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**Investigating the Effective Strategies to Improve EFL
Learners' Writing Skill Proficiency: Secondary School
Learners of Kadiri Khaled –Sougueur Tiaret- as a Sample**

*This Dissertation is submitted in Partial Fulfilment of the Requirement for the
Degree of Master in Didactics*

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Dedication

I dedicate this work to

My Sunshine “Mom” who inspired me to be a strong woman.

My hero in life “Dad” to whom I owe the world.

The Men in my life “brothers”: Pr. Khaled ADJALI who is the family’s pride, Mustapha, Zinou, Mouhamed and my one and only sister.

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Abstract

The writing skill is considered a cornerstone of learning any language. However, writing in English, in particular, is believed to be a demanding task for Algerian EFL learners who struggle and seem to perform poorly in such task that calls many considerations. In regard to this, the study investigates effective strategies to improve EFL learners' writing skill proficiency as it aims at finding out what hindrances EFL learners face when they write. The study adopts a mixed method design combining both quantitative and qualitative methods. A sample of 75 EFL Secondary School Teachers participated in the study where they answered an online questionnaire. Besides, classroom observations were used during writing sessions where 24 learners from 2nd year Experimental Sciences and 16 learners from 3rd year Foreign Languages were observed at KADIRI Khaled Secondary School 'Sougueur – Tiaret – Algeria'. The results reveal that EFL learners confront many problems when they write such as the lack of vocabulary, the lack of semantic elements and the inability to construct grammarly-accepted sentences, besides other factors represented in the form of cognitive and psychological problems. Similarly, many strategies can be implemented to enhance EFL learners' writing skill proficiency to remedy such deficiencies, some strategies are suggested.

Key words: Effective Strategies, EFL learners and teachers, graphic organisers, writing hindrances, writing skill proficiency.

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LIST OF ACRONYMS

EL: English Language

EFL: English as a Foreign Language

Covid19: Corona Virus Disease

WP: Writing Process.

BMD: Bachelor Master Doctorate

TTSG: Teachers' Training School Graduate

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General Introduction

General Introduction

The English language has been occupying a significant position in the world, as a matter of fact, globalisation took part in making English Language (EL) a renowned language. In fact, it is needed for many international dealings (lingua franca) and mainly in business. As it becomes the first international language, Algeria, on its part, adopted this language as a second foreign language in its educational system. Learning and teaching English for educational purposes encompasses the consideration of its four skills; listening and speaking, reading and writing. These skills should be mastered by learners studying English as a foreign language so that it will be properly said the language has been acquired. However, the acquisition of these skills is daunting task for non-native EFL learners.

The writing skill can be defined as the ability to integrate different language features; knowledge, linguistic features, cognitive abilities with the intention of producing written messages/texts. In fact, writing as a skill represents a key element in English language learning because it strengthens syntactic, morphological and semantic features of the language.

The writing skill is considered by both practitioners and learners too much demanding task as it calls for the application of many language elements, besides the learners' cognitive and experiential abilities. Indeed, learners first need knowledge, i.e., the ideas of the topic they write about, they have to think, analyse and deduce relationships. They have also to plan and organise their thoughts, taking into account their capacities of perceiving and the higher order abilities; reasoning, evaluating and judging.

In the same vein, the writing task necessitates following a process, generally known as the process writing; Brainstorming, Organising, Drafting, Editing and Publishing, in which learners have to generate ideas and then organise them, they also have to revise their drafts so as to edit them. This process requires learners and teachers to move smoothly from one stage to the other; both of them have to make sure the previous stage has been attentively and successfully passed through so that learners will produce well-written texts. To add, learners have to produce texts of argumentative nature in which they are required to use reasoning, narrative type of texts where they tell stories or talk about old myths, they also need to write expository and prescriptive texts.

Learners' low performance in writing could be linked to the fact that they have fewer opportunities to write. Knowing that the Algerian syllabus, and due to covid19, has considered writing as a content to be dealt with at home. However, what learners do in the classroom as writing tasks is limited to gap filling or using a grammar point to form sentences. In fact, writing

as key skill has become neglected compared to reading and the other skills. It is worth mentioning that international research, focusing on effective ways of teaching and improving writing, is believed to be less than research on reading. It is only in recent years that investigations on ways to help learners write have gained interest.

The teaching of writing needs to be a priority; hence, methods for improving the writing skill ought to be studied, developed and then implemented. Many strategies may be effective for enhancing EFL learners' writing skill proficiency. The most important point to tackle in this concern is timing; allotting the sufficient time for the writing tasks to take place in the classroom where learners are under the guidance and supervision of their teachers. Timing is a key factor in the implementation of the process; since stages requires enough time for generating ideas and organising them to start drafting and then exchanging drafts for the sake of assessment be it a self or peer-assessment. For generating ideas, learners need to be exposed to a set of tasks because learners, most of the time, have ideas but they are incapable of transforming those abstract thoughts into more concrete ones, they just don't know how to create those ideas as they may lack experience when it comes to some topics.

Another fundamental step in the writing process is organising; the organisation of ideas calls for some cognitive abilities in which learners use their minds to plan and analyse information so that the ideas make sense. Teachers have to help their learners go through these two crucial stages; generating and organising, as they represent the cornerstone of the other stages. It is possible for teachers to apply some techniques such as designing tasks so that learners will be able to generate and organise their thoughts before they start drafting.

In the same vein; while drafting, learners may struggle with spelling and grammar mistakes besides other problems they may face as sentences structure and construction. It is believed to be true when Benjamin Franklin said "involve me and I learn", the teacher throughout the during-writing stage has to involve all the learners by allowing self and peer-assessment; there are learners who know better than the others, they will be able to spot mistakes. It is undoubtedly true that learners learn better from each other. In fact, handing out checklists to learners highlighting the criteria to be taken into account, aid learners to modify and edit their productions. From a long term vision, learners will not repeat the mistakes their mates have corrected to them or they have discovered them themselves.

Indeed, many useful strategies can help EFL learners enhance their productions in writing; thus improving their level and writing skill proficiency. This study aims at investigating effective strategies to improve EFL learners' writing skill proficiency. To attain the stated aim, the following objectives are targeted:

- 1- To determine what Hindrances EFL learners face when they write.
- 2- To investigate effective strategies to improve EFL learners' writing skill proficiency.

This research work has been conducted as an attempt to find a reliable answer to the following problematic: What effective strategies can improve EFL learners' writing skill proficiency? To answer this problematic, the following research questions have been put forward:

- 1- What are the difficulties faced by EFL learners when writing?
- 2- What effective strategies can be implemented to overcome writing hindrances?

To achieve the study's aim and objectives, and to answer the research questions, it can be hypothesised that:

- 1- Learners may face multifarious hardships whenever they are asked to write; such as, vocabulary shortage, cognitive problems (mind mapping); learners are unable to plan, analyse and make judgements, and psychological problems; they lack motivation and self-confidence.
- 2- Many strategies can be applied to improve EFL learners' written production when implemented for a long period, that's to say the writing skill proficiency is not an event, but it takes time and requires effort to materialise.

This study is conducted through a mixture of an exploratory and explanatory research. The collection of the data will be based on both qualitative and quantitative methods. A questionnaire for teachers and classroom observations (praxeological study) to observe learners, throughout the writing stages, in a real context are used as instruments of investigation in this study. These last-mentioned tools seemed to be relevant research instruments that may answer the research questions and achieve the study's aim. This survey contains two parts theoretical and practical.

The theoretical part consists of one chapter, providing an in-depth review in connection with the issue under investigation as well it examines how the literature defines, frames and understands the writing skill, its challenges and effective strategies to improve this skill.

The empirical chapter is divided into two sections. The first one deals with a thorough description of the research design and methodology. It contains the methods, tools, the sample and the field of work. As for the second section, it highlights data that will be numerically

described, analysed and discussed, and then both recommendations and limitations of the study will be set.

Delimitation

We targeted a small-sized sample of secondary school learners in Sougueur. Hence, the results cannot be generalised.

Chapter I
Literature Review: Conceptualisation
and Reframing

Introduction

Writing is considered as an important tool to transmit abstract ideas and thoughts into concrete written texts. From an academic vision, writing is regarded as one of the significant skills that is needed in acquiring any language. The writing skill to EFL learners is not an easy task and it is always regarded too much demanding activity as it requires complex elements ranging from linguistic, cognitive to psychological factors, i.e., integrative activity, besides the fact that, writing as a skill seems to be granted less importance in the Algerian EFL curriculum.. Hence; in this chapter, light will be shed on a reformulation and conceptualisation for the writing skill, the process writing as an approach to teaching writing, the tight relationship between reading and writing, hardships faced by EFL learners when they tend to write and Effective strategies to improve EFL learners writing proficiency.

I .Writing Skills

I.1.Definition of Writing

Writing is the use of linguistic structures (sentences, words, syllables, and phonemes) to communicate with one another. Writing also converts the thoughts and ideas of the author into written text. Ema. E (2019) says that “*writing skills are stated to be special talents that enable authors to turn their thoughts into meaningful words and psychologically connect with the message.*” (p.6). In the same area of interest, Indeed Editorial Team. (2021) defines writing as all knowledge and capabilities linked to conveying thoughts through the written words which are included in writing skills. Writing abilities also include technical understanding of writing standards, style guides, and formatting for diverse circumstances. (Para.1)

In the same vein, Dorothy & Rumisek. (2005) mentioned “In everyday life, writing is a vital means of communication. In both a first and second language, it is also one of the hardest disciplines to master.” (p.v). Rogers. H (2005) considers writing “*as a great achievement mankind was able to reach as it permits us to keep data, stories and documents saved for future purposes. Writing, thus; helps us in keeping the ideas and thoughts easily recorded and memorized.*” (P.1)

Based on these above definitions, it can be said that the writing skills are the ability to transform thoughts and ideas into written texts taking into account both the linguistic and the cognitive abilities which are advert for EFL learners.

I.1.2. Importance of Writing

When speaking about acquiring any language one should mention the four skills; Listening and Speaking, Reading and Writing. Writing as a skill is not getting the sufficient

amount of attention in EFL curriculum despite its crucialness. Sigroha. P (2020) summarises the writing skills importance to two main points:

I.1.2.1. Writing for Communicative Skills

Writing increases the communicative skills. Writing abilities channelize the knowledge and brain to the point of value. It conveys the point that is significant for other people. She also mentioned that for successful speeches and debates, effective writing skills are needed to present ideas and viewpoints to the audience.

I.1.2.2. Writing for Future Record

It's the process of scribbling down thoughts and experiences on a piece of paper for later use. Scientific and technical progress, for example, cannot be transmitted verbally; it must be provided in written form, such as scientific journals, logical diaries, and white papers. If the researchers had not recorded each experiment in an evenly constructed way, science would not have existed.

Apart from the importance of writing in general, writing in English is regarded one of the basic elements of intercultural communication. Especially, this era is better known as globalisation. Crystal. D (2003), in his book, *English as a Global Language*, states that “*English has become a widespread language and no country can claim its ownership*” (p.86). It rather refers to every existing country in the world. So, to realise this intercultural exchange or communication, writing in English should be given a significant care as it plays this worldwide important role.

I.1.3. Purpose of Writing

Writing has many purposes; to inform, to express opinions, ideas and thoughts. The State University of New York (SUNY). (2014) divided the purpose of writing into four main purposes;

I.1.3.1. Expressive Writing

It is mainly used to tell about our viewpoints and arguing them. This genre is prevailed in Email, twitter, blogs and other social networking sites. (Para.1)

I.1.3.2. Informative Writing

It is meant for explaining issues or a given phenomenon and presenting information to an audience. Essays, Research papers, and Presentations can be examples of this type. (Para.2)

I.1.3.3. Persuasive Writing

This is done for debatable purposes; topics which have controversial views. Hence, the aim behind it is to convince the audience about the chosen view. Examples of this genre: Essays, Research papers and Presentations. (Para.3)

I.1.3.4. Literary work

In this genre of writing, the author's aim is to entertain. It is generally meant for Fiction or Non-fiction novels, plays and poems. (Para.4)

I.1.4. Common Types of Writing

The writing style is determined by two features; the audience and the writing objective. Persuasive, narrative, expository, and descriptive writing are the four primary types of writing styles. A full description for the distinguishing characteristics of these four writing styles is provided in this section.

I.1.4.1. Expository writing

The writer should be subjective in this sort of writing, with the goal of presenting facts, data, and information about a certain issue. Baghoussi. K (2008) mentions, in his book, that *“an expository paragraph communicates anything by relying on trustworthiness primarily. He also stated some criterion, such as mentioning excerpts and statements from reliable authorities and specialists in the subject topic should be applied (p.140).”* In the same area of interest, Perry. D (2020) affirms that expository writing is this style of writing is intended to convey an idea and transmit information to a large group of people. Expository writing focuses on the facts of a certain issue by providing proof, data, or findings. This kind is not intended to be used to express personal feelings. It can be found in article and textbooks of a nature of business, technical or scientific writing. (Para.4)

I.1.4.1.1. Example of Expository Writing

This example is provided by (“Softschools, n.d”) for the Expository Writing. *“Green energy is now possible because to developments in science and technology. People can utilize solar energy or wind energy to generate electricity in regions where the climate allows it. The utilization of sunshine as a source of energy and power is known as solar energy. Solar panels can be installed on people's houses or workplaces to capture the sun's energy. Humans have also discovered ways to utilize the wind's power by trapping it using turbines. Both of these "green" energy sources are becoming extremely prevalent.”* (Para.2)

I.1.4.2. Descriptive Writing

It is said by Baghoussi. K (2009) that a descriptive paragraph is used when one wants to describe the way something looks or sounds or taste like. This kind of paragraphs is used to describe a person, a place, an animal, or a thing. A successful descriptive paragraph is the one which helps readers picture in their minds how things feel, sound, taste look and smell with the use of sufficient number of imagery and descriptive language like adjectives, adverbs and other modifiers in order to have a greater impact on readers. In addition, this type of writing should also evoke a particular mood: a writer may want either to inspire fear and horror or to communicate a happy light-hearted feeling or a sad, nostalgic one. (P.136)

I.1.4.2.1. Example of Descriptive Writing

This example is cited by (“Writer River, 2019). *“Laura is a childhood friend of mine. Her shape is petite and she is pretty slender. Her face is oval, and she has small lips and brilliant brown eyes. Laura has long brown straight hair that she forms it like horse ponytails most of the time. She is very attractive when she grins. She is usually happy and appears to be in a good mood. She is a highly optimistic individual. We share a similar interest in singing. Sometimes we have similar viewpoints. She is always energised and spreads positivity around her.”* (Para.2)

I.1.4.3. Narrative Writing

Narrative writing is defined by Jackson. G (1997) as *“reporting a series of events that take place over a period of time. The reader is informed about what happens as well as the order in which events occur. A writer must present a clear sequence of events (fictional or non-fictional) and elaboration for effective narrative.”* (P.17)

Similarly, Baghoussi. K (2009) states that Narrative writing is developed by space and time; space means areas of the events while time means the events are listed in the chronological order of their occurrence. He also affirmed that this type of writing is convincing since it tells a coherent story and learners find this kind of writing easy to understand. (P.146)

I.1.4.3.1. Example of Narrative Writing

For Narrative writing, we refer to Klacsanzky. N (2013) who provides this example: *“When I was a kid and a teen, I had a wonderful location to go when I needed to be alone. We had a high hill on the edges of a little town in the middle of America, where I resided at the time. An ancient warehouse stood above it. No one, including the elderly, appeared to know who or why the warehouse was erected in such an inconvenient location. Some said it*

was utilized by smugglers during World War II for their own reasons, while others relayed tales of local slaveholders who had resided in our town and were supposed to have housed slaves in the old warehouse. That ancient wooden hut was a scary site for us kids, with a sad, gory past". (Para.2)

I.1.4.4. Persuasive Writing

In this area of interest, Baghoussi. K (2009) mentions that the main goal behind this type of writing is to convince the audience on something. It is desirable to use truths, statistics, and opinions of pioneers, powerful examples, valid sayings and strong emotional appeals to influence the readers' opinion. (P.139)

I.1.4.4.1. Example of Persuasive Writing

The following example is written by Oeais. J (2005)

“One of the most powerful therapeutic tools known to man is laughter. Laughter is a strong tool that may assist individuals in a variety of ways. It may heal a terminally ill person's wounds or treat something as little as a bad day. Laughter is credited with helping to establish the global symbol of happiness, the smile. People who don't laugh are often dissatisfied and miserable. Dr. Robert Holden discovered that smiling and laughing causes the brain to release endorphins, which makes individuals feel better. Many therapists have used humour to help manic depressive patients and terminally sick patients heal by instilling hope and ambition in them. Laughter is employed in a variety of therapies. Laughter is being utilized to replace antidepressants in several clinics, and it is also being used to minimize the need for painkillers. (Dr. Gael Crystal.) Consider comedians, who tend to live long and happy lives. What makes life complete is putting a smile on people's faces and hearing them laugh. Laughter aids in healing and uplifts spirits, resulting in a happier and healthier existence. Laughter is a symbol of happiness and optimism, and it helps to keep individuals and the world in a good mood. The finest remedy known to man is using the skills of laughing and happiness. Within the context of health, laughter is a universal expression of enjoyment and well-being. People who allow them to be overpowered by laughter find that it improves their spirits and cures their minds and bodies. So go ahead and put a grin on your face and laugh out loud.” (Para.2)

II. Writing-Process

Process writing is an approach where the focus is on the process “how to write” rather than the product “what to write”, yet the product is not fully ignored just the process is much emphasised. Brown. H (2000) defines the writing process as a cognitive process in

which the writer has to go through some steps which require thinking so as to produce a written work. He also emphasises three significant stages in the writing process; the prewriting stage where learners are asked to generate ideas and organise them, the drafting stage where learners start writing their first draft and the last stage as learners revise their final drafts. (P.348)

In the same vein, Kroll. B (1990) uses the quote of Applebee. N (1986) when he said that the process approach supplies learners with the opportunity to cognitively think about their writing; it helps them think about what they do (to plan, to edit) rather than focusing on the final product (spelling, grammar). (P.8). Indeed, the writing process (WP) regards learners as the central of the learning process. This latter is confirmed by Onozawa. C (2010) as he highlights the role of process writing in helping learners make in use their abilities whether be it knowledge or the skills of thinking by the help provided both from the teacher or their peers. He also states significant stages to be considered in the writing process; pre-writing, drafting and revising. (P.153)

The WP is about how the stages of writing are applied by the writer. Harmer. J (2004) suggests four main stages; Planning, Drafting, Editing and Final draft. (P.11)

1. Planning

Before the learners get to write, teachers have to get learners think about what they are going to write by planning the content. It is at this stage learners brainstorm and jot down all their ideas related to the topic in pairs or groups through a different set of guided tasks. Learners shouldn't only consider the content but also the purpose of their writing and who the audience is.

2. Drafting

Learners should be encouraged to write their first draft based on the list of ideas they have prepared previously.

3. Editing

Learners should re-write their first draft after a peer or a teacher feedback. At this stage, learners learn from each other either at the level of stimulating further ideas or correcting their mistakes themselves.

4. Final version

After learners edit their drafts, here comes the last stage; the learners re-write their revised draft into a final one.

In the same area of interest, Morgan, Hessler & Konrad (2007) point out the following stages of writing:

II. 1. Pre-writing

Learners decide on a topic, objective, and audience during the prewriting step. Then they strategize and arrange what they will say and how they will say it. Learners must be extremely motivated by their writing themes and teachers had better provide learners with personalised topics in order to boost their interest. (p111)

II. 1.1. Ways to make the prewriting stage efficient

In the free choice activities, it is preferable to supply learners with some freedom to choose, such for; when assigning learners to write letters, let them choose their audience: whether his letter is written to an artist, to his favourite anime character or any other receiver he preferred. Likewise, the teacher should also brainstorm ideas by providing some visual aids as movie trailers or a biography of an artist. (p111)

II.1.1.1. The aim of the stage

At the very beginning of all stages, the aim is to whet their appetite for writing by increasing their level of interest; thus, boosting motivation. (p111)

II.2. Drafting

As they transfer their planning notes into draft form, learners emphasize clear demonstration of their ideas during the drafting phase; learners should choose appropriately the words that can express their ideas correctly. If learners are writing on a subject that is of considerable interest to them, the natural contingency of reinforcement may already be present. That is to say, since learners are transforming their ideas which are of their interest, they may need some reinforcement; so teachers are asked reinforce.

II.2.1. Ways to make the drafting stage motivational

Teachers can ask for a pair work; learners take each other's ideas and expend them together or learners are able to use computers to start drafting. (p112)

II.3. Revising and Editing

Both revising and editing are important elements in the process of writing as they improve and level up the written texts; when learners exchange their drafts to be revised then edited, this can produce a positive outcome on the quality of the written expression of learners.

II.3.1. The aim of this stage

The revising stage is another chance that allows learners to cut, change or add information for the sake of making their ideas much clearer and accurate. When revising learners realize that there is a need for editing so it becomes easier to detect then fix their mistakes by themselves. (P.112)

II.3.2. Techniques to make this stage successful

Teachers can ask for peer-exchange at the same time they can provide a modal upon which learners give feedback to their peers. The modal suggested is; what three things did you like most about this piece? To add, what do you suggest to make this piece better, stronger, or more interesting? “Focus on style, ideas, and organization”. Lastly, what “spelling, punctuation, grammar and word choice errors” should be reconsidered when editing. (p113)

II.4. Publishing

Publishing is the last stage of process writing in which learners finish writing their draft, revising it and editing it to be published in a collective way. Graham & Sandmel (2011) state that in this stage, learners end up with their final writing draft and they will publish their writing. They also add that the role of the teacher during this step is to provide a constructive feedback to learners for better improvement. (P.136)

II.4.1. The aim of this stage

Publishing the written work is said to be as important as the previous stages. Oliveira & Chiong (2021) affirm that when learners know there is an audience of readers at the end of the writing process, they are not only more eager to write, but also feel more ownership and pride over the writing. They emphasised the fact that this will create a real-world learning opportunities which surely motivates learners to write. (P.6) and to prove this claim, they conduct a study; the results of this study reveal that learners showed positive attitudes when they were told that their piece of writing is to be published. (P.8)

III. The Tight Relationship between Reading and Writing

It is obvious that acquiring any language demands the development of the four skills; listening, speaking, reading and writing. Regarding reading and writing skills, a correlation between the two has been proved. Erkaya, O. R (2005) mentions that one strategy that enables teachers to aid their learners learn a language is reading short stories; it gives the teachers the chance to teach the four skills to all levels. She also quotes Oster. J (1989) arguing that short stories gives the learners the opportunity to creatively write. (P.3)

Another point which confirms the reading writing correlation is presented by Juriati. D et al., (2018) who link learners' poor performance in writing to lack of reading and the other way round. (P.2)

In the same vein, Choi.J, et al., (2018) validate the strong relation between reading and writing by quoting (Loban, 1963) findings which reveal that there is a positive link between reading and writing of third grade to sixth grade learners.

III.1. The Reading-Writing Hypotheses

A set of Hypotheses are provided by Salleh. N (2016) in which she sees that reading and writing are linked through hypotheses:

III.1.1. Directional Hypothesis

III.1.1.1. Reading-to-writing Model

It is affirmed that reading and writing have resemblance. So, anything you learn in one domain may be implemented in the other. Reading a range of genres allows learners to get more familiar with text structures and vocabulary, which they may eventually apply within their own writing. Reading also supplies learners with background knowledge that they might include within their writings. We read for a variety of purposes, one of which is to learn.

III.1.1.2. Writing-to-Reading Model

Learners can also take advantage from the writing tasks to boost their comprehension abilities. Reading comprehension and knowledge retention can both benefit from writing exercises. At the same time, writing exercise helps learners improve their reading abilities. Practising while composing their own writings helps learners analyze the texts they read. Learners will also be able to use the knowledge acquired on how to use special language points, text structure or content to analyse other texts and understand them.

III.1.2. Non-Directional Hypothesis

Both reading and writing are derived from the same proficiency which is the cognitive process. The idea being emphasised is that the cognitive process allows the reader recall and collect information from a text that might be written previously, to develop a

comprehensive understanding of the text. As well, the cognitive process helps learners translate their thoughts and ideas into words; those words may be acquired when analysing texts. Simply, those two skills are operated at a cognitive level.

III.1.3. Bi-Directional Hypothesis

This model includes the claim that reading and writing are interactive but also claims that they are interdependent. Simply put, those two skills interact with each other unconsciously; to write effectively depends on the amount of knowledge the learner has: this knowledge is taken from extensive reading. And to write well, learners need to understand the texts by analysing them through the use of linguistic aspects gained from writing practices.

IV. Hardships facing EFL Learners when Writing

Despite the fact that learning a language requires giving importance to the four skills; listening and speaking, reading and writing, the writing skill in particular is not given the necessary importance in the Algerian context. Hence, writing is regarded as a difficult task by EFL learners because they see it as a complex process in which they should take into consideration many components; ideas, grammar, vocabulary, constructions of sentences, the coherence and cohesion of the piece of writing...etc. Benaissa. A (2009) quotes Hyland. K (2003) who mentions that learners find it difficult to write because as “writers they need to be skilful at different areas which are: content; which is the background knowledge, process; in which learners draft and edit, genre; the structure and the purpose and the context; knowing the audience.” (P.113) Indeed, with a poor vocabulary, a lack of knowledge and eventually an insufficient time allocation for writing, EFL learners find themselves struggle when they are asked to produce a piece of writing.

IV.1. Studies Record

IV.1.1. Arab Contributions

Many studies have explored the problems faced by EFL learners in doing writing tasks. Ahmed. H (2010) affirms that at a psychological level, learners do not intend to write well due to the lack of motivation, lack of self-confidence and writing anxiety. He also proclaims that there is a strong correlation between learners' inability to write and teachers' traditional teaching techniques such as the use of lecturing and reading aloud. (p213)

Relatedly, Rahmatunisa. W (2014) states that there are three main problems faced by the EFL learners in essay writing, specifically, linguistics, cognitive, and psychological

problems (P.41) Learners may encounter difficulties with using the grammar notion they learnt, the order of words to form coherent sentences, not using the correct words. In addition, learners find it hard to remember facts and ideas, analysing and solving problems, and making decisions. Moreover, difficulties to start writing, long, complicated instructions, and uninteresting topics may frustrate learners.

IV.1.1.1. Coherence and Cohesion

Another problem that learners struggle with is “cohesion and coherence”; learners find it challenging to construct cohesive sentences using correct correlation of vocabulary and grammar as well as being relevant throughout all the paragraph construction. Sentences should logically fit together in writing, connecting one idea to the next. This is referred to as cohesion. . A study done by Qaddumi. M (1995) to analyse written texts reveals that EFL learners have deficiencies in using the correct cohesive devices, in addition to the misconstruction of sentences; either very long sentences or repeated ones. (P.222)

In the same area of interest, Khalil. A (1989) through his study affirms that the analysis of cohesion showed that the students overused lexical reiteration as a cohesive device and underused the other devices available in English. The evaluation of coherence indicated that the compositions lacked sufficient information about the topic and that the little information provided was both irrelevant to the topic and ideationally redundant. (P.366)

Another study confirms the above points, is done by Ahmed. H (2010) who asserts that EFL learners experience some coherence and cohesion problems in their English writing. The problems which were noticed are as follow; difficulty writing the introduction, the thesis statement, the topic sentence, writing concluding sentences and writing the conclusion. Similarly, university lecturers reported that their students have difficulty writing the thesis statement, the topic sentences, transition of ideas, and sequence of ideas. (p213)

IV.1.2.Foreign Contributions

A study conducted by the Chinese You. X (2003) confirms Ahmed’s previously mentioned study. He links writing problems to the methods of teaching; teachers focus more on the correctness of grammar rather than teaching them how to generate and organise their thoughts. The sense is that following the traditional method of teaching writing “product writing”; the focus is on the final piece of writing, is one reason why learners experience hardships when writing.

IV.2. Sources of Hardships

Based on the previously detected problems and deficiencies, two major sources are highlighted as follow:

IV.2.1.Lack of Extensive Reading

It is affirmed that good writers are good readers in the sense that readers gain many advantageous elements from reading; reading helps writers to build sentences, develop structures and most importantly enrich their vocabulary. However, poorer readers lack language exposure including vocabulary. A study undertaken by Fareed. M et al., (2016) reveals that learners face difficulties of transmitting their ideas and thoughts into written texts and this is mainly to the lack of vocabulary, they faced problems with grammar and linguistic elements as well. (P.87) In fact, they explained that writing is not given that much of interest in society; thus, the culture of reading and writing does not flourish at both academic and social level and these skills remained ignored.(P.88) However, encouraging learners to extensively read can help them improving their level in writing. reza Afrough & Ahmadi (2019) confirm the fact that the use of short stories in improving learners' writing skills is actually an effective strategy as it boosts learners' motivation to write and it provides them with the opportunity to take advantage from both the language used and the culture. (P.37)

IV.2.2.Lack of Self-efficacy and Motivation

Self-efficacy is the beliefs in one's capacity in performing tasks that help learners achieve their learning goals and improve their level in the language itself. Research suggests that self-efficacy boosts learners' motivation and thus achievement in the learning process as a whole. Particularly, in the area of writing; a study conducted by Sabti. A et al., (2019) indicate that both writing self-efficacy and writing anxiety, and writing anxiety and writing achievement motivation were negatively correlated, whereas writing self-efficacy and writing achievement motivation were significantly and positively correlated. This study suggests that these factors need to be taken into consideration in EFL writing instruction to facilitate the teaching and learning process of EFL writing. (p6) Thus, the teacher's primary role is to motivate his learners and boost their energy through engaging them in different strategies that can effectively result in the progress of his learners' writing proficiency.

V.Effective Strategies to improve EFL Writing Proficiency

EFL learners often face troubles when they intend to produce a written text in the target language specifically English; usually because they translate their ideas from their Native Language or because they lack the mechanism of critical thinking that may help them

in thinking, analysing and conveying a message that an examiner can understand. In this part of the literature review, we try to shed light on the most effective writing strategies to enhance EFL learners writing skills.

V.1.Designing Tasks

To help EFL learners write, there are many ways among them getting learners work on a set of writing tasks. I.S.P. Nation (2009) suggests four kinds of tasks named; experience tasks, shared tasks, guided tasks and independent tasks:

V.1.1. Experience Tasks

In this kind of tasks, the teacher should bring a topic that is of learners' interest; it may be about an exciting event that takes place recently. The teacher then opens a discussion on the topic for the sake of getting ideas from learners, then getting learners to organise their ideas with giving care to the target language. After learners are familiar with the topic and the language points being stimulated, learners have just to concentrate on turning these separate ideas into a written form. (P.95)

V.1.1.1. Effective Techniques for Experience Tasks

V.1.1.1.1. Draw and write

The students create a drawing of something that occurred to them or something they imagined, and then write about it, describing the image. The picture serves as a memory aid for the writing by allowing you to recall previous experiences. (P.98)

V.1.1.1.2. Linked skills

The writing exercise is the last in a sequence of activities that includes talking about, listening to, and reading about the topic. The learners have a vast amount of information and linguistic experience to rely on by the time they arrive to the writing challenge. Such cross-skills tasks are easy to include into theme-based work. (P.98)

V.1.1.1.3. Ten perfect sentences

It requires the teacher giving the learners a picture or providing a simple topic such as my family, transportation, or something similar, and the learners try to draft 10 distinct sentences about it. For each accurate phrase, they receive one mark. (P.98)

V.1.1.1.4. Issue log

Each learner selects a topic to investigate and keep fresh about it. Each week during the course at the start of the course, learners deliver speeches to each other about their topic at regular intervals and write reports on their findings. (P.98)

V.1.1.1.5. Setting your own questions

It's a fun game to play. Each learner comes up with a question to write about. This is then translated into good English and turned into an examination question that students must respond to under exam conditions. (P.98)

V.1.2. Shared Tasks

After choosing an interesting topic for the learners, the teacher divides learners into groups of three or four; each group is meant to produce a piece of writing. Learners are able to write better, when they help each other, than when they write alone. (P.95)

V.1.2.1. The pros of this Task

The majority of shared assignments offer the benefits of requiring less teacher preparation, decreasing the teacher's monitoring and marking load, and encouraging students to regard each other as a learning resource. (P.99)

V.1.2.2. Suggested Examples

V.1.2.2.1. Reproduction exercise

Learners are asked to listen to or read a story then retell it in either their own way or using exactly the words used in the story. This can be done in two ways; learners write a similar story or they just modify or change some parts in the story given. This kind of tasks serves two purposes; learners write at the same time learns the skills of memorising. (P.99)

V.1.2.2.2. Blackboard composition

The pattern of this technique is the involvement of the whole class. The concept is that learners or the teacher choose a topic then all together try to suggest sentences; if the sentence is correct it would be written on the board but if it's not correct the class and the teacher correct it then it is written on the blackboard. In this way, the written composition is built up by learners themselves under a little guidance of the teacher. (P.99)

V.1.2.2.3. Group-class composition

Learners are divided into groups and given a subject to be discussed within their groups. First, learners jot down a list of the main ideas that they will later write about. Then, the whole class is brought together to choose the main ideas to be written on the blackboard. After this class discussion, learners return to their groups and develop the main ideas. Finally, each group hands a final copy to the teacher to be corrected and marked. It is preferable to a follow-up feedback and why not a whole-class correction on the blackboard. (P.100)

V.1.3. Guided Tasks

This is about a composing exercise that is accompanied with a guide; for instance, a set of pictures or a video with some questions and useful language items. In which the teacher provides help for his learners to brainstorm their existing knowledge, besides the vital role that visual aids play in involving the different learning styles; thus, boosting the learners' level in the target language. (P.95)

V.1.3.1. Techniques for this Guided Task

V.1.3.1.1. Identification

To demonstrate that they have comprehended or correctly interpreted the item or that they can generate the associated foreign language item, learners are led by being supplied with an item that they must repeat, translate, or put in a new form with a comparable meaning. Identification procedures include dictation, copying, and writing from information transfer diagrams. Translation from the primary language can also be used in identification approaches. (P.101)

V.1.3.1.2. Translation

The learners translate phrases or a text from their native language into English. This practice is made easier if the teacher has carefully prepared the tale so that there are few translation issues. (P.101)

V.1.3.1.3. Look and Write

The teacher shows the learners a photo of a real thing or performs an activity, and the learners write a sentence to explain what they observe. If the teacher offers the students an example of the sentence structure, it will be easier for them to understand. (P.101)

V.1.3.1.4. Picture Composition

The teacher displays an image or a group of visuals to the learners. There are multiple questions beneath the image. The students can create a composition by answering the questions with the aid of the picture. If the teacher wants to make it simpler for the learners, they can answer the questions aloud in front of the class before beginning to write. (P.102)

V.1.3.1.5. Delayed Copying

A paragraph is written on a sheet of paper next to each individual. They study a sentence, try to recall it, then turn aside and write it down. They should only look at each phrase once, and they should aim to divide the task into as many phrases as possible. This practice is significantly more effective if the learners stop before writing the sentence without

glancing at the passage. They become adapted to retaining English sentences in their heads as a result of the delay. (P.102)

V.1.3.1.6. Answer the Questions

On the board, the teacher writes numerous questions. These questions are based on a topic that the learners have recently heard or read, or one that they have heard or read a few days earlier. The answers to the questions reveal the story's primary themes. The students respond to the questions and, if they are able, offer additional thoughts and information. If the learners have recently heard or read the story and there are numerous questions, the production will be easy. (P.104)

V.1.3.1.7. Completion

Learners are given words, phrases, a passage, or visuals that have parts missing or can have pieces added to them in completion procedures. By filling in the blanks or stating what is missing from the picture, the learners complete the words, phrases, or text. (P.104)

V.1.4. Independent Tasks

Herein, learners are encouraged to work by their own so as to produce a piece of writing. The aim here is to promote autonomous learning besides the teacher's role is to provide help whenever needed. (P.95)

Here's an example of how a writing activity may be integrated into the students' learning experience. The students are assigned a task to do that includes some reading and a problem-solving exercise that they must do. After finishing the reading, the students meet in a language groups to discuss the reading and the activities they will have to complete in their native tongue. They conduct the exercise separately and write it up in English once they are convinced that they have a clear comprehension of what has to be done. The conversation in the first language ensures that students fully comprehend the information required to complete the work as well as the assignment's nature. (P.96)

V.2. Graphic Organisers

Within a learning assignment, a graphic organizer is a visual and graphic presentation that displays the links between facts, concepts, and/or ideas. Knowledge maps, concept maps, narrative maps, cognitive organizers, advance organizers, and concept diagrams are all terms that have been used to describe graphic organizers.

V.2.1. Where to use Graphic organisers

Since graphic organisers are meant to arrange and plan ideas, they should be used in the prewriting stage. This latter is considered as the backbone of the written passage since

many factors are to be included in this phase; understanding the topic, recalling information, getting motivated to start and learners need to know about to whom they are writing and the purpose behind producing such a piece of writing. Roberts. J (2004) mentioned that before learners get to write, there is a vital stage which is prewriting; this refers to a spot where pupils may gain confidence and excitement. Prewriting can be compared to a warm up, a doodle, a discussion, a brief thought, or a serious attempt to create a written plan. (P.5)

V.2.2. Examples of graphic organisers

V.2.2.1. Brainstorming

With the help of this planning sheet, students may easily develop random thoughts and sentences. It is advantageous to gain a head start on a topic by having learners recollect or use free association. You'll need to cue learners and promote hitchhiking in groups or with the entire class if the issue is unknown. (See figure1)

V.2.2.1.1. How does it work?

Learners are invited to write the topic on the top of the page. Teachers allow time for about two minutes for learners to jot down ideas related to the topic. Each time they have to stop and cue themselves; who, where and what does it look, taste and feel like? What is its shape? Its size? Learners then are asked to share their ideas with each other to modify or add to their list and to choose the best ideas to organise them. (P.17)

V.2.2.2. Cause and effect

This graphic organiser can be used to find out reasons that contribute to consequences. It is helpful for learners when there is a process to be explained or an incident in science or social studies. (See figure2)

V.2.2.2.1. How it works?

This graphic organizer's principle is that learners should begin with the impact and write it at the top of the page. There might be a series of events 'reasons' that occur one after another. Learners are asked to fill in the blanks with a single rationale for each box. When learners have completed their reasoning, they draw arrows between the boxes and to the effect to depict the sequence of events. Learners should decide how to organize the reasons after taking brief notes on each one in order to appropriately describe the process. (P.18).

V.2.2.3. Compare and contrast

For this type of prewriting task, there are two examples of graphic organisers:

V.2.2.3.1. The Venn diagram

This graphic organiser helps learners who are not familiar with comparing and contrasting. It is in the shape of two overlapping circles; what is common is to be written in the middle of the circles, what marks the uniqueness of each item is to be written in the sides of the circles. (See figure3. A)

V.2.2.3.1.1. How to use this graphic organiser?

Learners are asked to highlight the two items being compared and contrasted. The teacher makes it clear that the outer space is for the unique characteristics of each item and the inside circle is for shared aspects between the two items. When learners finish jotting down all the aspects, the teacher invites them to write a sentence describing to what extent the two items are different or alike. This sentence serves as the thesis in their written passage. (P.18)

V.2.2.3.2. Four-column chart

Herein, learners should ask some key questions to find the similarities and differences between the two items. The other columns are divided in such way; one column for shared aspects, the two others are for the different characteristics. (See table1. B)

V.2.2.3.2.1. How does it work?

This type of graphic organisers is a bit demanding as it requires some higher-order skills and critical thinking as well. It starts with asking learners to create categories for the topic in the form of questions to be classified as either similarities or differences. Learners use column 1 for questions, column 2 and 4 for different aspects and column 3 for common characteristics. After that, learners emphasise key differences and/or similarities to be written as a thesis statement. (P.19)

V.2.2.4. Key words

When targeting vocabulary; word bank, verbs and nouns, this graphic organiser fits well. It can be used for different tasks and it is more structured than the one of brainstorming. (See figure4)

V.2.2.4.1. How to put it into practice?

The very first step is to lead learners towards highlighting the topic. Afterwards, learners are encouraged to think about different words which can relate to the topic, then categorise them into nouns or verbs. This can be done either individually or in pairs. When learners finish jotting down the words, they share with the whole class with the intention of adding to their lists. The teacher and learners had better dive into a discussion where they highlight some vivid verbs and other strong nouns and use them in sentences. (P.20)

V.2.2.5. Key words Extended

This graphic organiser complements the previous one by adding adjectives and adverbs to the previously formed key words. This helps learners recognise different parts of speech and aid them also in sentence construction. (See table2)

V.2.2.5.1. How to use it?

The teacher invites learners to fill in the planning sheet with topic-related parts of speech then encourages a learner to build up a sentence using words from the list, then allows time for the others to do the same which will help them in their writing assignment. (P.21)

V.2.2.6. Outline

This planning sheet organizes thoughts using a typical format. It is of an analysing nature. Learners should have had an idea about how to outline beforehand so as to have the ability to perform such task. (See figure6)

V.2.2.6.1. How does this graphic organiser work?


The concept of this graphic organiser is that the main topic should be divided into sub-topics, and then each sub-topic should consist of smaller sections. (P.22)

V.2.2.7. Pros and Cons

This graphic designer can be used to aid learners in making decisions between two things or to highlight the advantages and disadvantages of an issue. It is also helpful for learners when developing debates. (See figure7)

V.2.2.7.1. How to use this graphic organiser?

Learners should be encouraged to list some vocabulary related to pros and cons such as good/bad, beneficial/harmful, then they write their choices if have or the two issues. They are later on encouraged to list down the advantages and disadvantages for each selected issue/item. (P.22)



✓ **List anything that comes to your mind about the topic**

Commercials, TV, items, products, services, billboards, selling, online, brand, marketing, customer, promotion.

✓ **Cue yourself....what? Who? When? Where?**

Advertising writers make ads to sell products, ads are found on TV, on internet, using billboards.

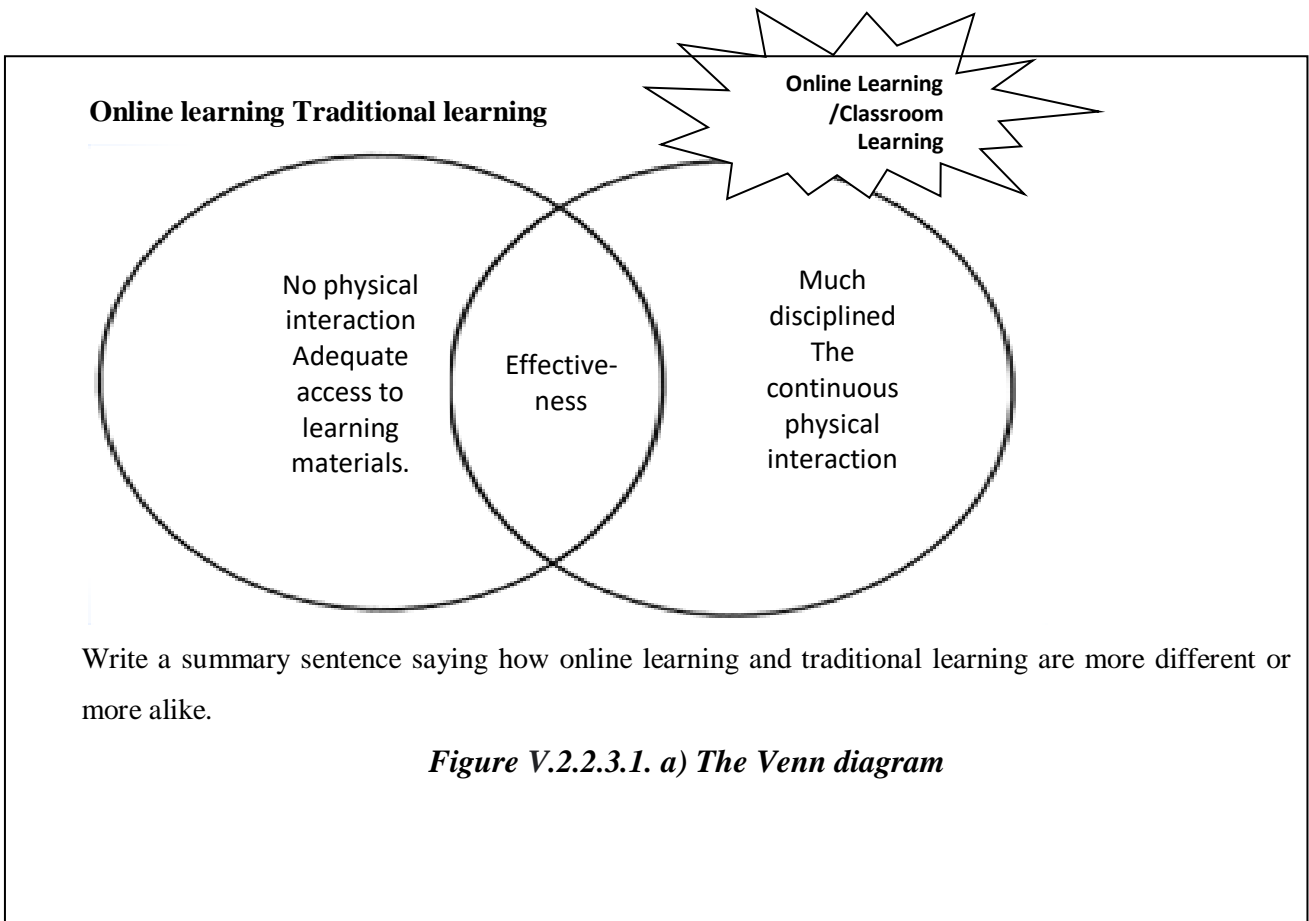
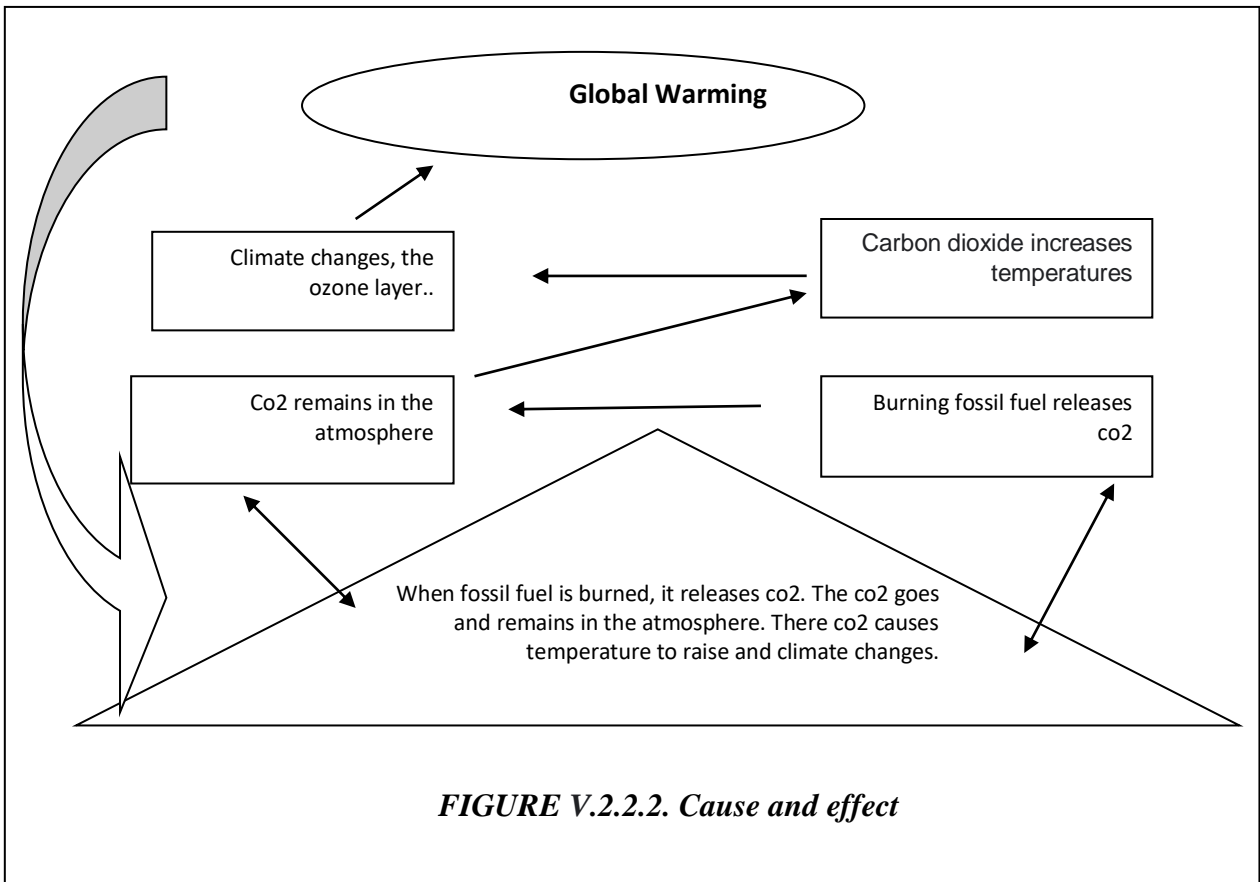
✓ **Stop.....What is the aim?**

Selling products....gaining money....informing about a product.

✓ **Stop again.....share your ideas with your partner/group/class. Which ideas take from them?**

✓ **STOP....Choose the most suitable ideas, decide on which idea to come first, second and so on..highlight which ideas belong to each other.**

FIGURE V.2.2.1. Brainstorming



Cell phones vs. Laptops

Questions	Item1 'cell phones' « Differences »	Similarities	Item2 'laptops' « Differences »
Power?	Requires charged internal battery	Both are electronically powered devices	Remains plugged into a wall outlet during use
Price?	Current smart phones cost more than laptops	Depends on the brand	More powerful computers cost a lot of money
Storage?	Less storage compared to laptops	/	Can run more powerful software

Table V.2.2.3.2.b) Four-column Chart

Topic: Advantages of Advertising

Nouns (Naming words)	Verbs (Action words)
Commercials	Commercialise
Advertisers	sell
Products	buy
.....
.....

Emphasise 5 nouns and 5 verbs then put them in a coherent sentence to use them in your production.

Figure V.2.2.4 Key Words

Protecting the Environment			
Adjectives	Nouns	Verbs	Adverbs
Dangerous	Carbon dioxide	Ban	Carelessly
Preserved	Trees	Clear-cut	Immediately
Contaminating/harmful	pollution	Spread	Rapidly

Highlight words from each column then from them construct sentences which will help you in writing your production.

Table V.2.2.5. Key Words Extended

Topic: Ancient Egypt	
1. Lifestyle	
a. Food	
I. Home-grown	
II. Hunted	
III. Fished	
b. Clothing	
I. Made out of white linen	
II. Wraparound linen skirt and a top of fine pleated robes for men	
III. Fine dresses with shoulder straps and a shawl for women	
2. Government	
a. Theocratic	
I. Ruled by a king	
3. Religion	
a. The pharaoh was the head of the state	
I. The divine representative of the gods on earth	
II. Worshipping stones and statues	

Figure V.2.2.6 Outline

Topic: a Debate around Playstation4 and Xbox One	
Choice1: Playstation4	
<p>Pros More and better exclusives Access to affordable VR. A more intuitive interface and a better controller, imo</p>	<p>Cons Limits on recording video Reduced music playback No streaming from PCs</p>
Choice2: Xbox One	
<p>Pros Streaming PC to Xbox Backwards Compatibility Xbox Live</p>	<p>Cons Clunky TV integration No media Playback from USB No rechargeable battery in the controller</p>
<i>Figure V.2.2.7 Pros and Cons</i>	

V.3. Self and peer-assessment

In order, for us educators, to make learning more efficient and reliable, we need to assess the learning process; whether to detect our learners' points of strength and weakness or to remediate what have been missed. Indeed, assessment is an efficient tool for a valid and reliable learning. de Assis, B (2012) mentioned that assessment is an efficient tool in education beside the fact that teaching and learning are strongly linked to assessment, and as teachers of writing, we'd better give the opportunity for learners to assess themselves as well. (P.9)

Learners, as an active element in the learning process, need to be aware about their weaknesses and strengths and to what extent they can perform with the skills acquired. To make this happen a self and peer-assessment is advised.

V.3.1. Self-assessment

Self-assessment is the ability of learners to reflect on their own learning to see how good or poor they performed in a given task. Sukyadi. D (2015) sees that the aim behind using self-assessment is to make learners ready for a successful life. It is, therefore, related to a continuous learning. (P.4).

V.3.1.1. The use of self-assessment in writing

To acquire a skill and master it in a second or foreign language is not an easy task, as this skill requires many complex elements, as mentioned in previous sections of the literature review, such as linguistic elements, cognitive elements and the interference of psychological factors. As Sukyadi. D (2015) states *“one of the most important pros of self-assessment is that it helps learners be more confident”* (P.9)

In the same area of interest, writes de Assis. B (2012)

“Self-assessment is a key strategy for an autonomous learning. It enables learners to raise their consciousness of their own progress when it comes to language and the skills of communication in order for the skills to be developed gradually”.
(P.7)

He also states that this self-assessment should be accompanied with relevant criteria that learners can use to assess their performance such as the use of checklist for the sake of enhancing their draft and assessing their final work. These Criteria are: content, accuracy, range, organisation and cohesion and target reader. (P.9)

The study conducted by Sukyadi. D (2015) reveals that almost all the participants are able to use self-assessment of their English Writing skill although they are rarely to use it in their daily life. (P.16)

V.3.2. Peer-assessment

Reviewing each other's writing pieces is another effective strategy that helps learners improve in writing. Peer assessment is a feedback given by learners themselves to their peers based on criteria or instructions prepared beforehand by the teacher. de Assis. B (2012) clarified that peer assessment plays a significant role in EFL classes since it supports cooperative learning and it is somehow easier for us to detect others' mistakes than ours. (P.10)

He also adds that peer assessment provides the learners the chance, by assessing and being assessed, to learn from others' weaknesses and successes. Indeed, learners are fully immersed into a deep reflection when they engage in tasks, which require them to work with their peers, for assessment purposes than when they interact with the teacher. (P.10)

The study done by de Assis. B (2012) shows that learners could successively assess their productions in relation to their peers' feedback and based on the criteria provided by the teacher. (P.29).

V.3.3. Checklist

Checklist assessment is a form of scoring which contains elements and criteria which are provided by the teacher both for peer and/or self-assessment.

Benabed. A (2022) provides the following paragraph checklist example (p.4)

Paragraph Checklist	Yes	No
1-Is there a topic sentence that introduces the main idea?		
2-Are there supporting sentences that tell more about the main idea?		
3-Is there a concluding sentence which repeats or rephrases the topic sentence?		
4-Are there more than 3 spelling mistakes?		
5-Are articles used correctly		

Table V.3.3. a) Checklist

In the same realm, Robert. J (2004) highlighted five domains of writing; (p.12)

Simple Definitions of the Five Domains of Writing	
Focus	<ul style="list-style-type: none"> • What is this about? • Did I stick to the topic?
Content	<ul style="list-style-type: none"> • Are there facts, details, examples, or explanations? • Is it interesting?
Organization	<ul style="list-style-type: none"> • Are ideas grouped in a sensible way? • Is information in the right order? • Is there a clear beginning, middle, and end?
Style	<ul style="list-style-type: none"> • Does the kind of writing fit the topic? • Are the sentences varied? • Are there clear word pictures and strong vocabulary?
Conventions	<ul style="list-style-type: none"> • Does it have correct spelling, punctuation, capitalization, word use, and paraphrasing? • Is it easy to read?
<i>Figure V.3.3. b) The Five Domains of Writing</i>	

Conclusion

The foregoing chapter sheds light on the concepts of the topic. In fact, the previous contributions on the topic were emphasised. The previous chapter reviewed the literature concerning the writing skill in general, its challenges and the effective strategies to improve EFL learners writing skill proficiency in particular.

Chapter II

Research Methodology: Design and Data Collection, Interpretation and Analysis

Introduction

The effectiveness of any given strategy, method or technique applied in teaching cannot be measured theoretically; hence, the field is the most efficacious way to estimate what have been explored in the previous conceptualised chapter. Thus, the upcoming chapter is divided into two sections namely; the research design chosen to fulfil this study, and data collection and analysis

Section One: Research Methodology and Design

This section aims to highlights the research design, instruments and the targeted sample.

II.1.Research Design

As mentioned in chapter one, this study aims at investigating effective strategies to improve EFL writing skill proficiency. This puts up in mind two major research questions which appertain to challenges and hindrances faced by EFL learners when they tend to write and what effective strategies can help EFL learners enhance their writing skills. The main purpose is to provide both EFL teachers and learners with effective strategies to improve EFL learners writing skills.

II.1.1.Mixed Method

In this research paper, both quantitative and qualitative approaches are used since the purpose is to provide an explanatory and exploratory data as well. Indeed, this study requires the link between descriptive as well as statistical evidence; which refers to as the mixed method. Cathain. O, Murphy. A & Nicholl.J (2007) state that “*there has been a surge of international interest in combining qualitative and quantitative methods in single study often called mixed methods research*”. (P.1)

II.1.2.Research Tools

Since the research paper adopts a mixed method research and its nature is both explanatory and exploratory, two tools of investigation are used for data collection; an online survey for EFL secondary school teachers, and a classroom observation at Secondary school of ‘Kadiri Khaled’ in Sougueur-Tiaret.

II.1.2.1.The Questionnaire

The questionnaire is an instrument used in research to collect data. It is a set of close-ended and open-ended questions. Patten, M (2016) asserts “*Questionnaires provide both an efficient and useful way to collect data*”. (P.1). it is worth mentioning that the questionnaire is prepared electronically so as the researcher can reach out teachers from different parts of the

country. The questionnaire used in this study ranges from close-ended; yes/no questions and multiple choice questions, to open-ended questions for exploring well the topic being studied.

Indeed, both qualitative and quantitative data were provided by the informants of the study due to the nature of the research paper needs and objectives. Those are accompanied with some additional questions as explaining choices, justifying them and mentioning examples whenever necessary. The questionnaire is divided into five sections; each of which includes sub-sections or items. Section one is about Informants' Personal and Professional data. It includes two items; those are mainly about gender and teaching experience. Informants' Reflection on writing skills Implementation is mentioned in section two where there are seven items; this section aims at finding out how EFL teachers view the writing skill. Section three is about Informants' Feedback on Learners Writing Hindrances and four sub-sections are emphasised; the questions target the most observed problems EFL learners face when they write. Indeed, the fourth section hints at Informants' Reflection on the Effective Strategies to teach writing in which seven items are precised; the questions are diverse from asking about their opinion on a strategy and choosing whether a given strategy is better for learners during writing hours. The last section is an open-ended question where participants are asked to suggest ways to improve EFL learners' writing skills.

II.1.2.2. Classroom Observation

Observation is a qualitative tool for data collection. Since there is a need for an in-person contact, the researcher is required to use classroom observation. Cowie, N. (2009) states "*Observation is the conscious noticing and detailed examination of participants' behaviour in a naturalistic setting.*" (P.166). In like manner, Benabed, A. (2011) confirms that "*classroom observation is an appropriate technique used for data collection for the opportunity it offers the observer to supervise the class interactions in vivo.*" (p.116). Through a classroom observation sheet, data is collected and described in details; the procedure of the writing lesson. The Observation sheet is divided into two sections; the first one concerns the observer's information, the settings being observed, while the second section holds the observation for the lesson's procedures.

II.1.3. Pilot study

This stage is such a crucial step in the practical section that it guides the researcher into keeping or modifying the tool accordingly. Both instruments are tested for the sake of both valid and reliable data. The questionnaire is distributed to EFL teacher around 20 who wouldn't take part in the study later. Besides, the classroom observation sheet which is

implemented to 1st year pupils which would not also be used in the study. After testing both instruments, there was a need for adjusting things and keeping others.

II.1.4. Sample

The sample is the population used in the study. It plays a key role to the contribution of the researcher. For this research paper, the sample covers EFL secondary school teachers from different Wilayas of Algeria; where they are asked to answer the questionnaire electronically. In addition, EFL learners in Kadiri Khaled secondary school –Sougueur District- are also participants in this study in which they are being observed in the classroom.

In fact, EFL teachers are educators who teach English as a foreign language for three years in secondary schools and they teach all streams viz. all learners in the secondary school study English. Those teachers had either a classical education, BMD graduate or they are Teachers' Training School graduate (TTSG). Their teaching experience is highlighted in section one of the questionnaire.

The learners are secondary school pupils aged between 15-18 years old; they studied English for 4 years in the middle school, so they are expected to master the language basics. The pupils taking part in the study are 1st year pupils; they are used for the piloting of the observation sheet, 2nd year pupils from 2nd year scientific stream specifically experimental sciences; 25 pupils are in this class where the majority are girls and only 7 boys study there. They are 16 and others 17 years old. The class, in general, is of a medium level in English; that is to say, the percentage of success in the English subject from 1st and 2nd semester is estimated of around 49%. According to the observed teacher who states that one of pupils got 5 out 5 in the exam production while the others got from 4 to 3 and even 1 point (cf. Appendix C.p79). The class is a mixed ability class; it ranges from excellent pupils, very good, good and medium and to pupils with struggling level. It is necessary to mention that the English Subject coefficient for the scientific streams is 2 as it is considered as a secondary subject in their branch.

The second class being observed is 3rd year Foreign Languages class. It is composed of 16 pupils; only one boy and the rest are girls. English for this stream is a fundamental subject; they call it 'Specialty Subject' besides French and Arabic. The English Subject coefficient is 5. The success average in English is estimated of around 38 percent; the class is of a week level compared to the specialty necessities. The best mark in English is between 13 and 14, the worst is 2, and in writing specifically; 3.5 out of 6 is the highest mark they take (cf. Appendix C.p79).

II.1.5. Field Work

Kadiri Khaled is a secondary school in Sougueur district; the largest Daïra in Tiaret. It was first established in 1993. The school is much known for its results in the baccalaureate exam; as it is classified 4 times the first nationally in final results and the other times among the firsts. The school includes literary and scientific stream branches.

The school is not chosen randomly but for some considerations, the researcher chooses “Kadiri Khaled Secondary School” for his observation. Those considerations are; the researcher is a teacher there so things would seem a bit facile and because of corona virus, some teachers aren't initiative in helping since the working hours augmented and the syllabus is full of lessons; thus, they are not dealing with writing in the classrooms.

II.1.6. English Syllabus

The English syllabus for the three years in secondary school has an Exit Profile which aims at enabling learners, by the end of the year, to produce written texts/messages of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support according to the “Yearly Progression” (2021). P.3 besides, it aims at the targeted competencies; interacting, interpreting and producing. Hence, resources ‘grammar, vocabulary points’ are provided to reach that aim. Some guidelines are recommended for teachers to implement the syllabus appropriately. In fact, teachers have to take into consideration the pre-requisites so as to see what to work on as weaknesses and what to reinforce as strengths.

The syllabus includes units and themes; each unit is, in details, described: starting with the project outcomes through which the teacher is going to measure the extent to which he has reached his teaching objectives, and then learning objectives are highlighted upon which teachers should design their lessons. Due to CoViD19, the syllabus is adjusted and split into two contents; lessons to be taught in the class where learning objectives and resources are mentioned, and content to be dealt with at home; other learning objectives and resources are to be studied at home: this adjustment calls for teachers preparing and either printing lessons via email or printing in handouts and handing them to pupils. The syllabus also shed light on the period needed for the unit to be completed. In fact, after 2/3 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation. It is also worth to mention that by the end of each unit, learners should present projects in which they will be assessed based on the resources being taught and the final objectives.

If we try to shed light on the position writing is taking in the syllabus, we can see that all the writing tasks are part of the content to be dealt with at home; teachers are asked to put in practise the language resources mainly grammar and vocabulary. Learners should use those resources to produce the previously mentioned types of texts. A closer glimpse at the hours devoted for teaching is put and they range from 16 to 8 hours for the unit.

Due to Covid19, hours devoted for each stream were diminished; first year scientific stream has only two hours per week, literary stream has 3 hours. The second year timing is as follow; 2 hours for the scientific stream, 3 hours for literary and philosophy and 4 hours are for foreign languages class. Concerning final classes, i.e. those who have the examination by the end of the year, 3rd year foreign languages study English for 3 hours per week, the literary and philosophy stream has a timing of 3 hours while 2 hours are devoted for English to the scientific stream.

Section Two: Data Collection and Analysis

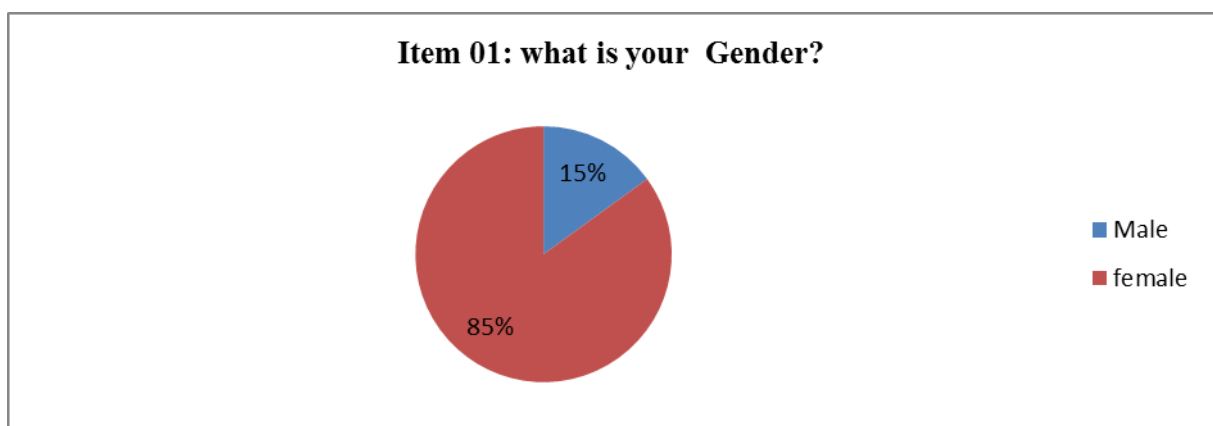
The upcoming section helps the researcher answer the two core research questions and aids her to confirm or disconfirm the research hypotheses. Hence, data are collected, interpreted and then analysed. Indeed, the present section discusses the findings of the data collected, sets recommendations and states the limitations of the study.

III- Data Analysis

III.1. Questionnaire

The questionnaire consists of 5 sections; each section holds a set of close and open-ended questions. The results are as follow:

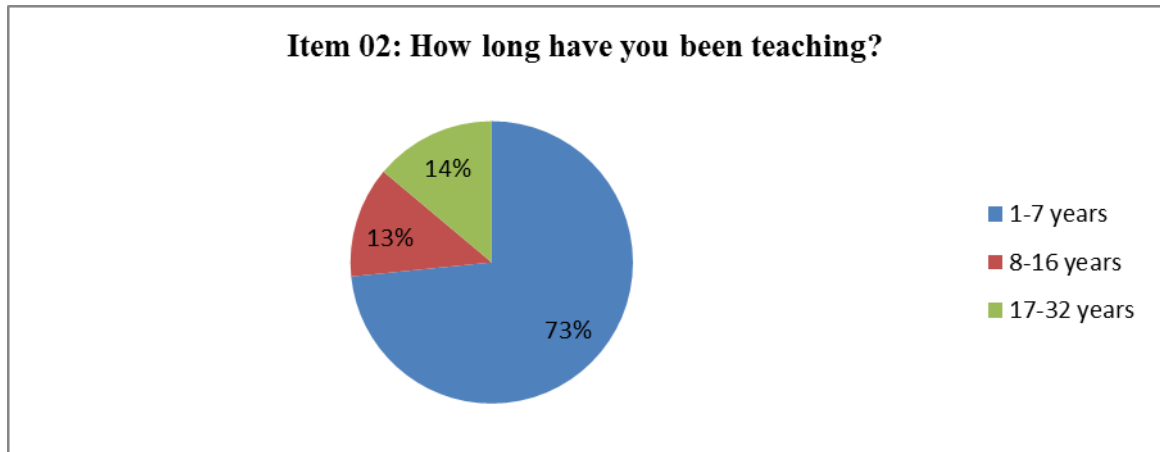
Section One: Informants' Personal & Professional Data



III.1.1. Teachers' Gender

The total number of the participants in this study is 75. 12 of them are males which equals (15%) while the majority of the participants (85%) are females.

It's worth mentioning that the diversity of gender responses depends on their availability and acceptance to take part in this study. According to Benabed, A (2011) the literary stream is mostly chosen by girl-students which can explain the fact of the rise of female in the sector of education. He quoted the Ministry of Education which stated "most of the active women on the labour market belong to the tertiary sector activities" (P. 178)

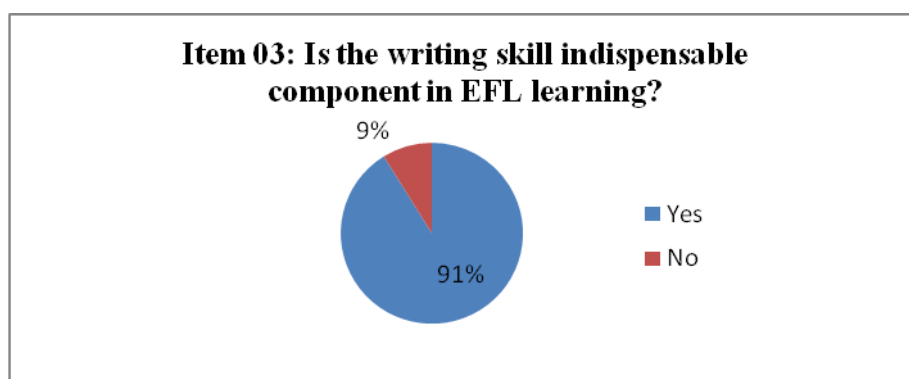


III.1.2. Teachers' Teaching Experience

The data represented in the pie chart reveals that most of the respondents (73 %) are novice teachers, in which their teaching experience ranges from 1 to 7 years. (14%) are experienced teachers with 17 to 32 years of teaching experience. The rest viz. 10 of the (13%) participants stated that they have been teaching English for a period ranging from 8 to 16 years.

It cannot be ignored that the teaching experience plays an important role in teaching writing as a vital skill in the language acquisition as well as gaining experience year after year. It should be noted that experience aids teachers to spot the most-noticed and common EFL learners' writing hindrances. Thus, searching for solutions so as to help learners get over the explored writing problems. This latter is for the sake of finding effective writing strategies which can improve EFL writing proficiency. This diversity in teachers' experience helps covering the most of common hindrances and obstacles faced by EFL learners in writing and provide an in-depth exploration of the different, yet the most effective strategies which they use or believe to improve the writing skill.

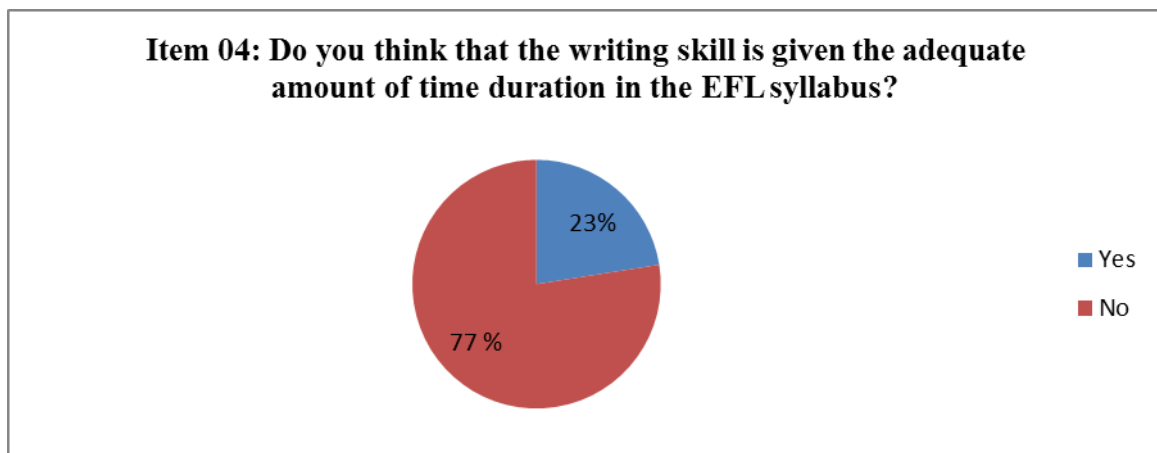
Section two: Informants' Reflection on Writing Skills Implementation



III.1.3. Teachers' Perceptions to Writing

When participants were asked whether they consider the writing skill an important part in EFL learning, the majority (91%) of them answered yes. The rest around (9%) said no.

It is acknowledged that writing besides the other skills; listening, speaking and reading are considered an integral part in learning languages, the same goes for English. Believing that writing cannot be separated from learning English in an EFL context, pushes EFL teachers to work on writing, which means that they specify time for this skill to be taught adequately. Besides, being aware of the importance of writing for EFL learners also augmented their consciousness to observe their learners' reaction towards writing; their strengths and weaknesses, to reinforce what they have got and remedy what they have missed. Indeed, teachers not considering writing as key component in the EFL classes can affect learners' interest toward the skill; therefore, they got into the upper levels with the same attitudes; which in return lead them to face challenges when they write; thus losing interest in English in general and in writing in particular. Teachers' recognition of the special place writing takes in language learning can either improves learner' writing skill or form a hindrance to EFL learners.

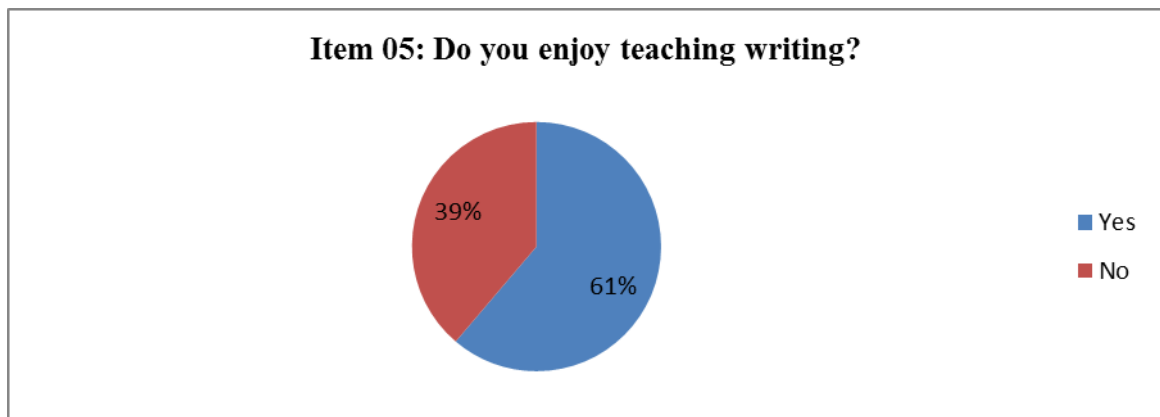


III.1.4. Teachers' Opinion about the Timing Set for Teaching Writing

The statistics in graph four show that (77%) of the respondents believe that the English Progressions designed by the ministry is not giving appropriate chances for writing to be taught adequately. Only (23%) admit that hours devoted for teaching writing are enough.

It is proved in the previous chapter that writing is a demanding task which calls for a considerate timing to cover different stages which writing as process consider, for the sake of helping learners follow some steps to reach an aim by the end. The inadequate time provided for writing in the Algerian syllabus can be considered as a primary reason why learners face

problems as they proceed in levels; their three years in the secondary school, and as they get low grades in the section of writing in tests and generally in exams. Indeed, teaching the English language in schools and ignoring one of its most important assets can create challenges to EFL learners. Teachers' responses may vary due to their perception of the question. Some are considering learning objectives as a theoretical part; it can be said that it perfectly gives importance to writing. However, others are taking into consideration the hours provided for teaching writing; which is the practical part that is missing in the syllabus.



III.1.5.a) Teachers' Attitudes toward Writing

The fifth item aims at exploring whether teachers enjoy teaching writing or not to see if EFL teachers consider it as an easy task for them or not and to see what reasons are behind its difficulty to be taught. 49 of the participants (61%) confirmed that teaching writing is enjoyable while the rest (39%) stated that they do not enjoy teaching writing.

b. Explain Why

Attempting to get insightful justifications behind participants' saying "no" as an answer, a follow-up question was asked. The respondents' justifications can be classified into three categories:

The first category concerns learners' linguistics problems; teachers do not enjoy teaching writing because learners do not get the vocabulary needed to transform their thoughts into written texts. This latter confirms the theoretical point mentioned in the literature review which was said by Rahmatunisa (2015) when he linked learners' writing disabilities to three problems one of them is linguistic problems. They stated the following responses:

Participant 1: "Because learners lack vocabulary."

Participant 2: "Learners do not have much vocabulary to express their ideas."

Participant3: “Writing is the most difficult skill in teaching. Because of the level of my learners. They face problems even when expressing themselves. (They have poor vocabulary and do not understand instructions).”

The second category stated that they find it difficult to teach writing due to learners’ negative perception toward writing; EFL learners are decisive when it comes to writing, they believe that they cannot write. This is mainly due to being frustrated because their teachers rarely motivate them or it’s just because of their mindset. It can be said that many variables are interfering when mentioning psychological problems; learners have not been supported to write, learners were counted more on their mistakes rather than on their willingness to write and the most critical problem; topics mentioned in the syllabus are not of learners’ interests and needs.

Participants providing such response highlighted the following reasons:

Participant 1: “since it is considered a difficult task by pupils.”

Participant2: “It's the most difficult skill. Pupils hate writing.”

Participant3: “Because learners are not motivated in the writing session.”

Participant4: “Pupils tend to hate the writing session.”

Participant5: “Because learners are uninterested in writing.”

The last category thinks that writing is a demanding task and it’s not taking the adequate time to be taught appropriately. Their answers can be backed up by the previous item “number 4” where the majority of the respondents confirm that writing is not getting enough time in the EFL syllabus. Not having the right time to teach such skill may result in skipping some steps, not following a successful approach or different approaches, cannot be creative anymore, not designing tasks to help learners have the vocabulary to write or even the time to think and generate and organise their ideas. Thus, leading the teacher to avoid teaching writing or teaching it just for the sake of teaching.

Participants justified their answers by stating that:

Participant1: “Because Time devoted to such an important language skill is not enough.”

Participant2: “ there is no enough time for it.”

Participant3: “ Because it is such a long complex process, and we do not have enough time for it”.

Participant 4: “Teaching such a skill requires much time and many other things which do not exist in our EFL CLASSES.”

Item 06: Which among the following approaches, do you use to teach writing?



III.1.6. a) The Approach used by Teachers to Teach Writing

The data collected from item 6 shows that (69%) of the participants teach writing using both approaches; process and product while (20%) indicate that they follow one approach which is the process. The rest of the participants (11%) seem to use the product approach to teach writing. The method used to teach writing depends on the aim of the teacher; what he wants his learners to achieve.

b. Explain your Choice

For the sake of an in-depth understanding, informants were asked to explain their choice. They reported the following responses:

Participants who are in favour of both approaches stated that the focus is both on how to write and what to write:

Participant1: "I try to make them both understand and produce, that is to say I focus on both aspects. They write following the procedure in order to achieve a coherent well-structured piece of writing."

Participant2: "Writing is both a process and a product, thus; teaching it to EFL learners should take into account both teaching the steps and techniques of writing, and how to produce a well-constructed piece of writing at the very end."

Participant3: "Eclectic approaches may have efficient impact on learner's writing capacity."

Participant4: "I use both to take benefits of the two."

Participant5: "Because both are needed for a good composition."

Participants who prefer teaching writing following the process approach see that it's better to teach EFL learners writing using steps so as to reach the highlighted objectives by the end. They reported the answers that follow:

Participant1: " Involving learners in the process of writing helps to end up with a well presented work."

Participant2: " Process approach better helps learners in improving their accuracy in writing."

Participant3: " since it is the modern method. Students are autonomous and they go through different steps to reach the final objective which allow them to select and organise their ideas."

Participant4: " Because this approach is beneficial since it provides learners with necessary steps to write."

Participant5: " Because this approach helps learners develop ways to write. It encourages learners to write also since the ultimate goal here is not the product but rather the procedures they follow to produce."

Informants choosing the product approach focus more on the piece of writing, they focus on grammar mistakes and on spelling. They justified their replies by saying the following:

Participant1: "All what matters is what they give me at the end."

Participant2: " Most of the Time, product oriented is much easier."

Participant3: " Product approach gives faster results with pupils."

Participant4: "Students reinvest what they have learnt before and produce a written form."

The rest of the informants' explanations were not decisive instead they argue that the choice of the approach depends on their learners' needs, level and also the topic itself. Some of the participants' responses are as follow:

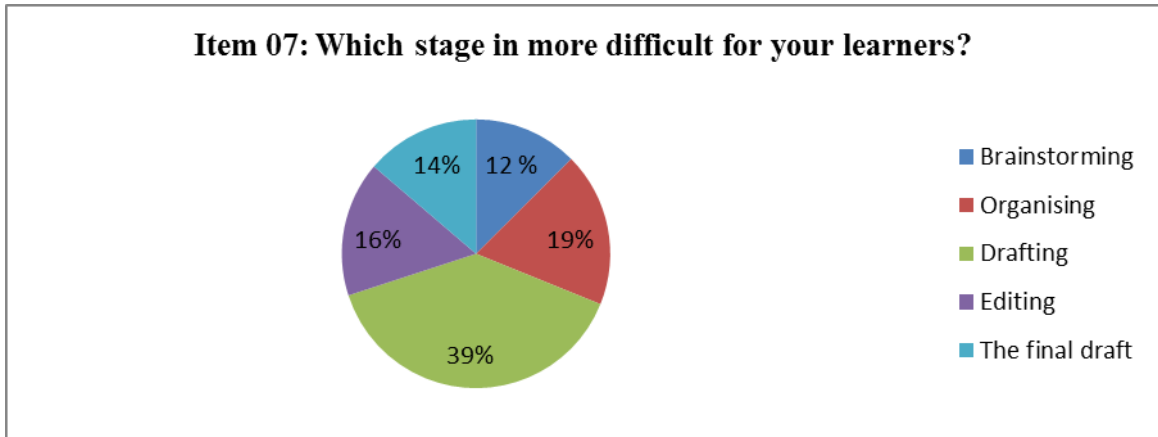
Informant1: " It depends on many factors, for instance: the level of the learners, the class, the timing, and their needs."

Informant2: " It depends on the topic; it depends also on my students' level and the objective of my lesson."

Informant3: " Actually the approach used depends on the level and learning styles of the learners."

Informant4: " It depends on the learners' abilities and the type of text to be written."

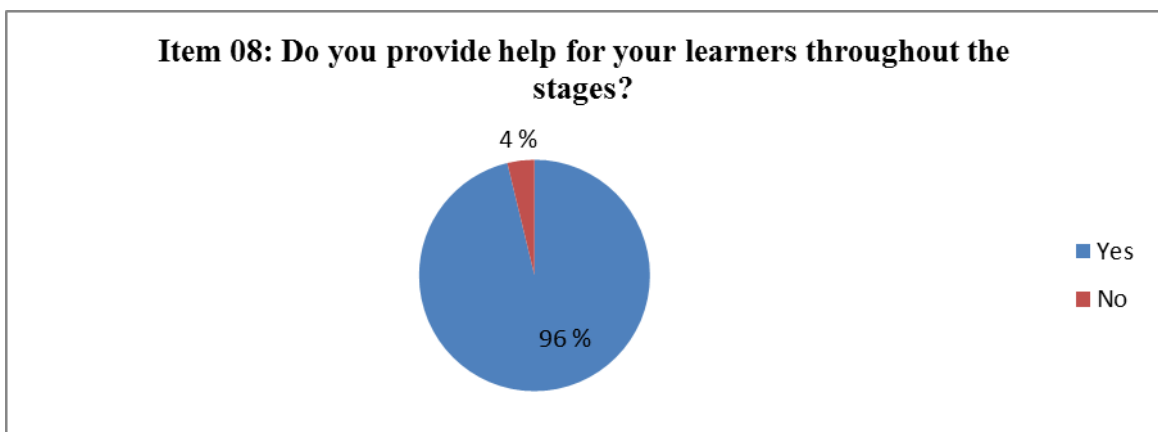
Informant5: "Because it depends on learners competencies and needs."



III.1.7. Writing Stages Difficulty

The answers to question 7 reveal that (39%) consider drafting as the most difficult. (19%) of the informants stated that learners struggle more during the organising stage. Editing is considered the most difficult step by (16%) of the informants. The final draft and the brainstorming stage have approximately similar results; (14%) of participants went for the final draft and the rest (12%) see that Brainstorming is in fact the hardest stage in writing.

The writing process revolves around different important stages; each of which targets an aim. Needless to say, each of the stages complete each other; in other words if one stage is not working with learners, this may mean that the previous one's aim has not been accomplished successfully by the teacher and the learners. So, EFL learners struggle during the stages of writing may be due to the stages not being fully-explored.



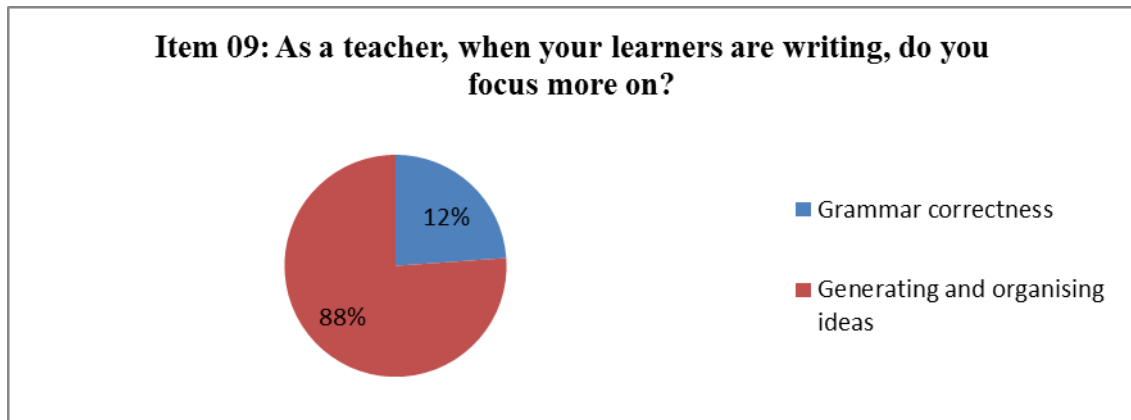
III.1.8.a) Teachers' Assistance to Learners

The graph shows that (96%) of EFL teachers help their learners when they write. Only (4%) said that they do not.

This item aims to find out whether teachers are aware of the fact that assisting their learners throughout the stages can lead to fruitful result or not.

b. Which Kind of Help?

For that purpose, a supplementary question about the kind of help provided was added. After a detailed analysis, around 26 of the participants provide their learners with the vocabulary needed; they also try to translate their ideas words from L1 to the English. Besides, giving them synonyms, explain meanings of words and so on. Nineteen informants stated that they help their learners by showing them how to brainstorm and organise their ideas, how to outline and how to expend their thoughts through giving examples. The rest of the participants' responses vary; two informants told that they helped their learners through materials like using graphic organisers, designing tasks such as pictures labelling and matching, drawing and using visual aids, 4 informants reported that they correct their learners' grammar and spelling mistakes and they remind them of the tenses, and 3 of the others affirmed that their assistance is in the form of supplying their learners with cohesive devices to help them organise their sentences and get meaningful pieces of writing.



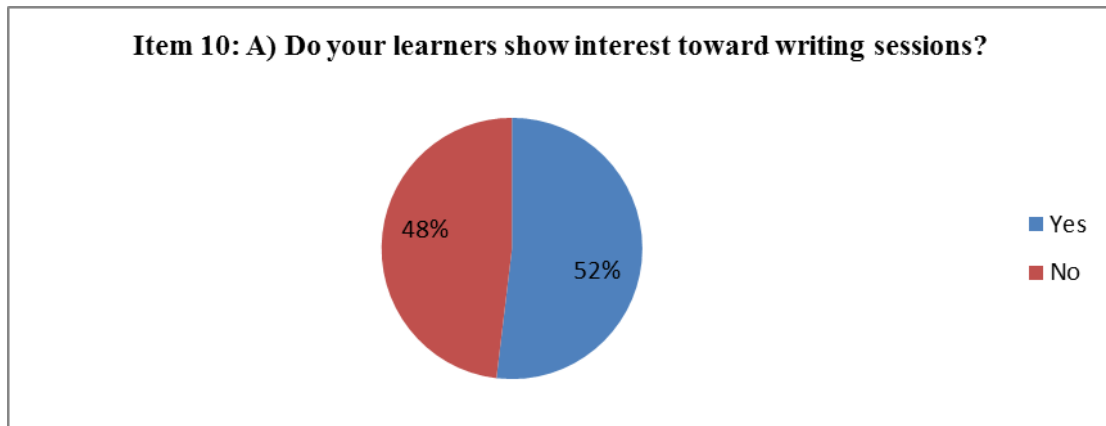
III.1.9. Teachers' Consideration in Writing

The data represented in the pie chart reveal that most teachers (88%) focus more on generating and organising ideas. However, (12%) of the participant put an emphasis on grammar correctness.

It is absolutely acknowledged that when learners write, teachers already have decided on their objectives; whether they care more about the grammar lessons they have taught or they shed much light on involving their learners in the writing process such as

getting learners generating their ideas and organising them. So, the focus is more on how to lead learners throughout the road to write rather than on setting one's mind on the appropriate use of the tense or the grammar point they have tackled. Teachers who focus more on the process may want their learners to go step by step until they produce; among the steps they may include tasks that concern grammar. Thus, killing two birds with one stone.

Section Three: Informants' Feedback on Learners' Writing Hindrances

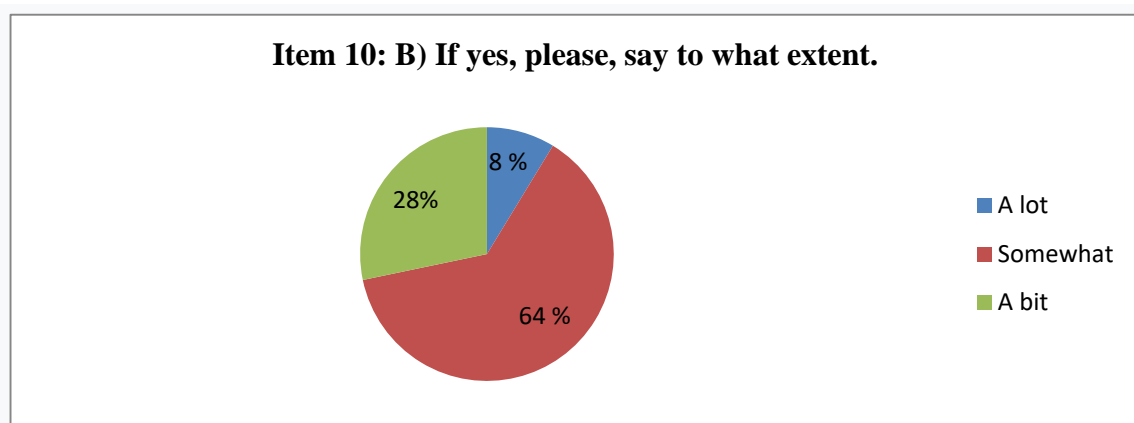


III.1.10. a) Learners' Perceptions toward Writing Sessions

The statistics in this graph show approximately close results; (52%) of the informants said yes learners are interested in writing sessions. And (48%) stated no as an answer.

b.If yes, please, say to what extent.

In order to investigate this item fully, two follow-up questions were asked:



III.1.10. b) The Extent of Learners' Interest in Writing

The data reveals that the majority of the participants (64%) said their learners considerably show interest towards writing sessions. (28%) stated a bit while the rest (8%) said a lot.

It seems that learners' interest in writing may depend on many other variables. If the topic of writing is their cup of tea, learners may be interested a lot, if the topic was interesting but it's not of their levels, their interest may be considerable, and if both variables are presented, learners may show a little interest toward the session.

c. If no, please, say why

Informants who reported "no" as an answer did justify their answers. It's logically put, if learners are not interested in any given domain, this indicates a gap. This latter can either because learners are not finding writing topics interesting or because it's beyond learners capacities. Besides, learners lack vocabulary to translate their ideas. It's worth mentioning that not only linguistic issues make writing boring and difficult but also psychological factors can interfere. Moreover, this item has a link to the question number 5 which can add that teachers do not enjoy teaching writing due to learners' lack of interest. Some of participants' justifications:

Informant1 said: " Due to their weak level. They struggle to produce a piece of writing and due to their lack and shortage of vocabulary plus weak grammar use."

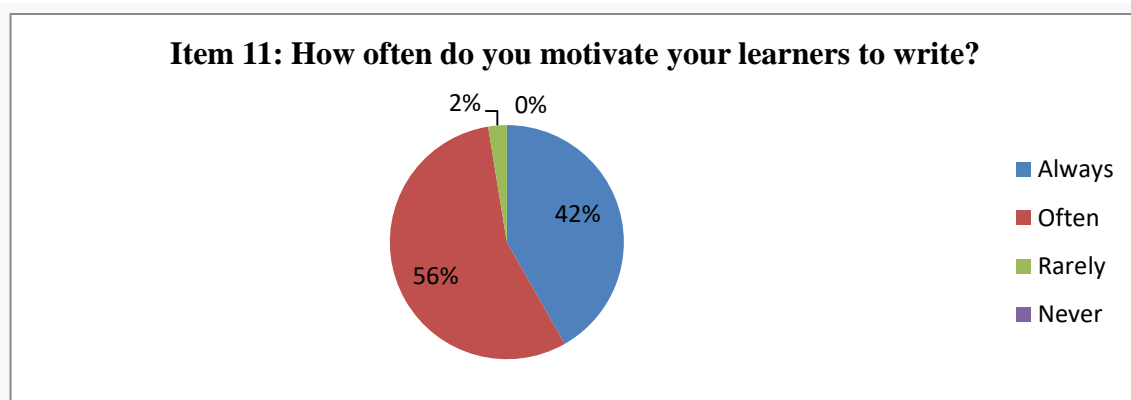
Informant2: " At all.. They see writing as a difficult and boring task."

Informant3: " Lack of vocabulary and motivation."

Informant4: " They find it both difficult and I think the topics do not interest them."

Informant5: " Not enough time is given to teaching writing. Second, many teachers themselves are not good at writing.'

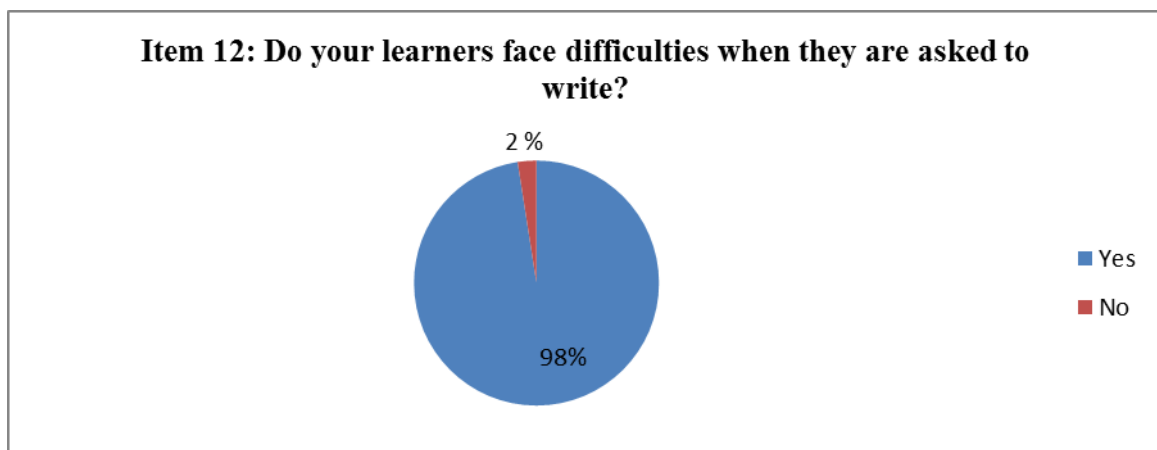
Informant6: " Because they have the mindset of their inability to write."



III.1.11. Teachers' Motivation to Learners

The statistics in this graph concerns teachers' motivation to EFL learners in writing. They show that (56%) of the informants often encourage their learners. (42%) reported that they always motivate them. (2%) of participants stated that they rarely trigger their learners to write and none of the informants said never.

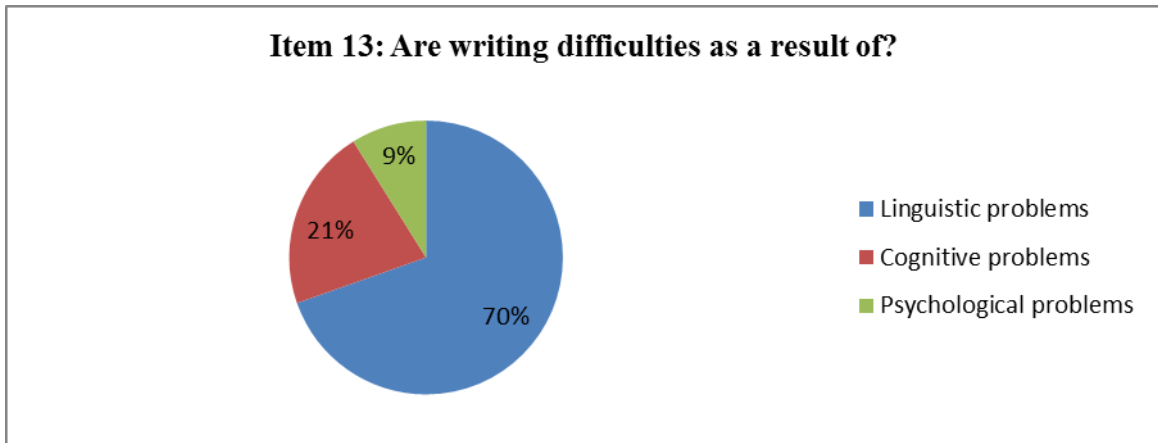
It is widely recognised that teachers' attitudes can affect learners' reactions toward learning in general. It was mentioned in item number 10 that among the reasons why learners are not interested in writing is that they are not motivated by their teachers. Motivation, which is considered as part of the psychological factors, which interferes in the learning process in general, may help learners to achieve better results when writing.



III.1.12. Teachers' Feedback on Learners' Writing Difficulties

The graph shows that (98%) of the informants stated that EFL learners face hindrances when they are asked to write. Only (2%) of the participants saw that there are no obstacles confronting learners in writing.

Many factors may be the reason why EFL learners struggle to write. They may encounter difficulties in finding words or they just do not have the knowledge as mentioned in the previous items. EFL teachers may aid their learners since they know that writing is difficult for them. Their aid is already mentioned in item number 8 where teachers give vocabulary, translate ideas and help in building the written text.

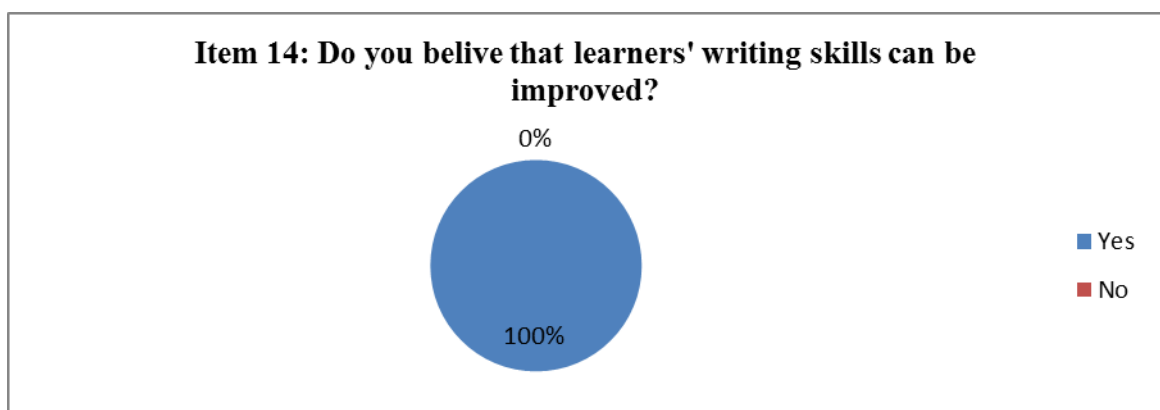


III.1.13. Sources of Writing Difficulties

It is worth of note to observe that the majority of the respondents (70%) stated that the reason why their learners face struggles in writing is due to linguistic problems. (21%) of the informants said it's because of cognitive problems and the rest (9%) confirmed psychological ones.

Learners are learning English as a foreign language; they may not practise it at all outside the classroom, this might result in their lack of vocabulary and their L1 interference either when thinking or while translating ideas. It's worth mentioning that they may not have the necessary background knowledge .i.e. the experiences and thoughts that can help them in writing. Indeed, lack of motivation, confidence and many other psychological problems may lead learners to perform poorly in writing tasks.

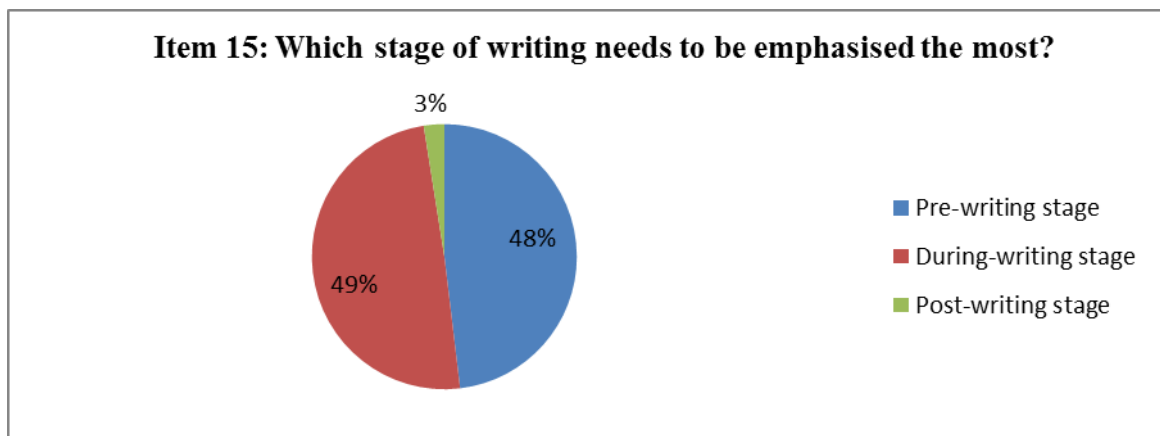
Section Four: Informants' Reflection on the Effective Strategies to teach writing



III.1.14. Teachers' Attitudes towards Writing Improvement

The data represented in item 14 reveals that all the participants (100%) believe that EFL learners writing skills can be improved.

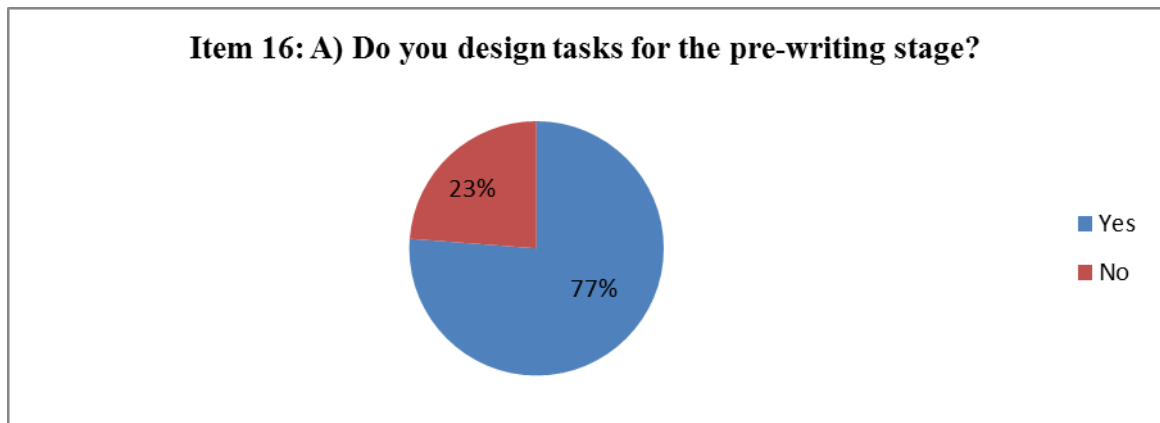
Teachers' perception to their learners' needs and level may help them analyse these needs for the sake of remedy them. Besides, being aware of the fact that the writing skill can be enhanced will push teachers to look for ways and techniques to aid their learners.



III.1.15. Most Essential Writing Stage

The statistics represented in this graph show that (49%) of the informants think that during- writing as a stage needs all the focus. (48%) stated pre-writing and only (3%) said it's the post-writing.

It's undoubtedly acknowledged that in order to reach the final product, learners have to successfully pass through the previous stages. The during-writing stage is the stage where learners are drafting, which item seven also recognises it as a difficult stage for learners. This stage emphasis may be the result of having learners incapable to write or it might be because teachers are not paying much attention to the pre-writing stage as everything needed throughout the stages is to be mentioned there.



III.1.16. a) Designing Pre-writing Tasks

This pie chart states that (77%) of participants said that they design tasks for the pre-writing stage while (23%) mentioned that they do not.

Writing should also be considered as a task composed of many sub-tasks. Tasks may be a helpful tool for EFL learners.

b. If yes, please provide examples.

For an effective vision, participants were asked to exemplify to see which appropriate tasks can be designed for this stage. Informants reported the following examples:

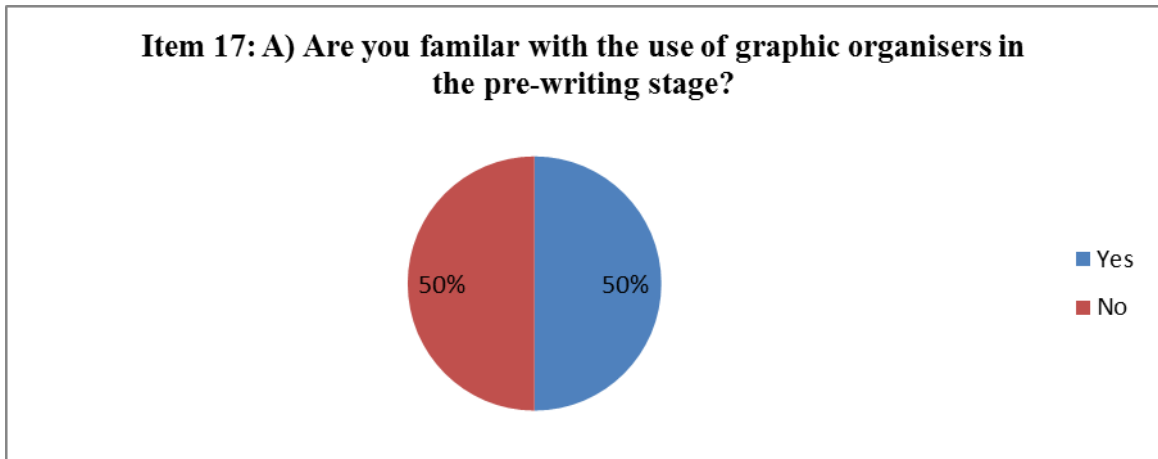
Participant1: “ I give them pictures for example to brainstorm the topic”

Participant2: “I give them puzzles, picture....etc so that I prepare them for the writing stage.”

Participant3: “ word map, matching, filling in the gaps.”

Participant4: “ Sometimes matching words with definitions just to help them generate ideas and guide them to the writing path.”

Participant5: “ Work on pictures, watching a video, class discussion, matching sentences or paragraphs. For example causes with effects. Providing a variety of vocabulary items that PPS may need in their writing in a game or activity.”



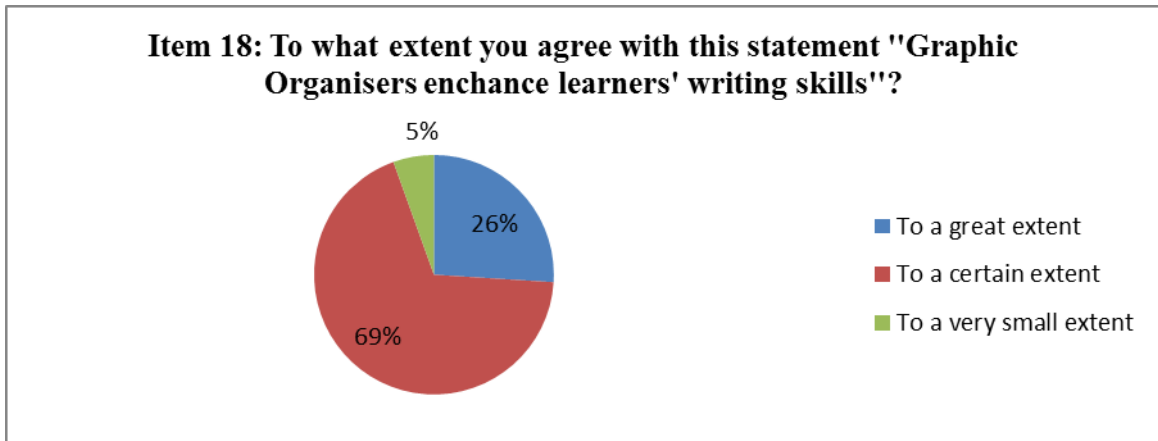
III.1.17. a) Teachers' Familiarity of Graphic Organisers' Use

The data mentioned in this graph reveals that similar statistics are given; half of the participants (50%) said they know that graphic organisers can be used in the pre-writing stage, the other half (50%) stated that they are unfamiliar with it.

As it was mentioned in the previous items, writing consists of different stages and the teacher is asked to explore each stage well so as to help his learners throughout all the stages. Teachers who use graphic organisers in the pre-writing stage may not face problems whilst learners draft. Graphic organisers could be an effective tool for generating ideas and organising them.

b. If yes, please, mention some of the graphic organisers you tend to use.

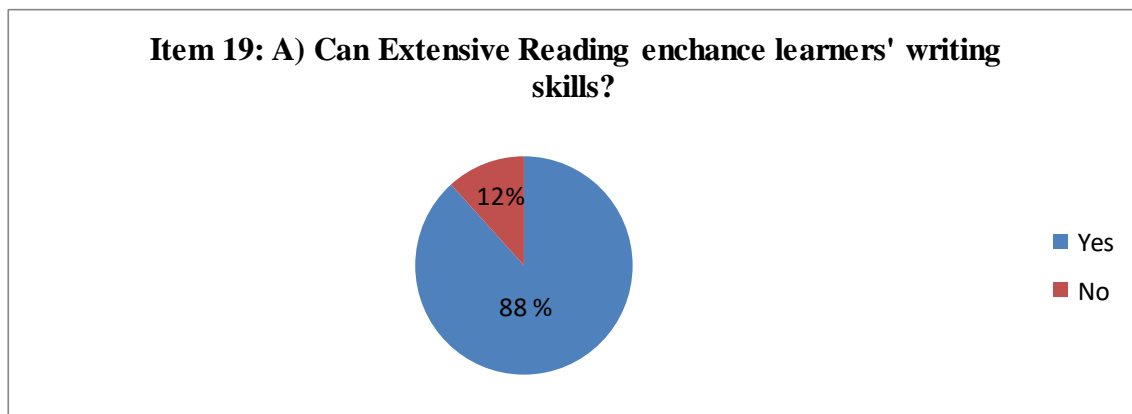
A follow-up question was asked to see what graphic organisers EFL teachers use for the pre-writing stage. The Venn diagram was mentioned 5 times, 12 participants said that they use maps as spider, mind, web and concept maps. The rest of the examples vary from outlining, hierarchy pyramids, fish bone, and the hamburger style t-chart, circles to bubbles, sequence and KWL chart.



III.1.18. Teachers' Opinion about the Efficiency of Graphic Organisers

Item 18 aims at exploring the opinion of the participants on the extent to which they believe graphic organisers are effective tools; (69%) of participants stated to a certain extent, (26%) believe it is to a great extent and only (5%) argue to a very small extent.

The previous item shows that half of teachers are familiar with the use of graphic organisers that is directly linked to this item in which participants argue that graphic organisers can to a certain extent improve the writing skills. It might be through the regular use of graphic organisers in pre-writing stage that EFL writing skills can be improved.



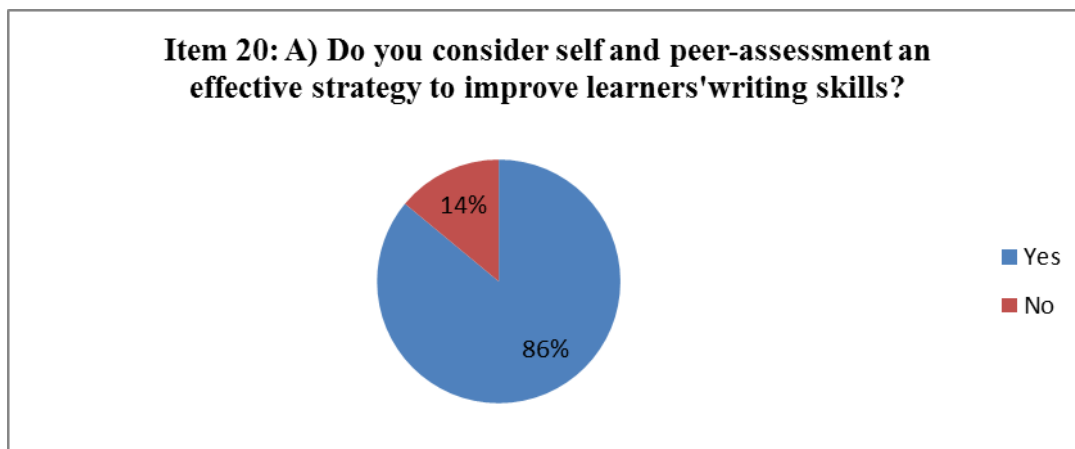
III.1.19. a) Extensive Reading Strategy Usage to Improve Writing

This pie chart shows that (88%) of the participants said that extensive reading can enhance learners' writing skills. Only (12%) stated that writing skills can't be improved through extensive reading.

It is widely proven that good writers are in fact good readers. Extensive reading may provide learners with lexical elements; learners could unconsciously acquire the ability to use different linguistic features such as syntax and semantics and thus they may improve in writing.

b. If yes, please explain

To see why participants believe that extensive reading can improve writing skills, they were asked to explain why. After an in-depth analysis for all participants' views, they all share the same vision which can be summarised as follow; readers benefit from reading, they gain vocabulary, they acquire ideas, knowledge and culture, they develop the critical thinking and learners become familiar with different writing styles and sentences structure, all these can be used by learners when they write. Participants think that extensive reading helps learners to express themselves and their thoughts, they also argue that reading and writing are interlinked skills which stand for the idea that the more they read, the best they become in writing.



III.1.20. The Efficiency of Self and Peer-assessment in Improving Writing

The statistics in item 20 reveals that the majority of the respondents (86%) consider self and peer-assessment an effective strategy to improve EFL learners' writing skills. Only (14%) do not.

Learners may learn from each other better than from the teacher in some cases; shy learners do not tend to ask their teachers instead they seem to have the ability to share and exchange with their peers. Besides, being able to assess one's mistakes might be a way

of learning; learners through checklists are going to spot their mistakes to correct them and highlight their strengths to keep them.

b. Explain your choice, please

To see teachers' perspectives towards the effectiveness of this strategy being used during writing, an 'explain your choice' question was asked:

Participant1: 'When someone assessed himself he will really know his weakness and mistakes.'

Participant2: 'Because it's a way to check errors and discover them then provide correction.'

Participant3: 'It is really helpful and can be a solution to make them more productive.'

Participant4: 'Students spot their mistakes and make sure not to do them again (better than being told what the mistakes are).'

Section Five: Informants Suggestions & Recommendations as regards

Teaching of Writing Skill

Question Item 20: According to you, in what way can EFL learners' writing be improved?

The data revolving around item 21 reveal that the targeted sample viewpoints can be classified into 7 types of opinions. The majority of respondents, around 26, believe that through reading learners can improve their writing skills, as those skills are linked and learners may gain vocabulary, ideas; both form and content. They argued that good writers are in fact good readers and learners should be trained to read from an early stage so as to get effective results when they reach the secondary school. Seventeen participants linked learners' ability to write to their awareness and perception; learners have to recognise how much writing is important, by doing so they ought to practise a lot. Teachers saying so, agree on the point which says 'practice makes perfect'. 14 of the informants see that writing is a demanding task which calls for the appropriate time; they suggested that an urgent adjustment of the curriculum and the syllabus should be done. They said that objectives of the syllabus should focus more on writing than grammar so that more hours will be devoted for writing. By doing so, teachers will be able to apply effective strategies

to help their learners write. Other respondents see that teachers' motivation has an influence on learners' writing; those 12 informants say that teachers need to trigger their learners to write since the majority of learners are of mixed abilities and they have different personalities. Learners who need motivation are those who fear writing, who believe that they cannot write just because they have failed in it before or that they were not encouraged to write at all. They also linked learners' disability to write to the teachers' methods; learners should be motivated to write from early stages and since they start studying English from the middle school, teachers at middle schools have to encourage their learners to write until they reach the secondary school with the ability to express themselves. Around 3 participants see that it is a matter of vocabulary; as mentioned in previous items, learners do not write because their real struggle is with linguistic problems and lack of vocabulary. So, learners should learn more vocabulary to perform better in writing tasks. Four informants stated that the topics mentioned in the syllabus are not of learners' interests and needs; learners perform badly in writing because they are not interested in it as a task due to boring and uninteresting topics. Thus, to improve EFL writing skills, there should be interesting topics that meet learners' needs, level and interests. Three participants believe that designing effective pre-writing tasks can surely enhance learners' writing skills; learners need guidance because they have knowledge and they do not know how to use it. So, instead of asking them directly to write or to put their ideas into a written form of text, teachers have to provoke those ideas to come through different tasks. Only 1 respondent mentioned feedback as a suggestion to ameliorate learners' writing skills. S/he sees that providing learners with a view about their strengths and weaknesses can lead them to avoid doing these mistakes again and to keep their strengths for further writings.

Referring to the results above, it can be said that informants' suggestions remain too theoretical since most of them tackled long term strategies which need teachers' follow-up from middle to secondary school. Their hypotheses remain theoretical until they are practised in the classrooms by all EFL teachers so that learners' will be equipped with effective strategies to improve their writing skills.

III.2. Classroom Observation

Observation as a tool helps both the observer by providing him accurate information and more concrete data upon which he can rely throughout his research and it helps the observee in way that makes him adjust his methods of teaching and plan other lessons based on the observation. The major aim behind using a series of classroom observation covering writing sessions is to see how teachers teach writing and what strategies teachers use to help learners write. Indeed, classroom observation provides a shift from theory to practise as it supplies the researcher with practical data.

The first session took place on Sunday, April 24th. 2022 from 11:45h to 12:30h with second year Experimental sciences class. The teacher greeted her learners and asked a pupil to write the date. Learners, at their part took their seats and brought their English copybooks as well as books. The teacher started with a brief reminder of the grammar lesson they tackled in the previous session. Some learners respond by telling the rules of reported speech. The teacher then asked their learners to open their books on page 120, she read the instruction and started explanation; she asked them to look at the graph presented and asked them to say what it is, learners said statistics, percentages, numbers and only one learner said it's a pie chart. The teacher reminded her learners of the previous reading text which was in a form of report. Learners seemed to remember how to write a report. So, the use of a reading text as a sample can help learners throughout their writing. The thing which was not clear for learners is how to interpret data from a pie chart even though the teacher tried to report one sentence collectively. It can be said that learners are not familiar with this graph, the teacher should have explained how learners can interpret percentages from a pie chart to help them start writing since all the information needed are presented for the learners. Some learners seemed uninterested to write, one could guess that it was because the topic was about man of the year 2002 which is not up-to-date information. Learners may not show interest for computer development Microsoft domains which is before they were born, choosing a famous current personality would be attractive for learners and may motivate them to write. This task took 8 to 10 mints. Learners were asked to start writing after the explanation. The time allocated by the teacher was around 10 mints. The teacher asked the learners to work individually mainly because time was not helping. It was noticed that some learners start writing something while others were holding their pens with no clue. The teacher moved around and gave hand. It was crystal

clear that she could not cover all the 24 learner in the class but it might be said that she knew who needs help. Learners checked by the teacher started writing; the teacher's guidance might help learners write. The time allocated was over, yet the majority of learners had not yet finished. The teacher added other 5 mints where learners continued writing. Some learners were fast and finished before their mates, the teacher asked them to wait until their mates all finish. The extra 5 mints were over and the teacher told their learners to exchange their drafts with the one seating in front or behind; learners did so. The teacher explained that each of them is asked to underline grammar mistakes, spelling mistakes and to check if the layout of the report is clear, she also mentioned taking into consideration checking the part of sentences and so on. This strategy used by the teacher is the peer-assessment. To see whether this strategy worked, as an observer, I moved around the rows. I noticed that some learners were able to spot some mistakes such as common spelling mistakes, punctuation and capitalisation and grammar mistakes. Others were helped by the teacher to assess their peers' drafts. Learners seemed comfortable and showed interest while doing so. It's worth mentioning that learners' ability to spot the mistakes may help them never repeat those mistakes again. By applying this strategy, the teacher provided learners with the opportunity to discover their mistakes, learn from each other strengths and weaknesses for the sake of freeing their future-written pieces from the spotted mistakes. Learners were asked to correct their mistakes to write the final draft. It was noticed that approximately all learners were busy reformulating their productions. As a final step, the teacher appointed one learner to read his production and no time was left for the publishing stage since the sessions in Ramadan consists of only 45 mints.

The second session was on Tuesday the 23rd, with 3rd year foreign languages class. It was from 10:55h to 12:30. This means two sessions at once. The teacher greeted her learners and one of the pupils wrote the date. The teacher started her lesson by displaying a picture on the board then asked learners to take time, think about the picture and to tell what it represents. Learners clearly recognised the idea being expressed in the picture; it was the issue of stress. Learners seemed so interested; they were all involved and shared different thoughts; this step took around 3 mints. Using visual aids in the pre-writing stage may help learners form and have an idea about the topic. She then moved smoothly and handed her learners with worksheets; the worksheet contains tasks, the first task was meant for matching words with their significance. The aim of the first task was to provide learners with the needed vocabulary in the coming stages as well as introducing the key

words of the topic. The teacher asked her learners to do it individually then they can share it collectively. Through this activity, learners' background knowledge can be activated as well as the use of dictionaries was allowed by the teacher. Learners then were asked to share their suggested solutions with their mates sitting next to them then finally with the whole class. The second task was about forming verbs, nouns and adjectives where learners were asked to work in pairs using the dictionaries to form words. This task's aim was to help learners when constructing sentences; using these verbs, nouns and adjectives may enable learners in their production later on. Learners showed good attitudes towards working together; they shared their knowledge and skills of listening to each other. The whole class corrected this activity together. The teacher then asked learners how they feel in that moment towards the BAC exam, approximately all learners said that they are anxious, and stressed; the teacher tried to elicit ideas from learners by asking them leading question and by linking the topic to their life (experiential task) making the topic more concrete to learners. Learners shared their feelings and how they are managing this problem. The teacher then drew one circle in the middle of the board from its sides she drew three squares for each side, then she, in the circle, wrote Examination stress and above the squares from a side she mentioned causes for the other consequences. She then explained to her learners how this strategy is used to organise their ideas. The teacher asks learners to put themselves into group of 5 and to start working on filling the form all together. It seems that learners know their groups since they went directly to join their other mates without asking the teacher. It is worth mentioning that learners put a budget over their necks representing their roles in the group. Meanwhile, the teacher was walking around checking and helping her learners. Learners were asked to share their ideas with the whole class and they were also discussing some ideas, some learners even criticised their mates' ideas as seeing them irrelevant. The teacher asked learners to move to task 3 which was about what learners are asked to write and she explained it to her learners. The form of the production was cleared by the teacher as well as she reminded them to use words and ideas from the previous tasks and she also set time for the stage. Till that point, learners seemed interested and especially the topic and that most of them were struggling with the problem. Learners started drafting and the teacher walked around the rows checking and helping whenever necessary. Learners were exchanging point of views, ideas and they seemed comfortable working with each other.

The fourth observation was held on the 25th of April from 8:30h to 10:00h. The same class was observed since the previous sessions tackled the pre-writing and a part of the

during-writing stage. Learners joined their groups again and they were provided with a checklist. The teacher asked learners to revise their draft using the checklist provided. Learners were discussing the criteria in the checklist and their writings, meanwhile correcting and editing their drafts. After this stage, the teacher asked the groups to exchange their drafts and demanded the use of the checklist to assess their mates' productions by underlying mistakes, circling them and if possible correcting them. It is good to mention that learners were able to notice some common mistakes, they could also reformulate some sentences because they were wrong, but after taking a look at the drafts, some other mistakes were thought to be beyond learners' capacities to be corrected; thus, the role of the teacher is to help learners identify all the mistakes that can be done by their mates. It was observed that learners, in a way, were competing; they were so concentrating in spotting the other group's mistakes which is a positive addition that working in groups and the use of checklist can offer. Learners were so involved that the peer assessment worked successfully under the supervision of their teacher. The teacher asked groups to take back their draft, taking into consideration their mates' correction to write the final draft. Learners wrote their final draft in a more organised way this time. The representative of each group stood up and read the group's production, followed by a feedback from the teacher.

III.3. Data Discussion and Interpretation

The study focuses on the writing skill, its related hindrances and what actions should be taken "strategies" so as to help EFL learners improve their level in writing. This section aims at discussing and interpreting the data represented in the previous figures; thus, providing the researcher with a clear vision for answering the research questions and either to confirm or disconfirm the research hypotheses.

The results of the questionnaire indicate that EFL teachers are aware of the importance writing plays in learning English; this awareness may push teachers to explore which problems EFL learners are facing and what suggestions they should think about to solve those problems. It is also prevailed that the Algerian EFL context is not giving priority to writing nor the researches do, as it is mentioned in the very beginning of the research paper. Indeed, experts or syllabus designers are required to adjust the learning objectives as well as the syllabus components for the sake of affording the appropriate time for the writing skill to be taught adequately. In fact, EFL teachers have to emphasise the pre-writing stage so that the other stages will seem much easier for their learners.

The findings show that EFL learners confront many problems when they tend to write. Undeniably, chapter one mentioned the fact that learners studying English as a Foreign Language face challenges when writing. According to the informants; vocabulary, the lack of semantic elements and the inability to form sentences appropriately are major problems they observed in their learners' writings. This can be linked to the points discussed in the literature review such as Rahmatunisa. (2014) when he stated three major problems; linguistics, cognitive and psychological. Besides, Khalil. (1989), Qaddumi. (1995), and Ahmed. (2010) who asserted that linguistic elements such as cohesion and coherence hinder EFL learners to write well productions. It is worth mentioning that respondents have stated that teachers' methods and perceptions can also lead to bad performance in writing; teachers' lack of motivation may be among the reasons why EFL learners do not prioritise writing when learning. Indeed, sources of writing difficulties were highlighted in the first chapter, among them "low motivation". On the other hand, results require learners to make some extra effort so as to enhance their writing skill proficiency.

The results of the given questionnaire stress that the majority of teachers are helping their learners with using many strategies; such as, the use of different types of graphic organisers. Indeed, teachers agree that graphic organisers can be effective tools to generate and organise ideas in the pre-writing stage; a well-planning of the pre-writing stage can benefit learners throughout the other stages; thus, EFL learners' productions maybe improved. This latter can be backed up by the literature review where effective strategies were mentioned among them: designing tasks for the pre-writing stage and using graphic organisers.

Based on informants' answers, extensive reading can boost learners' level in writing as its benefits are countless; through reading learners may gain many elements which can help them write. In fact, it was mentioned in the theoretical part that reading and writing are correlated; better writers read more than poorer writers. It is also deduced that assessment can help learners improve their productions through letting learners discover their mistakes and their mates' mistakes by themselves. That is to say, learners may not make the same mistakes in their future writings; to add, they can benefit from each other's productions by gaining new vocabulary, ways to construct sentences and so on; thus, enhancing their writings.

The findings also reveal that many strategies can be applied to effectively improve EFL writing skill proficiency. Designing pre-writing tasks, encouraging learners to write, adjusting the syllabus and focusing more on writing and following effective teaching methods can all contribute into improving EFL learners' writing skill proficiency.

It was observed that EFL learners encounter difficulties; such as, the lack of vocabulary that enable them to translate their ideas from their L1 to the target language “English”. After the analysis of the observed sessions, it can be said that learners need to be encouraged to write and the teacher can achieve this by providing his/her learners with strategies and by following a writing process. It is worth to mention that in the first observation, where the teacher did not use tasks to generate ideas, learners confronted difficulties when they started drafting. However; during the other sessions, where much time was allowed, the teacher followed the writing stages appropriately. It was noticed that working in groups raised learners’ motivation to write. Indeed, the implementation of some strategies in the pre-writing stage viz. designing tasks and the graphic organiser somehow facilitated the drafting stage; besides, making learners assessing each other’s’ work helped learners recognise their mistakes; thus, enabling them to edit their drafts successfully. It is undeniable fact that timing plays a key role in the improvement of learners’ writing skills; that is to say, if writing is given the adequate time, EFL teachers will be able to apply such effective strategies for the sake of improving EFL learners writing skill proficiency. In fact, the three other sessions showed that the use of strategies throughout the stages can aid learners in the long term produce well-written texts in the target language.

Throughout this section, data were collected, represented in graphs. The graphs were described, and then an in-depth analysis of the data was provided. The discussion of the findings as well guides the researcher into answering the two core research questions and into confirming or disconfirming the research hypotheses. In fact, the results reveal that EFL learners face difficulties when they write and the application of effective strategies throughout the different writing stages; designing pre-writing tasks, the use of graphic organisers and self and peer-assessment in the during phase, can improve EFL learners’ writing proficiency in the long term. Thus, the hypotheses are confirmed.

To conclude with, the improvement of EFL learners’ writing skill cannot be done overnight, a long term trials should be taken by EFL teachers in secondary schools. In fact, even teachers in middle school ought to develop effective strategies so as to train learners write from an early stage. Indeed, the effective strategies investigated in this research paper have been proven both theoretically and practically. Nevertheless, further research is necessary, since writing improvement is an ongoing process, in order to revalidate what have been explored; the classroom observation should be started from the school year beginning to fully test those strategies’ effectiveness. The appropriate use and exploitation of learners’

portfolios can be a helpful tool as well to follow the learners' personal progression throughout time.

III.4. Limitations of the Study

This research paper, as other studies conducted, has limitations. The first is time shortage; the researcher has not started working on her paper till January owing to many factors; one of which is that research papers titles were accepted in late December while the nature of the study requires starting observation from the very first days of year beginning. To add, due to Covid19 many schools have been shut down for around one week in December and two other weeks in January. This latter pushed the researcher to delay the observation since teachers were striving to teach important lessons which would be included in the exams besides the coverage of the whole syllabus.

It's worth mentioning that the researcher initially intended to include many schools for the observation section, yet teachers were not collaborative since they all sought accomplishing the program, they could not be blamed as writing, in fact, was not considered to be taught in class and hours devoted were not sufficient. So, only one teacher collaborated in the observation section.

The study findings cannot be generalised for reasons; first, teachers' methods differ from one teacher to the other and in this study only one teacher was observed. Furthermore, due to the current health conditions, learners were grouped; they are no longer large classes. The highest learners' number in this study is 25; the lowest is 16 while in ordinary conditions the number of pupils in the classroom reaches 45 and even more (over-crowdedness)

It is important to highlight that the Algerian English syllabus aims at enabling learners to, by the end of the year, produce texts/messages of expository, narrative, prescriptive and argumentative genres. However, in these two years, writing is being neglected compared to the reading skill owing to time shortage. To add, learners are being accounted in their exams in writing just as they were before the epidemic.

Another point, most references relied on to complete this dissertation are online sources, the lack of primary sources and first hand data are also a limitation in this study.

Conclusion

As the study's main concern is to find out what hindrances EFL learners face when they write and what effective strategies can be implemented to improve EFL learners' writing skill, this foregoing chapter covers the research methodology and design as it offers the key

findings of the practical side of this study. Writing strategies need an organized framework to be well-developed then regularly and appropriately used. The limitations are stated, and some suggestions are introduced for future research in the area.

General Conclusion

General Conclusion

English language learning requires EFL learners to acquire the ability to perform well in the four skills namely; listening and speaking, reading and writing. However, EFL learners find difficulties when they tend to write due to the interference of many factors. Teachers, who want to improve their learners' writing skill, and learners who desire writing and producing well-written messages/texts, can adopt various yet effective writing strategies to attain the aforementioned goals.

The focus of this study is on finding out what hindrances EFL learners confront when they write and what effective strategies can be implemented to enhance EFL learners' writing skill proficiency.

To fully-attain the previously mentioned objectives of the study, the research paper at hand, first, provided a review of the previous studies done on the same topic and this was included in the first chapter, besides enlightening those having the same field interests. Indeed, the literature review covered all possible concepts related to the writing skill; it also looked deeper into the struggles of EFL learners during the performance of writing tasks, the chapter also shed light on the tight relationship between reading and writing as both skills are directed to each other. It's worth mentioning that this chapter helped in providing and selecting most effective writing strategies.

It's undeniably true that theory is considered an abstracted practice and practice is applied theory. In this light, chapter two is devoted for the practical part; research methodology and design, then data collection and analysis. Throughout this chapter, tools of investigations were used to collect the data, and then the data were collected, described, analysed and findings were built accordingly.

The findings drawn in the second chapter indicated that the writing skill is a challenging task for both EFL teachers, as their learners are either unmotivated to write or they lack the productive competences, and for EFL learners as they face many problems when they want to write. The results also revealed that many strategies can be used by teachers and learners to ameliorate the level of EFL learners' in the writing skill.

In fact, the findings highlighted three levels of difficulties that hinder EFL learners' to produce well-written texts/messages mainly linguistics, cognitive and psychological. Linguistic problems were on the top of other levels; EFL learners lack vocabulary, not only that but they also are unable to construct sentences either when considering grammar or when considering parts of speech. EFL teachers mentioned in their responses that EFL

learners, themselves, can be a hindrance as they believe that they cannot write even before trying or they are not motivated to write. Regarding the Algerian syllabus, the results showed that EFL teachers believe that writing is not given the needed interest or the deserved position in the syllabus as it is, now, considered as a content to be done at home. The interference of the aforementioned factors formed obstacles that prevent EFL learners' from producing well-written texts/ messages; thus achieving proficiency in the writing skill.

The study suggested some effective strategies which can be implemented for the sake of improving EFL learners writing skill proficiency. The study calls for the inclusion of the writing process as it helps learners to go step by step toward the highlighted lesson's objectives. EFL teachers had better teach writing with respect to the writing stages; pre, during and post-writing. In fact, the well-exploration of one stage can successfully aid in reaching the next stage. The study revealed that the most difficult stage for EFL learners is the during-writing stage or the drafting stage; this can mean that EFL learners were not well-prepared in the pre-writing stage or the "ideas' generation and organisation stage".

EFL teachers are advised to apply some pre-writing tasks to help learners create ideas and organise them as both the literature review and the findings suggest. The implementation of graphic organisers in the pre-writing stage has been proven as an effective strategy to generate and organise ideas; thus, preparing the learners for the drafting stage where they are going to use those generated and organised ideas in the form of paragraphs. In the same vein, the result revealed that self and peer-assessment through the use of checklists can aid learners to discover their mistakes by themselves and correcting them also by their own; hence, avoiding such mistakes in the coming writing tasks.

Overall, the process of improving learners' writing skill cannot be achieved overnight. However, the strategies mentioned earlier need to be given much time and practice. From the learners' part, they have to read more since good writers are in fact good readers, besides they ought to practise as it is known that practice makes perfect.

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APPENDICES

Appendix A

Dear teachers,

I am conducting a research paper submitted for the fulfilment of the requirement of the Master degree in Didactics. My research aims at investigating effective strategies to improve EFL secondary school learners' writing skills. You are, therefore, kindly requested to answer the following questions by putting a tick (✓) in the appropriate box, or comment whenever necessary. Your cooperation is much appreciated.

Section One: Informants' Personal & Professional Data

Question Item 1: Gender

Male

Female

Question Item 2: Teaching Experience

How long have you been teaching?

1-7

8-16

17-32

Section two: Informants' Reflection on Writing Skills Implementation

Question Item 3: Is the writing skill indispensable component in EFL learning?

Yes

No

Question Item 4: Do you think that the writing skill is given the adequate amount of time duration in the EFL syllabus?

Yes

No

Question Item 5: a) Do you enjoy teaching writing?

Yes

No

b) If no, please explain why.

.....

.....

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.....

.....

.....

.....

Question Item 6: a) Which among the following approaches, do you use to teach writing?

Process approach

Product approach

Both

b) Please, explain your choice.

.....

Question Item 7: Which stage is more difficult for your learners? (you can tick more than one choice)

Brainstorming Organising Drafting
 Editing The final draft

Question Item 8:

a) Do you provide help for your learners throughout the stages?

Yes No

b) If yes, which kind of help?

.....

Question Item 9: As a teacher, when your learners are writing, do you focus more on?

Grammar correctness Generating and Organising ideas

Section Three: Informants' Feedback on Learners' Writing Hindrances

Question Item 10:

a) Do your learners show interest toward writing sessions?

Yes No

b) If yes, please, say to what extent.

A lot somewhat A bit

c) If no, please, say why.

.....

Question Item 11: How often do you motivate your learners to write?

Always Often Rarely Never

Question Item 12: Do your learners face difficulties when they are asked to write?

Yes No

Question Item 13: Are writing difficulties as a result of? (More than one choice can be ticked)

Linguistic problems Cognitive problems Psychological problems

Section Four: Informants' Reflection on the Effective Strategies to teach writing

Question Item 14:

Do you believe that learners' writing skills can be improved?

Yes No

Question Item 15:

Which stage of writing needs to be emphasised the most?

Pre-writing stage During-writing stage Post-writing stage

Question Item 16:

a) Do you design tasks for the pre-writing stage?

Yes No

b) If yes, please provide examples.

.....

.....

.....

.....

Question Item 17:

a) Are you familiar with the use of graphic organisers in the pre-writing stage?

Yes No

b) If yes, please, mention some of the graphic organisers you tend to use.

.....

.....

.....

.....

Question Item 18: To what extent you agree with this statement “Graphic Organisers enhance learners’ writing skills “?”

To a great extent to a certain extent to a very small extent

Question Item 19:

a) Can Extensive Reading enhance learners’ writing skills?

Yes No

b) If yes, please explain.

.....
.....
.....
.....

Question Item 20:

a) Do you consider self and peer-assessment an effective strategy to improve learners’ writing skills?

Yes No

b) Explain your choice, please.

.....
.....
.....
.....

Section Five: Informants Suggestions & Recommendations as regards Teaching of Writing Skill

Question Item 20: According to you, in what way can EFL learners’ writing be improved?

.....
.....
.....
.....

Collaboration is much appreciated

Appendix B

Observation Sheet

Step One

Observer Information

Observer name		Date	
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Step two

School and teacher information

Teacher's Name		School	
Subject		Lesson	
Number of Learners		Seating plan and Class data	seating Class data

Step Three :

The lesson's procedure

Timing	Teacher's roles and acts	Learners' roles and acts	Comments
Feedback			

Appendix C

As a beginning of our discussion, we all realize that inventions started with a simple idea to seek for a comfortable living, so we can say that this is their importance. In another position, man has created many things searching for his needs, knowing that necessity is the mother of invention. Moreover, advances help to provide a perfect solution for all the problem that man faces and to correct the ones he made. Next, the improving of product, process and service provided a great basis for our life, because it made the connection in the world easier. Also, people now cameat without frightning about the result of that, it helped in providing safety and spreading knowledge. With all of that being told, we're aware of how much the inventions influence all aspect of modern existence. As example we can talk about the medical field that the human had always focused in developing it hoping to protect our helth. An other example, we can see how it affected our education and changed it old paths, that all leads us to be thankful to all of this invention that make our life easier.

20 thousand years ago, earth as far as we know is unique in its capacity for life, it operates just like a living breathing organism, but it wasn't an easy life, we challenged ourselves and we used our unique to tame the environment and get more from it. Then, after the second world war, there is technology, business has boomed, farming techniques have intensified. Welcome to the age of humans, we now determine earth's survival, but there's catastrophic things that started going downhill, most of the world resources and species have cleared and the only solution we've got in our hands is adopting environmentally friendly practices such as: turning off the lights and using efficient light bulbs, avoid wasting water and, ~~using~~ eliminating waste by recycling, using renewable resources like solar pannels & wind turbine, avoiding the use of plastic, developing the economy and using zero carbon, turn the oceans into good health and caring more about our biodiversity.

Saving our planet is our responsibility, and it's about saving ourselves, and if we do, then we'll be proud to call earth our planet.

perfectly put ! Carry on this path !

إمضاء الولي

ملاحظات الأستاذ (ة)

No one can deny the fact that our modern life is a composition of many experiences and inventions of the old people in many civilizations around the world. These latter were so talented and skillful until some different effects damaged their achievements and took them into vanishment. One of the main causes is the natural phenomena like the volcanoes, the floods that destroyed the irrigation systems, the earthquakes also the external wars in the political fields between the kings for governing the financial crises like the ancient Egypt when it lost all their money in pyramids, also the expansions waves of the strong empires like Rome and Vikings and the leaders who think only for their own favors. To conclude, the study of history makes us know more about our humanity and put us in the obligation that we must achieve some works for future generations.

you have amazing ideas but you didn't organize them; we sequencers -

you may also mention that (causes of collapse) إهداء الولي

to mention the topic!

ملاحظات الأستاذ (ة) Tameen

Keep going on the path and you'll get the best mark in the bac Exam!

Résumé

La compétence d'écriture est considérée comme une pierre angulaire de tout apprentissage linguistique. Cependant, écrire en anglais, en particulier, est considéré comme une tâche difficile pour les apprenants algériens de l'EFL qui présentent de nombreuses lacunes au niveau de la compétence de l'écriture, qui exige la maîtrise de nombreuses connaissances. À cet égard, cette étude examine des stratégies efficaces pour améliorer les compétences rédactionnelles des apprenants d'EFL, car elle vise à déterminer les obstacles auxquels les apprenants d'EFL sont confrontés lorsqu'ils écrivent. L'étude adopte une méthodologie mixte combinant des méthodes quantitatives et qualitatives. Un échantillon de 75 enseignants du secondaire d'EFL a participé à l'étude, où ils ont répondu à un questionnaire en ligne. Par ailleurs, les observations en classe ont été utilisées lors de sessions d'écriture où 24 apprenants de 2^{ème} année en sciences expérimentales et 16 apprenants de 3^{ème} année en langues étrangères ont été observés au lycée KADIRI Khaled « Sougueur – Tيارت – Algérie ». Les résultats révèlent que les apprenants d'EFL sont confrontés à de nombreux problèmes lorsqu'ils écrivent tels que le manque de vocabulaire, le manque d'éléments sémantiques et l'incapacité de construire des phrases grammaticalement correctes, outre d'autres facteurs représentés sous la forme de problèmes cognitifs et psychologiques. De même, de nombreuses stratégies peuvent être mises en œuvre pour améliorer les compétences en rédaction des apprenants d'EFL et pour remédier à ces lacunes, certaines stratégies sont suggérées.

Mots clés : les compétences rédactionnelles - obstacles à l'écriture- stratégies efficaces- les apprenants et les enseignants de l'anglais langue étrangère- organisateurs graphiques.

ملخص

تعتبر مهارة الكتابة حجر أساس في تعلم أي لغة. ومع ذلك، فإن الكتابة باللغة الإنجليزية، على وجه الخصوص، تعتبر مهمة صعبة بالنسبة لمتعلمي اللغة الانجليزية الجزائريين كلغة أجنبية الذين يجدون صعوبة في أداء هذه المهمة وأداءهم يبدو ضعيفا فيها والتي تستدعي اعتبارات عديدة. وفيما يتعلق بهذا الموضوع، تبحث الدراسة استراتيجيات فعالة لتحسين مهارة الكتابة لدى متعلمي اللغة الانجليزية كلغة أجنبية كما تهدف إلى اكتشاف العوائق التي يواجهها المتعلمون عند الكتابة. وتعتمد الدراسة تصميمًا مختلطًا للأسلوب يجمع بين الطرائق الكمية والنوعية على حد سواء. شارك في الدراسة عينة من 75 من معلمي اللغة الانجليزية كلغة أجنبية في المدارس الثانوية حيث أجابوا على استبيان عبر الإنترنت. فضلا عن ذلك فقد استخدمت الملاحظات المدرسية أثناء حصص الكتابة حيث شوهد 24 متعلمين من السنة الثانية في قسم العلوم التجريبية و16 متعلمين من قسم اللغات الأجنبية في السنة الثالثة في ثانوية قاديري خالد "سوقر – تيارت – الجزائر". تكشف النتائج أن متعلمي اللغة الانجليزية كلغة أجنبية يواجهون العديد من المسائل عندما يكتبون مثل نقص المفردات، ونقص العناصر الدلالية وعدم القدرة على بناء جمل مقبولة نحويا، بالإضافة إلى عوامل أخرى ممثلة في شكل مشاكل معرفية ونفسية. وعلى نحو مماثل، من الممكن تنفيذ العديد من الاستراتيجيات لتحسين براعة الكتابة لمتعلمي اللغة الانجليزية كلغة أجنبية ومن أجل معالجة هذا الخلل، تقترح بعض الاستراتيجيات.

الكلمات الأساسية: إتقان مهارة الكتابة، عوائق الكتابة، الإستراتيجيات الفعالة، متعلمي ومعلمي اللغة الانجليزية كلغة أجنبية، منظمات البيانات