomes unclear and the argument structure falls apart. This highlights the importance of coherence in writing and how it contributes to effectiveness of the message being conveyed.

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Coherence plays a vital role in academic writing as it entails integrating individual components such as sentences and paragraphs into a coherent chain that resonates with a broad audience in a meaningful manner.

1.6.5 Cohesion

Cohesion refers to the linguistic devices that writers use to connect different parts of their text and make it cohesive or unified. These devices include transitional words and phrases, pronouns, repetition, and lexical chains, which help to link sentences and paragraphs together and create a sense of flow and coherence in the text. *“Cohesion is a very important aspect of academic writing, because it affects the tone of your writing.”* (Karis Moxley, 2015. P 2). Effective use of cohesion is important for helping readers to follow the writer's ideas and understand the overall meaning of the text.

1.6.6 Word Choice

Starkey (2004) suggests that a learner's choice of words and structures when communicating reflects their personal style of expression. He explains that when selecting words to use in writing, learners should take in consideration both denotation (the literal meaning of a word) and connotation (the emotional or cultural associations attached to a word).

According to Kane (2000, P.246) Denotation and connotation are two different but connected aspects of a word's meaning. Denotation refers to the primary and specific meaning of a word, such as the color red. Connotation, on the other hand, refers to the secondary meanings that are associated with a word, but are not the primary meaning. For example, the word red can have connotations such as "socialist," "anger," and "danger." These connotations add extra layers of meaning to the word and can vary depending on the context and the cultural background of the reader or speaker. It is crucial to consider both denotation and connotation when choosing words to ensure clear and effective communication.

It is essential for learners to ensure that they use the correct words in their writing or speech. This is particularly important because certain words may sound or look similar to each other, but have vastly different meanings. Additionally, there may be instances where certain words and usages may sound correct, but they are not considered Standard English. This could

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lead to confusion or misinterpretation of the intended message. Furthermore, some words are commonly misused, which has resulted in their incorrect usage being accepted as correct. Thus, learners must exercise caution and pay attention to the accuracy of their word choices to avoid any confusion or ambiguity in their communication. Connotative meanings can be positive, negative, or neutral, and they can have a significant impact on the reader's interpretation of the message. While some dictionaries may provide usage notes to explain connotative meanings, they should not be solely relied upon as offensive or incorrect word choices can still be made.

It is important to keep in mind that using a word without being aware of its connotations can annoy the reader or make the message unclear. For example, certain words may be considered offensive or insulting in some cultures or contexts, even if they have a neutral denotation. Therefore, learners must be cautious and considerate when selecting words, as it can have a significant impact on the success of their communication. In summary, both denotation and connotation must be considered when making word choices, and learners should strive to choose their words carefully to avoid confusing, insulting, or annoying their readers.

1.6.7 Mechanics

Kane (2000) asserts that when it comes to writing, mechanics refers to the visual or physical aspects of the text, such as spelling, grammar, and formatting; these elements contribute to the overall appearance of the writing, including how it is arranged on the page. For instance, indenting the first line of a paragraph is a mechanical aspect of writing.

According to Starkey (2004), clear and accurate expression is crucial for a learner's success in writing. Starkey emphasizes the importance of written mechanics, including proper grammar, spelling, punctuation, and capitalization., these elements contribute to the clarity and precision of the learner's writing.

Starkey (2004) emphasized the importance of writing mechanics, particularly in grammar, spelling, punctuation, and capitalization. Grammar is a fundamental component of language and writing, as it enables writers to effectively manipulate the structures and rhetorical devices of the language to convey their message. According to Brooks and Penn (1970), understanding the structure of language, the parts of speech, word relationships, and grammar rules are crucial in writing.

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Capitalization and punctuation marks are also essential in written English, as they indicate pauses, sentence boundaries, and eliminate ambiguity, making the text easier to read and comprehend. As Murray and Hughes (2008) suggest, a well-punctuated and capitalized piece of writing can leave a positive impression on the reader. Spelling is another crucial aspect of writing that students need to consider, as it is often evaluated by teachers in an EFL context, by paying attention to these mechanics, students can improve the clarity and accuracy of their writing, which can lead to greater success in their writing endeavors.

1.6.8 Audience Awareness

Audience awareness is the writer's consideration of their intended readers or audience when composing a piece of writing. It involves thinking about the readers' needs, expectations, knowledge, and values to create a text that effectively communicates the intended message. Moxley (N.D) states that failing to capture the interest of your audience can result in a failed written communication. Therefore, understanding your audience along with the purpose and context, it is important to learn how to analyze your audience to determine the appropriate content and tone for your written communication.

According to “National Council for Teachers of English”, good writing is defined by how well it aligns with audience expectations for content, form, style, and register. The writer's awareness of the audience can affect various aspects of the writing, such as tone, style, language choice, and the use of supporting evidence. For example, writing an academic paper for a specialized audience may require the use of discipline-specific vocabulary and technical language, while writing for a general audience may require a more accessible language and more explanation of concepts. (NCTE, 2018)

1.6.9 Critical Thinking

Critical thinking is the ability to analyze information, make judgments, and form reasoned opinions based on evidence and logical reasoning. In the context of writing, critical thinking involves evaluating information and arguments, identifying strengths and weaknesses, and using this analysis to develop and support a clear and coherent written argument.

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Volzke (2017) points out critical thinking is an acquired method of learning and a high standard of thinking that involves exploring new information and considering different perspectives; Gaining a deep understanding of a topic can lead to demonstrating good judgement, logical reasoning, and comprehension, this intellectual quality can be advantageous in both academic and professional settings. As it allows the writer to engage with complex ideas and communicate them in a way that is clear and persuasive to the reader. Critical thinking skills can be developed through explicit instruction and practice, and are relevant to writing in a variety of contexts, including academic, professional, and personal writing. Volzke (2017) suggests some tips to demonstrate critical thinking:

- ✓ *Engage with lectures and readings:* gain foundational knowledge, and review prompts before research and writing
- ✓ *Research:* critical thinking requires considering information beyond the textbook by researching scholarly sources and evaluating the information logically.
- ✓ *Evaluate:* apply intellectual standards and reshape your thinking process to improve critical thinking skills, before writing reflect on what you have learned and ensure that you have sufficient knowledge to articulate a critical response.
- ✓ *Write:* writing critically requires preparation before beginning to write. Start by identifying the writing prompt and your argument, then explain the concept, theory, or model in your own words, using examples to illustrate your key points, be sure to support your assertions and opinions with evidence from scholarly sources, but avoid overshadowing your own thoughts on the topic. Aim to use less than 20% content from other sources and use the information to back up your assertions rather than replace your own thoughts.

1.7 Stages of The Writing Process

There are five main writing stages:

1.7.1 Prewriting

Prewriting is an essential stage of the writing process that involves a range of activities that writers undertake before they start writing. According to Murray (1982) in Deborah (1994, P. 19) 70 percent or more of writing time should be spent in prewriting.

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Murray (1978) suggests that prewriting activities have benefits beyond helping students generate ideas for a particular topic. Engaging in such exercises can also enhance writing skills and increase confidence in writing. He stresses the importance of practicing writing, no matter how brief the exercise may be, as it can contribute to both skill improvement and confidence-building.

Galko (2002) observes that prewriting comprises various effective strategies that assist learners in exploring and enhancing their ideas, including brainstorming, free writing, asking questions, mapping, journaling, and listing. Zamel (1982) as cited in Nunan (1989) also contends that proficient writers devote considerable time to planning, whereas inexperienced writers tend to neglect this stage.

1.7.2 Drafting

Drafting is the process of writing a preliminary version of a paper. According to Galko (2002), it is a time to concentrate on the main ideas that the writer wants to convey in the paper. Hedge (1988) defines drafting as the stage where the writer organizes ideas into sentences and paragraphs within an overall structure. Johnson (2008) describes it as the first attempt by students to put their ideas on paper. This stage is also known as "Discovery drafts" by Murray (1978) as it helps writers discover their thoughts by freely writing down their ideas without worrying about spelling, grammar, or punctuation. The writer should make notes to relate and explore their ideas and content, but the draft is not the final version for readers.

Galko (2002) emphasizes that drafting forms the foundation for the final paper. The focus during this stage is primarily on generating content rather than worrying about the mechanics of the language. Therefore, the writer should not worry about perfecting the language and grammar but instead, focus on capturing their ideas in a cohesive manner.

During the drafting process, it is important for the writer to stay focused on their purpose and intended audience. Hence, the writer should have a clear understanding of the message they want to convey, the tone they want to use, and the intended effect on the reader, this will help guide the writer in selecting appropriate vocabulary, sentence structures, and organization of ideas to effectively communicate their message to their audience.

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1.7.3 Reviewing/Revising

According to Galko (2004, P.75) the reviewing stage involves reading the paper critically as if you were the intended audience, using a content revision checklist, deciding what changes need to be made, and making those changes. Noskin (2000) as cited in (Alodwan & Ibnian, 2014) emphasize that revision lies at the core of the writing process, serving as the mechanism through which concepts develop and progress, and resulting in greater clarity of meanings. Grenville (2001, P.153) suggests that during revision, the writer should look for ways to improve the reader's understanding or be more convinced by the argument.

Revision can be done by the teacher, groups, or the whole class, and competent writers revise all levels of lexis, sentence, and discourse. Teachers can help students understand the purpose of revision by commenting and suggesting changes. After receiving feedback, students can decide what changes or deletions to make. During this stage, the writer focuses on refining the content and improving the structure and flow of the written piece.

In addition, the writer checks the language and mechanics to ensure that the piece is error-free and appropriate for the intended audience. revising is essential for developing writing skills and finding the most appropriate form for the paper, the revising stage requires the writer to reflect on the initial draft and make changes to enhance the quality of the writing.

1.7.4 Editing

The editing phase is the process of refining and perfecting a draft, serving as the crucial last step before submitting the final version. At this juncture, student writers must diligently focus on rectifying any spelling, grammatical, and punctuation errors, as well as other mechanical issues. This meticulous examination of the text ensures the elimination of mistakes related to spelling, punctuation, word choice, and word arrangement. Smith (1982) emphasized that the goal of editing is not to alter the content but to enhance its readability to the greatest extent possible. Likewise, Johnson (2008) observed that during the editing stage, a student's writing should be characterized by clarity and simplicity through proper use of spelling, grammar, and punctuation. Johnson (2008) defined it as: Essentially, 'editing' refers to making your work as accessible to readers as possible by ensuring smooth and coherent sentence structures. Additionally, it entails aligning your writing with standard English usage norms -

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this includes appropriate grammar tailored to your piece's purpose, correct punctuation and spelling, and well-structured paragraphing.

1.7.5 Publishing

Publishing serves as the culmination of the writing process, wherein a student's written work is shared with or submitted to their teacher. Johnson (2008) explains that publishing breathes life into a piece of writing by allowing an audience to engage with it. Similarly, Harmer (2004) defines publishing as the creation of the final version of a student's written work. There are various methods one can employ to publish their writing; these include oral presentations or readings, written submissions, such as letters or reports, and visually sharing information through data displays or presentations.

Table 1.1

Stages of the writing process

<p>Stage 1: Prewriting</p> <ul style="list-style-type: none"> • Students write on topics based on their own experiences. • Students gather and organize ideas. • Students define a topic sentence. • Students write an outline for their writing. <p>Stage 2: Drafting</p> <ul style="list-style-type: none"> • Students write a rough draft. • Students emphasize content rather than mechanics. <p>Stage 3: Revising</p> <ul style="list-style-type: none"> • Students reread their writings. • Students share their writings with teacher. • Students participate constructively in discussion about their writing with teacher. • Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes. <p>Stage 4: Editing</p> <ul style="list-style-type: none"> • Students proofread their own writings. • Students increasingly identify and correct their own mechanical errors. <p>Stage 5: Publishing</p> <ul style="list-style-type: none"> • Students make the final copy of their writings. • Students publish their writings in appropriate forms. • Students share their finished writings with the teacher.
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(Laksmi, 2006, pp.146-147).

Avan K, A, F (2015) implemented Graves' five-stage writing process to achieve the goals of their writing class. These stages are more comprehensible within the context of an EFL classroom (Laksmi, 2006, p.146). Tompkins (1994) states that these processes which mirror the

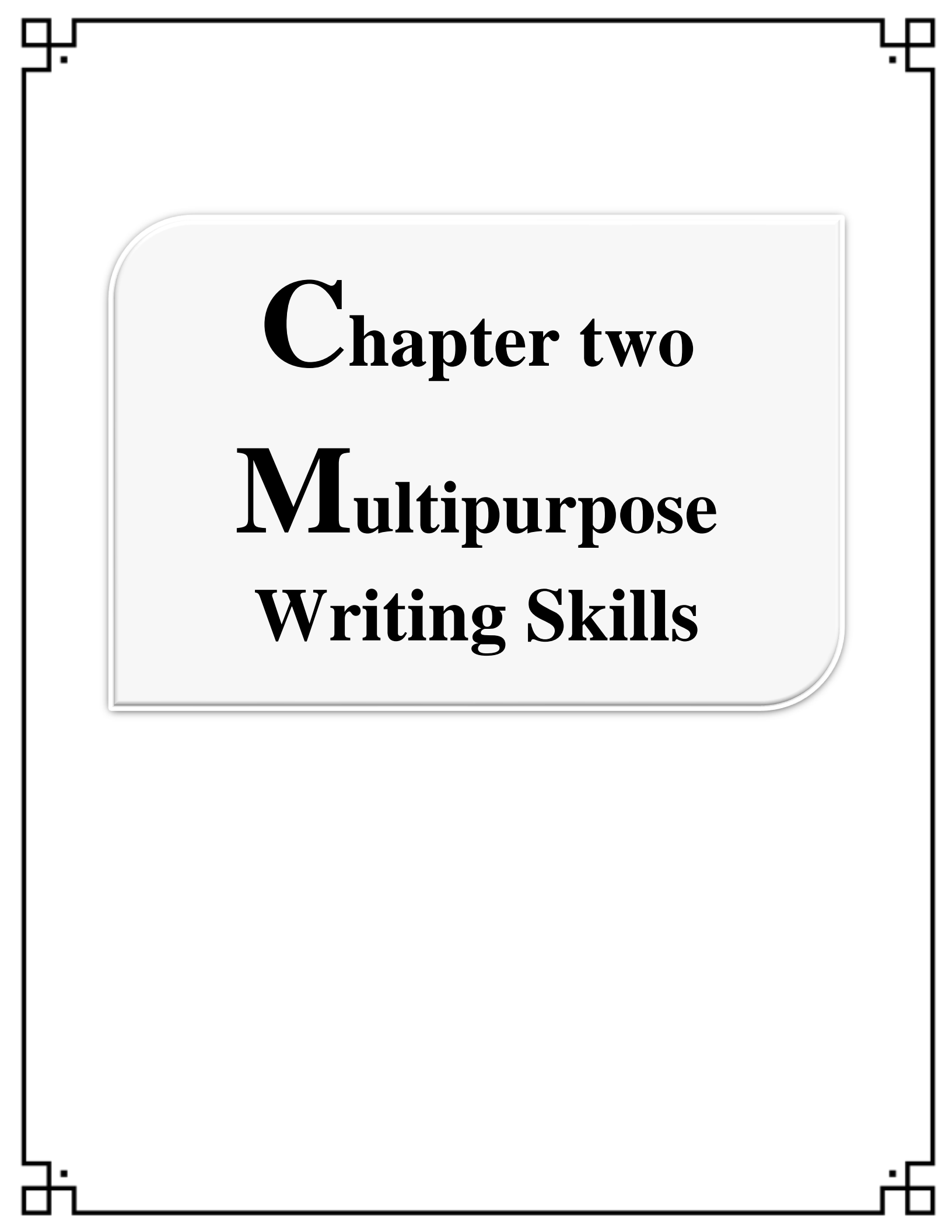
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methods employed by actual writers during composition are recursive rather than linear, this means that writers utilizing these processes can freely move between different stages as they write; To clarify, learners may not immediately proceed to publishing (Stage 5) after editing (Stage 4) because they may want to revise (Stage 3) their work again, possibly incorporating new ideas or information. Consequently, they will ensure that there are no errors before finalizing their work. Each stage of these processes aids learners in recognizing and discussing the activities involved in composing a piece of writing (Laksmi, 2006, p.146). Incorporating the beneficial aspects of Graves' five-stage writing process and adapting the process from Tompkins (1994, p.28), this study implemented a writing process approach in an EFL classroom setting, as illustrated in table1.1.

1.8 Conclusion

To conclude, it can be asserted that writing in a foreign language is a challenging task that demands greater attention and expertise from both educators and students.

This chapter aimed to define writing and highlight its nature and significance, particularly in the context of English language teaching, while discussing various writing skills. Moreover, this chapter spotlight the writing types and categories. Furthermore, we have mentioned the writing process, its stages and its main components.



Chapter two

Multipurpose

Writing Skills

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Chapter two: Multipurpose Writing Skills

2.1 Introduction

Multipurpose writing skills are indispensable for university students as they equip them with the necessary tools to communicate effectively in diverse contexts and situations. Whether in academia, the professional world, or personal endeavors, the ability to write clearly, persuasively, and creatively plays a pivotal role in achieving success and growth.

In an academic setting, multipurpose writing skills allow students to express their ideas and demonstrate their understanding of complex concepts. They enable students to construct well-organized essays, research papers, and assignments that effectively convey their thoughts and arguments to their professors and peers.

Beyond academia, the professional world demands proficient writing skills. Effective written communication is crucial for securing job opportunities, advancing in careers, and building professional relationships. Employers value employees who can articulate their ideas, draft compelling reports, and compose professional emails. Strong writing skills enable individuals to convey their expertise, persuade clients, and collaborate effectively with colleagues. Additionally, the ability to write creatively enables individuals to develop engaging marketing materials, captivating content for websites, and persuasive business proposals.

This chapter attempts to reveal the concept of multipurpose writing skills in university, we will highlight the importance of teaching writing and we will shed the light on the main approaches to teach writing, then we will present range of multipurpose writing tasks. Namely, academic writing, its types and genres, creative writing, writing for digital media and writing across the curriculum.

2.2 The Importance of Teaching Writing

The ability to write effectively can have a tremendous impact on our lives. While writing can certainly be considered an art, it is ultimately up to the writer to create a masterpiece. Without the proper skills and practice, neither great works of literature nor personal success can be achieved (Currier, 2008 as cited in Eason, 2019). EFL writing skills are essential in academic settings, as students are required to write research papers, essays, and reports that demonstrate

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their understanding of course material. In professional settings, effective written communication is critical for success in many fields, including business, law, and medicine. Additionally, writing is a means of self-expression and can be a powerful tool for personal growth and development.

Hand et al. (2007) as cited in (Hosseini, Naseri, Taghizadeh, Zainol Abedin,2013) highlights the importance of communication skills in addition to technical writing skills. The transition from oral to written communication can pose a challenge for EFL students, but it is essential to provide them with effective writing instruction.

According to Suleiman (2000), writing is a crucial component of language and should be integrated into any language arts program to ensure comprehensive instruction, assessment, and language development. Understanding the multidimensional nature of writing is essential to mastering the fundamentals of writing.

In academic settings, writing is an essential part of coursework or research. College and university courses require the creation of essays, reports, and research proposals that are usually lengthy and necessitate well-structured writing. Acquiring effective communication skills is crucial for many learners who desire to study abroad, predominantly in English-speaking countries, or work for global organizations as part of their career goals (e.g., Rinnert & Kobayashi, 2009). Possessing advanced written communication abilities is vital in both cases. This highlights the significance of writing instruction for EFL students and how they prepare themselves to meet the challenges of written communication proficiency required for success in their academic and professional lives.

Despite the decline in letter writing, there are still many instances when putting pen to paper or composing a document is necessary at home.

When it comes to specific situations such as taking notes during a conversation, preparing a report, or recording the minutes of formal meetings, unique skills and styles are required for effective writing.

In professional settings, strong writing abilities can be valuable and contribute to success. Clear, concise sentences that avoid jargon are particularly important in management and business environments. Learning how to write various types of documents can prove

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extremely beneficial. Furthermore, the importance of EFL writing skills is growing in today's digital world, where written communication is often the primary means of communication in many contexts, including email, social media, and online forums. As such, it is essential for EFL learners to develop their writing skills.

Byrne (1984) suggests that the teaching of writing is primarily for educational or instructional purposes:

1. By incorporating writing activities into teaching, we can cater to diverse learning styles and preferences, as not all learners are able to acquire knowledge effectively through oral practice alone. For instance, some students may benefit from reading and writing in the language, as it makes them feel more comfortable and confident. Writing can also assist with retention for such students, who may find it easier to remember information when they have written it down.
2. Writing assignments give learners a concrete way to see their progress in the language, even though it may not be a completely accurate measure of their skills. This satisfies a psychological need for learners and can be especially beneficial for those who struggle with oral communication and prefer to learn through reading and writing.
3. Receiving instruction in a second language through multiple mediums and integrating different skills is believed to be more advantageous than relying solely on one medium of instruction.
4. Writing is a useful addition to classroom activities as it provides a change of pace from oral work, which can be a calmer and more relaxing time for both teachers and learners. Additionally, it increases language exposure as written assignments can be given as homework outside of class time.
5. In certain situations, both formal and informal assessments require writing. Even though oral skills are typically evaluated through oral testing, practical limitations such as time constraints and class size may force us to resort to some form of written assessment. There may even be instances where a written test is the most suitable option

Harmer (2001, p.79) explains that there are numerous reasons for teaching writing, including:

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1. Reinforcement: some learners may acquire the language through oral and aural means, the majority of learners find it beneficial to also see the language in written form.
2. Language development: The cognitive process involved in producing accurate written pieces is an essential aspect of the continuous learning process for learners.
3. Learning style: Many language learners find writing to be a valuable method of language production as it allows them to work at a slower pace and with more ease than face-to-face communication.
4. Writing as a skill: Writing is a skill that requires knowledge on various aspects such as essay writing, report structuring, and understanding the writing system's conventions like punctuation and paragraph formation. In the same way, learners should know how to pronounce language correctly.

2.3 Approaches to Teaching Writing

Effective writing skills are essential for success in both academic and professional settings. Whether students are writing a research paper, crafting a persuasive argument, or drafting a proposal. However, writing is not a one-size-fits-all skill. Different writing tasks require different approaches, styles, and techniques. This is where teaching multipurpose writing skills becomes crucial. Teaching multipurpose writing skills means equipping students with the ability to write effectively in a range of contexts, genres, and formats. This includes teaching them the fundamentals of the writing process, critical thinking skills, various types of writing, grammar and mechanics, and digital writing skills.

Throughout the years, numerous strategies and techniques have been employed to enhance writing abilities. The choice between one method and another largely depends on the specific objectives we aim for our students to achieve.

2.3.1 The Product-Oriented Approach

The product-oriented approach emphasizes the end result of the writing process, it prioritizes classroom activities where learners imitate and modify sample texts. This approach is rooted in rhetorical traditions and concentrates on analyzing model texts to make students aware of their characteristics. In addition, it involves examining students' writing to identify and measure their strengths and weaknesses. By adopting this approach, the focus is on achieving

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accuracy. The goal is to familiarize students with writing conventions through a model before they complete their final draft. (Nemouchi, A. 2014).

According to Gabriel Atos (2002, p.05) it is described as a traditional method where students are prompted to imitate a sample text, which is typically introduced and examined at an initial phase.

Manuel Campos (2023) reveals several advantages and attributes of this method include:

1. Obstacles in writing are significantly reduced as students begin composing with tightly controlled guidelines.
2. Exemplary texts serve as the basis for imitation.
3. The arrangement of thoughts takes precedence over the actual concepts presented.
4. A considerable emphasis is placed on the final output of the writing process.

Nemouchi (2014) points out that the benefits of the product approach cannot be ignored, as it provides learners with valuable linguistic knowledge. It acknowledges and fulfills students' requirements in terms of rules and structures. A model text offers a clear understanding of how words and sentences are organized. Ultimately, imitation is an effective method, among others, for learning, and in certain situations, there may be no alternative to imitation when it comes to effectively communicating specific structures.

On the other hand, Nemouchi (2014) asserts that the Algerian educational system has been predominantly influenced by the product approach, which prioritizes the final written piece of students over the process of its creation. However, it has now become apparent that the evaluation of writing primarily focused on the end product and grammatical accuracy, with little attention given to the entire writing process. In fact, both teachers and students showed limited interest in the process of generating ideas. Based on this observation, some scholars have started discussing the shortcomings of the product approach, which emphasizes form while neglecting content. By content, we mean the process skills and knowledge related to texts and their organization.

Escholz (1980) as cited in (Nemouchi, A. 2014) offered a critique of the model-based approach, highlighting that the models used often tend to be excessively lengthy and

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disconnected from the specific writing challenges faced by students. He argued that the extensive analytical focus on models promotes the perception that form is a rigid structure into which content is simply inserted. Escholz perceives the imitation of models as stifling and restricting for writers, rather than empowering or freeing them (p. 232).

2.3.2 The Process Approach

The process approach to writing emphasizes the process of writing rather than the final written product itself. Although learners are still expected to produce a finished product, the focus is on the steps taken to get there. This approach allows learners to better understand their own writing process and develop strategies that work best for them. Additionally, learners are encouraged to explore different learning styles to enhance their writing skills. (Onizawa, C. 2010).

In the past, teaching writing was mainly based on controlled or guided composition. However, in the 1960s, teachers began to feel that this approach was insufficient. Until the 1970s, most research on writing focused on the final written product. But during that decade, the focus shifted to the writing process. The process approach emphasizes classroom activities that encourage the development of language use, such as brainstorming, group discussion, and rewriting. (Reid, 1993) as cited in Onizawa (2010)

The process approach to writing involves eight stages:

- ✓ Stage one: Brainstorming, in the first stage students generate ideas.
- ✓ Stage two: Planning, in the second stage they classify the generated ideas.
- ✓ Stage three: Mind mapping, in the third stage they organize them into spider grams.
- ✓ Stage four: Drafting, the fourth stage involves writing the first draft.
- ✓ Stage five: Peer feedback, in this stage drafts are exchanged between students for feedback.
- ✓ Stage six: Editing, draft is returned to be corrected.
- ✓ Stage seven: Final draft, students write their final draft.
- ✓ Stage eight: Evaluation and teacher's feedback, teachers provide feedback and evaluation on the final drafts.

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Onizawa (2010) highlights the advantages and the criticism of the process approach, namely:

1. The process approach emphasizes the steps that writers take to compose their texts.
2. The process approach allows students to manage their own writing by enabling them to think as they write.
3. Convey their messages through the writing process stages of prewriting, drafting, revising, and editing. (Brown, 2001; Nunan, 1991).
4. Brown (2001) suggests that the process approach is beneficial for language learners because it values their intrinsic motivation and encourages them to focus on the content and message of their writing.
5. Raimes (1983) supports this claim by stating that the process approach allows students to explore a topic through writing.
6. leading to the discovery of new ideas and language forms.
7. the approach promotes the development of skilled language use through various classroom activities such as conferencing and collaborative group work.
8. Nunan (1991) further emphasizes the benefits of the process approach in enhancing motivation and developing positive attitudes towards writing.

By contrast, the process approach to ESL writing has been studied extensively since the 1980s, leading to critiques and suggestions from various fields. As with any approach, the process approach is not without its flaws. Here are some common criticisms of the approach:

- The process approach has been criticized for not giving enough attention to grammar and structure, and for devaluing the final product. Reid (2001) notes that in the 1980s, there was a mistaken belief that process and product approaches were mutually exclusive in L2 pedagogy. Process teachers were seen as prioritizing students' individuality and internal resources over accuracy, while product teachers focused solely on accuracy and linguistic patterns at the expense of the writing process. However, in reality, most L2 students were taught process writing strategies to produce effective written communication, with differences in emphasis.

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- Leki (1992) highlights that few ESL teachers receive training in teaching writing, traditional views may not be easily abandoned, and some people believe the approach focuses too heavily on personal experience.
- Horowitz (1986) adds that some see the approach as unrealistic due to the emphasis on multiple drafts conflicting with the single-draft requirements of academic exams.

Onizawa (2010) points out that these criticisms can be addressed through the creativity and flexibility of ESL teachers and researchers. The process approach has proven beneficial for ESL teachers and learners, as seen in many textbooks that have adopted the approach. Therefore, it should be used as a teaching technique.

2.3.3 The Genre Approach

Genre writing offers a new perspective on writing that is different from the conventional approach. It emphasizes the social situation in which writing occurs and the specific purpose that it is meant to achieve (Dirgeyasa,2015).

The Genre approach to writing instruction focuses on teaching specific writing genres that students need to master in order to succeed in particular contexts. This approach emphasizes both the content of the text and the context in which it is produced. It typically involves teaching genres such as letters and articles that are associated with specific situations.

Experts suggest that the genre approach to teaching writing involves specific processes and steps. Martin (1999) proposes three phases: modeling, deconstruction, and language understanding. Cope and Kalantzis (1993) suggest that the genre approach can be modeled using a three-phase wheel consisting of modeling, construction, and independent construction.

Firkins, Forey, and Sengupta (2007) elaborate on this approach using the term "cyclic strategic" and propose three stages: modeling a text, joint construction of a text, and independent construction of a text, each with practical steps to follow systematically.

- A. *Modeling*: the teacher gives students a certain genre to analyze its linguistic features, structural patterns, and communicative purpose.
- B. *Joint Construction*: students manipulate and modify the text given.

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C. Independent construction: students produce a certain genre type using their previous understanding and knowledge.

This approach of genre-based teaching in EFL has been positively received, but there are still criticisms to consider. Badger and White (2000) point out two areas of debate. Firstly, learners may lack sufficient language proficiency and vocabulary to effectively communicate with a specific audience. Secondly, the genre-based approach may not fully recognize the writing skills that learners need to produce a written product and may overlook their writing abilities in other domains.

2.3.4 The Creative Writing Approach

Harmer (2007) defines creative writing as tasks that involve the use of imagination, such as writing poetry, stories, and plays. Generally, creative writing is intended to serve aesthetic purposes rather than to convey knowledge, achieve practical goals, or perform functional tasks.

Hyland (2002) as cited in Kumar, T. (2020). defined creative writing as a form of writing that goes beyond professional, academic, journalistic, and technical writing. This category includes fictional and non-fictional works such as novels, short stories, poems, screenplays, plays, personal essays, and journalistic essays. It can also include texts that are meant to be performed.

Maley (2012) suggests that in Creative Writing, the rules of language are often pushed to their limits, exploring how far they can be stretched before they break down due to the pressure of new ideas and approaches.

Hence, Creative Writing serves mainly an aesthetic purpose. Analyzing its functions reveals its potential in enhancing sentence structures and encouraging novel forms of self-expression and meaning. What stands out about Creative Writing is its effective use of emotions and ideas, resulting in impressive improvement in learners' language abilities.

Maley (2009) outlined several advantages of creative writing for students:

- Creative writing fosters the enhancement of language skills including grammar, vocabulary, and oral expression.

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- It creates a pleasant atmosphere where students can explore and enjoy the language without any fear or constraints.
- Typically, it takes place in the right hemisphere of the human brain and involves emotions and imagination.
- Creative writing plays a significant role in boosting learners' confidence and motivation, leading them to write independently.
- Creative writing is enhanced through imaginative learning, and by practicing self-writing, students can become more familiar with the ways in which these texts are developed, ultimately making it easier to read them.

2.4 Definitions of Multipurpose Writing

One of the fundamental questions that every writer should ask themselves is, "Why am I writing?" or "What is my purpose for writing?" While immediate purposes may include completing an assignment or receiving a good grade, the ultimate purpose of writing is to effectively communicate with a specific audience. Understanding the purpose behind writing is essential for becoming a better writer. (*The writing context*, 2012).

Purpose refers to the underlying reasons why someone engages in a particular writing task. By focusing on purpose during the writing process, individuals gain clarity on the appropriate writing form to use, how to structure and organize their writing, which evidence to include, the level of formality required, and the desired length of the piece. (*The writing context*, 2012).

There are eleven different types of purposes in writing according to "*The writing context*" including:

1. Expressing: Conveying personal thoughts, emotions, or experiences.
2. Describing: Presenting detailed information or vivid descriptions.
3. Exploring/Learning: Investigating a topic or seeking knowledge.
4. Entertaining: Engaging and captivating the audience.
5. Informing: Providing factual information or presenting news.

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6. Explaining: Clarifying complex ideas or concepts.
7. Arguing: Presenting a logical and persuasive argument.
8. Persuading: Influencing the audience's beliefs, attitudes, or actions.
9. Evaluating: Assessing the quality, value, or effectiveness of something.
10. Problem-solving: Proposing solutions or addressing issues.
11. Mediating: Facilitating communication and resolving conflicts.

In other words, multipurpose writing refers to the practice of writing for various purposes or objectives. It involves the ability to adapt one's writing style, tone, and content to suit different contexts and audiences. Instead of focusing on a single specific purpose, multipurpose writing encompasses a range of intentions such as expressing, describing, informing, persuading, arguing, entertaining, evaluating, and problem-solving. The goal of multipurpose writing is to develop versatile writing skills that can be applied across different genres, disciplines, and real-life situations. It allows writers to effectively communicate their ideas, engage their readers, and achieve their intended goals through written expression.

Thus, it is important to provide students with multipurpose writing tasks that can enhance their skills across various disciplines. These writing assignments should encourage critical thinking, creativity, and the application of knowledge.

2.4.1 Academic Writing

Writing academically is a decisive aspect of students' academic and future career success. Throughout their academic journey, students are required to produce several formal papers for research, presentations, and exams. However, academic writing can be one of the most challenging aspects for students in universities, and many struggle with using appropriate academic vocabulary, structures, citations, and paraphrases. These difficulties often lead to late or incomplete submissions, carelessness, and even plagiarism. Therefore, universities need to equip students with the necessary knowledge and skills to excel in academic writing.

According to (Mutimani, 2016) as cited in Khim, Min and Touch (n.d), Although academic writing is essential for all individuals, particularly undergraduates, mastering this skill

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is not a simple task. Students encounter academic writing challenges when they commence university studies and are expected to produce assignments, essays, research papers, or analyses.

Academic writing is a genre of writing used in academic settings that emphasizes clarity, precision, and objectivity. The types of academic writing vary depending on the purpose and audience. Some of the common types of academic writing suggested by University of Technology of Sydney (UTS) Library:

- ✓ **Essays Writing:** Essays are a type of academic writing that presents a writer's perspective on a particular topic or issue. They typically include an introduction, body paragraphs, and a conclusion. Essays can be argumentative, persuasive, descriptive, or narrative.
- ✓ **Reports Writing:** Reports are a type of academic writing that presents information in a formal and organized manner. Reports often include an executive summary, introduction, methodology, results, discussion, and conclusion. They are used to present data, findings, or recommendations to a specific audience.
- ✓ **Reviews Writing:** Literature reviews are a type of academic writing that involves summarizing and evaluating existing research on a particular topic. Literature reviews typically include an introduction, a summary of the research, and a conclusion that identifies gaps in the research and suggests future directions.
- ✓ **Case Studies Writing:** Case studies are a type of academic writing that involve an in-depth analysis of a specific case or situation. Case studies often require students to identify the problem, analyze the data, and offer solutions or recommendations. A case study can be structured in essay form, consisting of an introduction, body, and conclusion. It is crucial to provide an analysis of the specific case in connection to the relevant theory and its associated best practices.
- ✓ **Reflective Journal Writing:** A reflective journal is an individual account of one's development and transformation in their thoughts and understanding of a particular subject or topic. While it is a less formal writing style than other academic assignments, it may still need to be submitted for evaluation. Reflective journals typically necessitate consistent entries over a duration of time and can serve as a foundation for an essay or report.

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- ✓ **Abstract:** In academic writing, an abstract is a crucial component found in most research articles and reports. Serving as a synopsis of the entire text, the abstract provides an overview of the main points and arguments presented in the body of the paper. Unlike the introduction, which is intended to guide the reader into the text, the abstract is a commentary on the text that follows, presented in a concise half- to one-page summary. To achieve brevity, each sentence should introduce new information without the use of paragraphing. Moreover, it is typically written in an impersonal voice; It is recommended to write the abstract after completing the article or report to have a comprehensive understanding of the entire text.
- ✓ **Executive Summary:** In the corporate world, executives commonly utilize a brief yet comprehensive summary of the main points in a report. This summary serves as a guide to navigate the report, indicating where to find more detailed information. In lengthy reports, the summary may span several pages, incorporating headings, bullet points, or numbered lists. Unlike the report itself, the summary should be concise and avoid excessive detail, focusing solely on the main points and following the report's sequence. As with the abstract in academic writing, it is recommended to write the summary only after completing the entire report, thereby gaining a comprehensive understanding of the text. Finally, it should be noted that the summary is typically the first page of the report and is not numbered.
- ✓ **Annotated Bibliography:** An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The annotation informs the reader of the relevance, accuracy and quality of the sources cited, and provides a foundation for further research.

Academic writing is a diverse genre that includes several types of writing, each with its unique purpose and audience. Understanding the different types of academic writing is essential for students to excel in their academic careers.

2.4.2 Writing for Professional Development

Writing skills are also essential for professional development. University students will need to write professional documents such as resumes, cover letters, and emails to communicate with employers. Additionally, they may need to write reports, proposals, and presentations for

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their future careers. Effective writing skills can help students stand out in the job market and advance in their careers.

Karen Schrive (2016) reviewed *Writing for Professional Development* and point out that the act of writing is a crucial aspect of communication in various fields, ranging from nursing to engineering. The book under discussion highlights two essential perspectives of professional writing: learning to write professionally and writing to learn the profession. It aims to help vocational education teachers, teacher trainers, professional training programs, or pre-professional curricula developers create a professional identity at work through reflective writing. The latest volume in the Studies in Writing series, the book is authored by Ortoleva, Bétrancourt, and Billett, (2015) who have gathered a group of international scholars to explore the writing skills and rhetorical sensitivities that students need to develop as professionals. The book focuses on vocational education courses in different fields, including midwifery and baking, offering insights into what students need, what employers expect, and how teachers are helping students to achieve their professional goals through writing.

Karen (2016) displayed the main points in each chapter such as Billet's chapter "*Learning through Writing: Mimetic Processes in Action*" delves into how individuals learn to write in professional contexts through a variety of processes such as observation, imitation, introspection, and rehearsal, which he collectively refers to as mimetic processes. According to Billett, (2015) imitating the work of other writers can transform one's writing style, and the process of mimicking involves taking the perspective of another writer, inferring their intentions, and creating representations of their objectives.

To facilitate this learning process, teachers and mentors must scaffold experiences, allowing students to practice writing in different genres either independently or collaboratively. However, Billett emphasizes that direct teaching and mentoring are not enough, and students must also develop their ability to notice and attend to crucial aspects of their work environment to construct new knowledge on the job.

2.4.3 Creative Writing

Through creative writing, students develop various methods of expressing their thoughts while showcasing their individuality through different writing forms such as poetry, short

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stories, creative letters, essays, peer reviews, and formal critiques. Research in neuroscience suggests that creative writing is actually more beneficial for one's well-being compared to academic writing. (Patrick T. Randolph. 2011).

Randolph has expressed his view that the success of creative writing programs cannot be solely evaluated through statistical measures. He highlights that former students' positive feedback on the program is a significant point that should not be overlooked. According to these students, creative writing has helped them to develop a playful attitude towards language, to appreciate it and see it as a dynamic entity. Randolph notes that such comments have been made by students who have successfully pursued undergraduate and graduate degrees in American universities.

Table 2.1

ESL Students' perceptions towards Creative Writing

Selected Survey Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
*Creative writing is important for university students.	61%	33%	6%	0
* I wish there were a creative writing course at CESL.	44%	39%	17%	0
* Creative writing helps develop my own ideas, thoughts and writing.	67%	33%	0	0

(Patrick T. Randolph. 2011. P 72)

The abovementioned table exhibits students' clear understanding of the advantages associated with creative writing, and they express a desire to have such classes incorporated into their own academic institution. They recognize the value that creative writing brings to their development and education.

Randolph suggests that the lack of implementation of creative writing in ESL classrooms is due to the fact that most schools have not tried it yet, and therefore do not realize its potential usefulness. Moreover, there is a dearth of research on the effectiveness of creative writing in developing writing skills among ESL learners. However, he believes that the advantages of this approach are numerous and advocates for other writing instructors and ESL programs to

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establish similar classes for the benefit of students and to advance the field of language pedagogy.

The black bear review (2020) published about the four primary genres of creative writing:

1. *Fiction*: The category of fiction encompasses all written works that are largely a product of the author's imagination. While it may incorporate certain elements of reality, such as actual place names or natural phenomena, it primarily relies on fictional events to construct plots that may reflect real-life situations to some degree, rather than simply recounting them. Some examples of fiction formats include the novel, short story, and novella.
2. *Creative Non-fiction*: Creative non-fiction is a genre that revolves around real-life events, but the writer often adds their personal views and experiences. It goes beyond the mere presentation of facts to engage the readers through storytelling, experience, and imagery. Creative non-fiction can take various forms such as personal essays, book reviews, memoirs, interviews, and cultural criticisms.
3. *Poetry*: Poetry is a form of creative writing that is designed to be both read and spoken aloud. While there are many different forms of poetry, the fundamental building blocks of poetry include rhythm, imagery, metaphor, and other literary techniques that allow writers to convey abstract ideas to readers. Poems can take on various structures, such as structured forms like haikus and sonnets, unstructured forms like free verse, or even read like a narrative in prose poems.
4. *Drama*: Drama is a genre that can encompass both fiction and reality. In drama, the story is conveyed mainly through dialogue between characters, with sound and movement sometimes referenced but much left to the reader's imagination. Examples of drama include movie scripts, ten-minute plays, screenplays, and written stage productions.

2.4.4 Writing for Digital Media

Online readers have different ways of consuming information compared to traditional paper documents, including different attention spans, scanning behaviors, and navigation habits. Writers need to translate their writing into concise and high-quality digital content, as well as

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develop new communication strategies that can help them stand out on various digital and social media platforms.

Creating persuasive content that engages your audience and motivates them to take action is crucial for a prosperous content marketing approach. Writing content is a valuable skill, which has been adopted by marketers as an established marketing field. Writing content is not just about writing anything. It requires an understanding of the business, its products or services, and the intended audience. Content writers utilize their understanding to convey the advantages and remedies to the target audience while simultaneously keeping a sharp focus on Search Engine Optimization (SEO). (Peter Lambrou. 2022).

Furthermore, digital media offers various opportunities for writers, including journalism, advertising, and advocacy. It allows storytellers to reach a broader audience and use various storytelling techniques. Whether writing for advertising or journalism, expressing an idea or sharing art, there are four essential principles that any digital communicator can use to write for digital media.

Saint Vincent College (2021) highlight the four main principles of writing for digital media:

- ✓ *Stay true to journalistic principles of telling the truth:* Digital media has the responsibility to remain accurate because the writer cannot always control who accesses or shares the information. Meanwhile, most digital users don't have the time or ability to verify everything they read online. Thus, digital media writers must ensure accuracy in everything they create.
- ✓ *Know your audience:* When creating media for various purposes, such as selling a product or promoting an event, it's crucial to consider the target audience. This involves using language that resonates with them and selecting the right platform to publish or advertise the content. For instance, if the majority of a product's target audience is aged 18-44, it wouldn't be sensible to create content that's aimed at middle schoolers and publish it solely on Facebook. It's important to identify where the audience is and reach out to them accordingly.
- ✓ *Conciseness is the key:* In the digital world, concise and impactful writing is favored due to the abundance of content that competes for attention. Headlines that clearly convey the

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topic of a story work better because internet users want quick information. However, even for longer pieces like articles or videos, it's still possible to engage users with shorter versions that entice them to read or watch more. Social media platforms are great for sharing teasers of longer pieces, with shortened headlines and a link to the full content. The Washington Post, for instance, uses Instagram to feature short headlines with longer content in the post text, along with a link to the full story.

- ✓ *Review it again and again:* To ensure quality, it is crucial to review and edit your work before publishing it online since it's difficult to control who sees it and how it is shared once it's out there. It's important to resist the urge to rush and have a thorough editing process that includes checking spelling, data, and other details.

2.4.5 Writing Across the Curriculum

The pedagogical movement of Writing Across the Curriculum started in the 1980s, and it believes that writing instruction should be integrated into all disciplines and throughout a student's undergraduate education. The movement emphasizes writing as a tool for learning and recognizes the differences in writing conventions across disciplines. Therefore, Writing Across the Curriculum programs encourage students to practice writing in their discipline-specific conventions. WAC-designated courses typically follow one or both of these approaches. (Purdue University, n.d)

Researchers of University of Central Arkansas (2023) reveal the main benefits of utilizing writing across the curriculum assignments:

- Writing tasks offer a distinct occasion for students to conceptualize course material. Such exercises possess the potential to augment comprehension while refining students' capacities to express themselves.
- Writing assignments assist in educating, as they offer insight into student comprehension. Students benefit from a more targeted lecture which increases productivity.

Writing can be divided into two broad categories: writing for educational purposes and writing that is specific to a particular profession or field of study. (University of Central Arkansas,2023).

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2.4.5.1 Writing to Learn (WTL)

Writing to Learn pertains to writing exercises aimed to enhance students' comprehension. It's typically concise and casual, which may include writing similar to journals and feedback to scholarly articles. Writing to learn assignments could be:

- Brief, in-class responses
- Summaries of the assigned reading
- Discussion prompts
- Writing tasks that involve providing examples of a concept and explaining how they demonstrate or illustrate it.

2.4.5.2 Writing in the Disciplines (WID)

Writing in the disciplines pertains to assignments or written work that adheres to the particular style and format associated with a specific academic discipline. Its purpose is to instruct and equip students with the necessary skills for future writing tasks within a particular field, such as psychology.

WAC Clearinghouse educational website (n.d) asserts that teachers must determine the most essential objectives for both themselves and the students they typically instruct. For instance, if a teacher is responsible for teaching a freshman-level survey course aimed at introducing students to a particular field, it would generally be unsuitable to focus on practicing the writing conventions specific to that field. Instead, the emphasis would likely be on providing opportunities for students to write about the foundational concepts they are newly exposed to, ensuring they grasp the fundamental ideas necessary for further courses within the discipline. (WAC Clearinghouse, n.d)

When considering assigning writing tasks in their courses, teachers must also take into account the amount of time available for reviewing and responding to student writing. Assigning a lengthy 20-page term paper in a course with a large enrollment of 200 students would be unrealistic, as educators rarely have sufficient time to thoroughly read and provide feedback on such extensive student writing. (WAC Clearinghouse, n.d).

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Table 2.2:

Adjusting WID tasks to your teaching context

	WTL	WTE	WID
Goals	to help students learn foundational concepts to check students' understanding of material	to practice in critical thinking, reading and writing; to engage students in critical thinking	to practice writing conventions of the discipline; to gain familiarity with genres and design conventions
Students	mostly freshmen and sophomores	all students	mostly senior majors
Typical enrollment	can be used in the largest classes	varies depending on goals	fewer than 35
Possible assignments	<ul style="list-style-type: none"> • writing-to-learn prompts 	<ul style="list-style-type: none"> • <i>reading journals</i> • <i>lab or field notebooks</i> • <i>response papers</i> 	<ul style="list-style-type: none"> • real writing tasks for audiences students will <i>write to as professionals</i> in field • <i>academic papers</i> based on journals in the field • library or other <i>source-based writing</i>

(WAC Clearinghouse website, what is writing in the discipline, n.d)

Downloaded from: <https://wac.colostate.edu/repository/resources/teaching/intro/wid/>

WAC researchers point out when teachers consider their objectives for writing instruction and the amount of time they can dedicate to it, they encounter a wide range of writing options they can assign in their classes. Making decisions in this regard involves considering various factors and combining WTL and WTE writing to engage with WID, but the simplified table provided above can serve as a helpful reference for identifying additional resources that can assist in planning the writing component for each class.

2.5 Conclusion

In conclusion, teaching multipurpose writing skills is of utmost importance in the university setting. By equipping students with the ability to write effectively in various contexts and situations, we empower them to excel academically, develop professionally, and experience personal growth.

This chapter aimed to explain multipurpose writing skills, we highlighted the importance of teaching writing, then we presented the main approaches to teach writing. Moreover, we

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provided a range of tasks and assignments for different purposes; Namely, academic writing, writing for professional development and writing across the curriculum.

Chapter three

Research

Methodology and

Data Analysis

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Chapter three: Research Methodology and Data Analysis

3.1 Introduction

In an effort to acknowledge the significance of providing students with versatile writing abilities, this chapter seeks to tackle these obstacles and enable teachers to effectively instruct and assist students in their writing development.

Throughout this chapter, we will examine the analysis of the data gathered by exploring the perspectives of both teachers and students regarding writing skills, the writing process, and the diverse tasks it entails. We have provided a concise overview of existing literature that pertains to writing skills in general, with a specific focus on the multipurpose writing skills. The subsequent step involves transitioning to a more practical approach by outlining the procedures for data collection through the utilization of questionnaires in the task.

This chapter presents an analysis of the data obtained from a questionnaire administered to both students and teachers, with the aim of acquiring insights into writing skills, the writing process, and the multipurpose nature of writing. Additionally, it encompasses the analysis, interpretation, and discussion of the findings derived from each questionnaire. The chapter concludes by offering suggestions and pedagogical recommendations based on the primary results obtained.

3.2 Research Aim

Considering the inherent nature of language as a communication tool, the acquisition of writing skills necessitates the implementation of effective procedures and practices. The effectiveness of the teaching and learning process in developing writing skills depends on various factors and extends beyond academic contexts in order to achieve diverse objectives. Moreover, the aim of this research is to provide valuable insights and recommendations that can inform educational policies, curriculum development, and instructional practices. Ultimately, the aim is to empower educators and institutions to better equip students with the necessary skills to excel in academic, professional, and personal writing tasks.

Chapter three: Research Methodology and Data Analysis

3.3 Research Methodology

In this study, a descriptive approach is employed to gather and analyze data through both qualitative and quantitative methods. The selection of the approach is influenced by the nature of the topic, the research objectives, and the collected data. The decision to utilize the descriptive approach is based on its suitability for the study and the specific context in which it is conducted.

This study is carried out in the format of a case study, which is a commonly employed research methodology used by researchers to gather, analyze, and interpret data collected from a range of sources, including individuals, groups, and communities.

Hence, this study utilizes two separate questionnaires for data collection. The first questionnaire is specifically designed for 50 second-year bachelor EFL students, whereas the second questionnaire targets 10 EFL teachers at Ibn Khaldoun University.

The questionnaire is administered to the students as they are the primary variable of our study, and their responses serve to validate or invalidate the hypotheses. The purpose of the students' questionnaire is to uncover their perceptions of multipurpose writing skills and identify the challenges they encounter during the writing process. The teachers' questionnaire aims to explore whether EFL teachers incorporate instruction in writing for various purposes and genres. It aims to investigate the approaches, techniques, and tasks employed by teachers in their writing teaching.

3.3.1 Participants

The participants in each questionnaire vary in terms of their characteristics. In the case of the students' questionnaire, the population consists of students enrolled in the English Department at Ibn Khaldoun University during the second semester of the academic year 2022/2023. The sample for this questionnaire included 50 students who were randomly selected from the 2nd year bachelor groups.

On the other hand, the participants in the teachers' questionnaire were 10 EFL teachers from the English department of Ibn Khaldoun University. These teachers were chosen to represent the population involved in the study.

Chapter three: Research Methodology and Data Analysis

3.3.2 Research Instruments

This research depends on using the following two data collection instruments particularly, a questionnaire for students and a questionnaire for teachers.

3.3.2.1 Students' Questionnaire

According to Bhandari (2021) a questionnaire is a tool consisting of a series of questions or items designed to collect data from individuals regarding their attitudes, experiences, or opinions. It is a commonly utilized method to gather both quantitative and qualitative information. In other words, the questionnaire is a systematic tool comprising a predetermined set of questions that the researcher provides to the respondents. Its purpose is to gather specific data from the participants.

The questionnaire is conducted for EFL students in Ibn Khaldoun University English department second year bachelor level. The primary objective of this questionnaire is to gather diverse perspectives within a short timeframe and gain insights into the students' perceptions of multipurpose writing skills.

Practically, the questionnaire comprises three sections: general information, the writing process and the multipurpose writing skills. Each section contained a set closed-ended questions, where the participant expected to select the appropriate answer or one of the suggested options.

This questionnaire consists of a total of twelve (12) questions which are divided into aforementioned sections. The first section focuses on personal information, including gender and age of the learners. Additionally, three questions are included to assess their interest in the written expression module, their motivation to engage in writing outside the classroom, and their writing habit.

Section two aims to explore the specific components and stages of the writing process that pose challenges to the participants, four questions aim at eliciting the learners' perspectives on what constitutes good writing (Q4), their awareness of the essential stages of the writing process (Q5), identifying the stages they find challenging (Q6), and elucidating the specific obstacles they encounter during the writing process (Q7).

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Section three of the questionnaire focuses on multipurpose writing skills. This section aims to examine the participants' familiarity with diverse assignments and tasks (Q10), their typical context for completing assignments (Q11), and their opinions regarding the impact of writing for different purposes on their lives (Q12).

3.3.2.2 Teachers' Questionnaire

The purpose of utilizing this data collection tool is to assess the extent to which teachers incorporate instruction in writing for diverse purposes, genres, and contexts. Through this tool, we seek to enrich our study by gathering suggestions, techniques, and approaches that can help address students' weaknesses and enhance their proficiency in completing multipurpose writing tasks.

The questionnaire was specifically tailored for ten (10) EFL teachers at Ibn Khaldoun University. It consisted of 15 questions divided into three sections. First section includes a set of specific and personal questions to gather information about the participants, such as their overall experience in teaching English at the university level (Q1) and their specific experience in teaching writing(Q3). Furthermore, we sought their opinion regarding the curriculum or program being taught (Q4 & Q5).

The objective of section two is to examine how teachers address the challenges encountered by their students during the writing process (Q7). Additionally, we investigated the predominant approach adopted by teachers in their instructional writing process (Q8).

Section three of the questionnaire is dedicated to examining the utilization of multipurpose tasks in writing (Q10), understanding the students' perceptions of their writing instructions (Q11), and exploring the frequency at which tasks for different purposes are employed (Q12). Additionally, we inquire about the most proficient type of writing demonstrated by the learners (Q13), the techniques and tasks employed by teachers to teach different writing purposes (Q14), and ultimately, we gather insights on the most effective techniques for enhancing students' multipurpose writing skills (Q15).

Chapter three: Research Methodology and Data Analysis

3.4 Analysis of Students' Questionnaire

In this section, we focus on presenting and analyzing the data collected from the students' questionnaire:

Section One: General Information

Item 01: Gender

Table 3.1

EFL Learners' Gender

Gender of participant	Male	Female
Respondents	16	34
Percentage	32%	68%

We made efforts to ensure equal representation of both genders among the participants. However, it is unfortunate that the number of male students in the overall population was relatively low, accounting for only 32% of the total, while female students constituted 68%.

Item 02: Age

Table 3.2

EFL Learners' Age

Age of participant	18 - 21	22 - 25	Over 25
Respondents	38	12	0
Percentage	76%	24%	0%

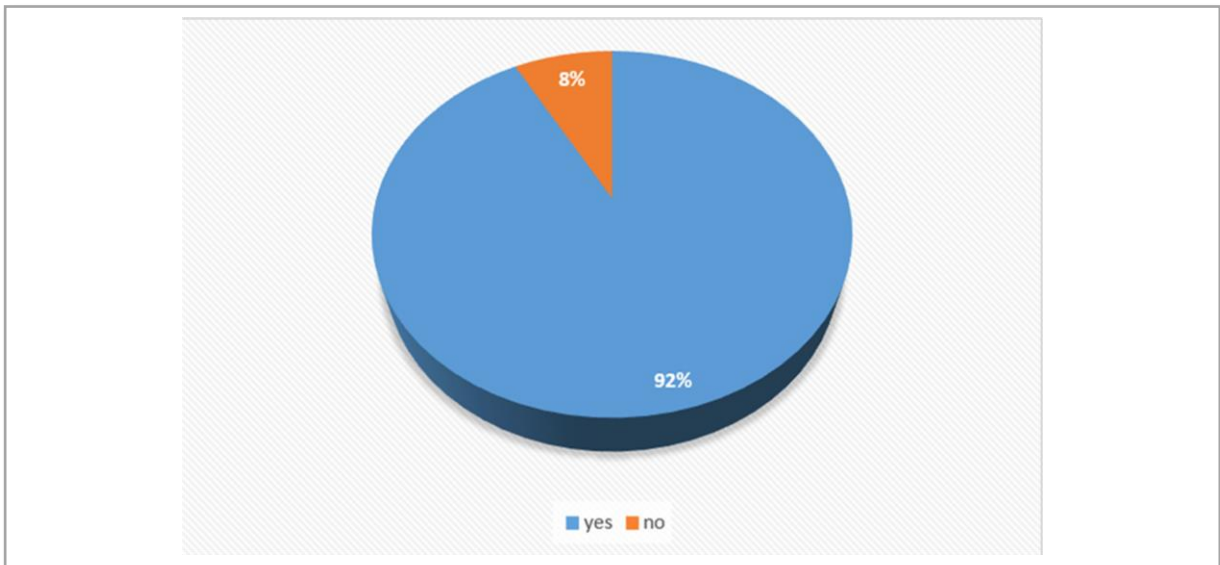
Most of the participants 76% were at the same age under 21 years old and 24% were between 21- 25 years old.

Q01: Is the module “Written Expression” of interest to you?

Chapter three: Research Methodology and Data Analysis

Graph 3. 1

EFL Learners' interest towards "written expression" module.

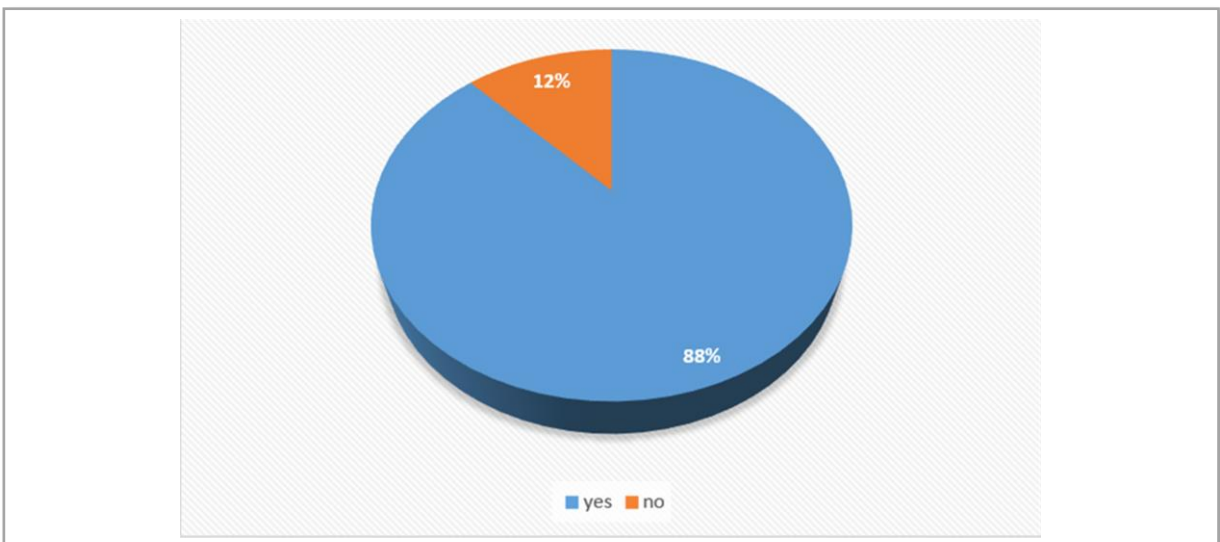


Through the graph, it is noticeable that the students are interested in the written expression module and there is huge difference between the percentage of the participants who agreed and selected yes (92%) while the rest (8%) selected no.

Q02: Does your teacher motivate you to engage in writing activities outside the classroom?

Graph 3. 2

Teacher's motivation to engage in writing outside the classroom according to EFL learners.



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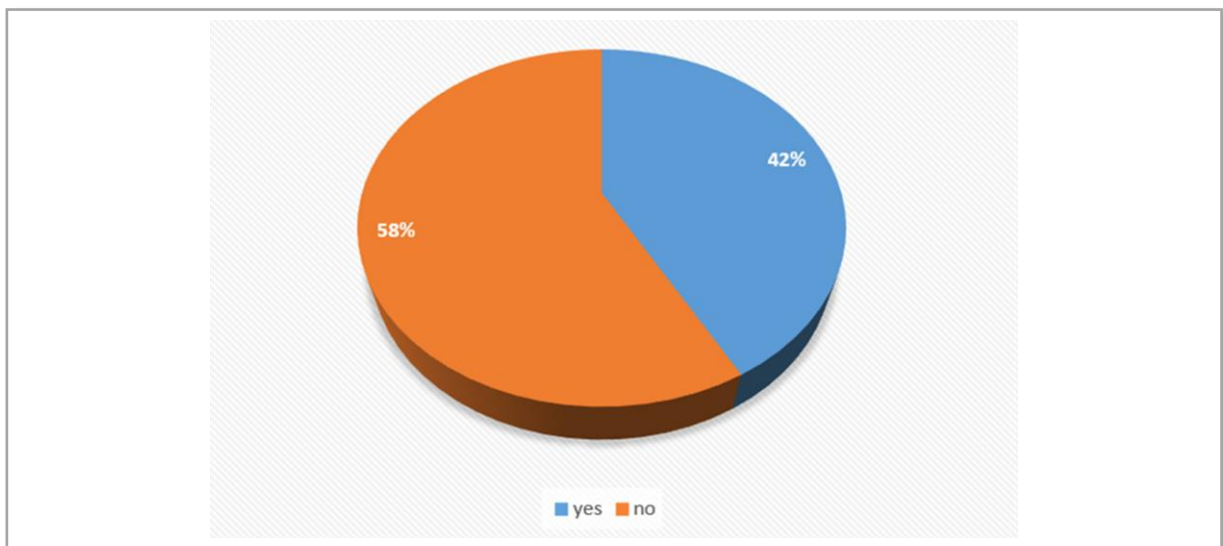
The graph exhibits that 88% of the participants feels motivated to engage in writing activities outside the classroom while the rest 12% assert that they do not feel motivated.

The majority of the participants who respond with “yes” explained that they feel motivated when the teacher provides them with assignments.

Q03: Do you have a habit of writing?

Graph 3. 3

EFL Learners' Habit of Writing.



Based on the presented graph, the majority of participants 58% do not engage in writing regularly or have the habit of writing. Conversely, 42% of participants reported having a habit of writing.

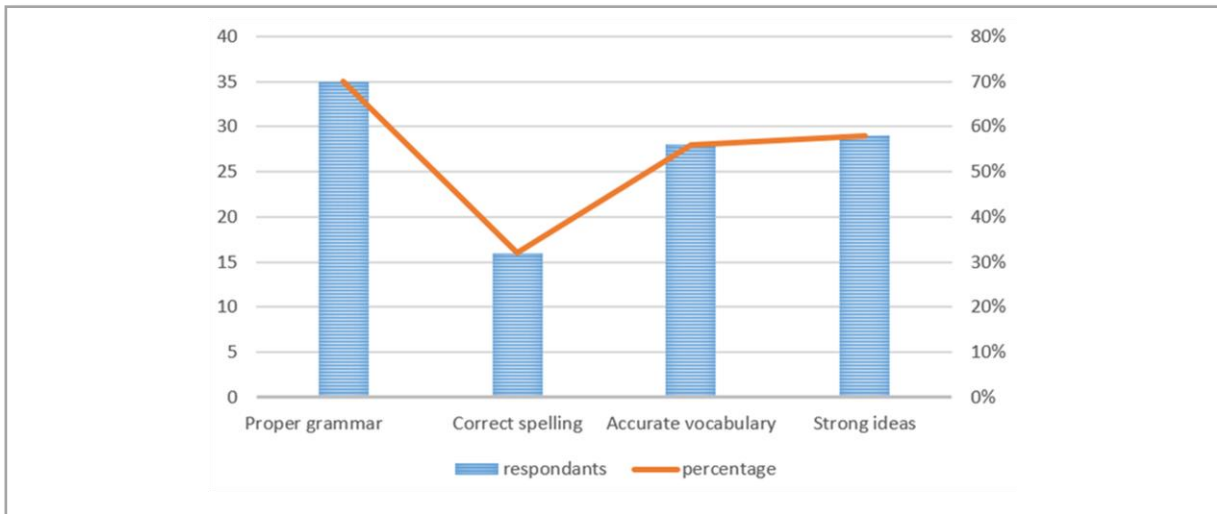
Section Two: Writing Process

Q04: What do you believe constitute good writing?

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Graph 3. 4

Exploring EFL Learners' Perceptions of Good Writing.

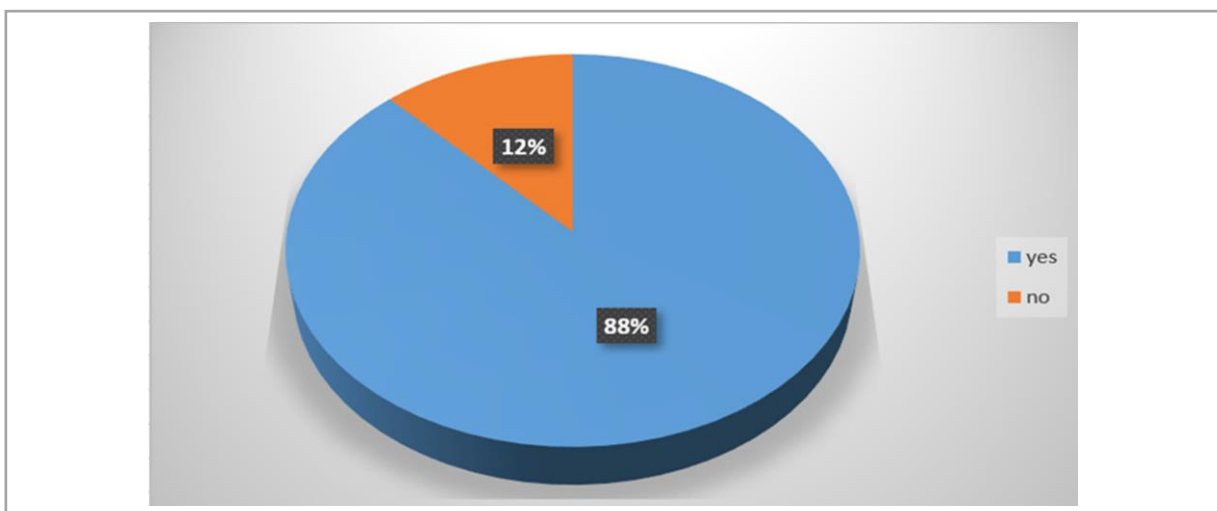


The graph provides a clear depiction of the prevailing opinions on what constitutes good writing. According to the data, a majority of respondents (70%) consider proper grammar to be a crucial component of good writing. Additionally, 58% of participants indicated that strong ideas are essential for good writing, while 56% highlighted the significance of accurate vocabulary. Intriguingly, only 32% of respondents emphasized the importance of correct spelling in good writing.

Q05: Do you follow the essential steps of the writing process when you write?

Graph 3. 5

Insights into EFL Learners' Adherence to the Essential Steps of the Writing Process.



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The graph clearly illustrates that an overwhelming majority of students (88%) adhere to the essential steps of the writing process. Conversely, only a small minority of students (12%) reported not following these crucial steps.

Q06: If “Yes”, do you find any of the following stages of the writing process challenging to complete?

Table 3.3

Uncovering the Challenging Stages of the Writing Process for EFL Learners.

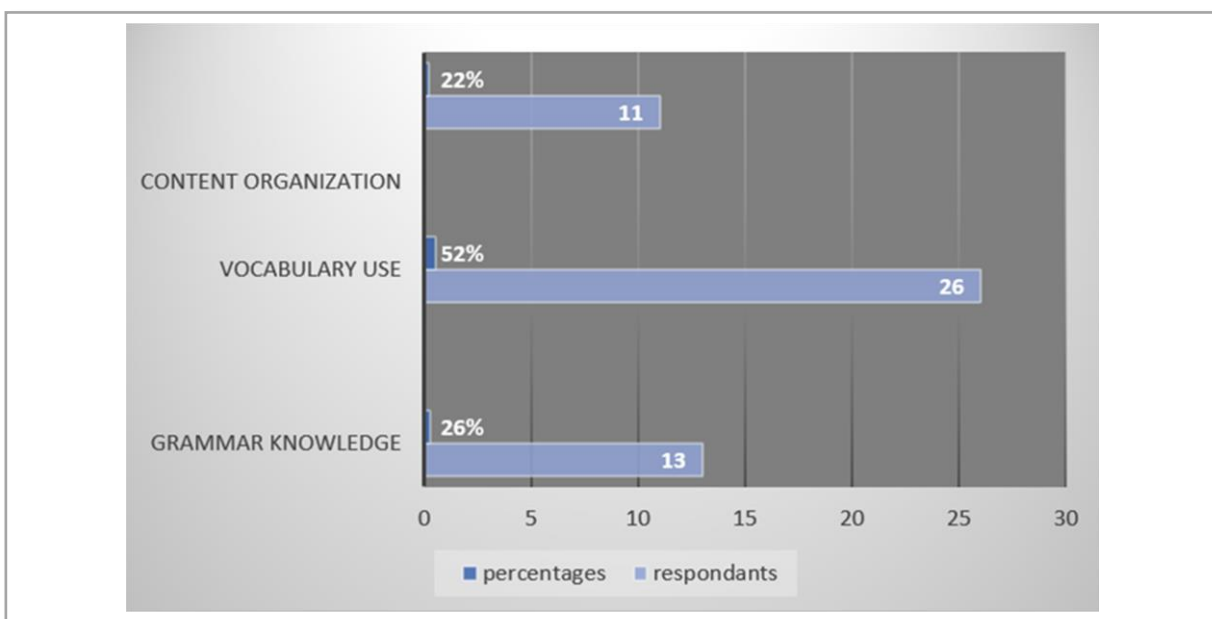
Options	planning	Drafting	Revising	Editing
Respondents	27	5	7	5
Percentages	54%	10%	14%	10%

The data reveals interesting insights from the students regarding the challenging stages of the writing process. Among them, planning emerged as the most difficult stage, as indicated by the majority of students (50%). Meanwhile, 10% of students identified the drafting stage as challenging, while an equal 10% found the editing stage to be difficult. Interestingly, only 7% of students perceived the revising stage as the most challenging aspect of the writing process.

Q07: What challenges do you face during the writing process?

Graph 3.6

Exploring the Challenges Encountered by EFL Learners during the Writing Process.



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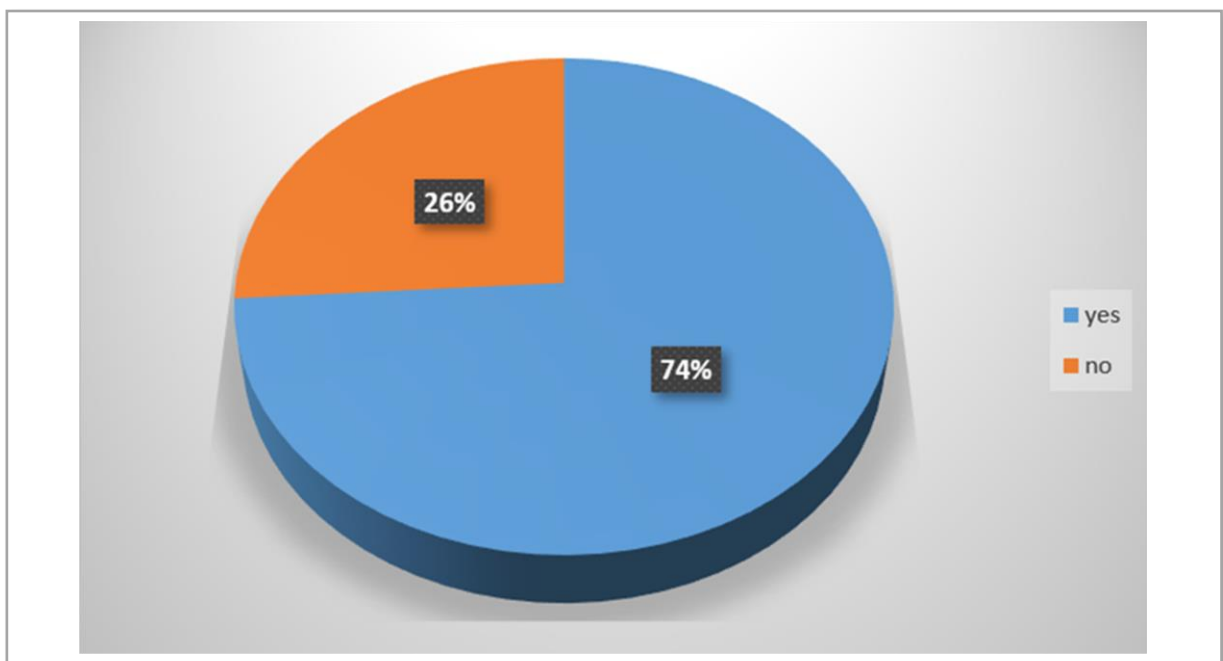
According to the graph, it is evident that a significant portion of the sample, consisting of 52%, or 26 students, encounter challenges related to vocabulary usage. Additionally, 26% of the students struggle with their grammar knowledge, while 22% face difficulties in organizing their content effectively.

Section Three: Multipurpose Writing Skills

Q08: Do you know that writing can serve various purposes?

Graph 3. 7

A Comparative Analysis of EFL Learners' Awareness of Writing's Multipurpose Nature.



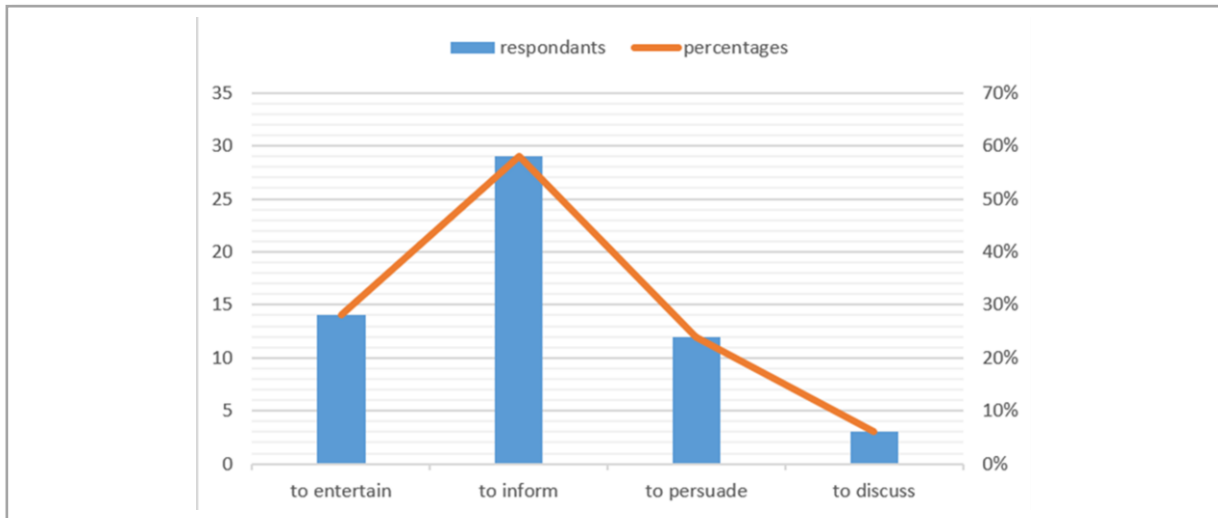
The graph provides a clear representation of the students' awareness regarding the diverse purposes of writing. A substantial majority, comprising 74% of the students, demonstrate knowledge and understanding of the multiple purposes that writing can serve. On the other hand, a smaller proportion, specifically 26% of the students, indicated a lack of awareness regarding the various purposes of writing.

Q09: What is the writing purpose you are familiar with? (You may select multiple answers)

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Graph 3. 8

Exploring the Familiarity of EFL Learners with Different Writing Purposes.

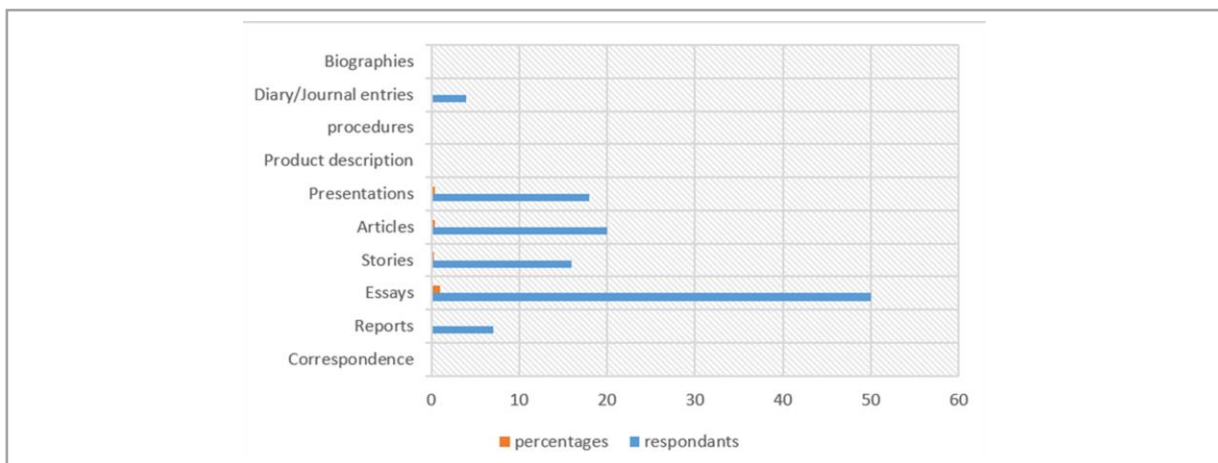


The graph clearly presents the students' familiarity with different writing purposes. The majority of students, accounting for 58%, are acquainted with the purpose of writing to inform. Additionally, 28% of the students claimed familiarity with the purpose of writing to entertain, while 24% expressed their familiarity with writing to persuade. Surprisingly, only a small percentage of students, specifically 6%, reported being familiar with the purpose of writing to discuss.

Q10: What type of writing tasks/assignments does your teacher use?

Graph 3. 9

Investigating the Types of Writing Tasks/Assignments Employed by EFL Teachers as Perceived by Learners.



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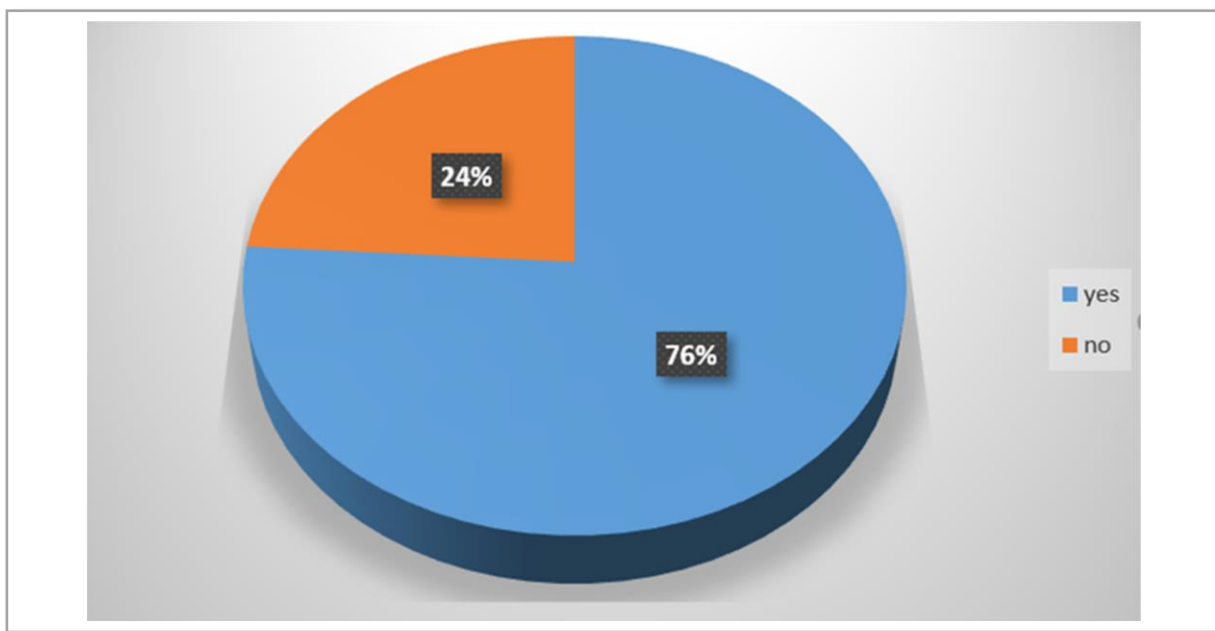
The graph indicates that the predominant task utilized by teachers is essays, with a unanimous agreement of 100%. Other tasks were also mentioned, with varying percentages. Articles were reported by 40% of students, while presentations 36% and stories were mentioned by 32% of students. Reports were chosen by 14% of students, and diaries/journals were preferred by 8% of students. Notably, tasks such as correspondence, product description, procedure, and biographies received 0% of the students' responses.

A secondary question related to the Q10:

Q10 b: Are you familiar with the above-mentioned writing purposes?

Graph 3. 10

Exploring EFL Learners' Familiarity with the Mentioned Tasks.



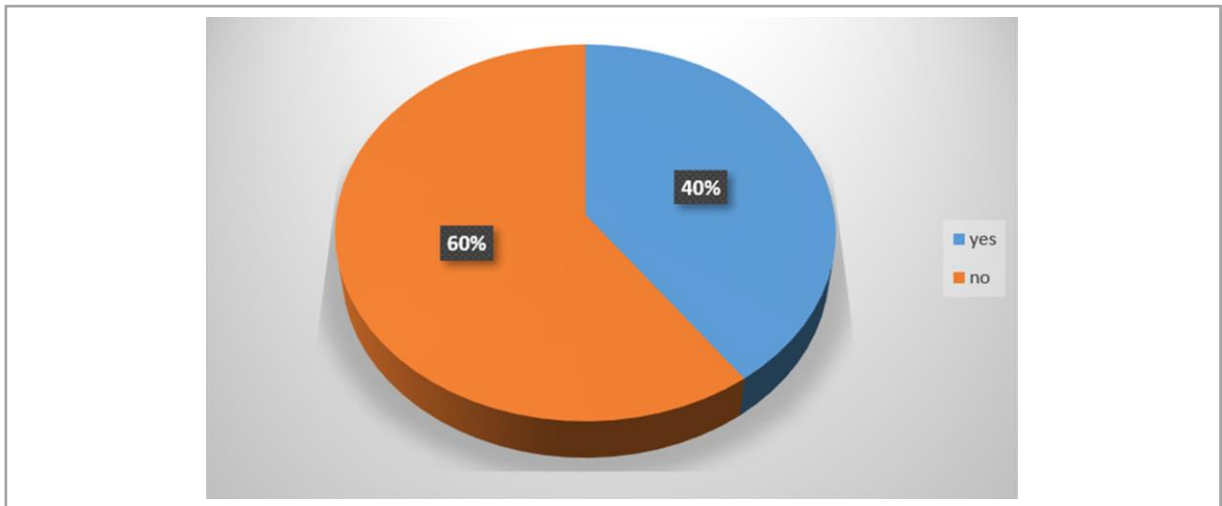
Based on the graph, it is evident that a significant majority of students, comprising 76%, indicated their familiarity with the mentioned tasks. On the other hand, a smaller percentage of students, specifically 24%, reported not being familiar with the aforementioned tasks.

Q11: Are the writing assignments you typically work on representative of real-life situations?

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Graph 3. 11

Exploring EFL Learners' Perceptions of the Representativeness of Writing Assignments in Real-life Situations.1.

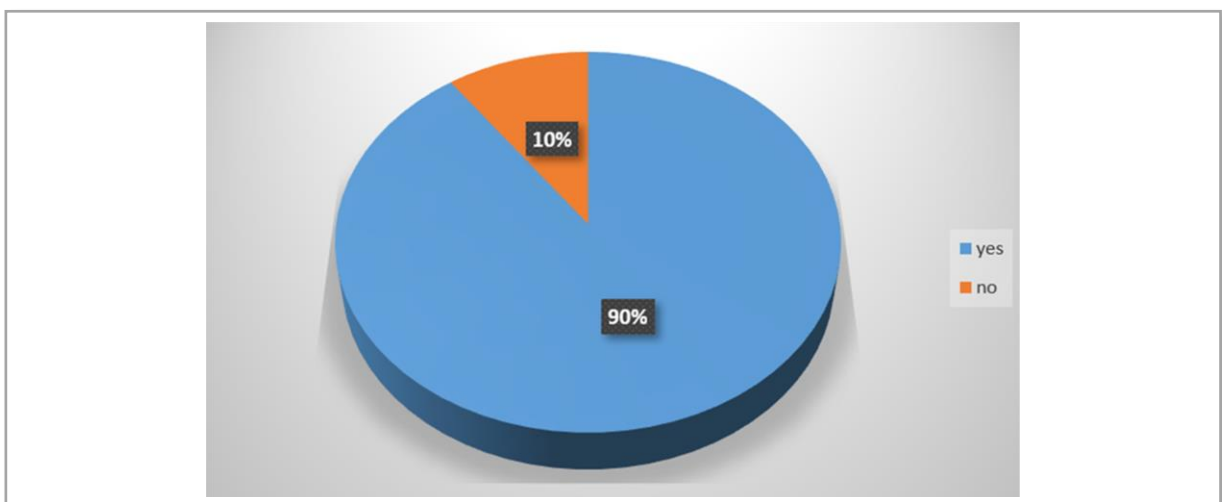


According to the graph, a majority of students (60%) expressed the view that the writing assignments they typically work on do not accurately reflect real-life situations. Conversely, 40% of the students agreed with the statement, acknowledging that the writing assignments they typically engage in are representative of real-life situations.

Q12: Do you think writing for various purposes have an impact beyond your academic achievement?

Graph 3. 12

Investigating the Perceptions of EFL Learners Regarding the Impact of Writing for Various Purposes beyond Academic Achievement.



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The graph provides compelling evidence that a significant majority of students, amounting to 90%, possess awareness regarding the significance of writing for various purposes. They acknowledged that writing for different purposes has an impact that extends beyond their academic accomplishments. Conversely, only 10% of students held a contrary view, stating that writing for various purposes does not have any impact.

In order to gather insights into their opinions and perceptions, we conducted an investigation and requested participants to provide explanations. It was observed that individuals who responded negatively did not provide any explanations. However, those who answered positively shared their viewpoints through various statements, which expressed common perspectives on the matter such as:

“It may widen your vision, and expand your knowledge”

“It can improve our cultural knowledge, our communication skills (in e-mails)”

“When you write well with various reasons you can get a diploma with the competence not only a sheet of paper, to be competent that's mean you open a huge door of opportunities in both professional and academic life”

“Writing can serve as an effective tool that links the individual to society by reflecting on social issues and suggesting solutions.”

“a good writer is a good thinker, critical thinker and a good debater which we much need in this modern world”

“Academic writing is so limited. I prefer literary writing. It's more beautiful and interesting.”

“It can help you a lot in your daily life, you can organize your thoughts and express yourself freely.”

Based on the aforementioned statements, it is evident that students possess a clear awareness of the impact that multi-purpose writing skills can have on their lives.

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3.5 Analysis of Teachers' Questionnaire

This section illuminates the presentation and analysis of the data collected through the questionnaire employed in the study.

Section One: General Information

Q01: How long have you been teaching English?

Table 3.4:

EFL Teachers' Teaching Experience.

Options	1-5 years	6-10 years	11-20 years
Respondents	2	3	5
Percentages	20%	30%	50%

The table reveals that out of the participating teachers, five had experience ranging from 10 to 20 years, three had experience between five to 10 years, and only two teachers had 1 to 5 years of experience in our study.

Q02: Please, specify your degree

Table 3.5:

EFL Teachers' Academic Qualifications.

Options	BA (License)	MA (Master Magister)	Phd (Doctorate)
Respondents	0	3	7
Percentages	0%	30%	70%

The table indicates that the majority of teachers, comprising 70%, hold a doctoral degree, while the remaining 30% possess a master's degree.

Q03: How long have you been teaching the module of "Written Expression"?

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Table 3.6:

EFL Teachers' Teaching Writing Experience.

Teachers	Period of time
Teacher 1	7 years
Teacher 2	10 years
Teacher 3	2 years
Teacher 4	2 years
Teacher 5	4 years
Teacher 6	3 years
Teacher 7	1 year
Teacher 8	3 years
Teacher 9	2 years
Teacher 10	5 years

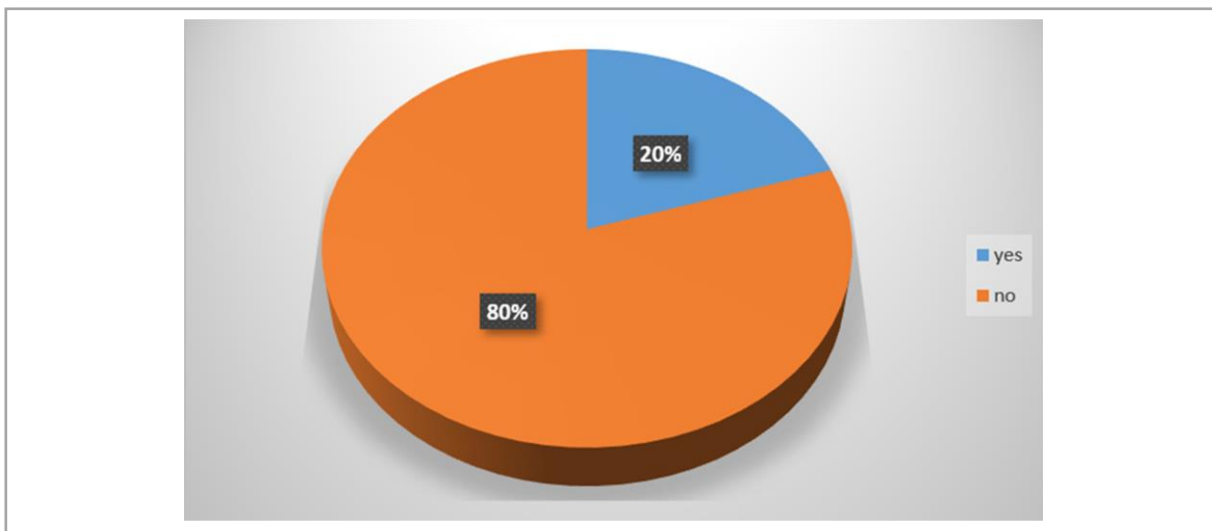
According to the table, T2 stands out with the longest teaching experience in writing, having accumulated 10 years of experience among the participants. T1 follows with 7 years of experience, while both T10 and T5 have 4-5 years of experience. T6 and T8 have taught writing for 3 years, and Teachers T3, T4, and T9 have 2 years of experience in teaching writing. T7 has 1 year experience in teaching writing.

Q04: Do you think that the “Written Expression” program being taught is sufficient in enhancing the writing skills of your students?

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Graph 3. 13

Exploring EFL Teachers' Perspectives on the Effectiveness of the "Written Expression" Program in Enhancing Students' Writing Skills.



The graph clearly depicts that a significant majority of teachers, comprising 80%, hold the belief that the written expression program is insufficient in enhancing students' writing skills. Conversely, 20% of the teachers expressed the view that the program is sufficient in enhancing students' writing skills.

Q05: If "No", please, explain why?

Based on the opinions of teachers who expressed dissatisfaction with the written expression program, several noteworthy points were raised. T6, T7, T7, T9 and T10 emphasized the need for practical application, as they felt that the program primarily focused on theoretical aspects. T1 and T3 highlighted the issue of limited session frequency, with T3 specifically mentioning that two sessions per week were insufficient to address practical aspects. T4 stated that the adopted syllabus lacked coverage of essential subskills necessary for writing, as well as clear writing performance tasks. Additionally, T1 mentioned the absence of personalized feedback for students to improve their writing skills, while T3 emphasized the lack of collaboration between the written expression module and teachers from other modules.

Section two: The Process of Writing

Q06: How do you define effective writing?

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The teachers' definitions of good writing provide valuable insights into their perspectives on effective written communication. Here is an analysis of their definitions:

T1 emphasizes the importance of understanding the assigned topic, purpose, audience, and tone while also mastering the appropriate writing style.

T2 focuses on mistake-free sentences and the adherence to established procedures for developing paragraphs and essays, emphasizing coherence as a vital aspect.

T3 highlights the ability to express ideas correctly and smoothly in various situations and for different purposes in English.

T4 views effective writing as a well-structured and meaningful piece of communication that is relevant to its purpose and suitable for the intended audience.

T5 identifies effective writing as encompassing correct mechanics (punctuation, capitalization, spelling, and grammar) and proper structure at the sentence, paragraph, and essay levels.

T6 emphasizes the importance of communicating ideas coherently and with cohesive sentences.

T7 defines effective writing as the ability to write correctly based on the task type and purpose.

T8 describes effective writing as concise, clear, and engaging, utilizing logical structure, appropriate language, and capturing the reader's attention while achieving the intended purposes of informing, persuading, or entertaining.

T9 defines effective writing as purposeful self-expression in a simple, clear, persuasive style, respecting normative grammatical and structural rules.

T10 emphasizes readability as a crucial element of effective writing, stressing clarity, accuracy, conciseness, and the ability to convey ideas effortlessly and without ambiguity.

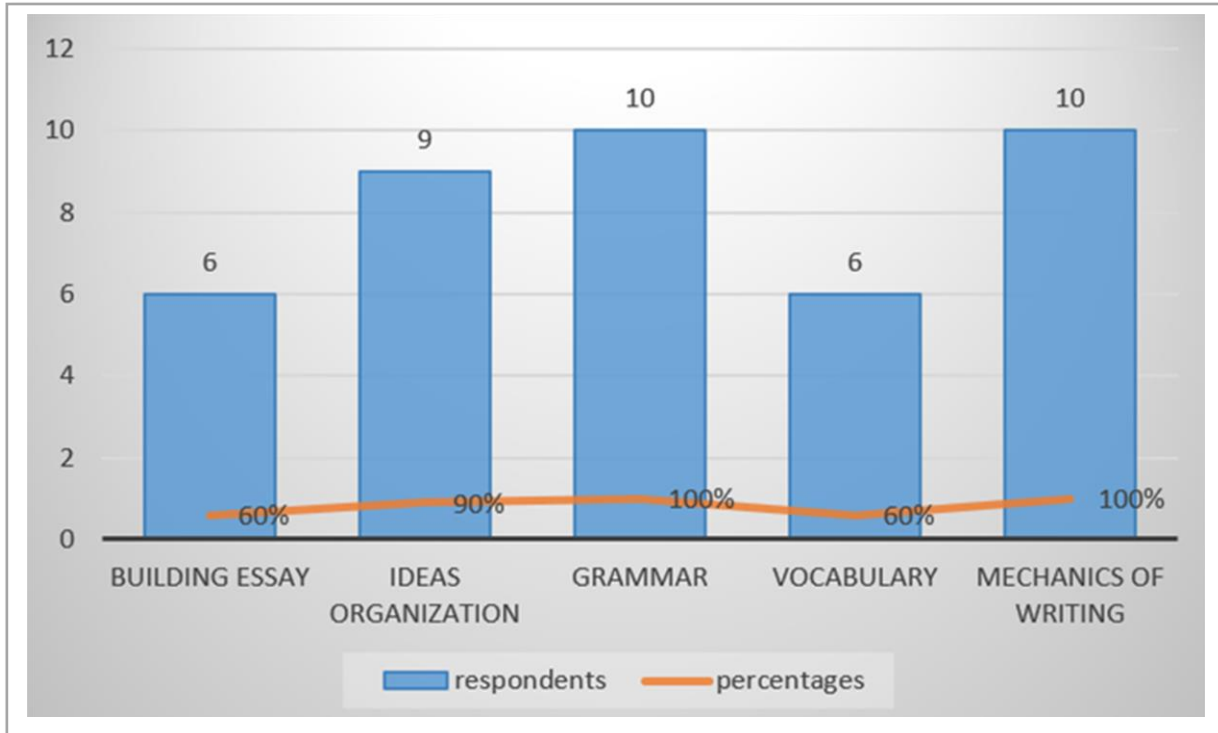
These definitions highlight various aspects such as understanding the topic and audience, coherence, proper mechanics and structure, clarity, readability, and persuasive expression, underscoring the multifaceted nature of good writing as perceived by the teachers.

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Q07: What are the aspects that your students struggle with?

Graph 3. 14

Identifying the Areas of Struggle for Students as Perceived by EFL Teachers.



The graph indicates unanimous agreement among all the teachers, with 100% reporting that students struggle the most with grammar and mechanics of writing. Additionally, 90% of the teachers highlighted ideas organization as a challenging aspect for their students.

Furthermore, 60% of the teachers identified building essays and vocabulary as struggling aspects for their students, respectively.

Q08: What is the approach you employ to teach writing?

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Table 3.7

Investigating the Teaching Approaches Utilized by EFL Teachers in Writing Instruction.

Teachers	the employed approach to teach writing
Teacher 1	The process approach
Teacher 2	The process approach
Teacher 3	The process approach
Teacher 4	All of them depending on purpose
Teacher 5	All of them
Teacher 6	The product approach and the process approach
Teacher 7	The product approach and the creative approach
Teacher 8	The process approach
Teacher 9	The product approach and the creative approach
Teacher 10	The product approach and the process approach

According to the table, Teachers T1, T2, T3, and T8 stated that the employed approach to teaching writing in their classrooms is the process approach. On the other hand, T6 and T10 utilize a combination of both the product approach and the process approach. T7 and T9 employ the product approach along with the creative approach. Lastly, T4 and T5 reported employing all the mentioned approaches in their writing instruction.

Q09: Please, explain the reason for choosing this approach

T1: if the students are well-trained in the components of the process including the pre-writing (brainstorming, clustering), outlining basics, drafting, editing and revising.

T2: To be able to closely monitor students' move towards writing meaningful and pertinent paragraphs and essays

T3: It focuses on developing the students' ability to build a written piece with careful planning under the guidance of the teacher.

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T4: Any of these is used to develop students writing skills starting by product and genre to get familiar with written models, then process to master the different steps when writing, and finally comes creativity where students are free to show their creative writing.

T5: These approaches are used spontaneously in the class in order to give the students a variety of activities and methods in improving their writing skills. All in all, practice in the class is given more importance.

T6: To put what is theoretical (process) into practice (product).

T7: these approaches enable students to be more creative and it encourage them to actively learn writing.

T8: My students are still in the first year, so this approach is helpful to start well in writing sentences and paragraphs.

T9: Since it relies on learner's ability to bridge the gap between what he has in mind (previous knowledge) and what is going on around him (get knowledge and perform and write about real life situations).

T10: The collaboration between both processes can help students to generate ideas in a comprehensive manner and encourage them to be more creative.

According to teachers' explanations, and in other words teachers employ a variety of approaches, including the process approach, product approach, creative approach, and combinations thereof. These approaches reflect different teaching priorities, such as training students in the writing process, fostering creativity, focusing on practical application, and bridging the gap between knowledge and real-life situations.

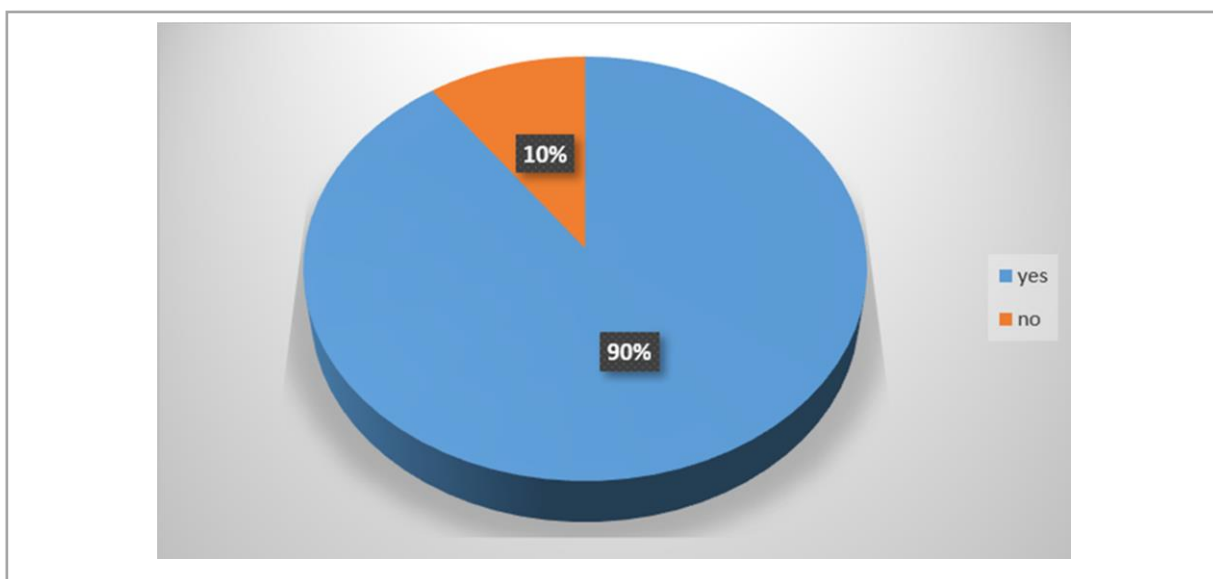
Section three: Multipurpose tasks in writing

Q10: Do you teach writing for different purposes?

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Graph 3. 15

EFL Teachers Instruction in Writing for Different Purposes.



The graph reveals that a significant majority of teachers, comprising 90%, reported teaching writing for various purposes. Conversely, a minority of 10% indicated that they do not teach writing for different purposes.

Further Inquiry for Participants Responding "NO":

T8, representing the 10% minority, provided a rationale for their response. They explained that at the current level of introducing students to writing, their focus is primarily on teaching writing for academic purposes in general, with a specific emphasis on constructing meaningful and accurate sentences.

Q11: How do your learners perceive your writing instruction?

Teachers unanimously express similar views, describing the instructions as essential, guiding, helpful, effective, and enabling. They note that students respond positively and promptly to these instructions, incorporating them into both in-class and out-of-class assignments. Moreover, teachers point out that students find the approaches to be clear, concise, and easily understood.

Q12: How often do you utilize range of tasks that serve the different types of writing?

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Based on the teachers' responses, there were both common and divergent perspectives regarding their approach to tasks in writing instruction. T1, T2, T5, T8, and T10 expressed that their selection of tasks depended on factors such as the instructional unit, learner proficiency and level, and task objectives. On the other hand, T3 and T4 mentioned that they regularly employ a variety of tasks that cater to different types of writing. T6 indicated occasional usage, while T7 mentioned utilizing tasks both before and after sessions. T9 shared the practice of incorporating alternative and self-designed tasks to aid students in improving their writing style.

Q13: Which type of writing your students proficient more?

Table 3.8

Identifying the Writing Types in which EFL Teachers Perceive their students to be Most Proficient.

Teachers	Types of writing
Teacher 1	We didn't reach this level yet!
Teacher 2	Selected all the options
Teacher 3	Expository
Teacher 4	Descriptive
Teacher 5	Descriptive, persuasive and expository
Teacher 6	Narrative
Teacher 7	Descriptive
Teacher 8	(No answer)
Teacher 9	Narrative
Teacher 10	Descriptive

The table illustrates that the most commonly chosen writing type among the teachers is Descriptive, as it was selected by five teachers. Three teachers opted for the Narrative type, while T3, T2, and T5 selected the Expository type. Only T5 chose the Persuasive type. T1 stated, "We haven't reached this level yet," and T8 did not provide a response regarding their preferred writing type.

Q14: What techniques do you use to teach writing for these purposes?

In teaching writing, various techniques and approaches are employed to teach writing for these purposes. T2 emphasizes the importance of freewriting, questioning, making lists,

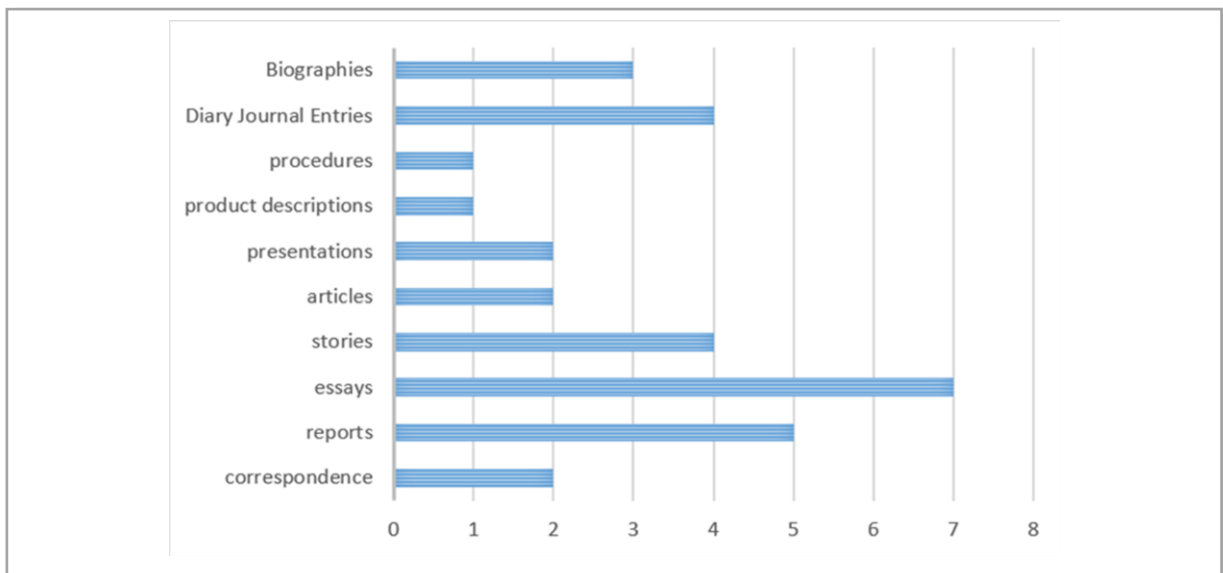
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clustering, outlining, drafting, and editing. T3 adopts techniques aligned with the process approach, aiming to develop students' academic writing skills, T4 utilizes modeling, demonstrating, analyzing structure, imitation, collaborative writing, and independent writing to guide students through different writing stages. T5 shares the success of having students maintain personal journals for in-class and homework writing, noting the positive outcomes. T6 places emphasis on reading as a focal point. T7 encourages brainstorming and assigns tasks in pairs or groups. T8 employs model writing as a means to provide learners with well-written samples and facilitate discussions to highlight key elements and strategies. T9 incorporates techniques such as mind mapping, outlining, filling in blanks, storytelling, and engaging students in imaginary situations. These approaches and techniques collectively contribute to the improvement of students' writing abilities. T1 and T10 did not provide responses.

Q14. A) What kind of writing tasks you engage your students in?

Graph 3. 16

Exploring the Types of Writing Tasks in which EFL Teachers Involve Their Students.



According to the graph, the majority of teachers (7) reported using essay writing tasks that actively engage their students. Reports writing was mentioned by five teachers, followed by four teachers who incorporate writing stories into their instruction. Additionally, four teachers use writing diaries and journal entries as part of their tasks. Two teachers utilize articles and presentations, while only one teacher includes product description and procedures tasks. These data reflect the diverse range of writing tasks employed by teachers in their classrooms.

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Q15: According to you, what are the effective techniques to enhance EFL students multipurpose writing skills?

Teachers provided their insights on effective techniques for teaching writing. According to T1, the effectiveness depends on factors such as the topic, students' interests, and their level of idea development. T2 emphasized that there is no one-size-fits-all technique, and teachers need to consider multiple factors before deciding on an appropriate approach for their specific class. T3 expressed that all techniques can be effective if used properly, taking into account student interests and academic goals. T4 recommended providing ample practice with different writing models, focusing on scaffolded writing to ensure students master genre characteristics and the writing process. T5 highlighted the importance of both in-class and out-of-class practice, along with collective correction of randomly chosen samples. T6 believed that reading various materials and practicing writing is the most effective technique. T7 advocated for continuous practice before, during, and after writing sessions, incorporating 21st-century media and technology for creative writing. T8 emphasized the effectiveness of employing diverse writing genres, providing well-crafted writing models, using the writing process, encouraging peer collaboration, incorporating real-world tasks, and promoting reflection and self-assessment. T9 recommended the use of dairy or daily journals, while T10 focused on designing tasks that cater to the diversity of writing purposes. These insights highlight the range of approaches and strategies teachers employ to enhance their students' writing skills.

3.6 Interpretation and Discussion of the Findings

The primary objective of this study was to explore the progress and improvement of students' multipurpose writing skills. However, the implementation of the research instruments resulted in overlapping outcomes pertaining to the research questions and hypotheses. Regarding students' perceptions towards the writing process, the results indicated that they prioritize grammar, strong ideas, and accurate vocabulary as important components of good writing. Planning was identified as the most challenging stage, while equal percentages of students found editing and drafting challenging. These findings highlight the need for support and instruction in these specific areas. Teachers can address these challenges through explicit instruction, strategies like brainstorming and outlining, and opportunities for revision, peer feedback, and self-reflection.

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The students' perceptions towards multipurpose writing tasks revealed that they demonstrated awareness of the variety of purposes in writing and familiarity with different writing purposes. However, all students reported that essays were the most commonly assigned writing tasks, indicating a potential lack of diversity in writing assignments. Teachers should consider incorporating a wider range of writing tasks to provide students with more comprehensive writing experiences, and to bridge the gap between academic writing and real-world applications. As an outcome the first and second hypotheses are confirmed.

To enrich the study findings and address potential misunderstandings, a questionnaire was administered to ten EFL teachers, providing valuable insights into their decision-making process, use of multipurpose writing tasks, and strategies to overcome students' writing struggles. These insights aim to improve EFL instruction and offer recommendations. The surveyed teachers, with substantial experience in teaching English, expressed the need for more practical applications and highlighted areas for improvement. Their diverse perspectives on effective writing encompassed various elements, highlighting the multidimensional nature of good writing. Students' struggles were identified in grammar, organization, essay building, and vocabulary, suggesting targeted support and instruction in these areas. Teachers utilized various approaches, demonstrating flexibility and adaptability to meet students' needs and learning goals. Therefore, these findings support the third hypothesis.

The findings from the third section provide valuable insights into the perspectives of teachers regarding writing instruction. The majority of teachers expressed their belief in teaching writing for different purposes and described the instructions as essential, guiding, helpful, effective, and enabling. They noted that students respond positively and promptly to these instructions, incorporating them into both in-class and out-of-class assignments. Additionally, teachers highlighted students find the approaches to be clear, concise, and easily understood. Hence, these findings support the second hypothesis.

The teachers exhibited both shared and divergent approaches to tasks in writing instruction, with some considering factors like instructional unit, learner proficiency, and objectives, while others regularly incorporated diverse tasks for different types of writing.

The teachers' insights highlighted the significance of various factors and techniques in writing instruction. They emphasized the importance of topic selection, student interests, level

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of idea development, teacher considerations, proper technique implementation, extensive practice, scaffolding, real-world tasks, peer collaboration, reflection, and self-assessment. These perspectives underscore the complexity of effective writing instruction and the need for a holistic and multifaceted approach that encompasses various instructional strategies and considerations. These findings support the third hypothesis.

Furthermore, teachers employed a range of techniques and approaches to teach writing for different purposes. These techniques included freewriting, questioning, making lists, clustering, outlining, drafting, editing, modeling, demonstrating, analyzing structure, imitation, collaborative writing, independent writing, journal writing, reading activities, brainstorming, assigning tasks in pairs or groups, model writing, mind mapping, storytelling, and engaging students in imaginary situations. These diverse approaches collectively contribute to the improvement of students' writing abilities. Consequently, the third hypothesis is validated.

In addressing the research questions of this study, it was found that the majority of EFL teachers tend to prioritize the teaching of essay writing rather than focusing on multipurpose writing. The graph 3.16 revealed that teachers utilize various writing tasks in their classrooms. The majority reported using essay writing tasks that actively engage students, followed by reports writing, writing stories, writing diaries and journal entries, articles and presentations, and product description and procedures tasks. Accordingly, the first hypothesis is proven.

In terms of effective techniques for teaching writing, teachers shared their insights. Included considering factors such as ensuring proper use of techniques aligned with student interests and academic goals; providing ample practice with different writing models, scaffolded writing, and collective correction; emphasizing the importance of reading and practicing writing; advocating for continuous practice and incorporating 21st-century media and technology; utilizing diverse writing genres, well-crafted writing models, the writing process, peer collaboration, real-world tasks, and promoting reflection and self-assessment; incorporating daily or diary journals; and designing tasks that cater to the diversity of writing purposes. As a result, the third hypothesis is affirmed.

The findings do not provide direct evidence to support or refute the last hypothesis. Students are motivated by multipurpose writing tasks, but additional research would be necessary to examine the long-term impact on academic achievement and future success.

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Overall, the findings highlight the thoughtful approaches and techniques employed by teachers in their writing instruction. They showcase the importance of considering various factors, utilizing diverse tasks, and implementing effective strategies to enhance students' writing skills and promote their engagement and understanding of writing for different purposes.

3.7 Recommendations and Suggestions

Effective communication and expression of ideas are essential skills in any language, and writing plays a central role in developing these abilities. Therefore, it is crucial for teachers to carefully consider and choose appropriate methods for teaching writing, allowing students to freely communicate and express their thoughts while enhancing their proficiency in writing.

The primary objective of this research was to examine the progress and development of students' multipurpose writing skills. The study involved the analysis of two questionnaires, one administered to students and the other for teachers, which provided valuable insights into the focus on teaching writing for multiple purposes and students' perceptions of multipurpose writing tasks.

Based on the findings of this study, we have identified certain challenges and individual issues related to the integration of multipurpose writing tasks within the writing curriculum. To address these concerns, we propose some recommendations to assist teachers in effectively incorporating multipurpose writing tasks into their instructional sessions.

3.7.1 Integrating Multipurpose Writing Tasks

To effectively integrate multipurpose writing tasks into their teaching practice, teachers can employ various strategies. Firstly, it is essential for teachers to align these tasks with the overall learning objectives of the curriculum. By ensuring that the writing tasks contribute to the broader educational goals, teachers can create a cohesive and meaningful learning experience for their students.

Furthermore, teachers should adapt the writing tasks to cater to the specific needs and interests of their students. This can be achieved by considering the diverse abilities, backgrounds, and preferences of the learners. By tailoring the tasks to individual students or groups, teachers can create a more personalized and engaging writing environment.

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Another crucial aspect is to make the writing tasks engaging and relevant to real-life situations. By connecting the writing activities to practical and authentic contexts, students can see the value and applicability of their writing skills beyond the classroom. This can be achieved by incorporating real-world scenarios, current events, or tasks that reflect the students' personal experiences.

Teachers can also employ various instructional techniques and resources to enhance the integration of multipurpose writing tasks. These may include providing clear instructions, offering models or examples of effective writing, encouraging peer collaboration and feedback, and providing opportunities for self-reflection and revision.

3.7.2 Incorporating Creative Writing

Incorporating creative writing into the writing session alongside academic writing offers numerous benefits for students. By including creative writing activities, teachers can provide students with a well-rounded writing experience that nurtures their imagination, self-expression, and critical thinking skills.

Masterclass blog (2021) suggest tips in order to improve creative writing:

1. ***Learn from the best – but don't copy them:*** To improve your writing, it's valuable to read works of great writers. However, it's crucial not to copy them. Depending on the genre you're interested in, look for notable authors to learn from, such as J.K. Rowling for young adult literature, Isaac Asimov for science fiction, or Stephen King for horror. But don't make the mistake of imitating their writing style. Rather, use their works as a starting point to develop your own ideas, style, and perspective that are distinctively yours. True creativity comes from being original.
2. ***Create a character based on someone you know:*** To generate story ideas, consider creating a character based on someone you are familiar with. For example, the Coen brothers came up with the concept for *The Big Lebowski* by featuring their real-life friend as the detective in a hardboiled detective thriller. Similarly, many authors have drawn inspiration from their best friends, family members, or colleagues to create great book ideas. Observe their behavior and jot down notes either mentally, in a notebook, or on your phone. This could help you generate ideas for supporting or even main

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characters who may be composites of people you know. However, it is important to note that the character should not be an exact copy of the person you know, but rather a unique creation that is inspired by them.

3. ***Use the snowflake method to brainstorm:*** To generate ideas for your writing, you can use the snowflake method created by Randy Ingermanson, a writer and teacher. The snowflake method involves starting with a simple story summary and adding layers of details to create a complete novel. To begin, come up with a one-sentence summary of your story idea. Next, turn that sentence into a paragraph and use it to develop characters. Once you have the characters, create storylines that relate back to the central idea, building a "snowflake" of interrelated ideas and details. The snowflake method can be used for all kinds of creative writing.
4. ***Find an environment that encourages creative flow:*** The life of a writer often experiences peaks and valleys of creative output. Once you are in a "peak" phase, allow your ideas to flow uninterrupted. One way to stimulate this type of creative surge is by attending a writing workshop or retreat, where you can engage in writing exercises designed to encourage creativity and be surrounded by other writers. If you haven't yet tried an immersive writing program, it may be worth considering. Even an online creative writing course can provide useful insights into techniques such as character building, nonfiction storytelling, and poetry composition.
5. ***Try freewriting:*** Freewriting is a technique where you write without a set structure, without any notes or outlines, and without anyone reviewing or editing your work. In this method, you allow your thoughts to flow spontaneously and follow wherever your mind takes you. Initially, your freewriting may result in mostly unusable content, but with practice, you can improve your technique and harness your creativity.

3.7.3 An Idealized Curriculum

Integrating multipurpose writing tasks into the curriculum will enhance students' motivation and active participation in the learning process, leading to enhanced academic performance and an increased probability of future accomplishments.

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Grabe and Kaplan (1996, p. 261) as cited in (Ingrida, K. 1999) propose an ideal writing curriculum that integrates elements from the writing product, the writing process, the social context, and the subject-matter content, as suggested by Raimes (1991):

1. The curriculum should prioritize content and incorporate relevant and thought-provoking topics and writing assignments that inspire and involve students. Simultaneously, it should present challenges and facilitate learning opportunities. Students should engage with a cohesive content-based framework that explores intricate thematic matters, enabling them to undertake more demanding writing tasks and acquire new knowledge. This approach emphasizes the pursuit of knowledge specialization rather than merely reproducing what the teacher already knows.
2. writing would be approached as an apprenticeship training, with teachers fulfilling the following roles:
 - Serving as knowledgeable experts who demonstrate effective writing practices through modeling.
 - Increasing students' awareness of relevant strategies.
 - Encouraging students to engage in problem-solving and planning.
 - Assisting students in navigating formal linguistic choices.
 - Guiding the development of strategies and skills that enable students to independently perform similar writing tasks without teacher support.
 - Designing activities that facilitate the gradual transfer of these skills to other related contexts.
3. The course would actively involve students in the writing process, acknowledging that writing is a repetitive cycle encompassing planning, writing, revising, and refining. To facilitate this, the course would incorporate various drafting stages, allow students to choose their writing tasks, provide numerous feedback opportunities, and encourage activities such as reaction writing and free writing to explore ideas and issues related to the writing assignments. Students would acquire skills in generating plans through inventive thinking and topic exploration, developing fluent writing abilities, drafting without the expectation of a final product, revising with an emphasis on developing an inner reader perspective, and elaborating and refining their writing.

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4. The course would utilize collective learning experiences and peer feedback to explore ideas, encourage interaction, enhance writing strategies and skills, and provide opportunities to improve learning by recognizing alternative interpretations of information and writing assignments.
5. The integration of language skills is a vital component of this course. Extensive reading is required, along with ample time spent writing about the readings and connecting them to writing tasks. In-depth discussions about the material will also take place, ultimately leading to additional writing opportunities that will be based on the discussions themselves. As students' progress through the course, the readings and subsequent writing assignments will build on each other, ensuring a comprehensive and engaging experience.
6. The language course would focus on formal constraints that indicate writing purpose, the significance of genre for reader expectations, and the fluidity of discourse information.
7. The writing course emphasizes the significance of taking into account the audience and the influence of the social context. The teacher's use of composing aloud and misunderstandings by other readers serves as a tool for enlightening students on the importance of audience considerations. This can be achieved by understanding Gricean maxims, power and politeness relations, or register parameter considerations.
8. The course promises to offer methods to introduce early writing activities and encourage playfulness without any harsh critiques.
9. It is essential for writers to engage in a variety of writing tasks, including a range of genres and rhetorical issues. Additionally, writing should be done extensively, as it is a key skill for writers.
10. There will be several feedback options available in the course, including both evaluative and non-evaluative feedback.

The advanced writing course, designed to meet the parameters outlined and discussed above, plays a pivotal role in revolutionizing the teaching of advanced writing in universities across Estonia, Latvia, and Lithuania. It encompasses various components that can cater to the diverse academic and professional requirements of students. For instance, summaries, lecture notes, and abstracts can be employed as practice exercises for all students, irrespective of their field of study. However, it is important to note that not all students may exhibit the same level

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of interest in learning business correspondence or mastering the art of writing term, annual, Bachelor's, or Master's level dissertations in English.

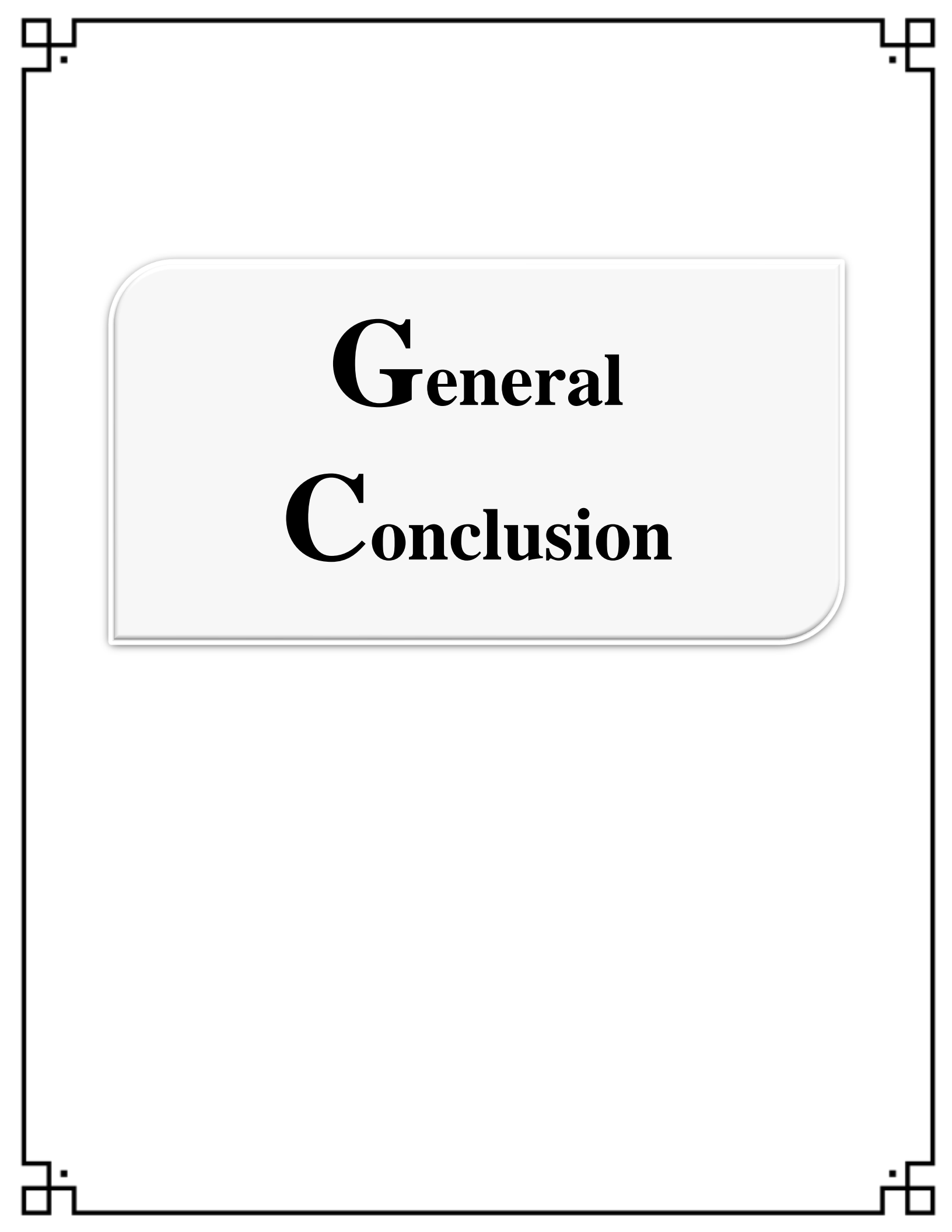
Finally, further research in the field of writing instruction is essential to expand our understanding of effective strategies, the influence of real-world tasks, and the potential benefits of integrating technology. By actively investigating these areas, educators can continue to refine their instructional practices, ultimately promoting enhanced writing skills and facilitating students' academic and professional success.

3.7 Conclusion

This chapter primarily focuses on the practical aspect, which forms the core of this research study. It involves the analysis of data collected from two research instruments, namely the students' questionnaire and the teachers' questionnaire. The main objective is to investigate and examine the progress and development of students' multipurpose writing skills.

The study aims to assess the effectiveness of various techniques, strategies, and tasks employed in writing instruction to enhance students' writing proficiency across different purposes. Additionally, it seeks to explore how teachers can successfully incorporate multipurpose writing tasks into the curriculum, leading to increased student motivation, engagement, and academic achievement.

In summary, the findings indicate that integrating multipurpose writing tasks into instructional practices creates a more dynamic and inclusive learning environment. This approach not only nurtures students' writing abilities but also prepares them for real-life writing tasks that they may encounter in the future.



**General
Conclusion**

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This study has provided valuable insights into the field of writing instruction and the development of students' writing skills. Through the analysis of data collected from students and teachers, the study aimed to explore and investigate the effectiveness of different writing instruction techniques, strategies, and tasks in enhancing students' writing abilities for various purposes. This research aims at answering the following research questions:

- Do EFL teachers include multipurpose writing tasks in the classroom?
- How do students perceive the use of multipurpose writing tasks in the classroom?
- How can teachers effectively integrate multipurpose writing tasks into their writing instruction?
- What is the long-term impact of incorporating multipurpose writing tasks into the curriculum on students' academic achievement and future success?

This study was structured into three primary chapters. The first chapter encompassed a comprehensive theoretical review of writing skills. The second chapter focused specifically on the theoretical framework of multipurpose writing skills. The third chapter revolved around the research methodology and data analysis, providing a detailed account of the sample description and the research instruments employed.

The findings of this study, derived from the administration of questionnaires to both students and teachers, highlight the importance of incorporating multipurpose writing tasks into the curriculum. By aligning these tasks with learning objectives, adapting them to students' needs and interests, and making them engaging and relevant to real-life situations, educators can create a more inclusive and effective learning environment. The incorporation of multipurpose writing tasks has the potential to increase student motivation, engagement, and academic achievement.

However, it is important to acknowledge the limitations of this study. The sample size was limited, which may affect the generalizability of the findings. The study was conducted within a specific context, and there may be contextual factors that could influence the results in different educational settings. It is important to acknowledge the limitations associated with

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relying solely on questionnaires as a research instrument. Although widely used, questionnaires may not capture every aspect of writing instruction, potentially omitting crucial nuances. Moreover, participants' responses can be influenced by recall bias or misinterpretation of the questions posed. Additionally, the study had a limited scope and did not explore other factors that could impact writing instruction.

The study provided valuable recommendations for educators and suggests that a holistic and multifaceted approach to writing instruction can yield positive outcomes. By promoting creativity, self-expression, and critical thinking through varied writing tasks, students can develop their writing abilities across different purposes and be better prepared for future academic and real-life writing challenges.

Despite the limitations, the findings of this study make a valuable contribution to our comprehension of effective writing instruction strategies. Consequently, it is highly recommended that additional research be undertaken in the field of writing instruction, with particular emphasis on investigating the efficacy of diverse strategies, exploring the influence of integrating real-world tasks, and examining the role of technology in enhancing writing skills. By addressing these areas, we can continue to advance our writing instruction practices and provide enhanced support to students in their development of writing abilities for both academic and real-life contexts.

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Appendices

Appendices

Appendix I

Students' Questionnaire

Enquiry students' perceptions towards the multipurpose writing skills and tasks

Dear students,

You are kindly requested to take a few moments to complete this questionnaire regarding your perceptions of writing skills, the writing process, and the importance of multipurpose writing tasks. Your responses are decisive for the validity of our research, and we greatly appreciate your full attention and interest.

Please mark the appropriate box(es) with a (√) or provide full answers on the designated lines.

Section one: General information

Gender: Male Female

Age: 18-21

 22-25

 Over 25

1. Is the module "Written Expression" of interest to you?

 Yes No

2. Does your teacher motivate you to engage in writing activities outside the classroom?

 Yes No

If "Yes" explain how?

.....

.....

.....

3. Do you have a habit of writing?

 Yes No

Section two: writing process

4. What do you believe constitute good writing? (You may select multiple answers)

Appendices

- a) Proper grammar
- b) Correct spelling
- c) Accurate vocabulary
- d) Strong ideas
- e) Other : _____

5. Do you follow the essential steps of the writing process when you write?

Yes No

6. If “Yes”, do you find any of the following stages of the writing process challenging to complete?

- a) Planning
- b) Drafting
- c) Revising
- d) editing

7. What challenges do you face during the writing process?

- a) Grammar knowledge
- b) Vocabulary use
- c) Content organization
- d) Other: _____

Section three: Multipurpose tasks in writing

8. Do you know that writing can serve various purposes?

Yes No

9. What is the writing purpose you are familiar with? (You may select multiple answers)

- a) To entertain
- b) To inform
- c) To persuade
- d) To discuss

10. A) What type of writing tasks/assignments does your teacher use?

- a) Correspondence
- b) Reports

Appendices

-
- | | |
|--------------------------|--------------------------|
| c) Essays | <input type="checkbox"/> |
| d) Stories | <input type="checkbox"/> |
| e) Articles | <input type="checkbox"/> |
| f) Presentations | <input type="checkbox"/> |
| g) Product Descriptions | <input type="checkbox"/> |
| h) Procedures | <input type="checkbox"/> |
| i) Diary/Journal Entries | <input type="checkbox"/> |
| j) Biographies | <input type="checkbox"/> |

10.b Are you familiar with the above-mentioned writing purposes?

Yes No

11. Are the writing assignments you typically work on representative of real-life situations?

Yes No

12. Do you think writing for various purposes have an impact beyond your academic achievement?

Yes No

- Explain:

Thank you for your cooperation.

Appendices

Appendix II

Teachers' Questionnaire

Dear teachers,

You are kindly requested to take a few moments to complete this questionnaire regarding your perceptions of writing skills, the writing process, and the importance of multipurpose writing tasks. Your responses are decisive for the validity of our research, and we greatly appreciate your full attention and interest.

Please mark the appropriate box(es) with a (√) or provide full answers on the designated lines.

Section one: General information

1. How long have you been teaching English?

a) 1-5 years

b) 6-10 years

c) 11-20 years

2. Please, specify your degree:

a) BA (License)

b) MA(Master/Magister)

c) Phd (Doctorate)

3. How long have you been teaching the module of "Written Expression"?

_____ years

4. Do you think that the "Written Expression" program being taught is sufficient in enhancing the writing skills of your students?

Yes No

5. If "No", please, explain why

Section two: The process of writing

Appendices

6. How do you define effective writing?

7. What are the aspects that your students struggle with?

- a) Building essay
- b) Ideas organization
- c) Grammar
- d) Vocabulary
- e) Mechanics of writing

8. What is the approach you employ to teach writing?

- a) The product approach
- b) The process approach
- c) The genre approach
- d) The creative approach
- e) Other: _____

9. Please, explain the reason for choosing this approach

Section three: Multipurpose tasks in writing

10. Do you teach writing for different purposes?

Yes No

If "No", please, explain why

Appendices

11. How do your learners perceive your writing instruction?

12. How often do you utilize range of tasks that serve the different types of writing?

13. Which type of writing your students proficient more?

- a) Narrative
- b) Descriptive
- c) Persuasive
- d) expository

14. What techniques do you use to teach writing for these purposes?

14. A) What kind of writing tasks you engage your students in?

- a) Correspondence
- b) Reports
- c) Essays
- d) Stories
- e) Articles
- f) Presentations
- g) Product descriptions

Appendices

- h) Procedures
- i) Diary/ Journal Entries
- j) Biographies

15. According to you, what are the effective techniques to enhance EFL students multipurpose writing skills?

Thank you for your cooperation.

Summary

Summary

Summary

The present research investigates the effectiveness of different writing instruction techniques, strategies, and tasks in enhancing students' writing abilities for various purposes among Second year Bachelor EFL learners at Ibn Khaldoun University of Tiaret. The findings of this study, derived from the administration of questionnaires to both students and teachers, highlight the importance of incorporating multipurpose writing tasks into the curriculum. By aligning these tasks with learning objectives, adapting them to students' needs and interests, and making them engaging and relevant to real-life situations, educators can establish a more inclusive and efficacious learning environment. The incorporation of multipurpose writing tasks holds the potential to heighten student motivation, engagement, and academic accomplishment.

Keywords: EFL learners, Learning objectives, Multipurpose writing skills, Writing instruction and techniques.

Résumé

La présente recherche examine l'efficacité de différentes techniques, stratégies et tâches d'enseignement de l'écriture dans le renforcement des compétences en écriture des étudiants de deuxième année du baccalauréat en anglais langue étrangère (EFL) à l'université Ibn Khaldoun de Tiaret. Les résultats de cette étude, obtenus à partir de questionnaires administrés aux étudiants et aux enseignants, soulignent l'importance de l'intégration de tâches d'écriture polyvalentes dans le programme d'études. En alignant ces tâches sur les objectifs d'apprentissage, en les adaptant aux besoins et aux intérêts des étudiants, et en les rendant attrayantes et pertinentes pour les situations réelles, les éducateurs peuvent créer un environnement d'apprentissage plus inclusif et efficace. L'intégration de tâches d'écriture polyvalentes a le potentiel d'accroître la motivation, l'engagement et la réussite académique des étudiants.

Mots-clés : Étudiants en EFL, Objectifs d'apprentissage, Compétences en écriture polyvalentes, Enseignement de l'écriture et techniques.

ملخص

تهدف هذه الدراسة إلى استكشاف فعالية تقنيات واستراتيجيات ومهام تعليم الكتابة المختلفة في تعزيز قدرات الكتابة لدى طلاب السنة الثانية ليسانس بتخصص اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون بتيارت. تسلط نتائج هذه الدراسة التي تم الحصول عليها من خلال إجراء استبيانات للطلاب والمعلمين الضوء على أهمية إدراج مهام الكتابة متعددة الأغراض في المنهاج الدراسي. عن طريق مطابقة هذه المهام مع أهداف التعلم وتكييفها مع احتياجات واهتمامات الطلاب وجعلها جذابة وملامنة للمواقف الحياتية الحقيقية، يمكن للأساتذة إنشاء بيئة تعلم أكثر شمولاً وفعالية. تحمل إدماج مهام الكتابة متعددة الأغراض إمكانية زيادة دافعية الطلاب ومشاركتهم وتحقيقهم الأكاديمي.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية، أهداف التعلم، مهارات الكتابة متعددة الأغراض، تعليم الكتابة والتقنيات.